

## Workload Advisory Council (WAC) - key areas of focus for 2021

Focus Area	Action	Impact on Workload	Timeframe
<b>Senior Assessment &amp; Tertiary Entrance (SATE)</b>	(a) Progress summary of 800 WAC submissions regarding SATE to the QCAA. QCAA to consider any action in the context of the post-cycle review.	(a) Reducing the volume of QCAA training, improving the notice provided for training and being conscious of demand on teacher time during assessment periods.	QCAA Post-cycle review closes 7 May.
	(b) DG to communicate actions of WAC underway by DoE.	(b) Awareness raising of initiatives to reduce workload actively underway as a result of the WAC working party. Joint communique from DoE/QTU.	Comms to schools upon finalisation of actions
	(c) DoE to undertake an analysis of school start/finish times.	(c) Ensuring exams are occurring in rostered duty time and staff are not required to work outside normal school hours; noting local arrangements to give effect to AARA requirements.	Ongoing
	(d) DoE and QTU to write to QCAA about workload concerns (amongst other matters).	(d) Summary of proposals from WAC submissions to reduce workload sent to QCAA in correspondence.	QTU correspondence sent 22 April 2021. DoE presented at QCAA Board mtg Term 1.
	(e) DoE and QTU to explore with the QCAA, the possibility to allow schools to share assessment items to facilitate the QCAA creating a bank of assessment materials.	(e) Reduced workload by having access to a bank of high-quality assessment items reducing the necessity to build assessments.	Comms to schools Term 2 2021
<b>Information Communication &amp; Technology (ICT)</b>	(a) Provide joint Departmental/QTU communication re new ICT system. <ul style="list-style-type: none"> <li>Develop vignettes with success stories, simple FAQs and projected timeframes.</li> <li>Continue to provide support during the transition.</li> </ul>	(a) Reduced workload associated with new ICT system when it goes live. Continuing <i>The Learning Place</i> until mid-2022 to assist with the wellbeing of employees.	Retain current platform until mid-2022

	<ul style="list-style-type: none"> <li>(b) QLearn – investigate/confirm capability to transfer existing content.</li> <li>(c) Initiate VPN access for school leaders (multifactor identification – fast track remote access to MyHR).</li> </ul>	<ul style="list-style-type: none"> <li>(b) Extend the timeframe for transition to reduce the workload of teachers to transition materials to the new system.</li> <li>(c) Enable remote access for school leaders and teachers to manage workload by accessing MyHR in alternate workplaces.</li> </ul>	<ul style="list-style-type: none"> <li>Transition to new Q-Learn by end of 2021</li> <li>Enable access to multifactor VPN by end of 2021</li> </ul>
<b>Human Resources (HR)</b>	<ul style="list-style-type: none"> <li>(a) Provide managing minor conduct breaches toolkit / resource package.</li> <li>(b) Review APR / MUP processes and implementation of PPM with a workload reduction /efficiency focus*</li> <li>(c) Promote SBS Credit and Usage Automation.</li> <li>(d) Day 8 Automation.</li> <li>(e) Transfer process available all year*</li> <li>(f) Mandatory All Staff Training Review.</li> <li>(g) Management Foundations Training.</li> <li>(h) DoE to provide clarity to all schools about the role and function of Local Consultative Committees, including how to engage with LCCs effectively as part of the school's</li> </ul>	<ul style="list-style-type: none"> <li>(a) Early intervention to prevent the escalation of matters that demand high level of school leader time to manage.</li> <li>(b) Promoting differentiation of approach to reduce administration and frequency of meetings.</li> <li>(c) Removal of administrative burden in overlooking individual manual transactions in SBS.</li> <li>(d) Removal of administrative burden in overlooking student enrolment collection information.</li> <li>(e) Enable efficiency in workforce planning and reduce recruitment workload.</li> <li>(f) Review all training and establish recommended hours of mandatory training, per annum, per role with a view to reducing workload</li> <li>(g) Provide an extension to the timeline for completion of the Management Foundations Training</li> <li>(h) DOE toolkit / resources / training on how to consult and consider new initiatives through the LCC, will assist with managing workload at the local level.</li> </ul>	<ul style="list-style-type: none"> <li>Commence Term 3 2021.</li> <li>By end of Term 4 2021</li> <li>By end of Term 2 2021</li> <li>By Day 8 2022</li> <li>By close of transfer cycle 2022</li> <li>By start of 2022</li> <li>30 September 2021</li> <li>Terms 3 and 4 2021</li> </ul>

	<p>approach to managing workload at the local level (including PD / toolkit.)</p> <p>(i) Right to disconnect outside of working hours.</p> <p><i>*NOTE – Subject to agreement on scope and detailed planning</i></p>	(i) DoE to minimise communication to teachers and school leaders on weekends and school vacations.	Communication with schools ongoing
<b>Student Behaviour</b>	<p>(a) Expand complex case support (mediation service).</p> <p>(b) Negotiate topics tailored to each region for new professional learning sessions.</p> <p>(c) Rebuild One School to reduce repetitive input of information and provide new categories for reporting SDAs.</p> <p>(d) New tools to assist principals to document Human Rights consideration.</p> <p>(e) QTU providing Human Rights Training to Principals and other members.</p> <p>(f) Working with Office of Public Guardian and Queensland Ombudsmen to clarify and address common complaints.</p>	(a) Develop resources and deliver training in every region.	<p>Commence Term 2 2021</p> <p>Commence Term 2 2021</p> <p>Start of 2022</p> <p>Term 4 2021</p> <p>Ongoing</p> <p>Ongoing</p>

