

QTU Class Size and Staffing policy 2017 - 2019

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SECTION A: CLASS SIZES

1. Rationale for smaller class sizes

There is now a substantial body of research evidence to demonstrate that:

- students in small classes out-perform students in regular classes in all cognitive measures;
- students in small classes exhibit relatively fewer examples of poor discipline; and
- students in small classes are more engaged and participative in their schooling.

In the light of the research evidence, the QTU's class size policy aims to provide the broad framework for campaigning around class sizes as a major factor influencing learning outcomes for students.

2. General staffing principles

The QTU supports a staffing model which is transparent, socially just and which provides for stability and predictability in staffing for schools and their students.

Schools with enrolment growth should be staffed in excess of the day eight model, to avoid the need for changes to the time-table or for reconfiguration of class drafts during the year.

Staffing for growth through the year, including growth in the numbers of students with disabilities, should be allocated fully at the point the school's enrolment guarantees the entitlement.

If there is a decrease in enrolment, any reduction in staffing or other resource provision linked to enrolments should not take place before the end of the current school year.

Where students with special educational needs are included in regular classrooms, class sizes will be reduced in recognition of their support needs. The QTU defines students with special educational needs as including students:

- with disabilities;
- with learning difficulties/disabilities;
- who demonstrate significant behavioural and adjustment difficulties; and
- with significant medical conditions.

The staffing model in secondary schools should provide sufficient flexibility to allow for a broad range of subject choices. Small classes established for specific purposes should not be offset by oversized classes elsewhere in the school.

The following positions – principal, deputy principal, teacher librarian, support teacher learning difficulties, resource teacher and special needs support group teacher – are excluded from the staffing model. The allocation needs to be provided by DET as a matter of priority.

The staffing model must also provide for non-contact time for all teachers, as well as additional non-contact time for staff with additional responsibilities (e.g. Heads of Departments, heads of curriculum, subject area coordinators, work experience coordinators etc).

This provision of entitlements must be inclusive of routine operational and administrative functions; these may include parent liaison, liaison with external bodies/organisations, internal consultation, and the conduct of meetings and other matters which arise

Small primary schools and small secondary departments should be allocated more staff than suggested by the staffing model, to meet the educational needs of the setting.

3. Social justice and equity

For reasons of social justice, the staffing model should provide additional support for schools with a significant population of students from minority groups who are typically identified as suffering disadvantage in their schooling. In line with this rationale and the Gonski Report (2011), schools should be staffed above the model in line with a needs based funding model if they have a significant number of students who:

- are from non-English cultural and linguistic backgrounds;
- are Aboriginal and Torres Strait Islander students whose first language is an Aboriginal or Torres Strait Islander language, Torres Strait Creole or Aboriginal English;
- who live in poverty;
- are part of an itinerant population;
- have disabilities or learning difficulties/disabilities;
- are from low socio-economic backgrounds;
- identify as lesbian, gay, bi-sexual, transgender, Intersex or queer (LGBTIQ+); and/or
- are in care.

4. Rural and remote schools

In cases where schools are unable to accommodate the maximum enrolment per class, consideration should be given to local community populations. Small schools should not be penalised by the allocative model when local community needs fluctuate.

5. Class sizes – primary

The QTU supports the continuation of a well resourced pre- and prep program as a critical foundation for children entering the universal preparatory year.

5.1 Pre-prep classes for Aboriginal and Torres Strait Islander students

Pre-prep classes shall be set at 15 students.

5.2 Prep year

The QTU supports a universal prep year which is part of primary school. From 2017, the Prep year is compulsory in all Queensland schools. Prep classes should be taught by a qualified early childhood-trained teacher with the support of a full-time teacher aide (30 hours a week).

The QTU recommends a maximum class size of 20 students for the preparatory year.

5.3 One teacher, single-year level classes

Years 1 to 3	23
Years 4 to 6	25

5.4 One teacher, multi-year level classes

Two or more year levels	22
One teacher with three or more year levels	20
Two or more year levels years 1–3	20

5.5 Double teaching areas – single-year level

Years 1, 2 and 3	42
Years 4 – 6	46

5.6 Double teaching areas – multi-year level

Years 1, 2 and 3	40
Years 4 – 6	42

5.7 Instrumental music

For same instrument groups	5
For mixed instrument groups	3

5.8 Swimming

A minimum of one teacher and at least one appropriately qualified adult should be present at any swimming lesson. The maximum number of students per teacher should be related to the age and proficiency of the swimmers as deemed necessary by the Curriculum Activity Risk Assessment (CARA).

5.9 Camps and Excursions

Required student-teacher ratios whilst on camps and excursions will be provided as the CARA deems sufficient.

