Document chronological breakdown of attachments

Date	Evidence Type	Notes
21/02/24	SSSEF submission	HRC2958343 – [redacted] AO2 to AO3 (Attendance Officer) submission
21/02/24	SSSEF submission	HRC2958367 & HRC2957564 – [redacted] AO2 to AO3 (Enrolments Officer) submission
21/02/24	SSSEF submission	HRC2958418 & HRC2957639 – [redacted] AO2 to AO3 (Facilities Officer) submission
21/02/24	SSSEF submission	HRC2958467 – [redacted] AO2 to AO3 (Admin Officer) submission
21/02/24	SSSEF submission	HRC2958496 – [redacted] to AO3 (Admin Officer) submission
21/02/24	SSSEF submission	HRC2958526 – [redacted] AO2 to AO3 (Industry Liaison Officer) submission
21/02/24	SSSEF submission	HRC2958553 – [redacted] AO2 to AO3 (Admin Officer) submission
21/02/24	SSSEF submission	HRC2958600 – [redacted] AO2 to AO3 (Attendance Officer) submission
21/02/24	SSSEF submission	HRC2958626 – [redacted] AO2 to AO3 (Admin Officer) submission
21/02/24	SSSEF submission	HRC2958649 – [redacted] AO2 to AO3 (Admin Officer) submission
21/02/24	SSSEF submission	HRC2958671 & HRC2957526 – [redacted] AO2 to AO3 (Admin Officer) submission
21/02/24	SSSEF submission	HRC2958697 – [redacted] AO2 to AO3 (Admin Officer) submission
21/02/24	SSSEF submission	HRC2958806 – [redacted] AO2 to AO3 (Admin Officer) submission
21/02/24	SSSEF submission	HRC2958838 – [redacted] AO2 to AO3 (Admin Officer) submission
07/06/24	Email	AO2 Employees – Review of Commencement Paypoint
12/06/24	Appointment Form	Casual appointment form – [redacted] (Admin Officer AO2/04)
30/09/24	Temp to Perm	HRC3806705 – [redacted] AO3 LTTP appointment confirmation eligibility
25/03/25	BM Upgrade AO6 to AO7	Email – outcome to no longer pursue consideration of a BM upgrade from AO6 to AO7
24/04/25	Request to Hire – BM	HRC4499145 – Request to Hire BM temporary advertisement QLD/NCR633580/25T
29/04/25	Email	Hiring Manager – Candidate Review details & links
08/08/25	Meeting	School Support Staff – SBS review between school leaders and SHRC
18/08/25	Temp Vacancy	Decision & considerations around backfilling an AO3 position

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10/10/25	Review of Non-Perm Employment Review	Decision Outcome – [redacted] – AO4 Link & Launch Coordinator - Permanent conversion decision made, acceptance by [redacted] and confirmation from Integrity & Employee Relations of receipt and payroll progression.
21/10/25	Email	AO3 Management & support Proforma
21/10/25	Proforma	AO3 School Support Proforma

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From: HATCHMAN, Denise
To: James Nash SHS - Tori Lidbetter; Chatsworth SS - Louise Waddell
Subject: AO2 Employees - Review of Commencement Paypoint
Date: Friday, 7 June 2024 11:16:00 AM
Attachments: image001.png
image002.jpg

Good morning Tori and Louise,

The department has given a commitment to ensure appointment to AO2(1) to AO2(4) paypoints only occur in **exceptional circumstances**. This commitment was an outcome of negotiations for the *Department of Education Certified Agreement 2022* (the Agreement) and is set out in the Letter of Exchange between Together Queensland and the department (provided below).

> *The department commits to implementing, via policy, that appointment to AO2(1) to AO2(4) increments only in exceptional circumstances. Appointment at an increment above base point must be in line with relevant legislation (e.g. clause 12.2 (e) of the Queensland Public Service Officers and other Employees Award – State 2015) (the Award).*

The department and Together Queensland have worked together to develop guidance on 'exceptional circumstances' which is set out in a Knowledge Base Article.

ACTION REQUIRED:

Please review the below employee/s for your school location/s. These employee/s commencement paypoint require to be reviewed in line with the above information.

As Caitlin has been employed across both locations, it is recommended that you liaise with each other regarding an agreement on the paypoint.

5353564	Caitlin	Sing	17/07/2023	Administrative Officer (AAEP)	PSA AO2 01	Casual	James Nash State High School
5353564	Caitlin	Sing	15/01/2024	Administrative Officer	PSA AO2 01	Temporary	Chatsworth SS

If, upon completion of this review, should you determine that the employee's paypoint should be amended, you will need to submit, to Payroll, a revised appointment form with the corrected pay point (which will enable backpay).

Please note - this process is separate to any review undertaken to reclassify an AO2 role in accordance with the JEMS methodology.

If you require any further guidance please don't hesitate to contact myself to discuss.

Regards

Denise Hatchman
Senior HR Consultant
North Coast Region, HR
Department of Education

M	T	W	T	F
	☐	☐	☐	☐

P: 07 5352 9278
M: 04999 42853
E: denise.hatchman@qed.qld.gov.au
Level 5 | Mike Ahern Centre | 12 First Ave | Maroochydore QLD 4551
PO Box 5489 | Maroochydore BC QLD 4551

I acknowledge the Traditional Custodians of this land, waterways and seas. I pay my respects to their ancestors and Elders of the past and present, and their continued determination to keep culture alive and strong.



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From: MCKAY, Chris
To: DODD, Jackson (jdodd25)
Cc: LIDBETTER, Tori (tlidb1); GAFFNEY, Tracey
Subject: RE: BM Upgrade from AO6 to AO7
Date: Tuesday, 25 March 2025 7:50:19 AM
Attachments: image002.jpg
image003.png

Thanks Jackson for the update.

We can close the SSSEF process from our end.

Regards

Chris

Chris McKay
Principal Human Resource Consultant, North Coast Region
HR Branch
Department of Education | Maryborough

P: 07 4122 0810
M: 0427 179 489
E: chris.mckay@qed.qld.gov.au
Level 1 | 102 Lennox Street | Maryborough QLD 4650
PO Box 142 | Maryborough QLD 4650

Visit "How to seek help with HR Matters" OnePortal page which provides guidance for straightforward HR requests via Service Catalogue Online (SCO).

Inspiring minds. Creating opportunities. Shaping Queensland's future.
Please consider the environment before printing this email.

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From: DODD, Jackson (jdodd25) <jdodd25@eq.edu.au>
Sent: Monday, 24 March 2025 10:01 AM
To: MCKAY, Chris <Chris.McKAY@qed.qld.gov.au>
Cc: LIDBETTER, Tori (tlidb1) <tlidb1@eq.edu.au>
Subject: BM Upgrade from AO6 to AO7

Good morning Chris

Post the conversation with Leasa Smith, Tori and I have chatted and decided the best thing for us at the moment is to hit pause on the process of upgrade from 6 to 7.

Does this mean we cancel the request and if we wanted to pursue it later we do the process again? (this is probably the most transparent way to do business I think)

If so, are you able to facilitate that for us?

Kind Regards

Jackson

Jackson Dodd
Principal

email block-2019

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Report Title: HR Talent Management Case Details

Run Date and Time: 13-02-2026 14:42:59 Australian Eastern Standard Time (Queensland)

Run by: Theresa HENDRY

Table name: sn_hr_core_case_talent_management

HR Talent Management Case

Number:	HRC4499145	State:	Closed Complete
Transferred from:		On Hold reason:	
Contact person:	Jackson DODD	Approval:	No approval required
Subject person:	Jackson DODD	Priority:	4 - Low
Subject person job:	Principal (Secondary)	Source:	Email
Subject person job Employee number:	2150017	Opened:	24-04-2025 08:30:18
Location:	James Nash State High School	Opened by:	External Contact
HR service:	Recruitment	Assignment group:	HRB - Recruitment
Category:	Recruitment Outcome	Assigned to:	Georgia GODFREY
Subcategory:		Initial approver:	
Request type:		Reviewer:	
Escalation tier:		Template:	
Parent:		Review status:	
HR profile:	External Contact	Review complete:	false
PDF Template:		Review unsuccessful:	false
Confidential:	false	Due date:	23-06-2025 08:50:48
Personnel file:	false	Time worked:	27 Minutes
Universal Request:			
Service area:			

Short description:

QLD/NCR633580/25T - Business Manager - James Nash State High School

Description:

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From: noreply@smartjobs.qld.gov.auTo: recruitment.humanres@qed.qld.gov.auCC: Received: 24-04-2025 08:29:42Subject: Request to Hire - Approved - Business Manager

Request to Hire - Job Requisition generated.
Dear Recruitment Centre,
The following Request to Hire has been approved and accepted. The Job Requisition noted now requires your attention to action an advertisement per the Request to Hire.
Job Reference No: QLD/633580 Position Title: Business Manager Hiring Manager: Jackson Dodd
The history of the request to hire is as follows: 23/APR/2025 02:35 PM Accept Tania Saye24/APR/2025 08:26 AM Accept Corporate/Non-Teaching Advertising
Please click on the link below to click on any comments relating tothe request: Click here
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Business justification:

Country travelling to:

Visa category:

Submission details:

Fulfillment Instructions

Fulfillment instructions:

Internal Work Notes

Collaborators:

Work notes:

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23-06-2025 08:09:07 - Georgia GODFREY (Work notes)
Documents saved in G Drive, Springboard and JAR updated. Outcome Non suitable email sent to panel.

20-06-2025 16:16:16 - Lachlan TAYLOR (Work notes)
Endorsed documents on HRC4678337

12-06-2025 13:27:05 - Lachlan TAYLOR (Work notes)
Pending endorsement on HRC4678337

23-05-2025 09:40:53 - Peta VAN DER BORGH (Work notes)
HRC4599360 - Conflict of Interest saved in G:/

24-04-2025 08:55:15 - Georgia GODFREY (Work notes)
Provide HM access to: Jackson Dodd, Tania Saye, Theresa Hendry

24-04-2025 08:55:04 - Georgia GODFREY (Work notes)
Temporary vacancy under 12 months - no TAL or EJOBs required

CM references:

CM links:

Customer Communications

Watch list:

noreply@smartjobs.qld.gov.au

Additional comments:

Closure Details

Close code:

Resolved

Close notes:

Audit

Created:

24-04-2025 08:30:18

Created by:

guest

Closed:

07-07-2025 08:09:09

Closed by:

Request Details

Vacancy Data Details

Vacancy year:	Where has the vacancy been advertised?:
Required term:	Smart Jobs Reference (JAR):
Required month:	Advertised reference:
Vacancy risk:	

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Vacancy stage:	
HRBP:	
Recruiter:	
TRS start date:	

Advertised closing date:	
Method of filling:	
Date vacancy filled:	
Successful applicant name (in TSS):	
Successful applicant ID:	
Successful applicant name (not in TSS):	
Vacancy time to fill:	

Related List Title: Task List

Table name: task

Query Condition: Parent = HRC4499145

Sort Order: Number in ascending order

4 Tasks

▲ Number	Action status	Active	Activity due	Additional assignee list	Approval	Approval history	Assigned to	Assignment group
HRC4432026		false	UNKNOWN		No approval required		Tania SAYE	HRB - HRBP NC Recruitment
HRC4599360		false	UNKNOWN		No approval required		Peta VAN DER BORGH	HRB - Recruitment
HRC4678337		false	UNKNOWN		No approval required		Lachlan TAYLOR	HRB - Recruitment
HRC4678683		false	UNKNOWN		No approval required		Tania SAYE	HRB - HRBP NC Recruitment

Related List Title: HR Case List

Table name: sn_hr_core_case

2 HR Cases

Number	State	Contact person	Subject person	Employee number	HR service	Short description	Assignment group	Assigned to	Location	Region

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s73 – Irrelevant Information

s73 – Irrelevant Information

[redacted]

Related List Title: Attachment List

Table name: sys_attachment

1 Attachments

File name	Content type	Table name	Table sys ID	Created	Size bytes
17 50037 AO6 Business Manager, Nominated School, Nominated Region, School and Regional Operati.DOCX	application/vnd.openxmlformats-officedocument.wordprocessingml.document	sn_hr_core_case_talent_management	4999795a4749e6d0e87d9f7f016d4318	24-04-2025 08:54:25	398427

Related List Title: HR Case List

Table name: sn_hr_core_case

2 HR Cases

Number	State	Contact person	Subject person	Employee number	HR service	Short description	Assignment group	Assigned to	Location	Region
HRC4497488	Closed Complete	External Contact	External Contact		Recruitment	QLD/NCR63 3580/25T - Business Manager - James Nash State High School	HRB - Recruitment	Georgia GODFREY	Non-DoE location	
HRC4432026	Closed Complete	Jackson DODD	Jackson DODD	2150017	Recruitment	QLD/NCR63 3580/25T --- James Nash SHS - HOD and Business Manager	HRB - HRBP NC Recruitment	Tania SAYE	James Nash State High School	North Coast

Related List Title: Knowledge Use List

Table name: kb_use

37 Knowledge Use

Created	Article	User	Used	Viewed
08-08-2025 08:29:47	KBA0036793 v5.0	Jackson DODD	false	true
19-03-2025 11:03:10	KBA0027921 v17.0	Jackson DODD	false	true
05-03-2025 11:23:14	KBA0036001 v6.0	Jackson DODD	false	true
29-10-2024 11:42:43	KBA0027921 v15.0	Jackson DODD	false	true
15-08-2024 07:57:04	KBA0033395 v9.0	Jackson DODD	false	true
15-08-2024 07:55:42	KBA0033381 v13.0	Jackson DODD	false	true
15-08-2024 07:53:47	KBA0033368 v15.0	Jackson DODD	false	true
15-08-2024 07:53:08	KBA0033395 v9.0	Jackson DODD	false	true
13-08-2024 14:40:28	KBA0035578 v4.0	Jackson DODD	false	true
20-06-2024 12:54:38	KBA0036467 v8.0	Jackson DODD	false	true
23-02-2024 13:35:58	KBA0035144 v8.0	Jackson DODD	false	true
23-02-2024 13:34:30	KBA0035144 v8.0	Jackson DODD	false	true

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Created	Article	User	Used	Viewed
17-01-2024 20:21:18	KBA0031772 v6.0	Jackson DODD	false	true
17-01-2024 20:21:08	KBA0031772 v6.0	Jackson DODD	false	true
16-01-2024 15:33:43	KBA0031452 v6.0	Jackson DODD	false	true
16-01-2024 15:31:10	KBA0031772 v6.0	Jackson DODD	false	true
16-01-2024 15:30:19	KBA0031452 v6.0	Jackson DODD	false	true
12-01-2024 15:01:31	KBA0031772 v6.0	Jackson DODD	false	true
30-11-2023 09:49:14	KBA0035905 v4.0	Jackson DODD	false	true
28-11-2023 13:56:05	KBA0032548 v11.0	Jackson DODD	false	true
04-10-2023 11:43:55	KBA0034370 v23.0	Jackson DODD	false	true
29-08-2023 11:18:16	KBA0024474 v7.0	Jackson DODD	false	true
29-08-2023 11:18:16	KBA0024474 v7.0	Jackson DODD	false	true
29-08-2023 11:18:15	KBA0024474 v7.0	Jackson DODD	false	true
29-08-2023 11:18:15	KBA0024474 v7.0	Jackson DODD	false	true
29-08-2023 11:18:14	KBA0024474 v7.0	Jackson DODD	false	true
29-08-2023 11:18:13	KBA0024474 v7.0	Jackson DODD	false	true
09-08-2023 14:10:56	KBA0033298 v5.0	Jackson DODD	false	true
09-08-2023 14:10:32	KBA0011108 v5.0	Jackson DODD	false	true
09-08-2023 12:41:44	KBA0033298 v5.0	Jackson DODD	false	true
09-08-2023 12:40:03	KBA0033298 v5.0	Jackson DODD	false	true
09-08-2023 12:39:39	KBA0033298 v5.0	Jackson DODD	false	true
09-08-2023 12:39:18	KBA0011108 v5.0	Jackson DODD	false	true
24-04-2023 12:47:46	KBA0032176 v1.0	Jackson DODD	false	true
10-03-2023 12:39:46	KBA0032176 v1.0	Jackson DODD	false	true
07-03-2023 19:50:00	KBA0032661 v3.0	Jackson DODD	false	true
09-11-2022 07:08:02	KBA0034300 v2.0	Jackson DODD	false	true

Related List Title: HR Insurance Benefit List

Table name: sn_hr_core_insurance_benefit

None

Related List Title: HR Health Benefit List

Table name: sn_hr_core_health_benefit

None

Related List Title: HR Disability Benefit List

Table name: sn_hr_core_disability_benefit

None

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Related List Title: Direct Deposit List

Table name: sn_hr_core_direct_deposit

None

Related List Title: HR Retirement Benefit List

Table name: sn_hr_core_retirement_benefit

None

Related List Title: HR Case List

Table name: sn_hr_core_case

Query Condition: Parent = HRC4499145

Sort Order: Created in descending order

4 HR Cases

Number	State	Contact person	Subject person	Employee number	HR service	Short description	Assignment group	Assigned to	Location	Region
HRC4678683	Closed Complete	Jackson DODD	Jackson DODD	2150017	Recruitment	FW: Business Manager QLD/633580	HRB - HRBP NC Recruitment	Tania SAYE	James Nash State High School	North Coast
HRC4678337	Closed Complete	Jackson DODD	Jackson DODD	2150017	Recruitment	James Nash SHS - Business Manager QLD/633580	HRB - Recruitment	Lachlan TAYLOR	James Nash State High School	North Coast
HRC4599360	Closed Complete	Jackson DODD	Jackson DODD	2150017	Recruitment	COI - Business Manager - QLD/633580	HRB - Recruitment	Peta VAN DER BORGH	James Nash State High School	North Coast
HRC4432026	Closed Complete	Jackson DODD	Jackson DODD	2150017	Recruitment	QLD/NCR633580/25T --- James Nash SHS - HOD and Business Manager	HRB - HRBP NC Recruitment	Tania SAYE	James Nash State High School	North Coast

Related List Title: HR Beneficiary List

Table name: sn_hr_core_beneficiary

None

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Related List Title: Time Worked List

Table name: task_time_worked

Query Condition: Task = HRC4499145

7 Time Worked

Category	Comments	Rate type	Task	Time Card	Time worked	Work type	User	Work Date
Task work			HRC4499145		6 Minutes		Georgia GODFREY	23-06-2025
Task work			HRC4499145		2 Minutes		Georgia GODFREY	24-04-2025
Task work			HRC4499145		3 Minutes		Peta VAN DER BORGH	23-05-2025
Task work			HRC4499145		16 Seconds		Lachlan TAYLOR	12-06-2025
Task work			HRC4499145		14 Minutes		Georgia GODFREY	29-04-2025
Task work			HRC4499145		9 Seconds		Georgia GODFREY	24-04-2025
Task work			HRC4499145		17 Seconds		Lachlan TAYLOR	20-06-2025

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From: noreply@smartjobs.qld.gov.au
To: HENDRY, Theresa
Subject: Candidate Review Required - Business Manager - James Nash State High School
Date: Tuesday, 29 April 2025 8:51:04 AM

Welcome to Hiring Manager Self Service

Dear Theresa

This link is assigned to you in confidence. Do not forward on to any other person/s. It will take you to your individually configured dashboard of vacancies you are authorised to access as the Hiring Manager/HR Administrator.

Click here to log in

Your advertised vacancy will appear under 'My Jobs' - QLD/633580 Business Manager - James Nash State High School

To view the applications click on the number of applicants in the 'Candidates' column.

For more info visit OnePortal. A video overview is also available once you have registered to access the Recruitment and Selection Resource under the 'Attracting Applicants' module.

Regards

Human Resources

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Morning

As requested, new time for 10am and have included both Mark and Ystyn into the meeting.

Again, please just use the TEAMS link at the bottom of this message.

Kind Regards

Tracey

Hi Tammy

Lovely catching up. This is the meeting request for next week. Please use the TEAMS Link below to join me online for a chat.

Below is a snip of the spreadsheet we discussed.

SCHOOL SUPPORT STAFF

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Position	Name	ID Number	Business Manager (AO6)	Admin	AAEP	Schls Off	Sci Tech	Ag Assist	WSS-SLR funded	Schl Purch	Other	
BM - AO6	Victoria Lidbetter	[redacted]										
BM - AO6	Robert Jackman											
	Tammy Thorbjorg											
AO3	Dunn			0.3942								
AO3	Sharon Googe			0.5256								
AO3	Andrea Jones									0.657		
AO3	Jacqueline Means			0.1971						0.4599		
AO3	Ashlee Salt									0.657		
AO3	Brianna Scheuber									0.3942		

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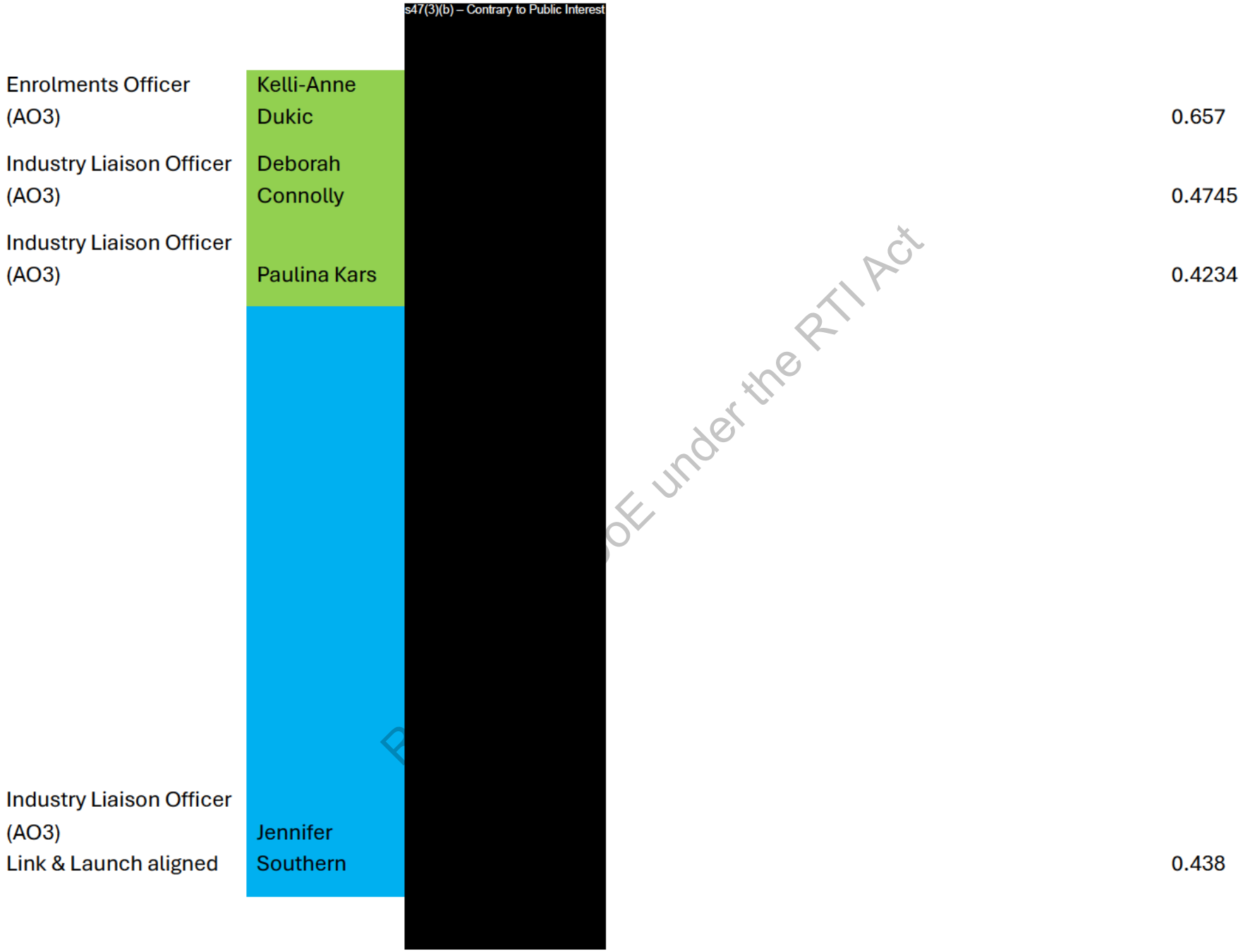
AO3	Sandra Simpson	s47(3)(b) – Contrary to Public Interest		0.657
AO3	Lorna Venn		.73	
AO3	Deanne Walker		.1971	0.1971
AO3	Julie Walsh			0.5256
AO3 (Exec Serv & Marketing)	Fiona McClur			
AO3 (Exec Serv & Marketing)	Ashlin Crabtree		.584	
Transition Pathways Officer (AO5)	Kerry DeSerio			1
Attendance Officer (AO3)	Patricia Butler		.7227	
Attendance Officer (AO3)	Bernadette Poole			0.657

under the RTI Act



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Sci Tech	David Evans	[redacted]		0.67	
Sci Tech	Peter Paisley			0.5561	
Facilities Supervisor (AO3)	Joanne Fanshaw		0.348721		0.308279
Schls Officer (Grounds & Fac)	Isaac Martin			0.59	
Schls Officer (Grounds & Fac)	Mark Van Muyen			0.59	
Schls Officer (Grounds)	Adam Mackay			0.59	
Workplace Health & Safety Officer	Louise McLean				0.4
Workplace Health & Safety Officer	Timothy Tydings				
Youth Supp Coordinator (AO3)	Corinne Owen		0.290175		0.118625
Youth Worker (AO3)					
Technical Officer (TO3)	Cameron Brown				0.76

s47(3)(b) – Contrary to Public Interest

RTI Act - File 262909 - Page 179 of 188

Technical Officer (TO2)	Edward Uebergang	[redacted]	0.76	
Snr Comp Assist (OO4)	Calan Eaton		0.95	
Social Worker (PO4)	Amy Covington			0.8

Microsoft Teams Need help?

Join the meeting now

Meeting ID: 465 040 934 925 0

Passcode: 7Wn39Yz7

For organizers: Meeting options

Queensland Government

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Kind Regards

Tracey Gaffney

Senior Human Resource Consultant

HR Business Partnering

Human Resource Branch

Department of Education

P: 3203 9014 **M:** s47(3)(b) – Contrary to Public Interest

E: tracey.gaffney@qed.qld.gov.au



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From: GAFFNEY, Tracey
To: PENGELLY, Tammy (tpeng5)
Subject: RE: Temp vacancy
Date: Monday, 18 August 2025 8:27:00 AM
Attachments: image002.png
image003.png

Morning Tammy

Thanks for reaching out and advising that some planning has begun around the AO3's.

Understand your current circumstances and happy for you to progress with a Temp Term 4 AO3.

I can confirm there are no priority placements that we need to place for term 4.

This being the case, you could reach out to the local schools to see who may be available to step up from an AO2 to an AO3, or you might like to employ an AO2 for the remainder of the year to assist, maybe a local AO2 wants more hours.

Do you have a T/aide who would like an opportunity to look at trying a different position for Term 4? This way you can maybe spread those T/Aide hours amongst your current T/Aides.

If there is no one locally within the school or within the surrounding schools, let me know and we can progress a school leaders/regional announcements EOI.

Kind Regards

Tracey Gaffney
Senior Human Resource Consultant
HR Business Partnering
Human Resource Branch
Department of Education
P: 3203 9014 [redacted]

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From: PENGELLY, Tammy (tpeng5) <tpeng5@eq.edu.au>
Sent: Friday, 15 August 2025 12:19 PM
To: GAFFNEY, Tracey <Tracey.GAFFNEY@qed.qld.gov.au>
Subject: Temp vacancy

Hi Tracey,
Thanks for the chat the other day. We now have one of the A03s leaving at the end of this term and we have decided to absorb this role. However, as it will take time to rearrange other roles to do this, we have decided to get a temp in for term 4 while we transition this process. I am just wondering what steps I need to do next to engage

for a temp role for 10 weeks. If you could point me in the right direction I would really appreciate it.

Thank you.

Kind regards,

Tammy

Tammy Pengelly
A/Business Manager
tpeng5@eq.edu.au

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s47(3)(b) – Contrary to Public Interest

North Coast Region
School Support Staff (AO3) Expression of Preference

This profile is used to capture employee preferences and additional information to support the decision-making process where a school has lost entitlement to a position/s.

Expressions of Preference due: Friday 07th November 2025

Employee Details

Name _____ Emp Number _____

Email Address _____ Contact Number _____

Employment Details

Employment Status ☐ Permanent ☐ Relieving ☐ Temporary

Current Substantive Position Title & Classification (if multiple positions please list)

_____ _____

Current Tasks you perform _____

Preference Options

☐ Transfer	☐ Have you completed a transfer application? ☐ Do you need a copy of the transfer application and information?
☐ Fraction Change	☐ Are you wanting permanent change? What Fraction? _____ ☐ Are you wanting Temporary change? What Fraction? _____
☐ Role realigned	☐ AO3 AAA ☐ AO3 BBB ☐ AO3 CCC ☐ AO3 DDD ☐ AO3 EEE ☐ AO3 FFF ☐ AO3 GGG ☐ AO3 HHH

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Applicants Declaration

1) I certify the information provided is an accurate representation of my circumstances and my preferred future options. ☐

2) I have attached my résumé or short statement outlining your experience. (optional) ☐Yes ☐ No

3) I understand that should my circumstances change following submission of my Expression of Preference, I am required to provide additional documentation to support this. ☐

Signature: _____ Date ____/____/_____

Principal Certification

Potential for disruption to school programs/services (attach additional information if required) ☐

Principal Signature: _____ Date ____/____/_____

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Timeline Overview

Note AO Meeting fortnightly (Wednesdays – 2 groups) with BM – Principal in attendance on occasions.

		Notes
15 Aug	Exec Mtg	s47(3)(b) – Contrary to Pu Replacement" conversation commenced. Exec Team Decision to explore and consult – not replace options. Work in synergy with New BM – seeking role clarity and support her team.
21 Aug	s47(3)(b) – Contrary to Public Interest	
27 Aug	Exec Team Mtg	Support all A0s to get role description to Tammy. Support request to plot on frequency table. Share "what we don't know" - resources, current process. Term 4 - round table discussions with Leadership Team and AOs.
28 Aug	Leadership Team Mtg	Human Resources Presentation shared with HODs Identified phases of decision making steps ahead. (Minutes and Presentation Provided)
2 September	AO Meetings	Mark and Tammy Discussed overall situation – using HR Presentation. Q&A
Ongoing	1:1 Meetings	Tammy (BM) met multiple times with most/many. Some HODs also met.
		A couple of AOs met with the Principal to particularly express the unique needs of their role for consideration in decision making.
		"Central" team determined how to take on and distribute Bernie's role – as she finished end of term 3.
		Ongoing/intermittent conversations at AO and Exec Mtgs
23 October	Leadership Team	Summary of Information Gathering presented 4 Models Considered 2 – "Specialised" – 9 and 10 FTE Respectively 2 – "Distributed" – 9 and 10 FTE Respectively **Decision** Distributed – 10 FTE Lease amount of change. Move at the speed of attrition. Move towards Specialised in coming years.
4 November	AO Team	DP Greg Cooper and Principal Mark Seijbel. Re-visited HR Presentation and the reasoning for change, presented the outcome of the Leadership Teams Decision and our work, identified next steps (keep working with Tammy to confirm spread and specifics of role. Thanked the team for their

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		active work in co-constructing solutions with Tammy in this difficult change. *Then provided cake…*
6 November	LCC Meeting	Shared progress updates summarising above, presentation and decision. Ongoing invitation to speak to Mark and Tammy.
29 January	AO Meeting	1 Team Thanked team for positive start. Re-confirmed 2026 R&R table. Discussed some challenges and refinements.

Presentation used in Executive Team, Leadership Team, AO and LCC Meeting – Grew slightly over time:



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Before we start…
….. Framing the Conversation

1. New temporary acting bloke is cutting staff (DOGE? Newman?) – "something good to put on your CV…wt"
2. We are getting rid of Faculty Support Officers
3. No one understands how busy we are – I am busier than others!
4. It would be good for the Leadership Team to:
   a) Understand resourcing status and projection.
   b) Seek opportunities to refine practices to support reductions of workload, equity in roles, alignment to classifications, seek opportunities for efficiency and **support current staff job security** and collective efficacy.
   c) Make some decisions on where to next.
5. AVOID – "Please discuss/put in your preferences form…"

Take opportunities as they arise…

- To replace, or not to replace…
- Avoid getting to a position where we need to encourage transfers – "give the letter".
- Balance funding priorities.

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School Support Staff - Allocation 2025

	Secondary	WSS-SLR	SWD	Total	Staffing Units
Teacher Aide	4.48	0.00	0.00	4.48	**2.82**
Teacher Aide - EALD	0.00	0.02	0.00	0.02	**0.01**
Teacher Aide - Indigenous	0.00	0.11	0.00	0.11	**0.07**
Teacher Aide - Special Education	0.00	0.00	8.04	8.04	**5.07**
Administrative Officer - AO2	2.00	0.00	0.00	2.00	**1.18**
Administrative Officer - AO2 (AAEP)	1.52	0.00	0.87	2.39	**1.41**
Schools Officer - OO2/OO3	2.00	0.00	0.00	2.00	**1.18**
Science Technician TO1/TO2/TO3	2.00	0.00	0.00	2.00	**1.34**
Youth Support Coordinator - AO3	0.00	0.40	0.00	0.40	**0.29**
Business Manager - AO6	1.00	0.00	0.00	1.00	**1.11**
Teacher Aide - Top up	0.00	0.00	0.00	0.20	**0.13**
Total Support Staff Allocation	**13.00**	**0.53**	**8.91**	**22.64**	**14.61**

Current Usage

	Allocation		Usage		Balance	
	FTE	Staffing Units	FTE	Staffing Units	FTE	Staffing Units
Administrative Officer - AO2	2	**1.18**	**11.61**	**8.48**	**-7.22**	**-5.89**
Administrative Officer - AO2 (AAEP)	2.39	**1.41**				
Business Manager - AO6	1	**1.11**	**1.00**	**1.11**	**-0.11**	**1.11**
Total Support Staff Allocation	**5.39**	**3.7**	**12.61**	**9.59**	**-7.22**	**-5.89**

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Current Usage

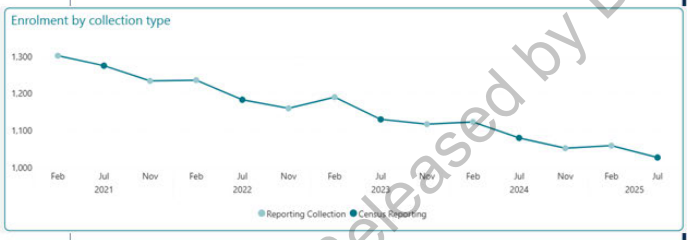
Connolly, Deborah		Industry Liaison Off	AO3	[redacted]	0.65
Kars, Paulina		Industry Liaison Off	AO3		0.58
Owen, Corinne	Youth Support Coordinator - AO3	Youth Support Co-ord	AO3		0.56
Butler, Patricia	Administrative Officer - AO2	Attendance Officer	AO3		0.99
Poole, Bernadette	Administrative Officer - AO2	Attendance Officer	AO3		0.90
Dukic, Kelli-Anne	Administrative Officer - AO2	Enrolments Offic	AO3		0.90
Dunn, Thorbjorg	Administrative Officer - AO2	Adm Officer	AO3		0.54
Googe, Sharon	Administrative Officer - AO2	Adm Officer	AO3		0.72
Jones, Andrea	Administrative Officer - AO2	Adm Officer	AO3		0.90
Means, Jacqueline	Administrative Officer - AO2	Adm Officer	AO3		0.90
Simpson, Sandra	Administrative Officer - AO2	Adm Officer	AO3		0.90
Venn, Lorna	Administrative Officer - AO2	Adm Officer	AO3		1.00
Walker, Deanne	Administrative Officer - AO2	Adm Officer	AO3		0.54
Walsh, Julie	Administrative Officer - AO2	Adm Officer	AO3		0.72
Crabtree, Ashlin	Administrative Officer - AO2	Exec Serv & Mktg Off	AO3		0.80
Scheuber, Brianna	Administrative Officer - AO2	Adm Officer	AO3		0.90
Tydings, Timothy	Adminstritive Officer A04 - WHS	WHS Advisor	AO4		0.40
Pengelly, Tamera	Business Manager - AO6	Business Manager	AO6		1.00
Southern, Jennifer	Link and Launch	Link & Launch Coord	AO4		0.60
DeSerio, Kerry	Transition Pathways Officer	Transition P'Way Off	AO5		1.00
				[redacted]	
		Total FTE of all AOs			16.40

- Office Administration **5.5 FTE**
- Student Services **1.89 FTE**
- Faculty Support Officer **4.42 FTE**
- Marketing & Exec Services **0.80 FTE**
- WHS Advisor **0.40 FTE**
- Youth Support Co-ord **0.56 FTE**
- Industry Liaison Officers **1.23 FTE**
- Link and Launch **0.06 FTE**
- Transition P'Way Off **1.00 FTE**

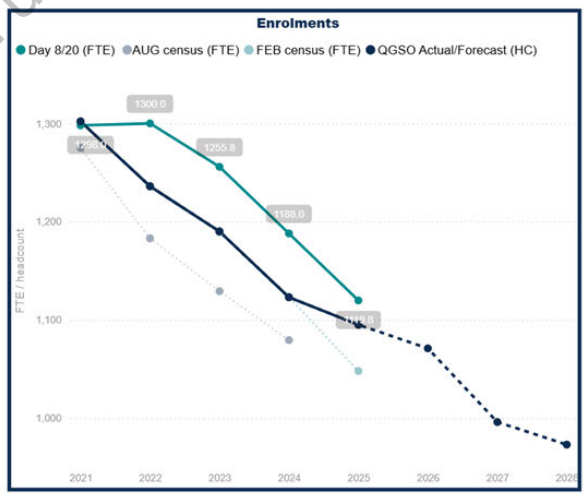
Central Office Projections

2021 – 1298 (day 8)
2023 – 1192 (day 8)
Current - 1025

Enrolments	D8/20 FTE					QGSO Forecast (headcount)		
Region	2021	2022	2023	2024	2025	2026	2027	2028
North Coast	1,298.0	1,300.0	1,255.8	1,188.0	1,119.8	1,071.0	996.0	973.0
James Nash State High School	1,298.0	1,300.0	1,255.8	1,188.0	1,119.8	1,071.0	996.0	973.0
Total	1,298.0	1,300.0	1,255.8	1,188.0	1,119.8	1,071.0	996.0	973.0



Additional Filters Applied:



Note: student enrolments are collected on Day 8 and Day 20 with verified school attendance and include NCCD special school enrolments

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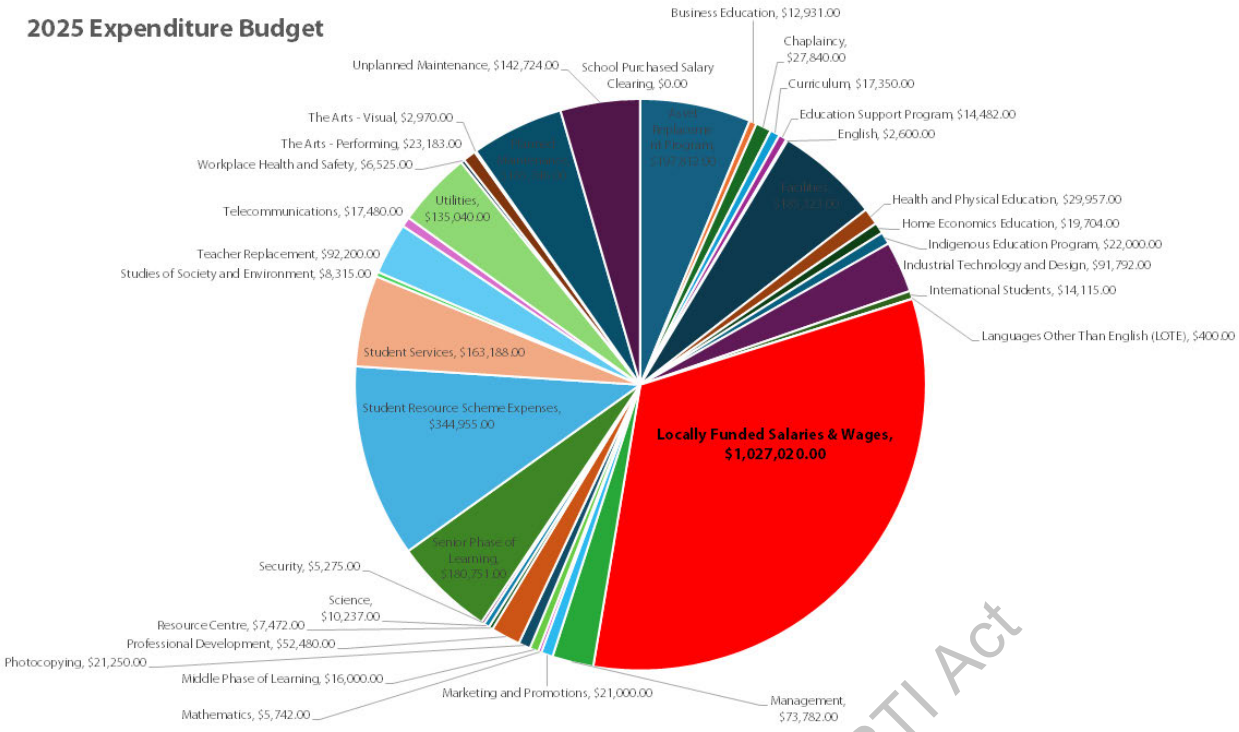

School Budget - Staffing

Prior Year Total School Purchase		Prior Year Net Additional Staffing		
2024	$1,286,444	2024	$1,225,193	**Above alloc**
2023	$1,203,495	2023	$953,055	**Above alloc**
2022	$475,155	2022	$348,908	**Above alloc**

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Initial Steps

1. Support AOs to send role descriptions to Tammy (BM)
2. Support AOs to tease out role into "frequency table".
3. Gather "Like Schools" examples.
4. Start to consider:
   - What is working (and we would take onto the life raft…)
   - What could we stop?
   - What is a challenge?
   - Are the more efficient, supportive, collective, digital,…..alternative solutions.
5. Re-assure everyone – no one is losing their job. Some re-distribution and roll adjustments may be required.
6. Support JNSHS ELT and LT to make informed decisions.

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Initial Steps

1. Send role descriptions to Tammy (BM): Key Functions and Duties / Summary.
2. Complete "frequency table". Return by Wed Week 10.
3. Gather "Like Schools" examples (NCR/Mark/Tammy)
4. Start to consider:
   - What is working (and we would take onto the life raft…)
   - What could we stop?
   - What is a challenge?
   - Are the more efficient, supportive, collective, digital,…..alternative solutions.
5. Develop 2-3 Possible Models for Consideration

1. Re-assure everyone – no one is losing their job. Some re-distribution and roll adjustments are likely be required.
2. Support JNSHS ELT and LT to make final informed decisions.

Consultation Process

- Initial "status and projection" to Leadership and AO teams.
- Executive Leadership Team and Senior Leadership Team agreement to explore not replacing two departing AOs.
- Collection of all AO R&R – including frequency summaries.
- 1:1 meetings with BM
- 1:1 meetings with Principal as requested (I had three).
- Update in AO Meetings
- Draft models (4) presented to Leadership Team – decision made – limited structural change (no move to specialisation) and smaller reduction for now (reduction matches staff leaving – not replaced).
- Update/Outcome in AO Meeting
- Update in LCC
- Next step – finalisation of R&R : BM led – with AOs and HODs.

AO Update

- Re-allocation of Bernie's duties into School AO/TA portfolios – effective reduction of 0.9 FTE.
- Roles and Responsibilities, frequency tables and other relevant documents collected and summarised (almost complete) – THANK YOU.
- Fortnightly AO Meetings – Update / collaborate
- 1:1 Meetings

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Roles and Responsibilities

FTE 0.9	FTE 0.9	FTE 0.9	FTE 0.54/0.54	FTE 0.72/0.54
Sandy Simpson	**Kelli-Anne Dukic**	**Jo Fanshaw**	**Thorbjorg Dunn** **Dea Walker**	**Sharon Googe** **Dea Walker**
A03 Finance	**A03 HR/Enrolments**	**A03 Facilities-OneSchool/D2M**	**A03 Front Reception**	**A03 Back Reception**
This A03 Finance Officer role provides financial administration support, managing both accounts payable and receivable processes. Responsibilities include daily bank reconciliations, processing parent refunds, managing Year 12 leaving school finance, entering invoices and requisitions, reconciling corporate cards and following up excursion invoices. On the receivables side, the role oversees Centrepay, payment plans, debtor statements, debt management correspondence, SRS spreadsheets, aged debtor monitoring, invoicing, receipting and banking. The position ensures accurate financial records, timely processing of transactions and effective follow-up on outstanding payments.	The A03 HR/Enrolments Officer role provides comprehensive administrative and operational support to the Deputy Principal and school leadership, managing student enrolments, timetables, assessments and transitions, including Year 6/7 enrolment processes, and scholarship coordination. Responsibilities include maintaining Daymap and HR systems, processing leave and professional development requests, managing student files, parent-teacher interviews, flexible learning arrangements and student audits. The position also supports reporting, TRS and supervision scheduling, supply staff coordination, preparation of enrolment and subject handbook materials, and general HR support, ensuring smooth administration and compliance with school and departmental policies.	The A03 Facilities Officer role provides administrative and operational support for school facilities, assets and workplace health and safety. Responsibilities include managing asset creation, disposal and replacement schedules, coordinating planned and unplanned works, maintaining electrical and fire safety updates and managing facility hire agreements, key registers and emergency contact lists. The position also oversees WH&S reporting, updates the Emergency Response Plan in BEMIR, conducts term stocktakes, and manages bookings and records in OneSchool and BEMIR, ensuring compliance with school policies and safety standards. This role involves coordinating grounds staff, managing communication with contractors and liaising with school leadership.	The A03 Front Reception Officer role provides comprehensive front office and administrative support, including reception duties, receipting, Blue Card processing, mail management and maintenance of staff records, pigeonholes and email communications. Resp also include managing timekeeping and ADO agreements, ordering supplies, supporting fi functions such as salar and scholarship refunc preparing end-of-mon and assisting with spe projects and record a The position ensures daily operations, accu financial and administ processes and effecti for staff, students, and leadership.	The A03 Back Reception Officer role provides administrative and operational support within Student Services, managing phone enquiries, staff training records and compliance systems (including Chemwatch). Responsibilities include maintaining pay claims, coordinating cleaner and facilities

FTE 0.9	FTE 0.9	FTE 0.9	FTE 0.54/0.54	FTE 0.72/0.54
Sandy Simpson	**Kelli-Anne Dukic**	**Jo Fanshaw**	**Thorbjorg Dunn/ Dea Walker**	**Sharon Googe** **Dea Walker**
A03 Finance	**A03 HR**	**A03 Facilities**	**A03 Front Reception**	**A03 Back Reception**
Accounts Payable • Bank Rec – daily • Parent Refunds • Year 12 Leaving School Finance • Corporate Card Reconciliations • Corporate Card EOM collation • Enter invoices • Enter Requisitions • Excursion invoice follow up **Accounts Receivable** • Centrepay • Payment Plans / Payment Plans Diary follow up • Debtor Statements each term • Debt Management Letters • SRS spreadsheets / website / payment plans etc • Aged Debtors • Invoicing • Receipting & Banking	• Day Map • Assessment Calendars • Day 4, 8, 20 • All new Enrolments and Timetables in relation to the new Enrolments • HR SBS – entering • Leaving School Forms • My HR Leave Schedules • New Student Files • Parent Teacher Interviews-Appts and Teacher name tags/maps • Set Plans • Processing Professional Development requests • Student Management (QCAA) • Supervisions / TRS (including sourcing supply staff to fill Contracts) • Assisting DP with Reporting including sending out duplicate reports to parents of children who do not live with them • TRS Data Entry • Year 6/7 Enrolments & Transition including welcome booklet (in conjunction with FSO SS) • Year Level Subject Handbooks • Assembling all Enrolment	• Asset Disposal/ Creation • Asset Replacement Schedules • BEMIR • D2M – Planned/Unplanned works • Electrical Updates • External Request for Equipment Forms • Facility Hire Agreements • Key Register / Issue Keys • Fire Safety Updates • Digital Wallets (Bosch) • OneSchool Facilities • Term 3 & 4 Stocktake • Emergency Response Plan update in BEMIR • A/Hrs Contact List – Protective Services • WH&S Secretary • Bookings for A1	•Front Office Reception **TD/DW** •Receipting **TD/DW** •Blue Card Permits **TD/DW** •Jury Letters **TD/DW** •Inward / Outward Mail **TD/DW** •**Thorbjorg Dunn** •Staff email/phone lists •Staff Pigeon holes •Staff Filing •Admin email inbox •Time Clock/ ADO Agreements •Stationery Order - Office, Paper •**Dea Walker** •**Finance** •Salary Recovery •End of Month reports •QATSIF Scholarship parent refunds and receipting •Yr 7 Scholarship parent refunds and receipting •HYDRO Scholarship parent refunds and receipting •**Operation Ice Age' Project**	• Student Services Phone **SG/DW** • Mandatory Training – sign off sheets/certificates/One School entry **SG** • Chemwatch • Cleaners/Grounds/Facilities **SG** • Chemical Stocktake each term **SG** • Pay Claims Weekly **SG** • Cleaners – Teams/Areas/Backfill **SG** • Private Use of Vehicles Forms **SG**

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"Duties Frequency"

Jackie Means - A03 SFO

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
• Sign in • Check pigeonhole • Check "Mailbox" for Positive Postcards • Log on and open Emails, Oneschool, Daymap & Sharepoint • Check and attend to overnight/early morning emails • Check Daymap for overnight/early morning behaviour detentions. Process detentions and place in Care Folders in Admin • Process any suspensions arising from overnight emails and take to Principal's in-tray • Address and upload to Oneschool any Positive Postcards for mailing • Process Exit Cards/Technology Cards/Misc Cards sent through by HOD'S, DP's, GO's • Process Warning of Cancellations from DP • Statement uploads, scanning, filing • Fielding #301 behaviour calls and following up • Sort Care Folders after Care, check for anything in folders/remove yzd's. • Take Care Folders to Admin and sort into staff pigeonholes • Assorted duties that will come from Ho HOD's, DP's, GO's. • Follow up with suspension paperwork, emailing to parent/carer & uploading to Oneschool & mailing	• Corporate Card reconciliation • YZD removal from Care Folders and return to HoD's x twice weekly • Off campus shopping for different Year levels • Design and process Exit Cards, Techno Cards and misc cards as requested by DP's, HoD.s, G.O's and assorted staff.	• Backfill Student Services during their meeting. • Check years 7,8,9,10 budgets to keep on track. • Filing suspension paperwork to students files.	• Yr 8 leadership reward days • Yr 9 leadership reward days • Yr 10 leadership reward days • Assorted combined Leadership Days – organisation, consent forms, incursions etc • Assorted reward days providing prizes, vouchers, pizza's, light refreshments • Assisting with well-being staff afternoons • Collate all Exit Cards, Techno Cards, Misc Cards and email staff members to see if cards are rolling over to following term. • Evac warden for 2 x E Blocks • Good Standing Awards x 2, collating points, organising tuckshop vouchers and GYP Card for Tuckshop	• Gold & Silver award day organisation. Printing certificates after viewing every report card to find Gold & Silver students. • Yr 10 Immunisation organisation • Yr 10 Booster Immunisation organisation • Behaviour rollout for all classes, print slips, put slips in pigeonholes, collate when returned. Follow up with DP. Cooper re staff who haven't done it.	• Yr 7 camp • Yr 9 camp • Yr 7 end of year reward trip • Yr 8 end of year reward trip • Yr 9 end of year reward trip • Yr 6 to 7 transition organisation with Ann & Kelli-Anne • Yr 7 First day organisation • Yr 7 Immunisation organisation • Book Week organisation and ongoing assistance • Naplan assistance	•Redacting Behaviour statements • Statement uploads, scanning, filing •Misc reports required by HOD's, DP's & Staff from OneSchool & Daymap

Andrea Jones - A03 SFO

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
•I Block Bookings into Daymap – monitor Microsoft lists as staff enter requests •Monitor Budget – input data from (receipts) •Scan Teachers and HODS receipts and upload to their file •Purchases •YZD -Email parents through Daymap •Input Behaviour incident and contact into One School •Answer emails and phone calls •Current Excursions – Book transport, V2SR form, Consent management, One school, First Aid kit etc •Input data from permission forms collected daily for current excursions into spreadsheet for teachers/ HODs info VZD BYOD	• Reconcile corporate card transactions • Look after Main office • Prepare for upcoming excursions and Functions • Grocery shopping for home ec • Put groceries away and organise into teachers' food baskets in the fridge, freezer and shelf for the week ahead • Clean Pantry and refill stock (eg: sugar and flour canisters) • Date check food stock and clean out any expired food and clean any mess) • Put ordered supplies away (stationary, textiles etc) • Meetings with HOD's to discuss upcoming tasks	•	• Prepare allocation of FSO staff to exam timetable. • Complete any rostered exams – day map rolls, set up etc • Call Parents of students absent form exams and require medical certificate • Create student profiles • Budget meetings • Vet spreadsheets • Create and print Cricut designs as requested by HODs or teachers • Meetings with HODs for term plan • Purchase large items on Budget • FSO meetings • BM budget meeting • Purchase Assets up for asset replacement • EQ13's for any assets purchased and replacing old assets • Scan and upload Confirmations TO QCAA • File Confirmations after PD and chemwatch	=	• Help with asset management planning for next year • Stock take chemicals identified in Chemwatch • Chemwatch data entry and complete risk assessments • Contact suppliers for new updated SDS and attach to chemical in Chemwatch • Print SDS for easy access for teachers, laminate • Budget meetings with HODs for next year budget planning • Input SRS budget into School Budget Solution • Help with Stocktake • Look through Home ec kitchens for electronics and complete EQ13's for any damaged items. Put on list to be replaced in next years budget if funds not available this year	•Help when large orders arrive such as Fridges, Freezers, washing machines etc. Such as move items from location, ask students to move for safety, enter required facility management for relocation of old asset or disposal •Train staff •Engrave calculators •Enter facilities management tasks of any operational duties or items needing fixing

Key Tasks Identified across FSOs:

- **Financial Administration:** Monitoring and tracking faculty budgets, reconciling corporate card transactions, processing purchases and invoices, obtaining quotes, and managing payments for things like excursions.
- **Excursion and Event Coordination:** End-to-end planning and management of excursions, camps, and school events. Booking transport, managing student consent and medical information, risk assessments, and coordinating event logistics like ticketing, awards, and supervision.
- **Student Data and Administration:** Managing student information in systems like OneSchool and Daymap. Processing behaviour incidents (detentions/suspensions), creating student profiles, managing class lists, and handling student awards and special cards (e.g., Exit Cards, Technology Cards).
- **Academic and Curriculum Support:** Provide direct support for academic processes. Preparing for exam blocks (creating rosters, setting up rooms, scanning results), assisting with curriculum resources, managing timetables, and supporting programs like NAPLAN.
- **Compliance and Safety (WHS):** Managing compliance using the Chemwatch system. Conducting risk assessments, updating Safety Data Sheets (SDS), and performing chemical stocktakes.
- **General Administration and Communication**: Daily tasks include managing emails and phone calls, general filing and scanning, booking rooms, and providing direct administrative support to Heads of Department (HODs) and other teaching staff.
- **Asset and Resource Management:** Managing faculty assets, which includes tracking equipment for replacement, processing asset disposal forms, labelling new items, and assisting with annual stocktakes.
- **Faculty-Specific Duties:** In addition to general tasks, there are specialised duties for specific departments, such as purchasing groceries for Home Economics , managing tuckshop finances , coordinating instrument and uniform loans for The Arts , and supporting student wellbeing programs for junior secondary year levels. Note the T&L support roles are significantly different to the Student Support role.