6. Class sizes – secondary

The maximum class sizes in secondary schools shall be as follows:

6.1 One teacher, single-year level classes

Years 7 to 9	26
Years 10 to 12	23
Composite year 11/12	20

6.2 Practical/vocational education classes/centres for excellence

Student numbers in practical classes should take into account the learning environment, including available space and fixed design features of the teaching area (workstations or workbenches) and the nature of the equipment that is to be used by students.

Therefore, maximum class sizes for practical classes will vary according to the mode of delivery, the needs of students, the physical resources available and safety considerations.

In line with the department's policy on inclusive education, class sizes for practical classes will also take into account the inclusion of students with disabilities or special needs, including behavioural disorders.

The QTU recommends that, as a guide, the maximum number of students in practical classes should be set at 18 for junior classes and 15 for senior classes.

However, where circumstances allow for these limits to be exceeded, teachers must undertake a risk assessment of all relevant factors, including the age, ability and disposition of the students.

Where student numbers exceed the number for which the teaching area is deemed safe or where student numbers compromise the teacher's capacity to provide appropriate supervision in the use of dangerous equipment, the QTU may issue a directive to members to withdraw instruction from the class until such time as student numbers are addressed.

6.3 Multi-year level/multi-subject area classes

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g Year 3/4) the class target would be the lower cohort target.

7. Class sizes – distance education and virtual schooling

Prep year	12 students per teacher
Primary years 1 – 3	12 students per teacher
Primary years 4 – 6	15 students per teacher
Secondary years 7 – 10	40 subject enrolments per teacher
Secondary years 11 – 12	25 subject enrolments per teacher

Student enrolment numbers and student full time equivalent (FTE) enrolments will be counted for distance education and virtual schooling in the same way as for all schools in the state.

Enrolments will be counted as follows:

- Students who are enrolled at an SDE for all of their schooling shall be counted as one enrolment (one FTE);
- Students who are enrolled at both an SDE and another school for their schooling shall be counted as 0.2 of an enrolment (0.2 FTE) for each subject provided by the SDE; and
- Enrolments used for grants and staffing purposes shall be total enrolments on a year to applicable date basis, rather than enrolments on a particular date.

8. Special educational needs

8.1 Special schools

To ensure quality outcomes for students with special needs, staffing levels must be appropriately determined on the basis of the individual needs of students, rather than on a strict formula based on a teacher–student ratio.

The needs of the student must be resourced at an appropriate level and promptly allocated to the school. Consultation with school-based practitioners should be fundamental to determination of resource levels and areas of need.

8.2 Special education programs (SEPs)

Special education programs should be staffed by teachers trained in special education. The specific mix of staff expertise should be appropriate to the roles undertaken. To ensure quality outcomes for students with special needs, staffing levels must be appropriately determined on the basis of the individual needs of students, rather than on a strict formula based on a teacher–student ratio.

8.3 Students with special needs in regular classrooms

The QTU recognises that many students with special educational needs undertake the majority of their schooling in a regular “mainstream” classroom. Class sizes need to be considered by schools, and should be reduced appropriately where students with special educational needs are included in regular classes. In order to meet the needs of all students, additional staff must be supplied as and when required to meet reduced class size maximums, and should not be tied to a specific student.

8.4 Learning support teacher

To support students with learning difficulties, learning support teachers should be appointed to primary and secondary schools in accordance with an agreed teacher/student ratio. The number of support teachers in a school should be proportionate to the number of students with learning difficulties/disabilities, to ensure manageable case loads. The specific mix of staff expertise should be appropriate to the roles undertaken. Only teachers with relevant qualifications and expertise should be employed as support teachers.

The QTU supports the development of classified positions to promote the effective delivery of learning support services, and to provide equitable access to promotional positions for all staff working in support roles.

8.5 Positive learning centres

Positive learning centres should be staffed to allow for a teacher student ratio that takes into account the age and complexity of the students but is limited to a maximum of 2:15.

SECTION B: SCHOOL STAFFING

1. Classified officers

1.1 Principals

Schools with an enrolment of over 100 are entitled to a non-teaching principal. The maximum teaching load of principals in schools with under 100 enrolments should be 0.5, which should decrease in accordance with the size and complexity of the school.

Principals of schools with an enrolment under 100 should have access to a cluster coordinator principal who could provide support such as mentoring and coaching.

1.2 Deputy principals

All schools with an enrolment of under 100 students are entitled to 0.5 of a deputy principal position. All schools with an enrolment of between 100 and 300 students are entitled to one deputy principal position. Schools with an enrolment of 300 or more are entitled to an additional deputy principal position for every 200 students, or part thereof. An additional deputy principal should be

allocated to schools serving areas where particular social issues affect the school's behaviour management capabilities.