Consideration – work towards a "common core" R&R for FSOs….. ~~but/~~AND….

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Infrequent and Unique Duties

- **Specialised Staff Support**:
  - Providing relief cover for the main office or Student Services during meetings or absences.
  - Training other staff members on various school programs and systems as required.
  - Acting as an Emergency Evacuation Block Warden.
  - Assisting with staff rehabilitation and return-to-work processes.
  - Performing Justice of the Peace (JP) duties for the school community.
- **Operational & Systems Tasks**:
  - Entering facilities management tasks to log items that need fixing.
  - Managing and restocking specific paper-based systems like behaviour slips for HODs.
  - Using additional specific software like OnGuard and Ed Perfect for student management.
- **Specific Administrative & Creative Tasks**:
  - Using Canva to create promotional materials for events.
  - Engraving equipment, such as calculators.
  - Using a Cricut machine to create custom designs for teachers.
  - Redacting sensitive information from student behaviour statements.
  - Applying for external grants on behalf of a faculty.
  - Distributing items like student photos and ID cards throughout the year.
  - School Suspension Paperwork
  - Redacting Behaviour Incidents
  - Appeal Response Support
  - Positive Postcards
  - Good Standing, Gold and Silver certificates

Key Considerations for next steps

- Need "a" finance officer to replace Sandy – and avoid recruitment / achieve reduction in FTE – ie. One more person in the "main office" mix. (= certainty and sustainability for our existing permanent staff)
- Jackie Mean's role is significantly different from the Teaching and Learning FSO roles.
- Each T&L FSO has unique roles depending on their faculty needs of varying load/volume (e.g. Sport, Stock, Events….).
- Opportunity to:
  - "re-norm" and unify the team – with clarity and equity in roles.
  - accommodate the (/most of) team in one building.
- Pursue week 3 decision timeline – put everyone at "ease" / prepare for 2026.

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Proposed 2026 Admin / Services Delivery Team Structure – The "A" Team

2025		
1.	A03 Finance	0.9
2.	HR Enrolments	0.9
3.	Facilities	0.9
4.	Front Reception	0.54/0.54
5.	Back Reception	0.72
6.	Executive Support/Marketing	0.9
7.	Student Services 1	0.9
8.	Year 7-10 Students	0.9
9.	Student Services 2	0.9
10.	PE/Sport BDT	0.9
11.	INTAD/English/SOSE/LOTE/Science	0.9
12.	ARTS	1.0
13.	Math/Home Economics/Senior School/VET	0.9
TOTAL		11.8
*Allocation (A02) **		4.39
School Funded		7.41

2026		
1.	**Finance Officer**	0.9
2.	**HR Officer**	0.9
3.	**Facilities Officer**	0.9
4.	**Front Reception**	0.54/0.54
5.	**Back Reception**	0.72
6.	**Events, Communications and Marketing** + Executive Support	0.9
7.	**Attendance Officer**	0.9
8.	**Student Support and Engagement**	0.9
9.	Faculty Admin Support – BDT, HPE, Sport	0.9
10.	Faculty Admin Support Arts + Finance Tuckshop	1.0
11.	Faculty Admin Support SOSE/LOTE/ Math/Home Economics/ Senior School/VET	0.9
TOTAL		10.0
Allocation (A02)		>3.32
School Funded		<6.68

Roles and Responsibilities (inc. KLAs) not finalised – in progress – this is now the next step.

Proposed 2026 Admin / Services Delivery Team Structure

FTE 0.9	FTE 0.9	FTE 0.9	FTE 0.54/0.54	FTE 0.72/0.54
A03 Finance	**A03 HR/Enrolments**	**A03 Facilities-OneSchool/D2M**	**A03 Front Reception**	**A03 Back Reception**
• Bank Reconciliation (Daily) • Corporate Card • QKR • Accounts Payable • Accounts Receivable • Excursion Invoices • Dunning Notices • KMA • Statements • Student Resource Scheme • Centrepay • Purchase Orders • Scholarships	• Assessment calendars • Day 4, 8, and 20 enrolment • Enrolments • HR, SBS data entry • Leaving school forms • MyHR leave schedules • Student files • Parent-teacher interview / • Set Plans support • Professional development requests • Student management and QCAA administration • Supervisions and T • Year 6/7 transiti days • Subject handboo • Cancellation lette • Student audit • Scholarship administration • QParents approvals • Staff handbook updates • Enrolment verifications • DP support x 1	• Direct to Market • WAAPs • Request for Quote • Facility Hire • Asset Management • Stocktake • Key Register • Loan Register • Room Bookings • Protective Services • CCTV • Security • [illegible] • O1 • ntra agement / rdinat on • A Hrs Contact List – Protective Services • WH&S Secretary • Bookings f 1	• **Part-Time Administrative Officers** • Front office and administrative support • Reception duties • Receipting and financial transactions • Blue Card management • • Ma in staff records, pige holes, and email com ications • Timesheets / ADO, TOIL agreements • Manage office supplies • Support finance functions (e.g. sala recovery, lars p refunds) • Pre d-of-month repor • Assist re d archiving	• **Part-Time Administrative Officers** • Student Services • Phone enquiries • Staff training records • Pay claims and staff coverage coordination (cleaners and facilities) • Forms processing • Front office, student service, and records management support • Reception and communication channels • Student absences • Enrolment enquiries • Parent and community enquiries • Finance tasks (receipting, reimbursements, reconciliations) • Scholarship administration (QATSIF, HYDRO, Year 7) • Facility hire invoicing • 'Operation Ice-Age' archival review and digital records transition

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FTE 0.9	FTE 0.9	FTE 0.9	FTE 1.0	FTE 0.9
A03 Officer Executive Support/Marketing	**A03 Officer Student Attendance**	**A03 PE/Sport BDT**	**A03 Officer ARTS Tuckshop Finance**	**A03 Officer Year 7-10 Students HODs x 4**
• Strategic and operational support for school communications, events, and administration • Liaison between the school, Department, media, and wider community • Social media platforms • External communications • Coordination of whole-of-school photography / videography • Press releases / media enquiries • Marketing / branding • Promotional items Newsletter / student diaries • Subject selection handbooks Annual report • Executive support to the Principal • HR assistance and general administrative support for school leadership • School / community events • Internal culture and engagement initiatives • Stakeholder communication and relationship management • Public facing	• Student attendance, timetables, / related data in Daymap / OneSchool • Attendance adjustments (exemptions, PTEP, exams, work experience, TAFE) • Reconciling attendance conflicts. Same-day absence/late compliance • Monitoring daily roll marking and incursion/excursion attendance • Attendance, lateness, infringement reports for HODs and DPs • Coordinating student unif loans, ID ca ed items • Student, staff rent attendance en • CARE classes an managing communication slips • Supporting staff with Daymap • NAPLAN group creation, maintenance • Collapsing and reconcilin classes at year-end • Verifying ATAR/non-ATAR attendance and completing ABSTUDY/TMR checks • Accurate attendance data, compliance,	• Administrative, Operational support - HOD and faculty areas (HPE, Business, Digital Technologies) • Support for Junior / District Sports Programs • Assistance with curriculum, assessment management • QLearn audits, moderation processes • Coordination of excursion reporting, faculty • Faculty and spo finance, purch reso mana • Main mmu icatio materials and documentation • Management of facility and venue bookings • Coordination and port fo major events arni , award nigh c.)	• Administrative, operational support to the Arts / ACA/AIM faculties • Program management, student administration • Excursions, class lists, timetables, student records • Faculty emails, staff requests, communications • Coordination of performances, exhibitions, awards, school events Budget monitoring and reconciliation of faculty purchases • Resource procurement • Tuckshop accounts • Assistance to staff and students in academic, eative, and administrative tivities	• Administrative, operational support Student Services • Emails, OneSchool, Daymap, SharePoint, and pigeonhole correspondence • Behaviour detentions, suspensions, Positive Postcards • Processing, distributing Exit Cards / Technology Cards • Support for leadership programs, reward days, wellbeing events • Student budgets, corporate card reconciliation • Filing, maintenance student records • Camps, immunisation programs, transition programs, Book Week • Support for NAPLAN administration, school award programs (Good Standing, Gold, Silver certificates) • Coordination of behaviour rollouts and exam block support • Assistance with school-wide events, report preparation • Stationery, report resources • Relief, backup support for Student Services operations

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FTE 0.9	FTE 0.65	FTE 0.58	FTE 0.5	
A03 Officer INTAD/English SOSE/LOTE/ Math/Home Economics Senior School/VET	**A03 Work Placement Officer**	**A03 Work Placement Officer**	**A04 WPHS Officer**	**TA Home Economics**
• General administration: photocopying, laminating, scanning, data entry, phone, email communication • Support DP x 2 • Excursions for English, SOSE, LOTE, Science, Maths, Home Economics • Corporate card reconciliation • Entry of results into spreadsheets and student profiles • INTAD book loans (Michelle ?) • Consent Manager records, permissions • OnGuard • Daymap • Return to Work • Maintenance of student profiles (Years 7–12)? • Preparation of spreadsheets for Year 7 & 8 *Humanities/ Science allocations* (with Peter, David, or Sally plus .11 of a TA) • Year 11 Leadership Camp	• Coordination of work experience, school-based traineeship programs • Support for student transition from school to employment or further training • Liaison with employers, parents, and students to arrange placements • Management of documentation, compliance, and student progress monitoring • Promotion and [illegible] of traineeship and [illegible]b opportunities • Assistance with [illegible] interview prepara[illegible]and career guidance • Facilitation of presentations and information sessions • Maintenance of administrativ[illegible] records and program databases • Support for VET and transition programs • Collaboration with staff, regional agencies, industry partners	• Coordination of work experience and school-based traineeship programs • Support for students transitioning from school to employment or further training • Liaison with employers, parents, and students for placement arrangements • Management of required documentation, compliance, and student progress monitoring • Promotion and advertis[illegible] traineeship a[illegible]ob opp[illegible]nities • Assistance [illegible]umes, [illegible] • [illegible]ation [illegible]d [illegible]er gu[illegible]ce • Fac[illegible]ation [illegible]ions [illegible]d [illegible]ation[illegible]ions [illegible]adm[illegible]ra[illegible] processes, database [illegible]mainte[illegible]ce, and record keeping Support for VET and transition programs • Collaboration with staff, re[illegible]al agencies, and indust[illegible]artn	• High-level support for school compliance with departmental and legislative safety requirements • Coordination of workplace health and safety procedures, risk assessments, emergency [illegible]agement plans • [illegible]emWatch management • [illegible]vising staff on safe work p[illegible]tices, safety procedures • C[illegible]ducting workplace inspections, incident investigations • Maintenance of WHS records, including incident reports, eme[illegible]ency reports, and annual [illegible]ssessments • [illegible]ight of Return to Work pr[illegible]sses • Coo[illegible]nation of evacuations, lockdowns, emergency drills • Promotion of a strong safety culture across the school • Collaboration with Principal, staff, regional advisors	• Grocery shopping • Stocking teachers' food baskets (fridge, freezer, shelves) for the week ahead • Cleaning pantry, restocking supplies • Checking food dates, removing expired items • Garden Maintenance • Purchasing

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Meetings

Email Correspondence

14 August	**From:** PENGELLY, Tammy (tpeng5) **Sent:** Thursday, 14 August 2025 4:39 AM **To:** 2137_FSO <FSO@jamesnashshs.eq.edu.au> **Cc:** SEIJBEL, Mark (mseij1) <mseij1@eq.edu.au> **Subject:** Understanding out team roles Hi Team, We're looking to get a clear picture of the different roles within our team and the type of work everyone does. You should already have a position description, please send it through and add any updates or changes to reflect what you're currently doing. A few dot points highlighting key tasks or responsibilities are fine. This isn't a performance review—it's just to help us understand responsibilities and support the team better. Please send your responses by **Wednesday, 20th August.** Thanks so much for your help! Kind regards, Tammy Tammy Pengelly A/Business Manager tpeng5@eq.edu.au
2 September	**From:** PENGELLY, Tammy (tpeng5) **Sent:** Monday, 1 September 2025 6:36 AM **To:** 2137_FSO <FSO@jamesnashshs.eq.edu.au> **Subject:** Meeting tomorrow afternoon Hi All, After you have relieved the A0s in student services and office for their weekly meeting we would like you to attend a meeting at 1.30pm with Mark and I in the conference room. It should only go for around 30minutes. Please let your line manger know if necessary. Thank you. Kind regards, Tammy Tammy Pengelly A/Business Manager tpeng5@eq.edu.au

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8 September

From: s47(3)(b) – Contrary to Public Interest
Sent: Monday, 8 September 2025 12:47 PM
To: PENGELLY, Tammy (tpeng5) <tpeng5@eq.edu.au>
Subject: Role Analysis

Hi Tammy,

s47(3)(b) – Contrary to Public Interest



Kind Regards

s47(3)(b) – Contrary to Public Interest

From: PENGELLY, Tammy (tpeng5)
Sent: Monday, 8 September 2025 3:24 AM
To: s47(3)(b) – Contrary to Public Interest
Subject: RE: Role Analysis

That's fantastic s47(3)(b) – Contrary to Publ hank you.

Kind regards,
Tammy

Tammy Pengelly
A/Business Manager
tpeng5@eq.edu.au

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9 September	**From:** PENGELLY, Tammy (tpeng5) **Sent:** Tuesday, 9 September 2025 6:07 AM **To:** 2137_FSO <FSO@jamesnashshs.eq.edu.au>; 2137_office <office@jamesnashshs.eq.edu.au> **Cc:** SEIJBEL, Mark (mseij1) <mseij1@eq.edu.au> **Subject:** Student Services Role Hi Team, Thank you all for your input into the recent changes to some roles. Julie Walsh met with me today to review the RTW cases, and between Julie and Kelli-Anne, all cases can remain with them. If you are happy for Julie to take over your RTW cases, please let us know. We went through each case thoroughly today. I'd like to thank those of you who have already taken on additional tasks.....dropping your RTW cases may be a welcome relief. I am now seeking support to cover the following duties: • ***Daily:*** *Care folders/items for care classes returned to pigeon holes by 12 pm* • ***Once per term:*** *Abstudy attendance reports – Services Australia* • ***Once per term:*** *Bus Verification reports – TMR* • ***Twice per term:*** *Update care class lists and distribute to care teachers* • ***Yearly:*** *Online Consent Management – Year 7 Future Students (setup in OneSchool)* • ***Yearly:*** *New Year/Term procedures (Care folders, class lists, student diaries)* If you are interested in performing any of these tasks, please let me know. We will provide more details and work with you to see how it can best fit into your routine. Thank you again for your flexibility and support. Mark and I would like to meet with you all next week to give you the updates on replacements and what roles look like moving forward. Meetings moving forward and we'd like to hear your feedback and ideas, so email them in or bring them along to the meeting. Hopefully you can all squeeze in a meeting next Tuesday between exams. If so, I can arrange some pizza 😊 s47(3)(b) – Contrary to Public Interest Kind regards, s47(3)(b) – Contrary to Public Interest

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10 October	s47(3)(b) – Contrary to Public Interest [redacted]

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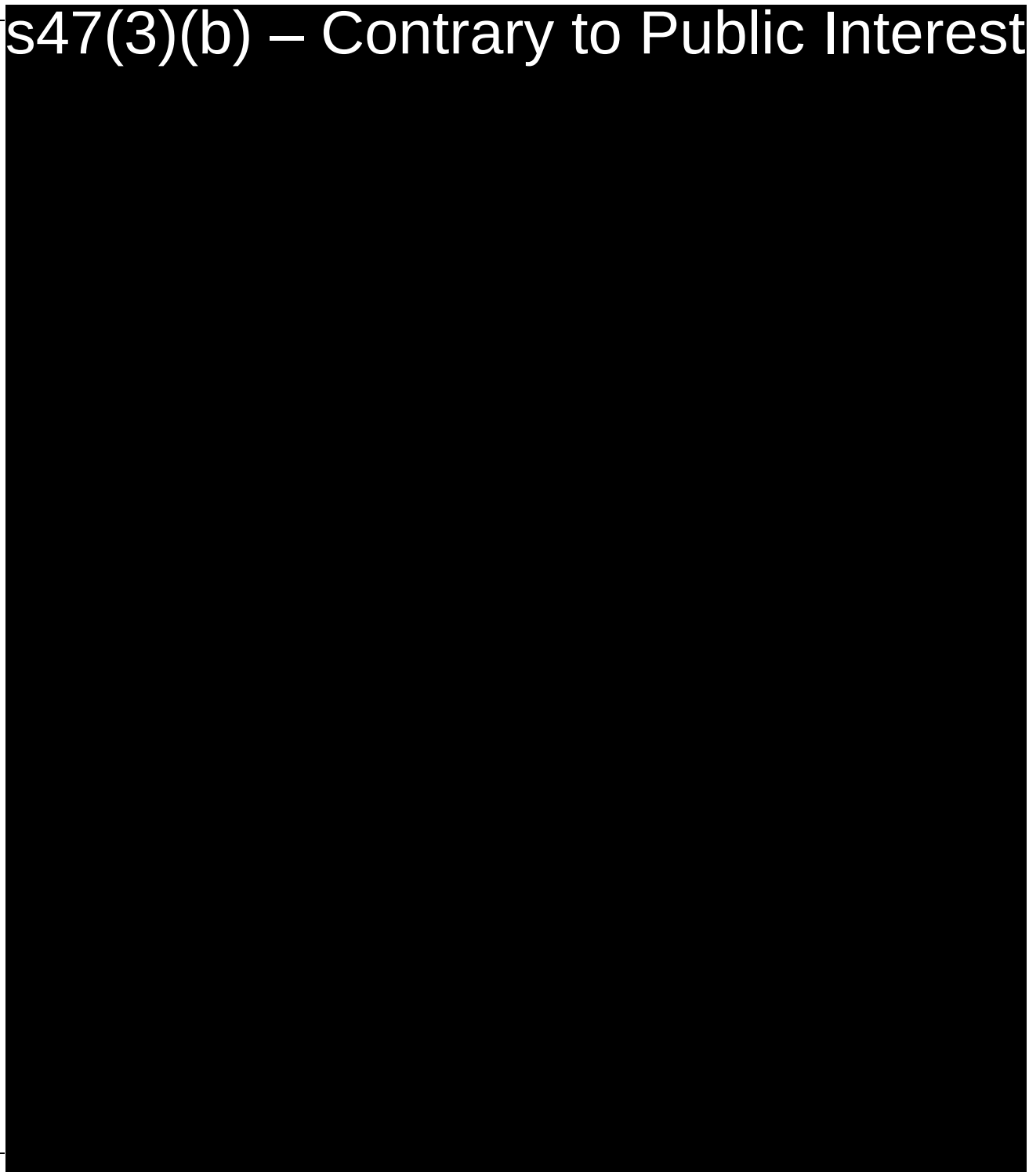

13 Oct	s47(3)(b) – Contrary to Public Interest [redacted]
15 October	s47(3)(b) – Contrary to Public Interest [redacted]

29 October	**From:** PENGELLY, Tammy (tpeng5) **Sent:** Wednesday, 29 October 2025 7:01 AM **To:** 2137_office <office@jamesnashshs.eq.edu.au>; 2137_FSO <FSO@jamesnashshs.eq.edu.au> **Cc:** SEIJBEL, Mark (mseij1) <mseij1@eq.edu.au> **Subject:** A03 changes. Good afternoon everyone, Just letting you know that we are starting to narrow down and finalise decisions regarding the SFO roles for next year. I have personally spoken with the FSOs who are directly affected, as well as their respective HODs. If you have not been part of these discussions, your role has not been directly impacted at this stage. I ask that everyone please respect those who are currently working through changes and avoid placing any pressure on them to share details or have conversations before they are ready. I thank you all for your assistance and understanding as we work through this process. It continues to be a work in progress, and your support is greatly appreciated. I will be back in two weeks and expect to put together and share the plan for moving forward into next year. Kind regards, Tammy Tammy Pengelly A/Business Manager tpeng5@eq.edu.au

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29 October

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[redacted]

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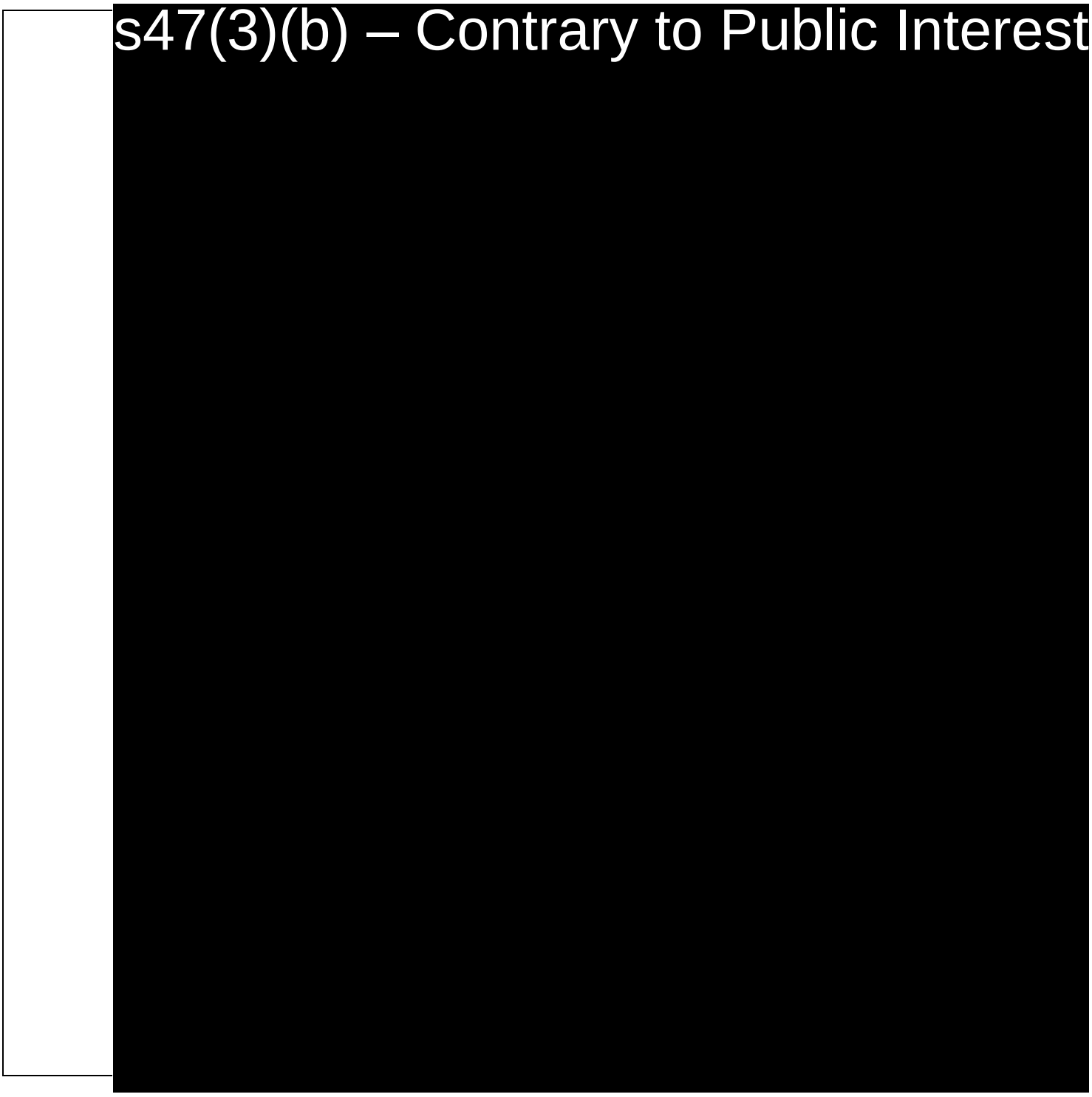
s47(3)(b) – Contrary to Public Interest

3 November	 SEIJBEL, Mark (mseij1) To BUTLER, Trish (pbutl16); DUKIC, Kelli-Anne (kwalk308); DUNN, Thorbjorg (tdunn144); **+11 others** Cc COOPER, Greg (gcoop14); PELLING, Rachael (rpell9); FRANCIS, Ystyn (yefra0); NILON, Bessie (bnilo2) 3/11/2025 Hello A-Team! (A = A0s / Admin / Awesome...) We would like to maintain your normal meeting times tomorrow (though Tammy is on leave). The leadership team would like a brief opportunity to acknowledge and thank you for the professionalism and positive approach you have shown during the recent restructures undertaken at James Nash State High School. Your professionalism, constructive feedback, adaptability and continued commitment have been deeply valued as we navigate the challenges associated with our reducing school resourcing and budget allocations. This meeting will also provide an opportunity to share a brief update on where we are up to. Progression will pause whilst Tammy is away. We continue to believe it's important that you are kept informed and up to date, as a valued of our AO and School team. When Tammy returns from her holiday in two weeks' time, she will continue to work closely with the team to finalise the 2026 role descriptions and ensure clarity moving forward. **To show our appreciation, afternoon tea will be provided during the meeting.** Your attendance and continued input will be greatly appreciated as we continue to work together in maintaining and growing a strong, supportive, sustainable and transparent workplace culture. Kind regards, Mark **Mr Mark Seijbel** A/Principal

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7 November	Good Afternoon Mark, I believe Greg mentioned to you, that there was a question posed around the inclusion of the changes to AO staff and other changes in the LCC meetings. I mentioned that I would follow up with the Together Union Organising Director as to what their thoughts were. I'm by no means an expert on how it should work, and the below is just what they have sent through, if you have any thoughts or a reply you would like me to pass on, please let me know. The department's web site is clear that this is something that the LCC would deal with **Local consultative committee** **https://alt-qed.qed.qld.gov.au/working-with-us/induction/queensland-state-schools/leadership-team/business-manager/people-management** *If your school employs more than 25 people, it will have a local consultative committee (LCC). Smaller schools may also have an LCC.* *The LCC is made up of representatives from:* • *school management* • *unions* • *the community.* *The committee's functions vary, but its main purpose is to ensure that all employees and representatives of the school community have a voice in decision-making at the school.* *LCC Terms of Reference and establishment guidelines are available on OnePortal.*

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Your Award provides at Clause 6 an obligation on the employer consult around a range of work related matters. https://www.qirc.qld.gov.au/sites/default/files/2023-02/qld_public_service_010323.pdf

Your Certified Agreement https://www.qirc.qld.gov.au/sites/default/files/2023-05/2023_cb51.pdf
at clause 2.2

2.2 Consultative Committees
(a) The parties agree that employees should be consulted about decisions which may affect their employment or welfare, and that meaningful consultation with affected employees leads to improved organisational outcomes. The parties agree that consultation committees and forums should include equitable local and regional TQ delegate representation.
(b) In recognition of clause 2.2(a), the employer will have a joint union/employer ACC. The ACC will be used to facilitate consultation on a broad range of issues.

Local arrangements about workplace consultation and appropriate attendees at the ACC should occur by agreement. The issues for workplace consultation may include but are not limited to discussion of matters arising from this Agreement such as:

(i) Workload Management (Part 15);
(ii) Organisational Change and Restructuring (Clause 11.6);
(iii) Training (Part 9); (iv) Union Encouragement (Clause 14.3); 6
(v) Work/Life Balance (Part 18); (vi) Organisational matters such as the review of, changes to or introduction of new workforce management policies;
(vii) Fair Career Paths (Part 13);
(viii) Improving Gender Equity (Part 25); and
(ix) Cultural Awareness Activities and Leave (Part 8).

(c) The ACC may agree to establish standing committees, sub-committees, or other additional consultative structures (such as Local Consultative Committees and Regional Consultative Committees subject to employer agreement) with agreed terms of reference/operating principles including ensuring equitable local and regional TQ delegate representation in consultative forums.

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(d) The Department acknowledges and encourages the operation of consultative forums that support the equitable local and regional representation of TQ delegates at the local level. These forums are to provide an opportunity for consultation, engagement and dispute resolution to occur directly between affected employees (through their union delegates to the committee/forum) and the relevant decision-makers.

(e) The Department and TQ will work together to maintain a consultation framework for the conduct of consultation within the entity. The consultation framework will include the organisational structure of the entity, the different parties that should be involved in consultative processes, and the interaction between various consultative mechanisms. The Department will provide to TQ, the following data - employee name, job title, work location (including floor level where possible), anticipated effect of any organisational change, rationale for change and potential timeframes) where relevant.

(f) The Department commits, where possible, to collect data about temporary engagements with a view to reporting to the ACC on a quarterly basis about the number of temporary engagements and the categories of reasons for those engagements such as, 'backfilling' and 'project role'.

(g) In addition to the information provided in clause 11.6 Organisational Change and Restructuring, the Department agrees to report to unions on a quarterly basis the ongoing length of service of all temporary and casual employees.

(h) This Agreement, through various provisions, allocates a number of roles and responsibilities to the ACC which the Department will ensure occur in accordance with the provisions of this Agreement and the Terms of Reference template for consultative committees. The parties to this Agreement agree to review and update the Terms of Reference template for the ACC within six months of the date of operation of this Agreement.

Cameron Brown

Technical Officer

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12 November	AF Allison Finley-Bissett <Allison To Bronwyn.johnstone@qed.qld.gov.au Cc Principal, James Nash SHS 12/11/2025 You forwarded this message on 13/11/2025 8:19 AM. If there are problems with how this message is displayed, click here to view it in a web browser. 11112025 EQ James Nash Workplace reform.dotx 144 KB Please find attached. **Allison FINLEY-BISSETT** **Organising Director** **Together Queensland** Join Us **M:** 0417608387 **E:**afb@together.org.au *Together members can visit the **Member Only Portal** for instant access to a wealth of information on your rights at work, as well as a growing library of Frequently Asked Questions.* *Together recognises and respects the Aboriginal and Torres Strait Islander peoples of the lands upon which we undertake our work to promote and defend the interests and values of members. We acknowledge the Traditional Owners and custodians who have cared for this country for thousands of years.* *IMPORTANT: This email, together with any attachments, is intended for the named recipient only. See the Together ASU disclaimer and privacy policy here*

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18 November	**From:** SMITH, Leasa <Leasa.SMITH@qed.qld.gov.au> **Sent:** Tuesday, 18 November 2025 9:21 AM **To:** JARVIS, Lisa <Lisa.JARVIS@qed.qld.gov.au> **Subject:** RE: James Nash SHS - take 2 - draft letter back.docx Hi Lisa, Please see attached draft for sharing with Mark and Chris for finalisation. Once completed this can be provided to Bronwyn via Jo Swan for response. Cheers, Leasa **Leasa Smith** School Supervisor **North Coast Region** Department of Education s47(3)(b) – Contrary to Public Interest **From:** JARVIS, Lisa <Lisa.JARVIS@qed.qld.gov.au> **Sent:** Monday, 17 November 2025 4:14 PM **To:** SMITH, Leasa <Leasa.SMITH@qed.qld.gov.au> **Subject:** James Nash SHS - take 2 - draft letter back.docx HI Leasa Please find attached. **Lisa Jarvis** Principal Advisor, Education Services **North Coast Region** Department of Education s47(3)(b) – Contrary to Public Interest Or via Teams E: lisa.jarvis@qed.qld.gov.au Level 5 | Mike Ahern Centre | 12 First Avenue | Maroochydore Q 4558 PO Box 5489 | Maroochydore BC Q 4558 **From:** JARVIS, Lisa <Lisa.JARVIS@qed.qld.gov.au> **Sent:** Tuesday, 18 November 2025 11:00 AM **To:** SEIJBEL, Mark (mseij1) <mseij1@eq.edu.au>; MCKAY, Chris <Chris.McKAY@qed.qld.gov.au> **Subject:** James Nash SHS - take 2 - draft letter back.docx Hi Mark and Chris Leasa has given me feedback on the first draft I did and I have updated this second draft to the together union from the RD. Could you check the facts please and update where necessary. Is there anything else you would like to add regarding the consultation process? **Lisa Jarvis** Principal Advisor, Education Services **North Coast Region** Department of Education

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From: SEIJBEL, Mark (mseij1) <mseij1@eq.edu.au>
Sent: Tuesday, 18 November 2025 11:49 AM
To: JARVIS, Lisa <Lisa.JARVIS@qed.qld.gov.au>; MCKAY, Chris <Chris.McKAY@qed.qld.gov.au>
Subject: RE: James Nash SHS - take 2 - draft letter back.docx

Hi Lisa and Chris

Great work team – thank you for this support.
Happy with it as is.

Some general thoughts, facts / considerations:

- Current enrolment 1025
- Update provided at LCC Meeting 6 November.
- Consultation Process (over 10 weeks) included:
  - Initial "status and projection" to Leadership and AO teams.
  - Collection of all AO R&R – including frequency summaries.
  - 1:1 meetings with BM
  - 1:1 meetings with Principal as requested (I had three).
  - Update in AO Meetings
  - Draft models (4) presented to Leadership Team – decision made – limited structural change (no move to specialisation) and smaller reduction for now (reduction matches staff leaving – not replaced).
  - Update/Outcome in AO Meeting
  - Update in LCC
  - Next step – finalisation of R&R : BM led – with AOs and HODs.
- AO Finance specific position has been replaced – not absorbed into other roles as claimed.

For point three (3) , perhaps " The school will not reduce staffing below the Department-funded model, rather work towards it. If reduction under the allocative model were ever considered the appropriate LCC/Workplace Reform process would be followed/required".

Trust your final version and thanks again for this collective response. Appreciate it.

Let me know if you need anything else.

Kind Regards
Mark

Mr Mark Seijbel
A/Principal

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19 November	ON ORD, NCR <NCR.ORD@qed.q To Allison.FinleyBissett@together.org.au Cc Principal, James Nash SHS 19/11/2025 DoE letterhead JNSHS letter response .pdf 263 KB Good afternoon, Please find attached a letter of correspondence from Bronwyn Johnstone, Regional Director, North Coast. **Kind Regards,** **Bronwyn Johnstone** Regional Director **North Coast Region** Department of Education **M** 0436 334 574 Level 5 | 12 First Ave | Mike Ahern Building | Maroochydore Qld 4558 DELIVERING FOR QUEENSLAND | Queensland Government
26 November	RightToInformation-506686 (1).pdf 4 KB DoE letterhead JNSHS letter response .pdf 263 KB 11112025 EQ James Nash Workplace reform.dotx 144 KB workplace reform 1.docx 18 KB 2023_cb51.pdf 908 KB Membership Form 2025 DIGITAL _ IN HOUSE PRINT (1).pdf 2 MB

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From: Allison Finley-Bissett <Allison.FinleyBissett@together.org.au>
Sent: Wednesday, 26 November 2025 4:27 PM
To: EVANS, David (devan52) <devan52@eq.edu.au>; DUKIC, Kelli-Anne (kwalk308) <kwalk308@eq.edu.au>; tuebe1@eq.edu.au <tuebe1@eq.edu.au>; BROWN, Cameron (cbrow500) <cbrow500@eq.edu.au>; DUNN, Thorbjorg (tdunn144) <tdunn144@eq.edu.au>; tori.lidbetter@qed.qld.gov.au <tori.lidbetter@qed.qld.gov.au>; SIMPSON, Sandy (ssimp66) <ssimp66@eq.edu.au>; amack375@eq.edu.au <amack375@eq.edu.au>; SALT, Ashlee (asalt48) <asalt48@eq.edu.au>; CRABTREE, Ashlin (acrab16) <acrab16@eq.edu.au>; OWEN, Corinne (cowen32) <cowen32@eq.edu.au>; WALKER, Deanne (dwalk81) <dwalk81@eq.edu.au>; CONNOLLY, Deb (ddugg0) <ddugg0@eq.edu.au>; MARTIN, Isaac (imart122) <imart122@eq.edu.au>; SOUTHERN, Jennifer (jsout124) <jsout124@eq.edu.au>; FANSHAW, Jo (jfans0) <jfans0@eq.edu.au>; kerry.deserio@qed.qld.gov.au <kerry.deserio@qed.qld.gov.au>; VENN, Lorna (lvenn6) <lvenn6@eq.edu.au>; KARS, Paulina (pkars0) <pkars0@eq.edu.au>; PAISLEY, Peter (ppais0) <ppais0@eq.edu.au>; GOOGE, Sharon (sgoog1) <sgoog1@eq.edu.au>
Subject: Update for all staff at James Nash State High School.

Hello

You are receiving this email because according to a list supplied to us by the Department of Education you are an employee at James Nash State High School in our area of coverage.

For some time, I have been asked by a number of members about what is the correct process for staff changes. I have provided advice regarding that. If you look in your Certified Agreement attached, it outlines at S22.2 that consultive committees are to be implemented to ensure appropriate consultation for workplace reform(s) is/are undertaken. Attached is an internal Education Queensland document which goes through the process. There is an online form which needs to be completed for workplace reforms. I have also included the departments guide on workplace reform.

The response from the Regional office doesn't appear to recognise that the correct process for consultation is the workplace reform process. This is problematic.

Please see attached

- A letter from Together to the Regional Office about staffing changes at James Nash State High School.
- The response back from regional office.
- A right to information application
- Your EBA which outlines the consultative process
- The internal guide on workplace reform.

As it is the view of the Union office that the incorrect process for consultation has occurred, and that all staffing changes require workplace reform processes to go through the Local Consultative Committee we intend to escalate this matter further to resolve our concerns and ensure clarity for all future staff changes.

I am happy for you to feedback to me any concerns that you may have with any of the attached.

I am happy to hear from non-members but can only represent members in this process. Once I have heard back I intend to draft a letter for the Union Secretary to sign to the Director General. This will be circulated to members. Should you wish to join you can do through the attached form or via this link.

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I would like to remind members that I do need a member to step up as Cameron has indicated that he needs to step down as our Union delegates and LCC representative.

As I have said in an earlier email with Cameron stepping back, we are now looking for enthusiastic individuals to express their interest in becoming a union delegate for our school. Becoming a delegate comes with a range of benefits, including receiving specialized training with paid leave and the opportunity to attend the Local Consultative Committee (LCC) meetings. Having more than one delegate can be incredibly beneficial as it helps to distribute the responsibilities and lighten the load.
To start the nomination process, please complete the form available at the following link:
Workplace Delegate Nomination Form

In Union

Allison FINLEY-BISSETT
Organising Director
Together Queensland
Join Us
M: 0417608387
E:afb@together.org.au

*Together members can visit the **Member Only Portal** for instant access to a wealth of information on your rights at work, as well as a growing library of Frequently Asked*

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28 November	Dear Alison My name is Mark. Currently acting Principal at James Nash SHS. You recently "Carbon Copied" me into an email with the letter attached directed to our Regional Director. Please reach out anytime you wish to discuss concerns from members, seek information to assist in advocacy or seek quick local resolutions. This has indeed been a difficult and emotional process for all involved. In order to continue the authentic, transparent and collaborative work and consultation (and thus support all involved), **I seek to understand and need to be able to articulate for the team,** where there seems to be a disagreement between TQ and my understanding. I would also like to complete this agenda, to give the team, clarity, re-assurance, any transition support and to allow them to focus on more positive matters (some have requested this specifically). If I have this wrong (from a legislative piece, obviously will change the approach). It appears to me that it centres around differing interpretations/understandings of when a Workplace Reform must occur. It is my understanding that the process is required when we seek to convert an existing substantively vacant position that is part of a school's approved staffing allocation (Do you agree with this part?). I think we would agree on that part, so it might come down to a different understanding of **how we determine the "school's approved staffing allocation"**. **How do you/advise we determine this?**

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My understanding is that we refer to the post day 8 – "School Allocation" – ie. The table below:

Support Staff Allocation

Search...

Excel Pdf

Full-Time Equivalent Staffing Allocation

	Secondary	WSS-SLR	SWD	School	Region	Central	Additional Allocation	Reallocated	Total	Staffing Units
Teacher Aide	4.48	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.48	2.82
Teacher Aide - EALD	0.00	0.02	0.00	0.00	0.00	0.00	0.00	0.00	0.02	0.01
Teacher Aide - Indigenous	0.00	0.11	0.00	0.00	0.00	0.00	0.00	0.00	0.11	0.07
Teacher Aide - Special Education	0.00	0.00	8.04	0.00	0.00	0.00	0.00	0.00	8.04	5.07
Administrative Officer - AO2	2.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	1.18
Administrative Officer - AO2 (AAEP)	1.52	0.00	0.87	0.00	0.00	0.00	0.00	0.00	2.39	1.41
Schools Officer - OO2/OO3	2.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	1.18
Science Technician TO1/TO2/TO3	2.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	1.34
Youth Support Coordinator - AO3	0.00	0.40	0.00	0.00	0.00	0.00	0.00	0.00	0.40	0.29
Business Manager - AO6	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.11
Teacher Aide - Top up	0.00	0.00	0.00	0.00	0.00	0.00	0.20	0.00	0.20	0.13
Total Support Staff Allocation	**13.00**	**0.53**	**8.91**	**0.00**	**0.00**	**0.00**	**0.20**	**0.00**	**22.64**	**14.61**

Am I right in thinking this is where the difference is?

PLEASE share any thoughts and considerations to help build clarity for myself, and importantly, our team

Thank you for your time and consideration of these emails, and for advocating for our valued team.

Sincerely
Mark

Mr Mark Seijbel
A/Principal

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28 November	AF Allison Finley-Bissett <Alliso To SEIJBEL, Mark (mseij1) Cc PENGELLY, Tammy (tpeng5) 28/11/2025 You replied to this message on 28/11/2025 4:15 PM. Dear Mark Thank you for your email. I currently have a dispute letter for the Director General awaiting the Branch Secretary to sign, which I will put on hold for now, to see if we can come to some resolution without escalating to dispute in the QIRC. Under the Department of Education Certified Agreement 2022, any change to a permanent position (under that Agreement) in a school—including through attrition—must be managed through the workplace reform process via the Local Consultative Committee. Please ensure that the Union office is notified once the workplace reform documentation is completed, as central office does not always advise the Union office when this has occurred. To avoid disputation all what is required is that the Workplace Reform documentation is completed and a LCC is convened. Kind regards, **Allison FINLEY-BISSETT** **Organising Director** **Together Queensland** Join Us **M:** 0417608387 **E:**afb@together.org.au *Together members can visit the **Member Only Portal** for instant access to a wealth of information on your rights at work, as well as a growing library of Frequently Asked Questions.*

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SEIJBEL, Mark (mseij1)
To Allison Finley-Bissett
Cc PENGELLY, Tammy (tpeng5)

28/11/2025

Hello Alison

Thank you for your prompt reply and time. Appreciate it.

Just to be clear / continue to persue my clarity.

It is the TQ position that if we seek not to fill one of the 11 positions (allocation is 5.6) when they become vacant, a work place reform is required - because **we re making a change to a vacant permanent position by not having it.**

For me the irony is that if we don't make the changes, I will have to have transfer / re-deployment conversations for staff to other sites. I want to keep all the staff we have here and avoid that conversation. I feel this is not in their best interest or morale.

Please Note in the new model:

a) All permanent staff keep their position here for 2026.
b) We will continue to operate above our staffing allocation, and all positions remain consistent with the approved staffing profile.
c) I am ensuring that staff are consulted locally and that transparency is maintained.
d) No changes in formal conditions
e) No variation to the staffing mix – ie not altering classifications or reallocating funds for different roles.

Based on these factors, I believe this adjustment falls under normal operational management and consultation obligations and does not trigger Workplace Reform under Part 22 of the certified agreement.

Please identify which specific part/s of the agreement applies to the change/not filling a permanent vacant position that triggers the WPR. Is this interpreted as a change in staffing mix? (22.6) – is mix determined by % of allocation? I understand this to mean if schools were to use some of the AO allocation for another position.

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	I still genuinely seek to understand where the agreement is not met, and how events above trigger the WPR. I will await your reply, before determining next steps. I do hope we can resolve this "locally". Thank you again for your time. Sincerely Mark **Mr Mark Seijbel** A/Principal
3 December	**From:** SEIJBEL, Mark (mseij1) <mseij1@eq.edu.au> **Sent:** Wednesday, 3 December 2025 4:50 PM **To:** MCAULIFFE, Helen <Helen.MCAULIFFE@qed.qld.gov.au> **Subject:** James Nash - Together Queensland Dispute Hello Helen I am hoping you or one of your team could give me a call (0477 762 188) regarding a dispute I am having with the Together Queensland union. I seek advice on the need for a Workplace Reform in our decision to replace two AOs that are leaving. *It is my view as they are "above allocation" – school funded – this is not required, and this action is preferable to a "re-deployment process".* Some contextual info attached. TQ intend to take matters further. I am in dialogue (now) with them and seek to resolve as soon as possible (before the break) for my team. Worried also about precedent for other possible reductions in future based on enrolment forecast. Thank you for your time and consideration of this matter. Kind Regards Mark **Mr Mark Seijbel** A/Principal JAMES NASH State High School PO Box 492 Gympie 4570 | T 07 5480 6333 Engage • **Empower** • **Excel** Accredited Education Queensland international (EQi) School CRICOS Provider Number 00608A

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10 December	**From:** AGOSTINI, Catherine <Catherine.AGOSTINI@qed.qld.gov.au> **Sent:** Wednesday, 10 December 2025 11:17 AM **To:** SEIJBEL, Mark (mseij1) <mseij1@eq.edu.au> **Cc:** PANKHURST, Leia <Leia.PANKHURST@qed.qld.gov.au>; HYDES, Tania <Tania.HYDES@qed.qld.gov.au> **Subject:** FW: James Nash - Together Queensland Dispute Hi Mark and Tania Mark I understand you have discussed this matter with our Director Leia Pankhurst and that consultation has occurred however this was not a formal LCC process. We do not consider a decision not to backfill two AO positions on departure of the incumbents constitutes *organisational change or restructuring* as contemplated by clause 11.6(iv) of the *Department of Education Certified Agreement.*, and as this decision would not *affect the employment security of employees* the requirements of Clause 11.6(d) would not apply. We understand the decision aims to achieve a reduction in workforce numbers via natural attrition due to declining enrolments. We recommend consideration be given to clause 15(c) - *Workload Management*. Care should be taken that this decision does not result in a significant increase in workload or similar effect on remaining school staff, and appropriate supports and monitoring should be provided to manage any impact on workload in light of the intended redistribution of work to remaining employees. While we would suggest this decision does not constitute workplace reform, we would recommend that it be considered in view of clause 22.6(d)(v)(D) which refers to *variations to staffing mix*. Our recommendation would be that this decision be the subject of consultation at LCC level noting that endorsement is not required however this would provide the opportunity to discuss any impact on workload for other employees and to provide reassurance/settle the issue before the end of the school year. We will leave this matter with you to draft a response to TQ however feel free to come back to us if any further issues arise. Regards **Catherine Agostini** Manager, Employee Relations Human Resources Strategy
12 December	

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Dear Team

Thank you for your active participation in our recent meeting. I appreciate the effort everyone puts into tackling these complex issues and driving positive outcomes for our school community. 🌞

Key Updates:

1. **Staffing Allocation and Workplace Reform**:
   - The dispute regarding the removal of two AO positions continues, with confirmation sought from HR on whether workplace reform is required.
2. **Administrative Role Changes**:
   - Tasks such as enrolment processes, student services, time sheet management, and role-specific duties have been redistributed to streamline workflows.
   - A term-end review will help address any weak points and refine processes.
3. **Budget Planning and Cost Centre Structuring**:
   - Budget discussions highlighted reductions in grants, adjustments to staff funding, and structuring cost centres for wages and curriculum areas.
   - Recommendations include maintaining autonomy in subject-specific cost centres while grouping student services for clarity.
4. **Student Pathways and Retention**:
   - VET funding mechanisms and certificate completions were reviewed, with a focus on improving retention rates and enhancing resource allocation.
   - Successes in university pathways and trade training outcomes were acknowledged, with opportunities for disability student inclusion and part-time enrolments identified.

Follow-Up Tasks:

1. **Workplace Reform Confirmation**: Confirm with HR whether the staffing matter requires workplace reform or can be managed internally.
2. **Time Loss Sheet**: Share the newly created time loss sheet with Tammy for review.
3. **VET Funding Investigation**: Investigate details of VET funding and ILO grants.
4. **Trade Training Centre Ownership**: Confirm facility ownership and usage agreements with either Doug, Aaron, Dave Henricks, and Trevor Shields.

Thank you for your continued dedication and focus. Please let me know if you need assistance with any of the tasks or have questions about the updates. Together, we can navigate these challenges successfully! 😊

Warm regards,

Kacey

Kacey Zirkel
School Business Coach
Education Futures Institute
North Coast Region
s47(3)(b) – Contrary to Public Interest
102 Lennox St, Maryborough Q 4650
PO Box 142, Maryborough Q 4650

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16 January

MC

MCKAY, Chris <Chris.McKAY@qed.qld.gov.au

To SEIJBEL, Mark (mseij1)

16/01/2026

Retention Policy Delete items after 30 days (30 days) Expires 18/02/2026

This item will expire in 12 days. To keep this item longer apply a different Retention Policy.
You replied to this message on 16/01/2026 1:57 PM.

Hello Mark

s47(3)(b) – Contrary to Public Interest

Just wondering if you have any LCC minutes detailing the consultation process that had occurred in relation to the administration review/proposal.

Regards

Chris McKay
Principal Human Resource Consultant
Human Resources Branch
Department of Education
P 4122 0810 M s47(3)(b) – Contrary to Public Interest
Level 1, 102 Lennox Street, Maryborough
PO Box 142, Maryborough, QLD, 4650

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16 January

SEIJBEL, Mark (mseij1)

To 'MCKAY, Chris'

16/01/2026

LCC T4 2025 Meeting Minutes.pdf
1 MB

Hi Chris

Minutes attached – not a lot of discussion on this one – so not a lot of notes.
More consultation/conversations had at Leadership Team and AO meetings.
I can ask BM to retrieve notes from these if needed.
Feel if TQ were to come her to talk to members – they would get a good picture of the consultation and the current level of satisfaction.

Thanks
Mark

Mr Mark Seijbel
A/Principal

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1 December	**From:** PENGELLY, Tammy (tpeng5) **Sent:** Monday, 1 December 2025 11:21 PM **To:** 2137_office <office@jamesnashshs.eq.edu.au>; 2137_FSO <FSO@jamesnashshs.eq.edu.au>; CRABTREE, Ashlin (acrab16) <acrab16@eq.edu.au>; BROWN, Cameron (cbrow500) <cbrow500@eq.edu.au> **Subject:** Meeting Hi All, Please note we will have a meeting this afternoon 1pm. It will be all of the A-Team together. If you have questions at all, please send them to me now so I can get you some answers. It would be lovely if you have anything to report about your area that you can share with the team. Kind regards, Tammy Tammy Pengelly A/Business Manager tpeng5@eq.edu.au "Whatever you are not ***changing***, you are ***choosing***."
	From: PENGELLY, Tammy (tpeng5) **Sent:** Wednesday, 29 October 2025 7:05 AM **To:** JONES, Andrea (ajone785) <ajone785@eq.edu.au> **Subject:** RE: Follow-up on Role Changes Discussion Hi Andera, Thanks for the email. I appreciate it. I am happy for you to have those conditions met 😊 Kind regards, Tammy Tammy Pengelly A/Business Manager tpeng5@eq.edu.au

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28 January	Hi All, Welcome back to what is shaping up to be a very busy start to the year. Please attend a meeting tomorrow afternoon at **1.30pm** in the **Admin Conference Room**. Please send through any items you would like included on the agenda. These meetings will run **every second week** and will be kept to a **strict 30-minute timeframe**, so it's important that agenda items are submitted in advance. Tomorrow's discussion will include: • Relief during my leave • Role changes • Updates to role descriptions • Facilities update • Finance update • Frequencies of meetings • Line management Thank you, and I look forward to seeing you tomorrow. Kind regards, Tammy Tammy Pengelly A/Business Manager tpeng5@eq.edu.au

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30 January

From: Allison Finley-Bissett <AFB@together.org.au>
Sent: Friday, 30 January 2026 10:08 AM
To: SEIJBEL, Mark (mseij1) <mseij1@eq.edu.au>
Cc: Bronwyn.johnstone@qed.qld.gov.au; correspodence@qed.gov.au
Subject: Organisational Change and failure to follow the correct workplace reform steps at James Nash State High School

Dear Mr. Seijbel,

I have learned that recent changes to the roles of administration staff are occurring despite the Union having initiated a dispute settlement procedure regarding James Nash State High School's failure to follow the correct industrial process for workplace reform. Members have reported that their duties are being altered, added, and removed without adherence to the proper procedure.