The following table clarifies the deputy principal allocations:

Students	D.P allocation
100–300	1
300–500	2
500–700	3

1.3 Heads of curriculum

All primary and special schools are entitled to a head of curriculum (HOC) position with a 0.5 teaching load, appointed on the basis of one position for every 100 primary enrolments, or part thereof. Prep enrolments should be included in these calculations. The banding of the primary HOC position is to be equivalent to that of a secondary HOD.

1.4 Heads of department

All schools across Years P–12 are entitled to a head of department (HOD) position with a 0.5 maximum teaching load, appointed on the basis of one position for every 100 enrolments, or part thereof, while schools with an enrolment of more than 250 students should get one additional HOD position over and above this entitlement. Prep enrolments should be included in these calculations

The designation of HOD positions should reflect a strong curriculum focus, with the majority of positions within a school designated to specific curriculum areas. The designation of HOD positions, and any changes to them, should be subject to a process of consultation involving the entire teaching staff. The designation of a HOD position should only be changed when the position is vacant.

Secondary departments will be staffed over and above the model which applies to secondary schools, in recognition of the need to offer a broad curriculum to a small secondary student cohort.

1.5 Head of special education services

Once a special education program exceeds 10 students, a head of special education services (HOSES) should be appointed. The classification of these positions should increase with the size and complexity of the special education program. Schools with a Deputy Principal (Special Education) are also entitled to a Head of Department (Special Education) per 100 enrolled, verified students. Where the number of teachers in a special education program exceeds six, a second HOSES position shall be created.

1.6 Classified officers in special schools

Staffing models that are transparent, fully funded, flexible, needs and context-based must be developed for students with special educational needs.

Special schools should be entitled to classified officer positions as follows to ensure enhanced administration time for HOSES working in clusters or hubs and adjustment of HOSES teaching load commensurate with travel requirements:

Band of School	Classified Officers
11	Principal + 3 DPs + 8HOCs (0.5 teaching load)
10	Principal + 2 DPs + 8HOCs (0.5 teaching load)
9	Principal (non-teaching) + 2 DP + 4HOCs (0.5 teaching load)
8	Principal (non-teaching) + DP + 4HOCs (0.5 teaching load)
7	Principal (non-teaching) + 4HOCs (0.5 teaching load)
4-6	Principal (non-teaching) notional position only

Band of SEP	Classified Officers
8	1 FTE Head of Program (non-teaching) + 1 FTE HOC
7	1 Deputy Principal (non-teaching)
6	1 FTE HOSES (0.5 non-teaching)
5 Cluster SEP	1 FTE HOSES (0.7 non-teaching)
5 single location	1 FTE HOSES (0.4 non-teaching)

These classified positions must also access non-contact time commensurate with their teaching load, and in addition to their administration time.

1.7 Classified officers in P-12 schools

All schools with enrolments of both primary and secondary students are entitled to principal and deputy principal staffing, as outlined in sections 1.1 and 1.2. They are also entitled to HOC and HOD positions, based on their primary and secondary enrolments respectively, in accordance with sections 1.3 and 1.4.

SECTION C: SPECIALIST STAFF

Staff employed as specialist teachers should be teachers with relevant qualifications and experience.

1. Professional

1.1 Instrumental music coordinator

The QTU supports the continuation of regionally-based classified instrumental music coordinator positions to oversee the instrumental music program in schools and to provide professional support to instrumental music teachers and instructors. The QTU supports the establishment of this position statewide.

1.2 Instrumental music instructors

The QTU supports the provision of instrumental music instruction by appropriately trained teachers in all primary and secondary schools.

1.3 Specialist teachers – physical education, music and languages

All students in primary and special schools should have regular access to specialist teachers in physical education, music and languages. These teachers should be deployed in schools in accordance with an agreed enrolment-based allocative model.

1.4 Advisory Visiting Teachers

Advisory teachers should be appointed to each region, to provide appropriate support for teachers in the various curriculum/key learning areas and to provide support for the inclusion of special needs students.

1.5 Teacher librarians

Schools with fewer than 100 students shall be serviced on a cluster basis by itinerant teacher librarians. The fractional entitlement will vary according to the enrolment of the school, but shall be no less than one day per week.

A half-time librarian shall be appointed to schools with enrolments of between 100 and 200 students.

A full-time teacher librarian shall be appointed to schools with an enrolment of between 201 and 300 students, and an additional teacher librarian shall be appointed for every 300 students or part thereof.

1.6 School Based Youth Health Nurses

A school based youth health nurse should be appointed to all large primary and secondary schools. Nurses should be appointed for clusters of smaller schools, in a ratio of approximately one nurse per 1,000 students.

All prep year children should be screened by a community health provider

1.7 Social workers

Appropriately trained social workers should be appointed to support students in a school or group of schools. Social workers should be permanent employees of the Department of Education and Training.