This situation is causing confusion and stress among the staff, who are also fearful of being targeted if they voice their concerns to the employer. It is important to note that it is unlawful to discriminate against individuals engaged in union activities under both the Industrial Relations Act and the Anti-Discrimination Act. According to the provisions of the Award, once a matter is in dispute, any ongoing changes must cease immediately, and the status quo must be maintained, including any changes that occurred before the Union was made aware of the school's non-compliance.

Whilst the Union awaits a response from the Director-General, I respectfully request that you revert to the status quo immediately and avoid making further changes without following the correct workplace reform process. Should this not occur, the Union office will notify the Queensland Industrial Relations Commission that we are in dispute.

I would appreciate it if you could reassure staff in both words and actions that they will not be targeted for any union activities.

Yours faithfully,

Allison Finley-Bissett

Allison FINLEY-BISSETT
Organising Director
Together Queensland
Join Us
M: 0417608387
E:afb@together.org.au

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5 February



SEIJBEL, Mark (mseij1)
To 'Allison Finley-Bissett'
Cc MCKAY, Chris; SMITH, Leasa (lsmit232); JARVIS, Lisa

Thu 4:18 PM

Dear Alison

Apologies I have not been able to reply to you sooner.
I hope this email finds you travelling well.

Nearly all of the changes you refer to were made, or well in progress (ie training for aspirant finance AO, some office movement...) prior to first contact from Together Queensland (13/11/2025). The first staff member retired at the end of term 3.

It is my strong view that a return to the "Status Quo" – 2025 Semester 1 Model, would need us to hire two new part time staff, ask aspirants to move back to their old roles, possibly move offices and reduce the job security for all involved. This is not a move in the best interest of my staff (your members) or the school.

We continue to disagree on the "proper procedure" in these circumstances. In my view this hinges on our definitions of "Staffing Profile"/Approvedl Staffing Allocation (in the Certified Agreement) and therefore the need for a formal Workplace Reform, acknowledging that good consultation with stakeholders is integral to both pathways.

I will leave it to the Department and TQ to reach an outcome on this matter. I will not take any further actions/changes in the meantime. Please keep me in the loop of any outcomes of formal proceedings.

We are trying to continue to build the relationships and unity between members of the AO team, as there has been a long term historical split.
I feel, and trust you would support, that we continue to co-develop solutions and support, to challenges individuals raise – individually or in our fortnightly AO meetings – they have been great at this and shuffled some duties in the new model in a genuinely collaborative way. We seek a positive work environment and culture for all.

I feel confident in saying most members are keen to move on beyond this agenda, as it also does not help our attempts to build a positive united team/work environment.

I am very happy to reassure you in both words and actions that staff will not be targeted for any union activities. I can also re-assure any individuals you are worried about (or they can see me), and I ask that you please pass on this re-assurance to any individuals who may not want to be identified. To build the team and culture I will move on past this agenda for now and not raise it in a common forum (respecting the request of some members) until there is a formal outcome.

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I look forward to reaching a resolution soon.

Kind Regards
Mark

Mr Mark Seijbel
A/Principal

JAMES NASH
State High School

PO Box 492 Gympie 4570 | T 07 5480 6333
Engage • Empower • Excel

Accredited Education Queensland international (EQi) School
CRICOS Provider Number 00608A

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Contact Officer: Allison Finley-Bissett

11 November 2025

Bronwyn Johnstone
Acting Regional Director
Department of Education
PO Box 5489
Maroochydore Qld 4558

CC: Principal James Nash SHS

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Dear Ms Johnstone

Re: Urgent: Failure to Undertake Correct Workplace Reform Process – James Nash SHS

I am writing to raise serious concerns regarding staffing changes at James Nash State High School. From what we understand, the school has not followed the required Workplace Reform in Schools Program (WPR) process when removing positions, changing duties, and combining workloads following staff resignations and retirements.

- Specifically:
- One staff member's duties have been "absorbed" into the remaining AO staff, particularly the FSO team.
- The front office finance officer (AO3) is reportedly retiring at the end of this term, and there is discussion that this role will not be replaced, with the workload again redistributed among existing staff.
- These changes have not been formally announced, and AO staff are being left uncertain with "maybe this, maybe that" scenarios.

This approach has created significant workload issues for AO staff, who were already stretched before these changes. To date, there appears to have been some individual consultation with affected employees, and but the Local Consultative Committee (LCC) has not been engaged nor has there been a workplace reform undertaken as required.

The Department's own guidance on Workplace Reform makes clear that:

- Consultation must occur with impacted staff and through the LCC.
- LCC endorsement and minutes are mandatory before any reform proposal is submitted.
- Endorsement by the Regional Director and ECC is required before implementation.

Further, obligations under Clause 6 of the Queensland Public Service Award and Clause 2.2 of the Certified Agreement require meaningful consultation on organisational change, workload management, and restructuring.

Unless James Nash SHS immediately undertakes the correct workplace, reform process and engages in meaningful consultation through the LCC, we will have no choice but to lodge a dispute with the Queensland Industrial Relations Commission (QIRC).

We request that the Department urgently:

- Confirm whether a workplace reform proposal has been submitted and considered by the LCC.
- Ensure proper consultation occurs with affected staff and union representatives before any further changes are implemented.
- Provide clarity on the future staffing model for the front office and finance functions.

Please advise what steps will be taken to address these concerns as a matter of priority.

Kind regards



Allison Finley-Bissett
Organising Director
Together Queensland

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Industrial Union of Employees

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South Brisbane

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Department of Education

18 November 2025

Allison Finley-Bissett
Organising Director
Together Queensland

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Dear Allison

Thank you for your correspondence regarding staffing arrangements at James Nash State High School dated 11 November 2025. I have sought information from the principal and regional staff to inform my response.

James Nash State High School enrolment is currently 1,025 students. This is a reduction of approximately 21% since 2021, with enrolments projected to decline further.

The enrolment decline affects both financial and staffing resources to the school. The school has continued to fund positions above the Department's staffing allocation. Maintenance of existing staffing levels are unsustainable without impacting educational programs. The enrolment decline has impacted all other employee cohorts which continue to be managed during this time.

The principal continues consultation with staff detailing the impacts and management strategies. Consultation has included:

- Principal's presentation of data and financial implications for the school.
- Business Manager and Business Manager Coach reviewing roles, task frequencies and like size schools' workforce models. This information has been shared with staff.
- Fortnightly Administration Officer meetings and opportunity for one-on-one meetings with the principal as requested.

The school administration at James Nash State High School is committed to ensuring transparent and consultative engagement through this process aligned with departmental policy.

In response to the specific requests in your letter:

North Coast Region
Level 5, Mike Ahern Centre
12 First Ave Maroochydore
PO Box 5489
Queensland 4558 Australia
Telephone +61 7 5352 9900
Website www.qed.qld.gov.au
ABN 76 337 613 647

1. Workplace Reform Proposal
There are no active workplace reform arrangements in place for the public service cohort affected by these proposals. Local Consultative Committee (LCC) consultation has occurred and is ongoing.

2. Consultation with Staff and Union Representatives
The school has undertaken comprehensive consultation processes with affected staff, including individual and whole staff meetings and team updates. School union representatives have been engaged throughout the process.

3. Future Staffing Model for Front Office and Finance Functions
School staffing will align with the *Queensland State Schools – school staffing allocation guidelines* while balancing employment obligations to permanent staff in a sustainable and considered manner. The current proposal is to manage losses through attrition as opposed to progressing forced staff movements.

Thank you again for your correspondence. Please advise if you require any additional information or clarification.

Regards



Bronwyn Johnstone
Regional Director
North Coast Region

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Office Meeting - 19/09/2025 in A Block Main Office

Attendees: Sharon Googe, Sandy Simpson, Lorna Venn, Paulina Kars, Dea Walker, Jo Fanshaw, Brianna Scheuber, Andrea Jones, Trish, Butler, Jacki Means, Tammy Pengelly

- Tammy outlined we need to be clear on what's happening re changes with roles
- Tammy spending her holidays making a document – working on feedback that she has / hasn't received
- No real feedback – some from Brianna and a little bit of feedback from Andrea
- We need clarification on new roles moving forward
- Going to be changes and Tammy wants us to have a say in these changes
- To date, due to not having received much feedback, people won't like the changes as it will be what she thinks will be best operationally – encouraged staff to come and talk to her
- Tammy wanted to assure you that this is not something she wants to do and she will consult with Tori on this
- s47(3)(b) – Contrary to Public Interest [redacted]
- Tammy mentioned that she will have a long chat with Sandy today about options and opinions on the Finance role
- Tammy asked for all feedback to be in no later the COB today so that you can have a say
- Tammy reiterated that these changes are coming from the top, Mark wants these changes to happen, have to happen financially
- s47(3)(b) – Contrary to Public Interest [redacted]
- FSO's scenario is unique and other schools don't have these in their schools – T/A's do this in other schools
- Doesn't want us to come back next term and be unhappy with changes after having no input, want as much feedback as possible
- Andrea spoke of FSO Hub and the option of this and what this would look like. There was a suggestion from a HOD – streamlining this, where one FSO does Finance, one FSO does Excursions – Brianna disagrees and doesn't think this would work. Lorna and Jacki agreed, Tammy asked for a work around / suggestions?
- Andrea asked for clarity – that one of these roles is going into Finance position
- Brianna – concerned about workload when one FSO role is dissolved, due to doing Finance. Tammy asked if this is something that can be pushed back to a HOD, Teacher or T/A
- Tammy mentioned that she is meeting with T/A's in first week back to discuss changes

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- Any suggestions on parts of your role that doesn't need to be done by you as FSO, and can be pushed back to someone else, please let Tammy know
- Highlight jobs that could be put back on to T/A's, HODS and Teachers
- Lorna mentioned that FSO's are trying to support HOD's so that they can spend more time doing their other roles
- Lorna asked why we can't be the first to model this FSO structure, HOD's will burn out, Tammy said that it comes down to money – bottom line is money / over allocation
- Lorna spoke of her role and complexities with all facets of Arts and it would be hard for someone else to grasp this if we were to streamline into the FSO Hub model
- Tammy threw back to all staff about what they would do if they were in her position? Open to any suggestions / improvements
- Andrea asked how much further we are going to absorb? How secure is our future. Depends on enrolments - 2027 is the crunch year – prediction of losing 7 teachers and HOD
- Tammy talked of Sandy's role and replacement of this mentioned possibility of filling this role. Lorna mentioned the option of transfers and if this is an option down the track
- s47(3)(b) – Contrary to Public Interest
- Eventually we have to shrink roles, s47(3)(b) – Contrary to Public Interest but this is not her substantive role.
- s47(3)(b) – Contrary to Pul asked about transferring someone in the future, how would that look? Unsure of this and the model of this, would it be transferring as a Teacher Aide to other school
- Tammy hoping that we can give her some ideas on some positive changes for next term
- s47(3)(b) – C – bought up having worked in other schools, enrolment numbers shrink and jobs shrink and part of the reason why s47(3)(b) – Contrary to Public Interest are at Nash. It is across the board re enrolment numbers and how this effects staff at schools
- Leadership Team have all agreed that numbers are going down and allocations are nil for AO3 at Nash – we only have an allocation of 2 x AO2's at present so we are way over our allocation

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- Remember we are all AO's – if it comes down to someone transferring, AO will be transferred, not an FSO – the position of AO. Remember this is absolutely last resort
- Trying to manipulate roles to streamline and make it a smooth transition for everyone without adding extra to our work loads
- Paulina asked if there will be less T/A's as well. Lorna spoke about roles and pushing some duties back to T/A's, she thinks that this could work
- Tammy feels that one day a week that T/A's could be doing more with HOD's for curriculum and stepping up. It is in their EB, so is possible.
- Andrea asked about AO, doing T/A for 1 day a week and absorbing admin roles, different awards / EB's, could be something we look at. s47(3)(b) – Contrary to Public Interest [redacted] So not really a viable option after discussion.
- Tammy will spend her holidays making these scenario's to try and accommodate everyone, but it will affect us, work load's and duties will be affected, and unless feedback is given, Tammy will do what she thinks will work best operationally
- s47(3)(b) – Contrary to Public Interest [redacted]
- s47(3)(b) – Contrary to Public Interest [redacted]
- Trish looking at processes in hers and Bernie's roles that may be duplicated, streamlining these tasks, cutting down time it takes to do things.
- Lorna – spoke about exam blocks – why is it FSO role? Is this something that Teachers or T/A's can / should be doing? Is it legal for FSO's to even be marking rolls? Lot of time out of our day doing exam block. Should this fall back to Teaching staff – legal responsibility? Tammy said – exactly the type of feedback she is looking for and thanked Lorna for this
- WH&S – Tammy asked if is this something that can come out of your roles? Can T/A's do this?
- Faculty Finance – can any of that be dished out? Something to think of? Not really. Streamlining reconciliation's might be something we can look at – spoke about this further
- Tammy has asked if anyone can think of anything or has ideas to please speak up or come and see her privately today
- s47(3)(b) – Contrary to Public Interest
  s47(3)(b) – Contrary to Public Interest [redacted]
- Lorna gave feedback to her HOD / Line Manager like how the process should be, but is unsure if this has been passed on

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- s47(3)(b) – Contrary to Public Interest
- Meeting closed - s47(3)(b) – Contrary to Public Interest

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QUEENSLAND INDUSTRIAL RELATIONS COMMISSION

Industrial Relations Act 2016 - s 193 - certification of an agreement

State of Queensland (Department of Education)

AND

Together Queensland, Industrial Union of Employees

(Matter No. CB/2023/51)

Department of Education Certified Agreement 2022

Certificate of Approval

On 24 May 2023, the Commission certified the attached written agreement in accordance with section 193 of the *Industrial Relations Act 2016* (Qld):

Name of Agreement:	**Department of Education Certified Agreement 2022**
Parties to the Agreement:	• State of Queensland (Department of Education) • Together Queensland, Industrial Union of Employees
Operative Date:	24 May 2023
Nominal Expiry Date:	31 August 2025
Previous Agreement:	Department of Education Certified Agreement 2019
Termination Date of Previous Agreement:	24 May 2023

By the Commission

J.M. POWER
Industrial Commissioner

24 May 2023

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Department of Education Certified Agreement 2022

PART 1 PRELIMINARY 2
PART 2 CONSULTATION 5
PART 3 DISPUTE RESOLUTION 7
PART 4 HOURS OF WORK 7
PART 5 SALARIES AND SUPERANUATION 14
PART 6 ALLOWANCES 18
PART 7 LEAVE 21
PART 8 CULTURAL AWARENESS AND LEAVE 21
PART 9 TRAINING 21
PART 10 RECOGNITION OF ACCREDITED QUALIFICATIONS 23
PART 11 EMPLOYMENT SECURITY AND PERMANENT EMPLOYMENT 24
PART 12 HEALTH PRACTITIONERS 27
PART 13 FAIR CAREER PATHS 29
PART 14 INDUSTRIAL RELATIONS 32
PART 15 WORKLOAD MANAGEMENT 34
PART 16 FAIR TREATMENT AT WORK 34
PART 17 INTRODUCTION OF TECHNOLOGY/FUTURE OF WORK 34
PART 18 WORK/LIFE BALANCE 34
PART 19 WORKPLACE HEALTH, SAFETY AND WELLBEING 35
PART 20 OFFICE OF INDUSTRIAL RELATIONS 36
PART 21 RURAL AND REMOTE 38
PART 22 SCHOOLS AND STUDENT SUPPORT PORTFOLIO 38
PART 23 WORKING WITH CHILDREN CHECK – QUEENSLAND'S BLUE CARD SYSTEM 48
PART 24 DISCIPLINARY AND SUSPENSION PROCEDURES 49
PART 25 IMPROVING GENDER EQUITY 49
APPENDIX 1. SALARY SCHEDULES 50
APPENDIX 2. LOCALITY ALLOWANCE AREAS 58
APPENDIX 3. AUSTRALIAN QUALIFICATIONS FRAMEWORK 60
APPENDIX 4. QUEENSLAND GOVERNMENT COMMITMENT TO UNION ENCOURAGEMENT 62
APPENDIX 5. EMPLOYMENT SECURITY POLICY 63
APPENDIX 6. QUEENSLAND GOVERNMENT POLICY ON THE CONTRACTING-OUT OF SERVICES 65
APPENDIX 7. GENERIC LEVEL STATEMENTS 68

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RTI Act - File 262909 - Page 55 of 212

PART 1 PRELIMINARY

1.1 Title

This Agreement will be known as the *Department of Education Certified Agreement 2022*.

1.2 Application

(a) This Agreement will apply to:

(i) the State of Queensland;

(ii) Together Queensland, Industrial Union of Employees;

(iii) employees employed by the State of Queensland, employed in the Department of Education in the occupation of Community Education Counsellor to whom the *Teaching in State Education Award - State 2016* applies;

(iv) employees employed by the State of Queensland, employed in the Department of Education to whom the following awards apply except the employees listed in clause 1.2(b) below:

A. *Queensland Public Service Officers and Other Employees Award- State 2015*; and

B. *General Employees (Queensland Government Departments) and other Employees Award – State 2015.*

(b) This Agreement will not apply to employees employed in the occupations of Teachers, Nurses, Teacher Aides and Cleaners.

1.3 Date and Period of Operation

(a) This agreement shall operate from certification date and remain in force until 31 August 2025 (nominal expiry date). The parties have agreed that the terms of the Agreement will be given operative effect on and from 1 September 2022, unless otherwise specified in this Agreement.

(b) For the purpose of section s228(3)(a) of the *Industrial Relations Act 2016*, this Agreement shall be terminated upon the certification of a replacement agreement or the making of a replacement arbitration determination in relation to the employees covered by this Agreement, unless otherwise agreed by the parties.

1.4 Access to the Agreement

A copy of this Agreement must be displayed in a conspicuous place at the workplace, where it can be easily read by employees in the workplace. Electronic access to this Agreement where available is sufficient to meet the requirements of this clause.

1.5 Relationship to Awards and Industrial Agreements

(a) This Agreement is to be read in conjunction with the following Awards as amended or replaced from time to time and industrial instruments covering employees bound by this Agreement:

(i) *Queensland Public Service Officers and Other Employees Award – State 2015*;

(ii) *General Employees (Queensland Government Departments) and Other Employees Award – State 2015*; and

(iii) *Teaching in State Education Award – State 2016* only insofar as it applies to Community Education Counsellors.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 56 of 212

(b) The provisions of these Awards and industrial instruments, as amended from time to time shall apply, provided that any amendment which would result in a diminution of an employees' entitlements and/or condition that existed at the commencement of this Agreement shall not apply.

(c) In the event of any inconsistency with these Awards and industrial instruments, the terms of this Agreement will take precedence.

1.6 Negotiations for a replacement Agreement

(a) The parties agree to commence negotiations six months prior to the expiry of this Agreement, with a view to negotiating and settling a replacement Agreement.

1.7 Objectives of this Agreement

The public sector is a major employer in the State and provides a service that affects the daily lives of all Queenslanders. The parties are committed to an effective public sector, delivering quality services to Queenslanders to support the Government's priorities and obligations to the community. The public sector will strive for improvements in service delivery, improved efficiency and effectiveness of its operations and activities.

1.8 Commitments of this Agreement

(a) Review of state school resourcing arrangements

(i) The Department commits to undertake a comprehensive review of school resourcing arrangements, including methodologies, procedures and systems.

(ii) The review is to be completed and presented to the Minister for Education by no later than 31 December 2024. It is anticipated that, subject to appropriate approvals by Government, outcomes of the review will inform negotiations for a future certified agreement.

(iii) The review will consider contemporary approaches to needs based school resourcing across diverse systems, with an aim to ensure that arrangements into the future are simple, fair, transparent and predictable.

(iv) Amongst other factors, the review will consider:

- Public service positions in schools;
- Science Technicians;
- Administrative resourcing in schools;
- IT Officers;
- Therapy and wellbeing resources;
- Agricultural assistants and Unit Support Officers, taking into consideration the outcomes/ recommendations of the 2018 review into work arrangements; and
- Consistency of staff numbers.

(v) The parties acknowledge that school resourcing involves all areas/services of the Department and the review will therefore involve a number of stakeholders and unions.

(vi) A governance and consultative committee structure will be developed for the review. Together Queensland will have representation within this structure.

(vii) Any proposals or recommendations arising from the review that have cost or operational implications will be subject to the normal Department and/or Executive Government approvals.

(b) AO2 arrangements

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RTI Act - File 262909 - Page 57 of 212

(i) The Department values AO2 roles and the important administrative function they provide. These roles offer an entry pathway to attract new and diverse talent into the organisation, as well as providing individuals with an opportunity to acquire a range of skills and experience that can help to build a successful career.

(ii) The AO2 arrangements clause 1.8(b) applies to all AO2 employees including those in school-based and non-school-based environments.

(iii) The Department provides a process for employees to seek an evaluation of their duties and responsibilities in accordance with the Job Evaluation Management System (JEMS). To support AO2s to engage with this process, the Department will develop a policy in consultation with the union that provides:

A. A simplified benchmarking process to assist the employee to assess if their current duties and responsibilities indicate higher level of work to warrant a JEMS evaluation (e.g. duties and responsibilities required are more in line with AO3 requirements).

B. That the process will include an automatic review if an employee's application for JEMS evaluation of their role is not endorsed by their supervisor to progress to the review stage.

C. Guidance for the decision maker following the outcome of the JEMS evaluation.

1.9 Equity Considerations

(a) This Agreement will achieve the principal objects specified in sections 4(i), 4(j), 4(k), 4(l), 4(m), and 4(r) of the *Industrial Relations Act 2016*. We will respect and value the diversity of our employees through helping to prevent and eliminate discrimination.

(b) The effect of this Agreement is not to allow any conduct or treatment, either direct or indirect that would contravene the *Anti-Discrimination Act 1991*.

(c) This Agreement provides for remuneration based on classification levels related to skills required to perform the role so that a female employee doing the same work as a male employee will receive equal remuneration. The classification structure and associated salaries are contained within Appendix 1 of this Agreement.

1.10 No Further Claims

(a) This Agreement is in full and final settlement of all parties' claims for its duration. It is a term of this Agreement that no party will pursue any extra claims relating to wages or conditions of employment whether dealt with in this Agreement or not.

(b) Subject to sub-clause 1.10(c) herein, this Agreement covers all matters or claims that could otherwise be subject to protected industrial action.

(c) The following changes may be made to employees' rights and entitlements during the life of this Agreement:

(i) General Rulings and Statements of Policy issued by the Queensland Industrial Relations Commission that provide conditions that are not less favourable than current conditions;

(ii) Any improvements in conditions that are determined on a whole-of-government basis; and

(iii) Reclassifications.

(d) Unless inconsistent with the terms of this Agreement, the entitlement of employees covered by this Agreement as contained in awards, certified agreements, QIRC orders, determinations or directives made under the *Public Sector Act 2022* effective at the date this Agreement operates from shall not be reduced for the life of this Agreement.

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RTI Act - File 262909 - Page 58 of 212

(e) Any increases in monetary amounts or other entitlements as a result of Queensland Industrial Relations Commission decisions, government policy, or directives made under the *Public Sector Act 2022* will be applied.

(f) It is a term of this Agreement that no person covered by this Agreement will receive a rate of pay which is less than the corresponding rate of pay in the relevant parent award.

1.11 Definitions and Abbreviations

(a) **ACC** means the Agency Consultative Committee.

(b) **Australian Qualifications Framework (AQF)** means the national system of recognition for the issue of vocational qualifications. The AQF is set out in Appendix 3.

(c) **CC** means a Consultative Committee.

(d) **Commission** means the Queensland Industrial Relations Commission (QIRC).

(e) **CRS** means the Classification and Remuneration System used by the Queensland Public Service.

(f) **ECC** means Education Consultative Committee.

(g) **Employer** means the Director-General of the Department of Education (Department) or the delegate of the Director-General.

(h) **PSTP** means Public Sector Training Package.

(i) **Union** means Together Queensland, Industrial Union of Employees.

PART 2 CONSULTATION

2.1 Statement of Intent Regarding Consultation

(a) The parties to this Agreement support consultation with public sector employees over matters that affect their work environment.

(b) The intent of this provision is to ensure that consultation occurs with public sector employees about matters that significantly impact on their work situation. The consultation will involve more than a mere exchange of information. For consultation to be effective the public sector employee must be contributing to the decision-making process, not only in appearance, but in fact.

2.2 Consultative Committees

(a) The parties agree that employees should be consulted about decisions which may affect their employment or welfare, and that meaningful consultation with affected employees leads to improved organisational outcomes. The parties agree that consultation committees and forums should include equitable local and regional TQ delegate representation.

(b) In recognition of clause 2.2(a), the employer will have a joint union/employer ACC. The ACC will be used to facilitate consultation on a broad range of issues. Local arrangements about workplace consultation and appropriate attendees at the ACC should occur by agreement. The issues for workplace consultation may include but are not limited to discussion of matters arising from this Agreement such as:

(i) Workload Management (Part 15);

(ii) Organisational Change and Restructuring (Clause 11.6);

(iii) Training (Part 9);

(iv) Union Encouragement (Clause 14.3);

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RTI Act - File 262909 - Page 59 of 212

(v) Work/Life Balance (Part 18);

(vi) Organisational matters such as the review of, changes to or introduction of new workforce management policies;

(vii) Fair Career Paths (Part 13);

(viii) Improving Gender Equity (Part 25); and

(ix) Cultural Awareness Activities and Leave (Part 8).

(c) The ACC may agree to establish standing committees, sub-committees, or other additional consultative structures (such as Local Consultative Committees and Regional Consultative Committees subject to employer agreement) with agreed terms of reference/operating principles including ensuring equitable local and regional TQ delegate representation in consultative forums.

(d) The Department acknowledges and encourages the operation of consultative forums that support the equitable local and regional representation of TQ delegates at the local level. These forums are to provide an opportunity for consultation, engagement and dispute resolution to occur directly between affected employees (through their union delegates to the committee/forum) and the relevant decision-makers.

(e) The Department and TQ will work together to maintain a consultation framework for the conduct of consultation within the entity. The consultation framework will include the organisational structure of the entity, the different parties that should be involved in consultative processes, and the interaction between various consultative mechanisms. The Department will provide to TQ, the following data - employee name, job title, work location (including floor level where possible), anticipated effect of any organisational change, rationale for change and potential timeframes) where relevant.

(f) The Department commits, where possible, to collect data about temporary engagements with a view to reporting to the ACC on a quarterly basis about the number of temporary engagements and the categories of reasons for those engagements such as, 'backfilling' and 'project role'.

(g) In addition to the information provided in clause 11.6 Organisational Change and Restructuring, the Department agrees to report to unions on a quarterly basis the ongoing length of service of all temporary and casual employees.

(h) This Agreement, through various provisions, allocates a number of roles and responsibilities to the ACC which the Department will ensure occur in accordance with the provisions of this Agreement and the Terms of Reference template for consultative committees. The parties to this Agreement agree to review and update the Terms of Reference template for the ACC within six months of the date of operation of this Agreement.

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2.3 Workplace Health and Safety (WHS) Committee

(a) The parties agree to continue the WHS sub-committee to be overseen by the Department/Union joint consultative committee. This sub-committee will have equal departmental and union representation, and will examine matters relating to workplace health and safety that may from time to time be raised by the parties.

(b) This sub-committee will report to the joint consultative committee on a regular basis or as agreed between the parties.

(c) The scope of this sub-committee will include, but not be limited to, the following matters:

(i) Building/facility-based workplace health and safety matters;

(ii) Workplace Health & Safety induction and training;

(iii) The management of chemicals in workplaces; and

RTI Act - File 262909 - Page 60 of 212

(iv) The provision and use of protective personal equipment and other standard safety equipment (for example, sun-smart and protective clothing).

PART 3 DISPUTE RESOLUTION

3.1 Procedure for Preventing and Settling Disputes

(a) The objectives of this procedure are the avoidance and resolution of any disputes over matters covered by this Agreement, by measures based on the provision of information and explanation, consultation, co-operation and negotiation.

(b) Subject to legislation, while the dispute procedure is being followed, normal work is to continue except where the employee has a reasonable concern about an imminent risk to the employee's health or safety. The status quo existing before the emergence of a dispute is to continue whilst the procedure is being followed. No party shall be prejudiced as to the final settlement by the continuation of work.

(c) There is a requirement for management to provide relevant information and explanation and consult with the appropriate employee representatives.

(d) In the event of any disagreement between the parties as to the interpretation or implementation of this Agreement, the following procedures shall apply:

(i) The matter is to be discussed by the employee's union representative and/or the employee(s) concerned (where appropriate) and the immediate supervisor in the first instance. The discussion should take place within 24 hours and the procedure should not extend beyond 7 days;

(ii) If the matter is not resolved as per 3.1(d)(i) above, it shall be referred by the union representative and/or the employee(s) to the appropriate management representative who shall arrange a conference of the parties to discuss the matter. This process should not extend beyond 7 days;

(iii) If the matter is not resolved then it may be referred by either party to the Queensland Industrial Relations Commission for conciliation, or if necessary, arbitration.

(e) Nothing contained in this procedure shall prevent unions or the Queensland Government from intervening in respect of matters in dispute, should such action be considered conducive to achieving resolution.

(f) The parties acknowledge that for matters not covered by this Agreement, there are other dispute resolution procedures available.

PART 4 HOURS OF WORK

4.1 General

(a) The employer, through consultation with the relevant consultative committee, has the ability to agree to hours of work arrangements at the local level in accordance with award provisions.

(b) The employer will provide access to and consult about hours of work arrangements consistent with award obligations.

(c) Preparation for starting and finishing work including personal clean-up will be in the employee's time. Activities required by the employer for the readiness to commence the performance of duties are to be treated as part of paid ordinary hours. If required, such activities will be agreed between the employer and the relevant consultative committee.

4.2 Averaging of Ordinary Hours of Work

Where agreed between the employer and employee, and subject to policy requirements, mechanisms will operate by which employees can agree to average ordinary hours of work over a cycle with differential daily and weekly hours, e.g. in a four-week work cycle an employee may work 45 hours in one week and 30 hours the next week, provided that the total standard ordinary hours for the month are worked. Under this arrangement the agreed working hours for individual

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 61 of 212

employees would be established in consultation between management and the employee. Normal overtime arrangements/penalty rates will only apply for the hours worked in excess of the agreed hours of duty.

4.3 Aggregated Hours

(a) Where agreed between the employer and employee, and subject to policy requirements, an employee may work varied weekly hours provided that at the end of an agreed work cycle of 3 months or more the employee has worked the total ordinary hours for the work cycle.

(b) This provision is designed to cater mainly for seasonal work or work units which have discernible peaks and troughs in workloads at different times of the year.

(c) Overtime arrangements/penalty rates apply to work in excess of the agreed hours of duty.

(d) This provision may be implemented by agreement between management and the majority of employees affected in the workplace.

4.4 Spread of Hours - Brisbane Central Business District

(a) These provisions shall apply only to employees engaged under the *Queensland Public Service Officers and Other Employees Award – State 2015* where the employee's place of work, at daily commencing and finishing times, is within the Australian Bureau of Statistics Statistical Local Areas of "City – Remainder" and "City – Inner" within the Statistical Subdivision of "0501 – Inner Brisbane".

(b) In recognition of the problems associated with increased traffic congestion into the Central Business District of Brisbane, the parties agree to a wider ordinary spread of hours of 6.00am to 7.00pm for fulltime and part-time employees only.

(c) The purpose of such an arrangement is to allow employees and supervisors to mutually agree to changes to existing commencing and finishing times in order that the employees can commence and/or finish their working hours outside the recognised peak times of 7.00am to 9.00am and 4.00pm to 6.00pm.

(d) For the purposes of application of the Ministerial Directive: Hours, Overtime and Excess Travel in accordance with the *Public Sector Act 2022*, which only applies to employees' subject to the *Queensland Public Service Officers and Other Employees Award – State 2015*, the ordinary spread of hours for the purposes of Part C (Excess Travel Time) shall be 6.00am to 7.00pm.

(e) The parties affirm that the capacity for an individual employee to have an ordinary spread of hours of 6.00am to 7.00pm by mutual agreement under these provisions will not be used as the rationale to alter customer service delivery arrangements of entities affected by these provisions.

(f) All other conditions contained in awards and Ministerial Directives (as amended) relating to overtime, meal breaks and meal allowances shall continue to apply.

4.5 Attendance at School Camps, Excursions and Functions

(a) In circumstances where employees are required to attend school camps, school excursions or school functions, and are required to perform duty outside their normal hours of duty (including those occurring on weekends) they shall be entitled to accumulate additional hours as ADO time as outlined below. ADO time is accumulated on a time-for-time basis.

(i) Employees who are required to attend overnight school camps/excursions/functions will be automatically credited with the difference between their normal rostered duty hours and 15 hours per overnight stay;

(ii) The maximum credit per day will be 15 hours ADO time (e.g. If normal rostered duty is 6 hours per day, then on an overnight camp/excursion the employee will be entitled to an additional 9 hours in ADO time regardless of how many additional hours are worked);

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 62 of 212

(iii) When the relevant employee returns home from a school camp/excursion/function the entitlement for that day will be in accordance with 4.5(a)(iv);

(iv) Employees who are required to attend school camps/excursions (non-overnight stays) and perform duties outside normal rostered duty time will be entitled to claim ADO time up to the difference between their normal rostered duty hours and the hours worked, that is, the additional hours in excess of the normal rostered hours shall attract ADO credits.

4.6 ADO for Employees of the Department (excluding Schools and School Education Facilities, and Employees Working a 38 Hour a Week Arrangements)

(a) An employee is entitled to accrue a minimum of one ADO per Work Cycle. ADOs can only be accrued and taken with the supervisor's approval.

(b) A "Work Cycle" is defined as the 28-day work cycle.

(c) Subject to the exceptions outlined below, the maximum ADO carry-over will be 36.25 hours at the end of each work cycle and ADO may be taken in blocks of no more than five consecutive days per work cycle.

(d) The above ADO arrangements may be exceeded in the following circumstances:

(i) Local level agreement based on operational factors and needs; and

(ii) The employee's annual leave balance does not exceed the maximum accumulation.

(e) Notwithstanding the above, where there are minimum conditions prescribed in the *Queensland Public Service Officers and other Employees Award – State 2015* (as amended from time to time) that provide more favourable provisions relating to Organisational Hours of Work Arrangements, those minimum conditions shall apply and override the provisions contained herein.

4.7 Hours of Work Arrangements – Therapy Employees servicing Schools and Other Education Facilities, and School Support Staff and Employees of Other Educational Facilities Specifically:

- Business Managers;
- Employees engaged under the Administrative Stream of the *Queensland Public Service Officers and Other Employees Award – State 2015*;
- Science Technicians;
- Employees engaged under the Technical Stream of the Queensland *Public Service Officers and Other Employees Award – State 2015*;
- School Computer Technical Officers;
- Schools Officers;
- Agricultural Assistants;
- Unit Support Officers;
- Support Officers;
- Boat Officers; and
- Marine Program Officers.

(a) Definitions

(i) **Accumulated Time** means the time worked in excess of Ordinary Hours in any day and within the daily spread of hours.

(ii) **Accumulated Day Off (ADO)** means a day taken between Monday and Friday, without debit to any Leave account.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 63 of 212

(iii) **Employee** means, for the purpose of these arrangements, all Permanent and Fixed term temporary employees listed as being subject to this Part.

(iv) **Employer** means the Director-General of the Department of Education (Department) or the delegate of the Director-General**.**

(v) **Fixed Term Temporary Employee** means any a person employed pursuant to section 150 of the *Public Sector Act 2022* for a fixed term.

(vi) **Hours of Duty** means the hours determined by negotiation, during which employees may work.

(vii) **Leave** means ADO Leave, Recreation Leave, Long Service Leave and time off in lieu.

(viii) **Ordinary Hours** means as per the relevant award, except for the ordinary hours for therapy employees in the new Health Practitioner (HP) Stream is 38 hours per week.

Notwithstanding the ordinary hours of therapy employees in accordance with the above, therapy employees will continue to be eligible employees for the purposes of clause 15.6 Organisation (flexible) hours of work arrangements – day workers of the *Queensland Public Service Officers and Other Employees Award – State 2015* (as amended from time to time) (PSO Award) to enable therapy employees to continue to access the hours of work arrangements of the PSO Award. Provided that any reference to weekly ordinary hours of 36.25 or daily ordinary hours of 7.25 is to be replaced with 38 and 7.6 hours respectively.

(ix) **School Vacation Periods** means any vacation period that is determined a scheduled student vacation period by the Chief Executive.

(x) **School** includes, for the purpose of these arrangements, all State Secondary Schools, State Primary Schools, P10/12 Schools, Educational Facilities, State Special Schools and School Support Centres, excluding State-wide School Support Centres.

(xi) **Spread of Hours** means time worked between 6.00am and 6.00pm Monday to Friday inclusive.

(b) Hours of Duty Arrangements

(i) Generally accrued Leave is to be taken during School Vacation Periods, however leave can be availed of in School terms consistent with the Department's work-life balance policy and subject to operational convenience. Requests for such leave shall not be unreasonably withheld.

(ii) Agricultural Assistants, Unit Support Officers and Support officers may be required to take Annual Leave subject to operational convenience following consultation with the employee.

(iii) An ADO arrangement shall operate on the basis of a 12 month cycle, beginning on the first day of the pupil-free days in January and extending through to the day before the corresponding pupil free day in the next year.

(iv) The employer and all employees concerned in each School shall consult over the most appropriate means of implementing Hours of Duty arrangements.

(v) The objective of such consultation shall be to reach agreement on the method of implementing Hours of Duty arrangements in accordance with these arrangements.

(vi) Agreement will not be unreasonably withheld by either the employee or employer.

(vii) The outcome of such consultation will be recorded in writing.

(viii) An ADO agreement may be altered by mutual agreement. Agreement should not be unreasonably withheld.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 64 of 212

(ix) In determining the ADO agreement, the employer shall:

A. ensure ADO arrangements meet the needs of the School;

B. consider the health and safety of staff when requiring staff to work during vacation periods;

C. consult on the requirement to work specific hours before directing an employee to work those hours;

D. where the working of particular hours is not suitable to an employee on a given day, take into account whether other staff are available and competent to perform this work;

E. take into account the employee's work-life balance including community commitments;

F. consider other leave that is to be taken throughout the year;

G. provide the ability to accrue sufficient ADO to cover leave on vacation periods whilst avoiding accrual of excessive leave balances; and

H. provide access to a minimum of 12 days ADO accrual in a year for employees working a 38 hour week.

(x) Subject to operational convenience an employee may apply for leave without pay to cover vacation periods as required, rather than accruing ADO time. Where ever possible this must occur at the beginning of the 12 month cycle.

(xi) The maximum ADO balance at any one time must not be more than 12 days for full-time employees and a pro-rata maximum for part-time employees, except in exceptional circumstances, as agreed between the employer and employee. Therapists may accrue additional days to provide for flexibility, subject to operational requirements.

(xii) The employer must ensure an employee who resigns, retires or otherwise ceases duty has utilised all accumulated time upon cessation of duty.

(xiii) When an employee is required by the Department to change School locations the employees ADO balance must move with them.

(xiv) Temporary employees engaged for less than one School term may accrue ADO as agreed between the employee and the Principal.

(c) Negative Balances

(i) Employees may enter into a negative ADO balance in exceptional circumstances such as extended sick leave (greater than four weeks) or other extended absences agreed to between the school and the employee concerned.

(ii) This debit may be carried forward into a new School year.

(iii) Provided that such negative balance of hours is reduced to a zero balance within a period of 12 months from when the negative balance occurs.

(iv) An employee must not have a negative balance of more than 30 ADO hours at any time.

(v) Negative balances on termination of employment may be deducted from the final wages on a time for time basis.

(vi) The employer must allow an employee who resigns, retires or otherwise ceases duty, to attempt to reduce the negative ADO balance prior to cessation.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 65 of 212

(d) Overtime

(i) All overtime shall either be paid for in accordance with the relevant award or, by mutual agreement between the employer and employee, compensated by the granting of equivalent time off in lieu on a time for time basis.

(e) Surplus Hours – ADO/TOIL

(i) In most circumstances employees should have a zero balance of ADO and TOIL hours at the beginning of each 12 month cycle. Where employees have or will have hours in surplus of those required for the 12 month cycle, then the following procedure will apply:

A. By the end of term 3, the employee and the Principal shall meet to review the ADO agreement and discuss access to the surplus hours to develop a plan to manage the surplus hours prior to term 4 summer vacation;

B. Where such hours have been applied for and refused prior to the December vacation period, then such surplus hours shall be either paid out to the employee at ordinary time rates of pay (on a time for time basis) or carried over to the next twelve-month period. The decision to have a payout is solely at the discretion of the employee. Where surplus hours are carried over, such hours must be taken off within that period of twelve months.

(f) Compassionate/Emergent Leave for Employees Covered by the *General Employees (Queensland Government Departments) and Other Employees Award – State 2015*

(i) An employee covered by the *General Employees (Queensland Government Departments) and Other Employees Award – State 2015* shall be entitled to access ADO time (including a negative balance) to obtain up to three days paid leave per annum, non-cumulative, for compassionate grounds or emergent reasons.

(ii) An additional two days paid leave per annum, non-cumulative, for these purposes may be granted at discretion of the Principal / site manager or delegate. The additional leave will only be granted where an employee agrees to make up this time through the current ADO arrangements within the school year, or where this is not practicable to do so, within 12 calendar months from the date of taking such leave.

(iii) In circumstances where an employee ceases work for whatever reason and time associated with this leave has not been made up, the Department may, at its discretion, deduct the equivalent cost of such leave from the employee's termination pay.

(g) ADO and Workers' Compensation

(i) Any ADO time rostered to be worked whilst on leave to claim workers compensation must be credited to the employee's ADO balance. Provided that where the employee is subsequently absent on leave claiming workers' compensation during any agreed ADO days after being credited with ADO hours, the employee must be deemed to have taken those ADO days.

(ii) Where an employee has actually worked ADO hours and is subsequently absent on workers' compensation leave during any ADO days, the employee may take accumulated ADO hours at a time mutually convenient to the employee and the Principal.

(iii) Claims sent to WorkCover Queensland must only reflect the Ordinary Hours that the employee was rostered to work during any absence on leave to claim workers compensation.

4.8 Hours of Work Arrangements School Support Staff and Employees of Other Education Facilities excluding Community Education Counsellors and other Employees covered in section 4.7

(a) ADO arrangements provide a system which allows school support employees to work additional time during periods of higher work demands in order to access days off during periods of lower demands (generally School Vacation Periods).

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 66 of 212

(b) ADO arrangements enable the workforce to respond to client needs while providing benefits to employees through more flexible work arrangements. Such flexible work arrangements will be of particular benefit to employees with family responsibilities.

(c) ADO arrangements shall operate on the basis of a calendar year cycle.

(d) ADO arrangements allow employees to accumulate additional days off through working additional time on a basis agreed to between the Principal and school support employees at the school. This may be on a daily, weekly or monthly basis.

(e) The Principal and employees at the school must negotiate the method by which time is to be accumulated in order to take 12 days off with pay.

(f) The 12 ADO days must be utilised during School Vacation Periods other than the Summer Vacation period (as these employees will still be required as a condition of employment to utilise their annual leave entitlement during the Summer Vacation period unless approval is granted by the Principal and region to vary this arrangement in extenuating circumstances) without debit to recreation leave entitlements on the following basis:

(i) Easter (April) vacation period – 2 days;

(ii) Winter (June) vacation period – 5 days;

(iii) Spring (September) vacation period – 5 days.

(g) The number of ADOs may be varied at the school level through use of the facilitative provisions as prescribed in 22.8 Facilitative Provisions and is not limited to 12 days per annum. In exceptional cases, where actions by the Department prevent a person accessing ADO time within the calendar year period, approval may be given to carry over the time that has not been exhausted into the next calendar year.

(h) The Principal and all employees concerned in each school shall consult over the most appropriate means of implementing ADO arrangements.

(i) The objective of such consultation shall be to reach agreement on the method of implementing Hours of arrangements and on which days are to be availed of as ADO days. Such agreement shall not be unreasonably withheld by either party.

(j) In order to determine the number of hours required to be accumulated by employees, the number of ADO days should be multiplied by the number of Ordinary Hours per day.

(k) In determining ADO arrangements, wherever practicable, the Principal shall:

(i) consult on the requirement to work specific hours before directing an employee to work those hours;

(ii) where the working of particular hours is not suitable to an employee on a given day, take into account whether other staff are available and competent to perform this work;

(iii) take into account the needs of workers with family responsibilities or disabilities;

(iv) take into account occupational health and safety implications;

(v) provide timely notice of the requirement to work in excess of Ordinary Hours; and

(vi) take into account the employees' current levels of Accumulated Time.

(l) Accumulated Time shall only be granted to employees when it has been accrued unless agreed between the employee and the Principal.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 67 of 212

(m) Any time rostered to be worked on sick leave, public holidays and special leave with or without pay will not be credited as ADO time. In the above circumstances, employees will be provided with the capacity to work additional time to enable ADOs to be taken with full pay.

(n) Any ADO time rostered to be worked whilst on leave to claim workers' compensation must be credited to the employee's ADO balance. Provided that where the employee is subsequently absent on leave claiming workers' compensation during any agreed ADO days after being credited with ADO hours, the employee must be deemed to have taken those ADO days.

(o) Where an employee has actually worked ADO hours and is subsequently absent on workers' compensation leave during any ADO days, the employee may take accumulated ADO hours at a time mutually convenient to the employee and the Principal. No relief will be available in such circumstances.

(p) Claims sent to WorkCover Queensland must only reflect the Ordinary Hours that the employee was rostered to work during any absence on leave to claim workers compensation.

(q) The employer must ensure an employee who resigns, retires or otherwise ceases duty has utilised all Accumulated Time upon cessation of duty. In those circumstances in which an employee has a debit ADO balance upon separation of employment, an adjustment will be made to any remuneration from entitlements owing at that time.

(r) Employees will however, have the ability to transfer Accumulated Time off between school locations.

(s) Employees without access to emergent/compassionate leave may access up to three ordinary days of ADO time in any one year provided that prior approval is obtained from the Principal on each occasion. Arrangements to accumulate additional time to compensate for the leave must be negotiated.

(t) In exceptional cases, where actions by the Department prevent a person accessing ADO time within the calendar year period, approval may be given to carry over the time that has not been exhausted into the next calendar year.

(u) To ensure that the interests of all parties are protected, the ADO arrangements and variations to those arrangements should be formally recorded.

4.9 Schools Officers Hours of Duty – Early Start

(a) The parties agree that in certain circumstances it may be operationally sound for Schools Officers to commence work earlier than 6:00am.

(b) The early start can only occur with a request from the Schools Officer to commence duty from 5:00am, subject to agreement between the Schools Officer and Principal.

PART 5 SALARIES AND SUPERANUATION

5.1 Salary Increases

(a) This Agreement provides for the following wage increases:

- 4% from 1 September 2022;
- 4% from 1 September 2023; and
- 3% from 1 September 2024.

(b) The first wage increase effective 1 September 2022 is to be applied to the last *Department of Education Certified Agreement 2019* or Award rate as at 1 September 2022, whichever is higher. Future wage increases will be applied to the Agreement rates stipulated for the prior year.

(c) The salary schedules are set out in Appendix 1 of this Agreement.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 68 of 212

5.2 Cost of Living Adjustment (COLA) Payments

(a) Definitions

The following definitions apply for the purposes of the Cost-of-Living Adjustments (COLA) Payments clause:

(i) **agreement year** – means one of the three 12-month periods from 1 September in one year to 31 August in the following year that includes a calculation date.

(ii) **base wages** – for an eligible employee, means the salary actually payable to the particular employee in the relevant agreement year for work covered by this Agreement and includes higher duties performed by the employee under this Agreement and includes the casual loading where applicable. It does not include any other allowances or additional payments howsoever described (such as: disability allowances or special rates, all-purpose allowances, overtime payments, shift penalties, weekend penalties, public holiday penalties, aggregated penalties or allowances, any payments of accrued leave where the leave is not taken; any payments for TOIL where the TOIL is not taken, COLA payments from previous periods, etc).

(iii) **calculation date** – means, either:

- 31 August 2023 (COLA Payment Year 1); or
- 31 August 2024 (COLA Payment Year 2); or
- 31 August 2025 (COLA Payment Year 3).

(iv) **COLA payment percentage** – see section 5.2(c)(ii)

(v) **CPI** – means the Brisbane Consumer Price Index (all groups, March quarter annual percentage change from the March quarter of the previous year), for the March that falls within the relevant agreement year, as published by the Australian Bureau of Statistics. Treasury will advise agencies of the CPI relevant to COLA considerations upon its release in each year.

(vi) **eligible employee** – see section 5.2(b)

(vii) **Queensland government employee** – means a person employed in a government entity, as defined in section 24 of the Public Service Act 2008 as in force at 1 October 2022, and the entities specified at sections 24(2)(c), 24(2)(d) and 24(2)(h) of the Act: the parliamentary service, the Governor's official residence and its associated administrative unit, and the police service.

(viii) **wage increase under the Agreement** – means the wage increase of either 4%, 4% or 3%, as specified in clause 5.1(a) of this Agreement, that occurs at the commencement of an agreement year.

(b) Eligibility

(i) *Eligible employees* covered by this Agreement may be entitled to receive Cost of Living Adjustment (COLA) payments based on the *calculation dates*, for up to three years only, and ending for the *calculation date* of 31 August 2025.

(ii) An employee is an *eligible employee* if they performed work under this Agreement during a relevant *agreement year* and they are covered by this Agreement on the relevant calculation date for the associated COLA Payment.

(iii) In recognition of employee mobility across the sector, where an employee would otherwise be an *eligible employee* in accordance with clause 5.2(b)(ii), but they are not covered by this Agreement on the relevant calculation date due to being employed elsewhere as a *Queensland government employee* on the *calculation date*, they will be deemed to be an eligible employee for the associated COLA Payment. To facilitate payment of the COLA Payment in this circumstance, the employee is required to provide relevant details of their eligibility to payroll.alert@qed.qld.gov.au.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 69 of 212

Example – an employee works for the first 3 months under this Agreement, during a relevant agreement year, then takes up employment with a different department. They remain employed with the new department as at the relevant calculation date under this Agreement. Provided the employee provides the required notice and details of their current employer (as specified above) which confirms that they are a Queensland government employee as at the calculation date, they will be an eligible employee for that particular COLA Payment.

(iv) An employee who starts being covered by this Agreement after a *calculation date* is not eligible for the associated COLA Payment.

Example – an employee starts being covered by the agreement on 17 September 2023. The employee is not eligible for COLA Payment Year 1.

(v) An *eligible employee* who did not perform work under this Agreement for the full *agreement year*, will receive a pro-rata COLA payment by reference to the base wages they received that was attributable to work under this Agreement.

Example one – an eligible employee is employed and works for 5 months under this Agreement during a relevant agreement year. Their base wages for the agreement year will reflect the 5 months they worked.

Example two – an eligible employee is employed for 12 months under this Agreement during a relevant agreement year and in those 12 months, works for 6 months, takes 3 months leave at half pay and takes 3 months leave without pay, under this Agreement. Their base wages for the agreement year will reflect the 6 months they worked, 3 months where they earned half pay and 3 months where they earned no pay.

Example three – an employee is employed for 12 months under this Agreement during a relevant agreement year and in those 12 months, works for 6 months under this Agreement and is temporarily seconded and works for 6 months under a different Agreement. Their base wages for the agreement year will the reflect 6 months they worked under this Agreement.

(vi) An *eligible employee* who is casual or part-time will receive a pro-rata COLA payment based on the hours they worked in the relevant agreement year because of the definition of base wages.

Example – a part-time employee works 0.6 full-time equivalent during the agreement year. The employee's base wages for the agreement year reflect their hours of work.

In addition to the other requirements of clause 5.2(b)(ii), casual employees are *eligible employees* provided they have performed work under this Agreement, or as a *Queensland government employee*, within the 12-week payroll period immediately prior to the relevant *calculation date*.

(c) Calculation and payments

Step one

(i) A COLA Payment is only payable if, for the relevant agreement year, CPI exceeds the wage increase under the Agreement.

Step two

(ii) The relevant COLA Payment is calculated by first determining the percentage difference between the *wage increase under the Agreement* and *CPI* for the relevant *agreement year* and each COLA Payment is capped at 3% (the 'COLA percentage').

Example one: For COLA Payment Year 3, the agreement year is 1 September 2024 to 31 August 2025. The wage increase under the Agreement is 3% on 1 September 2024. In April 2025, the ABS releases the CPI figure for March 2025 as 3.9%. The COLA Payment is calculated as the difference between 3% and 3.9%, i.e. 0.9%. 0.9% is less than the 3% cap, therefore the COLA percentage is 0.9%.