The role of the social worker should be to assist in the counselling of students and to provide a liaison between home, school and welfare agencies.

1.8 Guidance officers

All schools should have access to guidance officer services, on the basis of an agreed allocative methodology which takes into account the needs of the school and its community.

Funding for the establishment of permanent ongoing guidance officer positions in regions should be allocated centrally and the number of positions adjusted annually in line with enrolment growth. Additional positions funded by regions should represent an enhancement of the central allocation as opposed to the current practice which is to address centralised funding shortfalls by creating additional ongoing temporary positions to meet critical service demands.

Decisions about staffing and service delivery should be made collaboratively between the stake holders, i.e. guidance officer, senior guidance officer and the relevant schools.

1.9 Specialist Arts, Drama and Science Technology Engineering Mathematics (STEM)

The QTU supports the establishment of specialist Arts, Drama and STEM positions in primary schools and special schools, in line with the current arrangements for primary music, physical education and

languages specialist teaching positions. Increased professional and material resources should be assigned to Arts, Drama and STEM in primary and special schools.

Where a primary or special school employs a teacher to solely deliver the Arts or STEM curriculum across the school, this teacher will be deemed a specialist teacher and the relevant conditions of specialist teachers in primary and special schools will apply.

Any use of specialist services (other than LOTE, Music and PE) to deliver non-contact time in primary and special schools should be viewed as additional to the non-contact allocation of the school.

1.10 Agriculture teachers

Schools which offer agricultural programs should be allocated teacher numbers in addition to the staffing entitlement for the school. In schools without an agriculture head of department, the subject area coordinator should receive an appropriate allowance, and a specified time free of teaching duties for farm management.

1.11 Coordinators in schools

The staffing model should provide for an agreed non-contact time allowance for teachers who undertake co-ordination roles, such as subject area, work experience, VET industry/work placement, senior schooling and other co-ordination roles.

1.12 Behaviour management support teacher

The QTU supports the establishment of a behaviour management support teacher position in all schools, as per an agreed enrolment-based formula for entitlement. The allocative model should provide larger schools with one or more behaviour management support teachers and smaller schools with a part time or visiting behaviour management support teacher.

1.13 Special education specialist staff

The QTU supports the provision of a broad range of specialist staff in special schools, including speech and language pathologists, physiotherapists and occupational therapists. NDIS funds allow for additional support.

Students with special needs in regular school settings should be able to access therapy services at a level commensurate with that available to students in special settings.

A full-time registered nurse should be employed in all facilities with students with high level medical support needs. Nurses (employed either by the education or health departments) in schools provide a range of services including:

- medical management of students with complex medical needs;
- special programs based on a needs assessment in the school and carried out in consultation with the school community; and
- screening/developmental health checks.

All nursing staff employed in schools should work within a consultative model and under the direction of the principal.

All special schools should have access to the services of a guidance officer.

2. School support staff

2.1 Business Service Manager (BSM)/ Administrative Officers

Schools shall be provided with an appropriate number of administrative staff, determined by an agreed enrolment-based scale of entitlements.

2.2 Teacher aides

The QTU supports an enhanced allocative model for the deployment of teacher aides in schools, relieving teachers of routine non-professional tasks which detract from their teaching role.

In line with this rationale, the QTU believes that all playground duty supervision should be undertaken by teacher aides.

In schools with significant Aboriginal and Torres Strait Islander populations and a predominantly non-Indigenous teaching staff, the employment of Aboriginal and Torres Strait Islander teacher aides and ancillary staff is highly desirable.

The QTU supports an enhanced allocative model for the deployment of teacher aides in special schools, to ensure quality outcomes for students with special needs. The QTU recommends a minimum teacher aide allocation in special schools, SEUs and SECs of 25 hours per week per teacher.

Teacher aide time in prep classes should be 30 hours per week. The prep teacher aide shall be deployed only in the prep class to which he/she is assigned.

2.3 Practical assistants

Practical assistants should be appointed to secondary schools to work in areas of the curriculum with a large practical component.

2.4 Scientific Officers

Scientific officers should be provided to all secondary schools, including secondary departments, on the basis of an agreed enrolment-based allocative model.

2.5 Schools Officer (Grounds and facilities)

School Officers (grounds and facilities) should be provided to all schools, in accordance with an agreed formula which takes into account the number of students enrolled and the extent of the grounds which are to be maintained.

The Union supports a substantial increase in the (notional) allocation for grounds care in school grants responsive to severe climate conditions. This should be indexed in line with inflation and other relevant cost indicators

2.6 School cleaners

The QTU supports the provision of school cleaning services to the standards required by the *Work Health and Safety Act 2011 (Qld)*.