RTI Act - File 262909 - Page 70 of 212

Released by DoE under the RTI Act

Example two: For COLA Payment Year 1, the agreement year is 1 September 2022 to 31 August 2023. The wage increase under the Agreement is 4% on 1 September 2022. In April 2023, the ABS releases the CPI figure for March 2023 as 7.5%. The COLA Payment is calculated as the difference between 4% and 7.5%, i.e. 3.5%. However, because the COLA Payment is capped at 3%, the COLA percentage is 3%.

Step three

(iii) To calculate an *eligible employee's* COLA Payment, the relevant employee's *base wages* for the *agreement year* are adjusted to determine what their *base wages* would have been if the *relevant wage increase under the Agreement* had not been applied for that *agreement year*. This is done by using the following formula to first determine the value of 'a':

a = 100 / (1 + relevant wage increase under the Agreement expressed as a decimal)

Then the relevant employee's *base wages* are then multiplied by 'a', where 'a' is expressed as a percentage:

Example: The wage increase in the Agreement for that agreement year was 4% on 1 September 2022. The base wages payable to the relevant employee for the agreement year from 1 September 2022 to 31 August 2023 is $90,000. The calculation occurs as follows:

- *a = 100 / (1 + 0.04)*
- *a = 96.1538*
- *$90,000 adjusted by 96.1538% = $86,538.42;*

Step four

(iv) The figure from clause 5.2(c)(iii) is then multiplied by the COLA Percentage calculated in clause 5.2(c)(ii) to determine the particular employee's COLA Payment for that *agreement year*.

Example: The COLA percentage is 3%.

$86,538.42 multiplied by 3% = $2,596.15

(v) COLA Payments are one-off, do not form part of base salary and will be taxed according to the applicable law.

(d) Timing of information and payments

(i) For *eligible employees* under clause 5.2(b), if payable, the relevant COLA Payment will be made within two months following the relevant *calculation date* and release of the CPI.

(ii) For *eligible employees* under clause 5.2(b), if payable, the relevant COLA Payment will be made within two months of the employee providing the notice of their employment pursuant to clause 5.2(c).

(iii) The Department of Education will provide advice to unions and employees covered by this Agreement on the timing of payroll processing for each COLA payment.

5.3 Salary Packaging

(a) **S**alary packaging is available for employees (excluding short-term casual employees) in accordance with Queensland Government policy found in the Circular issued from time to time by the entity responsible.

(b) Employers are to apply the following principles for employees that avail themselves of salary packaging:

(i) as part of the salary package arrangements, the costs for administering the package, including fringe benefits tax, are met by the participating employee;

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 71 of 212

(ii) there will be no additional increase in superannuation costs or to fringe benefits payments made by the employer;

(iii) increases or variations in taxation are to be passed to employees as part of their salary package;

(iv) where mandated by relevant Government policies, employees must obtain independent financial advice prior to taking up a salary package. Where no mandatory requirement exists, it is strongly recommended to all employees to seek independent financial advice when entering into a salary packaging arrangement for the first time, or adding new item/items to an already agreed packaging arrangement;

(v) the employer will pass on to the employee any Input Tax Credits (ITCs) it receives as part of salary packaging;

(vi) there will be no significant additional administrative workload or other ongoing costs to the employer;

(vii) any additional administrative and fringe benefit tax costs are to be met by the employee;

(viii) any increases or variations to taxation, excluding payroll tax that result in additional costs are to be passed on to the employee as part of the salary package.

(c) The employee's salary for superannuation purposes and severance and termination payments will be the gross salary, which the employee would receive if not taking part in flexible remuneration packaging.

(d) Subject to federal legislation, employees may elect to adjust their current salary sacrifice arrangements to sacrifice up to 100% of salary to superannuation.

5.4 No Loss of Show Day

(a) Where an employee is required to perform work duties (including training) at an alternative location to the place where the employee is based for work purposes on a day where the show day holiday applies, such employee will be given a day off in lieu, to be taken by mutual agreement with the employee's supervisor.

(b) Provided that an employee subject to this Agreement, and whether engaged in different entities or locations over a calendar year or not, is only entitled to leave on full pay for a show holiday once each calendar year.

5.5 Extra leave for Proportionate Salary (Purchased Leave)

Where agreed between the employer and employee, and subject to policy requirements, employees can agree to work reduced months in a year and receive a proportionate salary over a full 12 month period, where this arrangement meets the operational needs of an entity.

Released by DoE under the RTI Act

PART 6 ALLOWANCES

6.1 School Based Administrative Support Allowance

(a) A School-Based Administrative Support Allowance will be paid to eligible employees.

Eligible employees are:

(i) Permanent and temporary school-based administrative officers with 12 months' continuous service at AO2 classification, pay point 8 at any school; or

(ii) Permanent and temporary school-based administrative officers with 24 months' continuous service at AO2 classification, pay point 8 at any school.

(b) Eligible employees, per clause 6.1(a)(i) and 6.1(a)(ii) above, will receive a fortnightly allowance as per the below table (pro-rata for part time).

RTI Act - File 262909 - Page 72 of 212

(c) The fortnightly allowance is indexed in line with the Public Sector Wages Policy wage increases as set out in clause 5.1(a).

Clause reference	Effective 1 September 2022 Per Fortnight	Effective 1 September 2023 Per Fortnight	Effective 1 September 2024 Per Fortnight
6.1(a)(i) – 12 months continuous service at AO2/8	$52	$54.10	$55.70
6.1(a)(ii) – 24 months continuous service at AO2/8	$104	$108.20	$111.40

(d) Eligible employees are only entitled to one School-Based Administrative Support Allowance at any one time.

(e) To remove any doubt, the qualifying continuous service periods, per clause 6.1(a)(i) or 6.1(a)(ii) above, may be inclusive of higher duties performed by an eligible employee in school-based administrative roles.

(f) Once an employee meets the criteria in clause 6.1(a)(i) or 6.1(a)(ii), the employee will not be required to re-qualify and will be paid the allowance whilst employed in an AO2 classification pay point 8 school-based administrative role.

(g) In circumstances where continuity of service with the Department is broken, the employee will need to requalify for the allowance per clause 6.1(a)(i), 6.1(a)(ii) and 6.1(f).

6.2 Locality Allowances

(a) Locality allowances are payable to eligible employees in accordance with the Ministerial Directive: 19/99 Locality Allowances issued in accordance with the *Public Sector Act 2022*.

(b) The rates prescribed by the Ministerial Directive: 19/99 Locality Allowances are increased by 5.5% from 1 January 1997 for all centres other than those in coastal local Government areas as at that date and listed in Appendix 2 of this Agreement.

6.3 Language Allowance

(a) Payment of language allowance at the rate of $569 per annum for school support staff whose duties require translation and interpretation skills and who meet the requirements of Language Aide of the National Accreditation Authority for Translators and Interpreters or other equivalent qualifications as determined from time to time by the Chief Executive Officer on the recommendation of the ACC.

6.4 Professional Development Allowance for Health Practitioners

(a) Permanent and temporary full-time health practitioners are entitled to a professional development allowance (PDA) of $1800 per annum.

(b) Permanent part-time health practitioners working at least 0.2 FTE per fortnight, are entitled to the PDA on a pro rata basis, calculated based on FTE at time of payment.

(c) Temporary part-time health practitioners working at least 0.2 FTE per fortnight, are entitled to the PDA on a pro rata basis, calculated based on FTE at time of payment.

(d) For the purpose of eligibility, the PDA will be adjusted to reflect any periods of more than three months of unpaid leave in the preceding 12-month period.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 73 of 212

(e) The professional development allowance will be paid as a lump sum payment as per the schedule set out below:

- The first pay cycle in August 2023;
- The first pay cycle in August 2024;
- The first pay cycle in August 2025.

(f) The professional development allowance is paid to assist health practitioners enhance their professional skills as clinical service providers within the Department. Health practitioners are encouraged to discuss their professional development as part of their PDA with their supervisor.

6.5 Professional Development Allowance for Social Workers

(a) Permanent and temporary full-time social workers are entitled to a professional development allowance of $1800 per annum.

(b) Permanent part-time social workers working at least 0.2 FTE per fortnight, are entitled to the professional development allowance on a pro rata basis, calculated based on FTE at time of payment.

(c) Temporary part-time social workers working at least 0.2 FTE per fortnight, are entitled to the professional development allowance on a pro rata basis, calculated based on FTE at the time of payment.

(d) For the purpose of eligibility, the PDA will be adjusted to reflect any periods of more than three months of unpaid leave in the preceding 12-month period.

(e) The professional development allowance will be paid as a lump sum payment as per the schedule set out below:

- The first pay cycle in August 2023;
- The first pay cycle in August 2024;
- The first pay cycle in August 2025.

(f) The professional development allowance is paid to assist social workers enhance their professional skills within the Department. Social workers are encouraged to discuss their professional development as part of their PDA with their supervisor.

6.6 Pool and Vessel Maintenance Allowance

(a) The Department recognises that some employees may be undertaking specific duties / responsibilities related to identified specialist school facilities including pools and vessels. The Department encourages employees undertaking management of such plant to complete training and certification aligned with such.

(b) The employee who is primarily responsible for maintaining a Departmental pool or vessel (includes similar equipment in Environmental and Outdoor Education Centres) in the course of their duties will be paid a fortnightly allowance as shown in the table below.

(c) The allowance is payable to only one employee in each location for each identified pool or vessel. In circumstances where employees may be job sharing, both employees identified as having responsibility (as per clause 6.6(b)) will be paid the fortnightly allowance.

(d) The fortnightly allowance is indexed in line with the Public Sector Wages Policy wage increases as set out in clause 5.1(a).

	Effective 1 September 2022 Per fortnight	Effective 1 September 2023 Per fortnight	Effective 1 September 2024 Per fortnight
Pool Plant Operations and Vessel Maintenance Allowance	$34.00	$35.36	$36.42

RTI Act - File 262909 - Page 74 of 212

Released by DoE under the RTI Act

(e) For maintaining vessels, an employee will be eligible if working on vessels at the following locations:

- Moreton Bay Environmental Education Centre;
- Konomie Island Environmental Education Centre;
- Jacobs Well Environmental Education Centre;
- Tagai State College, Thursday Island;
- Bwgcolman Community School, Palm Island;
- Or as amended from time to time.

PART 7 LEAVE

7.1 Paid Parental Leave

Notwithstanding the federal paid parental leave scheme the current paid parental leave provisions provided by the employer as at the date of operation of this Agreement will not be reduced for the life of this Agreement.

7.2 Annual Leave Loading Payment

(a) Payment of annual leave loading will be consolidated and paid to all employees during December of each year.

(b) It is at the discretion of the employer whether they wish to apply this clause to non-continuous and/or continuous shift-workers.

7.3 Annual Leave Accumulation – Excluding Schools and School Educational Facilities

Where an employee has exceeded two years' accumulation of their annual leave entitlement, they may be directed to take leave in accordance with the provisions of the *Industrial Relations Act 2016*.

PART 8 CULTURAL AWARENESS AND LEAVE

(a) The parties recognise the value of diversity in the workplace and the importance of measures that promote diversity and cultural respect, in particular with regard to Aboriginal and Torres Strait Islander peoples and cultures.

(b) Employees may access up to five days unpaid cultural leave per year as prescribed at section 51 of the *Industrial Relations Act 2016*. In addition, eligible employees may also access cultural leave:

- as recreation leave;
- as unpaid special leave;
- in lieu of public holidays (where operational circumstances permit);
- as accrued time leave; or
- at the required time with such time made up at a later date.

(c) The employer will report to the ACC about cultural awareness training and activities.

PART 9 TRAINING

9.1 General

(a) The parties to this Agreement recognise an ongoing commitment to training and development.

(b) It is acknowledged that employees should be encouraged to develop required skills and knowledge to support service delivery objectives.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 75 of 212

(c) To achieve the desired levels of knowledge and skills there should be an emphasis upon building capability around key occupations through career development, job design, performance development, and workforce planning. The objective of this approach is to improve workforce capability and the Department's service delivery while enhancing job satisfaction and employees' professional growth.

(d) Training and assessment of competencies may be provided in accordance with the PSTP or other accredited programs relevant to Department needs to enable employees to meet the requirements of clauses 10.1 and 10.2 of this Agreement.

(e) The employer acknowledges that reasonable travel time associated with an employee attending training and development opportunities should where practicable be scheduled in paid ordinary work time.

(f) The employer will pay for continuing professional development (CPD) required in order to maintain qualifications mandatory to the employee's employment.

(g) Access to assistance under the Department's Study and Research Assistance Scheme (SARAS) policy, to enable employees to obtain skills necessary for career progression will not be unreasonably refused.

9.2 Professional Development – School Support Staff and Employees of Other Educational Facilities Specifically:

- Business Services Managers;
- Employees engaged under the Administrative Stream of the *Queensland Public Service Officers and Other Employees Award – State 2015*;
- Science Technicians;
- Employees engaged under the Technical Stream of the *Queensland Public Service Officers and Other Employees Award – State 2015*; and
- School Computer Technical Officers.
- Schools Officers;
- Agricultural Assistants;
- Unit Support Officers;
- Support Officers;
- Boat Officers; and
- Marine Program Officers.

(a) School-based employees are entitled to equitable access to the professional development allocations at the school level for learning and development. Professional development training for all school staff will be incorporated into the school professional development plan.

(b) Individual professional development plans will be negotiated and agreed between school support staff and their supervisors in accordance with the Developing Performance Framework to incorporate the following:

(i) employees will be provided with a minimum of two paid attendance days leave per year (or equivalent time) for the purpose of accessing approved professional development and training programs. Part-time employees will access this at a pro-rata rate;

(ii) this two day entitlement may be inclusive of mandatory training if identified in the individual's professional development plan;

(iii) in some areas and at some times operational convenience may require release during term time. Adequate travel time will be given for employees in remote and isolated sites. Consideration will be given to delivering alternative modes of training; and

(iv) training will not be unreasonably withheld or approval unreasonably withdrawn.

9.3 Professional Development – Therapy Services

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 76 of 212

(a) The Department will identify the specific professional development needs of therapists and facilitate appropriate access through leave arrangements and local and regional support. This professional development need may exceed the minimum entitlements below but should not provide a lesser entitlement than that which is provided for Therapists in Education below.

(b) The Department is prepared to recognise an entitlement of a minimum of two days of general professional development time. This time may be taken in blocks of time based around the professional development activity or activities.

(c) In addition, therapists will be granted a further entitlement of up to three days of professional development for registration and / or continuing professional competency and / or service provision. This entitlement will only be for approved activities.

(d) This time may be taken in blocks of time based around the professional development activity or activities. Parameters which may include guidelines and / or lists, of appropriate professional development for registration and/or continuing professional competency and / or service provision.

(e) For school-based therapists, this may comprise professional development activities scheduled during school vacations, but where appropriate approval is obtained and subject to operational needs, the activity may be undertaken during a school term.

(f) Professional development activities may still be undertaken voluntarily outside rostered duty time during school terms.

(g) Reasonable travel time in excess of that normally taken by the employee to travel to work will be recognised.

9.4 Self- Injurious behaviour – Use of Mechanical Restraints and Education for School Support Staff

Within existing resources/FTE the Department will undertake a project to support therapists to assess, plan and evaluate reasonable adjustments and school-based interventions for self-injurious behaviour including the role of mechanical restraint and our duty of care in relation to supporting students with self-injurious behaviour.

9.5 Professional Development – School Support Staff and Employees of Other Educational Facilities, excluding those Employees Covered Under Professional Development Clauses Within This Part

(a) The parties agree that quality professional development and training are essential for employees to maintain appropriate skill levels and to efficiently and effectively respond to the changes in the workplace.

(b) The parties agree that the professional development and training agenda is an essential component of school-based management. The provision of quality professional development and training will assist all staff in efficiently and effectively responding to the challenges of Queensland school-based management.

(c) Wherever practicable, for all other school staff, professional development and training should generally occur outside student contact hours but in normal working hours within school vacation periods. Staff and their supervisors should establish appropriate mechanisms to plan and access programs designed to increase skill levels.

PART 10 RECOGNITION OF ACCREDITED QUALIFICATIONS

10.1 Commitment

(a) The parties are committed to the principle that financial recompense will be provided for public sector employees in the specified classifications who meet the following requirements:

(i) an accredited qualification at the AQF level specified or higher achieved through training and assessment of competencies (including recognition of current competencies); and

(ii) reached the maximum pay point of the specified classification level in the Administration Stream or the Operational Stream; and

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 77 of 212

(iii) spent one calendar year on the maximum pay point (or, in the case of casual employees, have spent one calendar year and worked 1200 hours at the maximum pay point).

10.2 Appropriate Remuneration

The following remuneration shall be paid for employees that meet the requirements in clause 10.1:

Certificate IV (AQF IV)	AO2	$41.50 per fortnight
Diploma (AQF V)	AO3/AEO	$42.80 per fortnight
Advanced Diploma (AQF VI)	AO4	$44.60 per fortnight
Certificate III (AQF III)	OO2	$20.00 per fortnight
Certificate IV (AQF IV)	OO3	$41.50 per fortnight
Diploma (AQF V)	OO4/OO5	$42.80 per fortnight
Advanced Diploma (AQF VI)	OO6	$44.60 per fortnight

PART 11 EMPLOYMENT SECURITY AND PERMANENT EMPLOYMENT

11.1 Employment Security

(a) The Government is committed to maximum employment security in accordance with Appendix 5 of this Agreement for tenured public sector employees by developing and maintaining a responsive, impartial and efficient public service as the preferred provider of existing services to Government and the community.

11.2 Permanent Employment

(a) The parties are committed to maximising permanent employment where possible. Casual or temporary forms of employment or labour hire should only be utilised where permanent employment is not viable or appropriate. The employer is encouraged to utilise workforce planning and management strategies to assist in determining the appropriate workforce mix for current and future needs. In particular, the future of work should be at the forefront of employer considerations in workforce planning and recruitment. The employer should review current and future capability requirements and funding availability and projections ahead of advertising roles with a view to maximising permanent employment.

(b) The employer commits to using its best endeavours to ensure that should labour hire workers be engaged, such engagement occurs in a manner which minimises the impact upon the employment security of the employment of existing employees.

11.3 Temporary Employment

(a) Fixed term temporary employees will be provided with one months' notice of cessation or extension to their temporary engagement.

(b) Should one months' notice of cessation or extension not be given, an employee's temporary engagement is deemed to have ceased in accordance with the original terms of the temporary engagement, unless otherwise agreed between the employer and the employee.

11.4 Conversion to Permanent Status under the Fixed Term Temporary Employment Directive

(a) Employees who are entitled to be converted to permanency, having met all criteria outlined under Directive 09/20: Fixed term temporary employment (as amended from time to time), will have their temporary employment converted to permanent based on hours being worked at their current workplace at the time of decision.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 78 of 212

(b) Should an employee be absent on a period of approved leave at the time of decision, as noted in 11.4(a) above, the applicable hours for consideration will be those hours being worked at their current workplace immediately prior to the commencement of the period of approved leave.

11.5 Additional Temporary Hours for Permanent Part-Time Employees

(a) A permanent part-time employee who has for a period of two consecutive years, regularly worked temporary hours in addition to their permanent hours, may apply to have the additional temporary hours regularly worked converted to permanent hours.

(b) The period of two consecutive years must be the two-year period immediately preceding the date of application.

(c) Regularly worked means a repetitive and systematic pattern of hours worked consistently over the two consecutive years. Regularly worked does not include:

(i) where an employee has worked additional hours on an irregular or ad hoc basis; or

(ii) an average of hours worked.

(d) Where there has been a variation in the systematic pattern of hours regularly worked over the two-year period, the number of hours to be considered are the hours being worked at the time of the employee's application.

For example:

- An employee has a permanent engagement of 10 hours per week;
- The employee has regularly worked an additional 10 temporary hours per week (that is, a total of 20 hours per week) for 12 months and then regularly worked an additional 15 temporary hours per week (that is, a total of 25 hours per week) for 12 months;
- At the end of the second 12 month period, the employee applies to have the additional hours converted.
- The number of hours to be considered will be 15 hours.

(e) In considering an application made by the employee the employer must:

(i) Determine whether the employee meets the eligibility requirements as outlined above; and

(ii) Consider and apply the criteria for conversion to permanent as outlined in the Directive 09/20: Fixed term temporary employment (as amended from time to time).

11.6 Organisational Change and Restructuring

(a) The Government is committed to providing stability to the public sector by limiting organisational restructuring and contracting-out of services.

(b) These commitments are given effect through the Government's policy on Employment Security and the Contracting-Out of Government Services, contained at Appendices 5 and 6 of this Agreement.

(c) Without limiting or enhancing the existing policies, the employer acknowledges where operational decisions or contracting out of services decisions result in organisational change or restructure the policies provide for:

(i) the need to demonstrate clear benefits and enhanced service delivery to the community;

(ii) avoid unnecessary change that will not deliver demonstrable benefit to the Government or the community;

(iii) Cabinet approval is required for all major organisational change and restructuring in entities in accordance with the considerations outlined in the policies;

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 79 of 212

(iv) where an agency has made a decision to introduce major organisational change or restructuring, it will notify affected employees/unions and discuss the changes as early as practicable. This may be undertaken through forums such as ACC;

(v) Cabinet approval for contracting-out proposals that meet specified criteria including significant impact on the government's workforce in terms of job losses.

(d) The employer shall provide in writing to the members of the relevant consultative committee of their intention to implement organisational changes that may affect the employment security of employees, prior to the commencement of any planned changes. This shall include all information required to be provided in accordance with the "Introduction of changes" and "Redundancy" clauses of relevant awards. The employer is also required where requested to provide relevant unions with a listing of the affected staff comprising name, job title and work location.

(e) It is acknowledged that management has a right to implement changes to ensure the effective delivery of public services. The consultation process will not be used to frustrate or delay the changes but rather ensure that all viable options are considered. If this process cannot be resolved in a timely manner either party may refer the matter to the ACC for resolution.

(f) The parties agree that the employer should report to the union on a quarterly basis the current status of employment practices within the Department. This report should be provided on a quarterly basis at the ACC. Specifically, the report should detail the following:

(i) a snapshot of the current workforce including the total number of employees, the number of employees by appointment type (permanent, temporary and casual), stream allocation;

(ii) a report on the variance from the previous quarter in the use of casuals, temporaries and the number of people engaged through labour hire

(iii) the number of people engaged through labour hire;

(iv) any significant variance in the number of permanent employees;

(v) the conversion of temporary employees to tenured status.

(g) Permanent public sector employees will not be forced into unemployment as a result of organisational change or changes in Department priorities. Where changes to employment arrangements are necessary, there will be active pursuit of retraining and alternative placement opportunities. There is a responsibility on the employee to meaningfully participate in the opportunities made available. The employer and employees will comply with all relevant directives (as amended). Where an employee refuses to participate or cooperate in these processes, the full provisions of the directive pertaining to retrenchment may be followed to the extent of their applicability.

(h) Provisions and entitlements relating to organisational change and restructuring can be found in the directives relating to early retirement, redundancy and retrenchment (as amended) which will apply for the life of this Agreement.

(i) The employer must provide relevant information to the relevant union/s when it intends to apply the provisions of the directive (as amended) relating to early retirement, redundancy and retrenchment where an employee may be genuinely redundant or is to possibly be retrenched. Such information must be provided at the same time the employer's intentions are communicated to the employee. An affected employee must be provided with notice of the employer's intention to make redundant or retrench the employee sufficient to allow the employee to seek relevant independent advice.

(j) The parties recognise the cultural diversity, rights, views and expectations of Aboriginal and Torres Strait Islander peoples in the delivery of culturally appropriate services and that additional consultation may be required if changes to these services are proposed to ensure there is a community benefit.

11.7 Vacancy Replacement

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 80 of 212

The Department commits to fill all vacancies in a reasonable time.

11.8 Administrative Assistance Enhancement Program (AAEP) Hours Guarantee

(a) AAEP hours guaranteed and made permanent pursuant to clause 6.3 of *the State Government Departments' Certified Agreement 2009* continue to be permanent and guaranteed under this agreement.

(b) Administrative Assistance Enhancement Program hours will continue to be guaranteed when reallocated to existing or new administrative officers (AAEP).

(c) No existing permanent part-time administrative officer (AAEP) shall have their weekly hours compulsorily reduced so that another administrative officer (AAEP) can have their hours increased / maintained.

(d) In the event of a reduction in school's allocation of Administrative Assistance Enhancement Program hours, surplus guaranteed hours can be reduced within four weeks through:

(i) maintenance of guaranteed level of hours through the reallocation of "other" hours;

(ii) voluntary reductions in guaranteed hours for work-life balance reasons;

(iii) reduction in hours of work for casual staff; and

(iv) required transfer within 50 minutes of the employees place of residence.

11.9 Employment Security Administrative Assistance Enhancement Program (AAEP)

(a) Priority consideration for filling AO2 school-based administration positions is:

(i) current permanent AO2 AAEP employees are to be given priority consideration when a school becomes eligible for an AO2 full-time equivalent (FTE) administrative officer due to the increase in student enrolments;

A. Where more than one AO2 AAEP is eligible for priority consideration the position is to be offered to both employees on a permanent part-time job share arrangement; or

B. Where agreement cannot be reached a closed merit selection process is to be undertaken.

(ii) required transfer;

(iii) compassionate transferees (exceptional hardship);

(iv) requested transferees; or

(v) proceed to an open merit selection process.

PART 12 HEALTH PRACTITIONERS

12.1 Engagement of Therapy Employees under the Health Practitioner (HP) Stream

(a) Employees to be engaged under the HP stream are employed to perform therapy or psychology services in the following disciplines:

(i) Occupational Therapists;

(ii) Physiotherapists;

(iii) Speech and Language Pathologists;

(iv) Psychologists;

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 81 of 212

(v) Employees who hold qualifications in one of the professions listed in (a)(i) to (iv) and are required to hold relevant AHPRA registration and/or eligibility for certified practising membership of the relevant professional association; and who:

A. manage and/or supervise employees outlined above; or

B. undertake verification through the Education Adjustment Program; or

C. provide state-wide strategic and professional leadership for these roles and services within the Department.

(b) To avoid doubt, it is intended that the following employees will not be included in the HP stream:

(i) autism coaches;

(ii) mental health coaches;

(iii) inclusion coaches; and

(iv) senior advisors who are not required to hold relevant AHPRA registration and/or eligibility for certified practising membership of the relevant professional association;

(v) employees engaged by the Office of Industrial Relations (OIR); and

(vi) any other role unless otherwise approved by the Chief Executive.

12.2 Health Practitioner Award coverage

Occupational Therapists, Physiotherapists, Speech Language Pathologists and Psychologists are to be engaged under the Health Practitioner (HP) stream. Employees remain covered by the *Queensland Public Service Officers and Other Employees Award – State 2015* (as amended from time to time) in accordance with its coverage provisions.

12.3 Appointment to Classification Levels for Health Practitioners

(a) Appointment to a classification level will be based on appointment on merit to advertised vacancies or in accordance with Directive 12/20: Recruitment and Selection (as amended from time to time).

(b) Subject to clause 12.3(c), allocation of employees to classification levels shall be in accordance with the generic level statements contained in Appendix 7. These statements reflect the degree of complexity and responsibility of duties, skills and knowledge proceeding from the lowest to the highest classification levels. Their purpose is to provide an indication as to the health practitioner classification level appropriate to any packaging of duties.

(c) The following entry levels for health practitioner positions will apply as a minimum:

(i) an employee appointed to a position requiring a minimum four year tertiary qualification of a degree or equivalent will commence at level HP3.1; and

(ii) an employee appointed to a position requiring tertiary courses such as a two year masters' program for registration purposes or entry level into the discipline will commence at level HP3.1.

(d) Notwithstanding anything contained elsewhere in this Agreement, an applicant who is appointed to a position may, at the discretion of the Department, be offered and appointed to any pay point within a classification level based on recognition of skills, knowledge and abilities.

12.4 Movement Within Classification Levels – Increments

(a) Employees in levels HP3 to HP6 will increment in accordance with relevant provisions outlined in the *Health Practitioners and Dental Officers (Queensland Health) Award – State 2015* (as amended from time to time).

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 82 of 212

(b) Only employees classified at PO3.1, PO3.2, PO3.3 or PO3.4 as at 9 June 2020 will be eligible to increment into level HP3.8 from HP3.7 once the requirements for incremental progression are satisfied.

12.5 Movement Between Classification Levels

(a) Movement between classification levels will be based on appointment on merit to advertised vacancies or in accordance with the Directive 12/20: Recruitment and Selection (as amended from time to time).

(b) An existing employee appointed to a position at a higher classification level up to and including classification level HP6, will be appointed to pay point 1 of the higher classification level.

PART 13 FAIR CAREER PATHS

13.1 General Provisions

(a) The employer acknowledges that absences from the workforce due to family responsibilities and utilisation of flexibility measures should not be considered barriers to progression.

(b) The employer will report to the ACC on measures taken to support improved career paths.

(c) The parties are committed to providing reasonable career opportunities to public sector workers. The parties are committed to provide consistent and transparent classifications across the public sector.

(d) The Department will continue to consult with TQ on the review and development of communication guidelines for managers and school leaders that relate to recruitment and selection and the application of Directive 12/20: Recruitment and Selection (or as amended).

(e) The employer, in consultation with the ACC will ensure there is a review process in place to allow aggrieved employees the opportunity to raise concerns about the work value assessment (utilising the job evaluation management system (JEMS) or other approved methodology) of their position. These processes will provide the opportunity for consultation with the relevant union and may include a union representative as part of the process.

(f) Design Principles relating to the JEMS review process were approved by the Central Peak Consultative Committee in 2004 under the auspices of the *State Government Departments Certified Agreement 2003*. These agreed Design Principles were developed and approved for discretionary use by entities when finalising the review process referred to above.

13.2 Computer Assistants in Operation Stream direct appointment as Technical Officers

(a) Where a computer assistant employed in the operation stream obtains an eligible diploma or is assessed through a Recognition of Prior Learning (RPL) process to have achieved the equivalent qualification they may be appointed to a Technical Officer Classification Level, provided there are no other Information Technology Officers engaged at the school in the TO stream and the duties of Technical Officer are required by the school.

(b) The employee will be appointed to a paypoint in the TO classification level so that their salary is not less than the salary they were receiving in the Operation Stream prior to the translation.

13.3 IT Officers Streamlined RPL process

The Department and union will review current processes and systems to support employees to obtain the required Information Technology qualifications or equivalency in a timely manner. This will involve identifying of appropriate qualifications in consultation with the union for the consideration and approval of Director-General.

13.4 Clarification of Allocation of IT officer roles to the appropriate stream and classification level

(a) The Department is committed to ensuring roles of Information Technology Officers and Computer Assistants are allocated to the correct stream and classification levels and providing support to, and working with Principals and Business Managers with this work.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 83 of 212

(b) The person will only be employed at the TO1 classification until they have obtained the required Diploma or equivalent qualification.

(c) Once the employee has obtained the required Diploma or equivalent qualification they are required to notify the Department

(d) The TO2 rate will be applicable from the date of notification.

13.5 Improving Internal Merit-Based Career Paths

The parties reaffirm their commitment to merit-based career paths and the importance of applying the merit principles for recruitment and selection, consistent with the *Public Sector Act 2022*.

13.6 JEMS Processes

(a) The parties agree to continue to monitor JEMS processes and outcomes of individual JEMS applications through the ACC.

(b) The Department will make every reasonable endeavour to ensure JEMS applications are processed in a timely manner.

(c) Where an officer requests a JEMS evaluation of their position, the outcome of this evaluation does not form part of the Workplace Reform (WPR) process.

13.7 Business Manager (BM) Broad banding Arrangements

(a) Broadbanding of Business Manager (BM) positions will involve the grouping of adjacent bands in order that a person appointed on merit or transferred at level to a school with a particular classification of BM may progress to the higher classification in cases where the position has been re-evaluated to a higher classification.

(b) Provided that such progression will not be possible where the position is reclassified from level 7 of the administrative stream to level 8 of the administrative stream.

(c) Provided further that a BM shall be eligible for only one such progression in accordance with this provision without an appointment to a higher classification through a merit selection process.

(d) An employee who has been appointed to a higher classification in accordance with this broad banding clause, is still eligible for appointment to a higher classification through other reclassification processes for example, direct appointment processes or exemptions from recruitment by advertised vacancy.

13.8 Community Education Counsellors

(a) The Department will ensure Community Education Counsellors have access to sufficient culturally safe supervision. This means a Regional Community Education Counsellor must be accessible to a Community Education Counsellor as well as their 'line managers' or Principals. The Department will ensure that the "Recognition of Prior Learning" committee proscribed in the relevant award will be convened and will ensure that there is access to Community Education Counsellors to the progression arrangements outlined in the *Teaching in State Education Award – State 2016*.

(b) A committee comprising representatives from DoE and TQ will be established for the purpose of determining an application for the recognition of prior learning by community education counsellors based upon an assessment of Aboriginal culture and environment and Torres Strait Islander culture and environment in accordance with the following criteria:

(i) knowledge of Aboriginal protocols and/or Torres Strait Islander protocols;

(ii) knowledge of Aboriginal cultures and/or Torres Strait Islander cultures;

(iii) knowledge of cultural awareness training techniques;

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 84 of 212

(iv) ability to communicate with Aboriginal and/or Torres Strait Islander young people and adults;

(v) implementation of culturally appropriate curriculum resources; and

(vi) knowledge of culturally appropriate educational counselling techniques.

(c) The committee shall determine an appropriate salary step and level following an assessment of each case placed before it.

13.9 Science Technician Arrangements

(a) The arrangements for employees classified at 004 or who were subject to red circling arrangements from the State Government Department Certified Agreement 2006 prior to the certification of the Department of Education Certified Agreement 2019 who do not hold a diploma qualification (or equivalent) are as follows:

(i) Employees will be appointed to the relevant TO1 level, but paid a salary equivalent to the salary for the relevant TO classification and paypoint in the table below, so as to ensure that they are not disadvantaged by the transition.

(ii) Adjustments in accordance with clause 5.1(a) will apply to the relevant TO classification and pay point that is being paid to the employee.

(iii) Employees will not be eligible to progress to TO2, until they have achieved the required diploma qualification (or equivalent).

(iv) On obtaining the diploma qualification (or equivalent), employees will be entitled to increment within the TO2 level once they have completed the period of service required to achieve their current salary level as provided in the below table.

OO4 Science Operations Officers without a Diploma Qualification or Red Circle Arrangement Employees

Current OO classification (qual less than Diploma)	Wage rates payable on certification of the agreement	New TO classification	TO equivalent salary on certification of the agreement (no disadvantage)
Red circle (classification level OO3(4) with pay equivalent to OO4(1))	$67,642	TO1(7)*	TO2(2) - $69,053
OO4(1)	$67,642	TO1(7)*	TO2(2) - $69,053
OO4(2)	$69,758	TO1(7)*	TO2(3) - $71,386
OO4(3)	$71,957	TO1(7)*	TO2(4) - $73,856
OO4(4)	$74,018	TO1(7)*	TO2(5) - $76,269

* These employees are to be paid at a higher rate to ensure no disadvantage and will not be eligible to progress to TO2 until they have achieved the required diploma qualification (or equivalent).

13.10 Schools Officers Progression

(a) Schools Officers employed at the OO2 classification will be eligible to progress to the first paypoint of the OO3 classification upon demonstrating successful completion of a certificate III (or higher) qualification (or agreed equivalent).

(i) The qualification must be categorised under one of the following industry areas:

A. Construction;

RTI Act - File 262909 - Page 85 of 212

Released by DoE under the RTI Act

B. Engineering;

C. Agriculture;

D. Mining;

E. Horticulture; or

F. Other courses considered by the Department relevant to the position's duties, and in consultation with Together Union.

PART 14 INDUSTRIAL RELATIONS

14.1 Collective Industrial Relations

(a) The Queensland Government acknowledges that structured, collective industrial relations will continue as a fundamental principle of the management of entities and public sector units. The principle recognises the important role of unions and the traditionally high levels of union membership in the public sector. It supports constructive relations between management and unions and recognises the need to work collaboratively with relevant unions and employees in an open and accountable way.

(b) The Queensland Government as an employer recognises that union membership and coverage issues are determined by the provisions of the *Industrial Relations Act 2016* and any determinations of the Queensland Industrial Relations Commission.

(c) The Queensland Government is committed to collective agreements and will not support non-union agreements.

14.2 ILO Conventions

The Queensland Government as an employer recognises its obligations to give effect to international labour standards including freedom of association, workers' representatives, collective bargaining and equality of opportunity for all public sector workers.

14.3 Union encouragement

(a) The Government recognises the right of individuals to join a union and will encourage that membership. However, it is also recognised that union membership remains at the discretion of individuals.

(b) An application for union membership and information on the relevant union/s will be provided to all employees at the point of engagement.

(c) Information on the relevant union(s) will be included in induction materials.

(d) Union representative(s) will be provided with the opportunity to discuss union membership with new employees.

(e) The employer is encouraged to agree to local arrangements about union and delegate rights in the workplace.

(f) The employer is to provide the union with complete lists of new starters (consisting of name, job title, work email, work location (including floor level where possible), award and employment status (permanent/temporary/casual)) to the workplace on a quarterly basis, unless agreed between the employer and union to be on a more regular basis. This information is to be provided electronically.

(g) The employer is also required where requested to provide the union with a listing of current staff comprising name, job title, work email, work location (including floor level where possible), award and employment 27 status (permanent/temporary/casual)). This information shall be supplied on a six monthly basis, unless agreed between the employer and union to be on a more regular basis. The provision of all staff information

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 86 of 212

to relevant unions shall be consistent with the principles in the *Industrial Relations Act 2016*. This information is to be provided electronically.

(h) The employer is to provide the union with complete lists of employment separations (consisting of name, job title, work location, award and employment status (permanent/temporary/casual)) to the workplace on a quarterly basis, unless agreed between the employer and union to be on a more regular basis. This information is to be provided electronically.

14.4 Union Delegates

(a) The Queensland Government acknowledges the constructive role democratically elected union delegates undertake in the workplace in relation to union activities that support and assist members. That role will be formally recognised, accepted and supported.

(b) Public sector employees will be given full access to union delegates/officials during working hours to discuss any employment matter or seek union advice, provided that service delivery is not disrupted and work requirements are not unduly affected.

(c) Provided that service delivery and work requirements are not unduly affected, delegates will be provided convenient access to facilities for the purpose of undertaking union activities. Such facilities include: telephones, computers, e-mail, photocopiers, facsimile machines, storage facilities, meeting rooms and notice boards. It is expected that management and delegates will take a reasonable approach to the responsible use of such facilities for information and communication purposes.

(d) Subject to the relevant employee's written approval and any confidentiality provisions, delegates may request access to documents and policies related to a member's employment.

14.5 Industrial Relations Education Leave

(a) Industrial relations education leave is paid time off to acquire industrial relations knowledge and competencies which develop the employees' capacity to effectively participate in consultative structures, perform a representative role and further the effective operation of grievance and dispute settlement procedures.

(b) Before the employer approves such leave the union must provide the employer information about the course content, the times at which the courses will be offered, the numbers of attendees, and the types of employees at whom the course is targeted. Before approving leave, the employer must be satisfied that the proposed course is within the terms of clause 14.5(a).

(c) Employees may be granted up to five working days (or the equivalent hours) paid time off (non-cumulative) per calendar year to attend industrial relations education sessions, approved by the chief executive (or delegated authority) of the Department.

(d) Additional leave, over and above five working days non-cumulative (or the equivalent hours) in any one calendar year may be granted where approved structured employees' training courses involve more than 5 working days (or the equivalent). Such leave will be subject to consultation between the chief executive (or delegated authority) of the Department, the relevant union and the employee.

(e) Upon request and subject to approval by the chief executive (or delegated authority) of the Department, employees may be granted paid time off in special circumstances to attend Management Committee Meetings, Union Conferences, and Australian Council of Trade Unions (ACTU) Congress.

(f) The granting of industrial relations education leave or any additional leave should not impact adversely on service delivery, work requirements or the effectiveness and efficiency of the entity/work unit concerned. At the same time such leave shall not be unreasonably refused.

(g) At the discretion of the chief executive of the Department, public sector employees may be granted special leave without pay to undertake work with their union. Such leave will be in accordance with the Ministerial Directive relating to "Special Leave" issued and amended in accordance with the *Public Sector Act 2022*, in relation to special leave without salary. Conditions outlined in this directive that provide for the employees' return to work after unpaid leave will be met.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 87 of 212

PART 15 WORKLOAD MANAGEMENT

(a) The Queensland Government is committed to working with its employees and the public sector unions to address workload management issues. It is acknowledged that high workloads can in some circumstances lead to unsafe work practices, therefore entities should ensure safe work environments are not compromised, and that entity responsibilities under legislation including duty of care to all employees are complied with.

(b) It is recognised by the employer that unrealistic expectations should not be placed on employees by line management to consistently perform excessive working hours whereby no opportunities arise to utilise accrued time or time off in lieu (TOIL).

(c) The employer is obliged to consider the impacts on workloads when organisational change occurs, particularly those impacts arising from the introduction of new programs and from machinery of government changes. Management at the local level should undertake appropriate consultation with affected employees when implementing organisational initiatives including machinery of government changes that may have an impact on the workloads of affected employees.

(d) The Queensland Government workload management tool will be adapted to the requirements of the Department of Education in the first 12 months of the new agreement.

(e) In addition, the parties agree that the ACC will deal with the issue of workload management. The activities of the ACC in the area of workload management should include, but not be limited to, the following:

(i) To undertake research on local workload management issues;

(ii) To address specific workload issues referred by staff of work units, union officials and/or management;

(iii) To develop expedient processes for referral of workload issues to the ACC;

(iv) Based on research, develop strategies to improve immediate and long term workload issues;

(v) To assess the implications of workloads from a workplace health and safety perspective and refer relevant matters to the workplace health and safety committee;

(vi) To consider the impacts on workloads when organisational change occurs, particularly those impacts arising from the introduction of new programs and from machinery of government changes, and make recommendations to affected workgroups on the management of potential workload issues where appropriate.

Released by DoE under the RTI Act

PART 16 FAIR TREATMENT AT WORK

The parties commit to continue to work to improve performance management practices.

PART 17 INTRODUCTION OF TECHNOLOGY/FUTURE OF WORK

(a) The parties acknowledge the potential for 'intensification of work' through boundaries between work life and home life being blurred as a result of the inclusion or advancement of technology.

(b) The employer, through the ACC, will consult on proposed technological change or advancements which may affect or impact on employee's employment.

PART 18 WORK/LIFE BALANCE

(a) The employer is committed to workplace practices that improve the balance between work and life for all its employees.

(b) The parties agree that requests by employees to access work-life balance initiatives will be considered. Worklife balance initiatives shall include, but not be limited to:

RTI Act - File 262909 - Page 88 of 212

(i) Flexible working arrangements, including telecommuting/working from home and co-working spaces/ distributed work centres;

(ii) Secondments and interchanges;

(iii) Career breaks;

(iv) Transition to retirement.

(c) The employer acknowledges the employee's entitlements to request flexible work arrangements in accordance with the *Industrial Relations Act 2016* and its obligations in deciding those requests.

PART 19 WORKPLACE HEALTH, SAFETY AND WELLBEING

19.1 Introduction

(a) The parties are committed to promoting healthy and safe practices through workplace strategies and processes aimed at improving efficiency and productivity. This will be accomplished by a comprehensive approach consistent with the Department's Health, Safety and Wellbeing policies and procedures, including:

(i) A zero-tolerance stance towards workplace abuse and violence, and active support for employees;

(ii) Provision and ongoing replacement of appropriate Personal Protective Equipment (PPE) for school officers; and

(iii) Mandatory training in use and storage of chemicals for relevant employees, especially for laboratory staff and Schools Officers.

19.2 Workplace Bullying

All employees have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

19.3 Fire Wardens and WHS Representatives

(a) The employer acknowledges the importance of the role of fire wardens and workplace health and safety representatives and the value of their contribution to the workplace.

(b) The employer will ensure that employees who have been appointed or elected to these roles in the workplace have sufficient time free from other duties to complete these responsibilities.

19.4 Schools Officers

(a) The employer is committed to the full implementation of its Infection Control Policy, which includes vaccination procedures for Hepatitis A and B. In acknowledging this policy, the Department will facilitate and pay for the cost of Hepatitis A and B vaccinations for all Schools Officers, upon request.

(b) It is agreed that should any Schools Officer receive a vaccination and subsequently resign within three months, the employer may, at its discretion, deduct the cost of such vaccination from the Schools Officer's termination pay.

(c) The employer agrees to the provision of sun-smart shirts to Schools Officers as a minimum.

19.5 Support for Workers' Mental Health and Wellbeing

(a) The parties recognise that the workplace plays a vital role in assisting employees affected by mental health issues and commits to:

(i) fostering communication and openness to mental health issues to reduce any stigma or barriers which may impact on employees seeking support; and

Released by DoE under the RTI Act

(ii) fostering a respectful, empathetic and inclusive work environment to assist and support to employees.

(iii) The employer, through the WHS Committee, will implement a suitable program to provide mental health first aid training or similar to an appropriate number of employees, over the life of this Agreement, prioritising training for existing Health and Safety Representatives and First Aid Officers who express an interest.

(b) The employer acknowledges the specialist skills of Employee Assistance Programs (EAP), in particular specialist skills in supporting persons affected by mental health issues. In addition to the EAP, the employer commits to considering, through the WHS Committee, additional services as required to ensure reasonable and appropriate consideration of cultural, regional and remote needs for employees affected by mental health issues.

PART 20 OFFICE OF INDUSTRIAL RELATIONS

20.1 Work related violence and aggression

(a) The Office of Industrial Relations (OIR) has a 'zero tolerance' approach to work related violence and aggression. The health, safety and wellbeing of our workforce is of utmost importance, and our employees have a right to feel safe at work. OIR will not tolerate any form of violent or aggressive behaviour from members of the public towards our staff.

(b) OIR is committed to providing our workforce with a safe working environment by requiring staff to register incidents, providing timely investigation of incidents, reporting on work-related violence with transparency, and taking steps to prevent the occurrence of work related violence and aggression.

(c) Within three months of the effective date of the Agreement and in consultation with the union, OIR will continue to review, refine and implement procedures for dealing with work related violence and aggression against employees. The parties recognise that incidents of work related violence and aggression may extend to communication through:

(i) email, text messaging, social media; and/or

(ii) vexatious complaints made against the employee.

(d) The procedures will include, but are not limited to:

(i) Duties of all managers and employees;

(ii) Measures taken by OIR to identify, assess risk and implement controls to address incidents of work related violence and aggression;

(iii) A consistent reporting mechanism for employees and/or their managers to report all instances of work related violence and aggression;

(iv) The reporting mechanism will include provision of information relating to:

- date of the incident;
- details of the incident, including how the incident occurred, any threats or injuries to OIR employees, and what actions were taken at the time to ensure employee safety;
- persons involved in the incident, including any witnesses;
- whether the employee is aware of any previous, similar incidents or incidents involving the same perpetrators.

(v) An outline of how reports relating to incidents of work related violence and aggression will be managed and investigated, including but not limited to:

- obligations of managers when reports of incidents are received;
- process for providing information to affected employees;

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 90 of 212

- the process for investigation and resolution of reports relating to incidents of work related violence and aggression to be undertaken following receipt of a report, including but not limited to:
  - support to be provided to affected employees;
  - the incident investigation process and timeframes;
  - methods for identifying patterns or trends in incidents of work related violence and aggression;
  - outcomes of investigations and any recommendations arising from the investigation;
  - timeframes for implementation of recommendations.

A. The requirement for a register/database/record to be kept of all incidents of work related violence and aggression and the outcome of the investigations, including all information referred to in clauses (iii) and (iv) above;

B. Ensuring due diligence in implementing a zero-tolerance approach to work related violence and aggression by considering steps within the complaints management process to identify any complaints that could be vexatious in nature and include these in the incident reporting register;

C. On a quarterly basis, a report on the number of recorded incidents, status of investigations, identified risks, trends, actions taken to address incidents of work related violence and aggression and any steps taken to reduce risk, including implementation of recommendations will be presented to the joint union/employer Consultative Committee.

(e) The work related violence and aggression procedure may not be amended or withdrawn by OIR without agreement with the union and employees.

(f) OIR commit to develop and/or review of the following documents in consultation with the union as follows:

(i) Roster guideline development – develop roster guidelines for the WHS inspectorate which considers on-call arrangements, regional practices, Christmas closedown, and public holiday rosters. The review and preparation of guidelines will include development of FAQs and education material in relation to on-call and recall entitlements. The guidelines will be developed via a working group established through the OIR Agency Consultative Committee and be completed within 3 months of certification of the agreement.

(ii) Workload management tool development – develop a workload management tool for the Compliance Field Services which considers the findings of the Time and Motion study being undertaken through the Construction Compliance Field Services, the best practice review of WHSQ national average for staffing and the Queensland Public Sector Commission workload management guides for employees and managers. The review will be undertaken through the CFS, Local Consultative Committee and commence within 1 month of certification of the agreement.

(iii) Resolving Health, Safety and Wellbeing Issues Procedure review – the review will seek to review how OIR deals with work health and safety complaints raised within OIR and will provide clarity about escalation pathways for such issues and consider the rights and duties under the Work Health and Safety Act 2011 (Qld). The review will be completed within 3 months of certification of the agreement.

(iv) The parties acknowledge the review currently being undertaken on the Customer Complaints policy to provide consistency with the Department of Education's existing processes. This review will be completed in consultation with the union, within 4 months of certification.

(v) Inspector Career Guides and Program review – a review of the Inspector Career Guides and Program will be undertaken in consideration of OIR's commitment to support Inspector careers with guidance and development opportunities. The review and development of the career guide and program will be completed in consultation with Together Union within 6 months of certification of the agreement.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 91 of 212

(g) OIR commit to raising awareness for managers of the application of sick leave and personal leave entitlements and when such entitlements may be accessed, including in circumstances where sick leave and personal leave may be appropriate for health related appointments and procedures.

(h) From the commencement of this agreement entry level inspector positions within the work health and safety inspectorate will be recruited and employed at the AO5 classification.

(i) Within 3 months of the commencement of the certified agreement OIR, in consultation with the union, will consider inspector roles, currently classified at AO4, within the work health and safety inspectorate with a view to supporting progressing to AO5 classification.

PART 21 RURAL AND REMOTE

(a) The parties acknowledge the importance of regional, rural and remote jobs in delivering services to the community.

(b) The parties acknowledge the Queensland Government's ongoing commitment in providing employees who reside (either permanently or temporarily) in government owned dwellings with a safe residential environment and acceptable facility standards.

(c) The employer acknowledges the importance of relevant professional development and training for employees in regional, rural and remote areas, together with its greater accessibility for those employees through technology.

(d) The employer is encouraged to come to local arrangements about appropriate travel policies for regional, rural and remote based employees.

PART 22 SCHOOLS AND STUDENT SUPPORT PORTFOLIO

22.1 Objectives of the Department of Education Schools and Student Support Portfolio

(a) To enhance delivery of educational services that:

(i) support the Department's programs in State Schools Improvement Strategy 2022 – 2026 and the Equity and Excellence: realising the potential of every student (the Education strategy) to achieve the best educational outcomes for all school students;

(ii) focus on the core learning priorities (reading, writing, numeracy and science) to ensure all students have solid foundations to effectively engage in the community; provide efficient and high quality services;

(iii) improve attendance, retention, attainment and transition of students at key points in their schooling journey; and support initiatives in school-based planning, management and accountability frameworks;

(iv) support whole-of-school approaches that effectively target resources to meet the needs of every student;

(v) develop more highly skilled employees capable of achieving more effective and efficient arrangements; and

(vi) committed to client service, continual improvement, employee accountability, ongoing learning, team work and team problem solving.

(b) To implement fair and equitable employment practices.

22.2 Consultative Arrangements and Mechanisms

(a) Introduction

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 92 of 212

(i) The following sets out details of consultative arrangements and mechanisms that will be adopted by the parties within the Department.

(ii) Quality consultation mechanisms are a vital ingredient in progressing the workplace reform agenda, as prescribed in section 22.6 of the Workplace Reform Initiatives and section 22.7 of the Workplace Reform in Schools Program.

(iii) The parties are committed to the continuation of appropriate consultative arrangements so that employees are consulted in the initiation, implementation and evaluation of workplace reform initiatives.

(iv) The Department's ability to obtain optimum outcomes from workplace reform, including enterprise bargaining, will be significantly influenced by the consultative processes that are established.

(v) The geographical and operational diversity of the Department's work units would make it difficult to implement workplace reform or gain employee commitment to workplace reform from one central committee. Recognising the range in the size of schools, local consultative committees are normally established in schools with 20-25 employees or more.

(vi) The Department acknowledges the role of Local Consultative Committees (LCCs) as prescribed in 22.4 Local Consultative Committee and the Education Consultative Committee (ECC) as prescribed in 22.3 Education Consultative Committee are mechanisms to facilitate workplace reform initiatives.

(vii) The parties are aware that alternative procedures to ensure effective implementation of the Agreement and employee consultation in smaller schools are in place.

(viii) It is recognised that cooperation and consultation in the development and implementation of change initiatives place obligations, duties and responsibilities on Principals, managers, union officials, delegates or their equivalent.

(ix) The parties acknowledge that the processes of educational, professional, administrative and organisational change and workplace reform are broader than the specific matters detailed in this Agreement.

(x) The parties agree that changes occurring outside of the terms of this Agreement shall be facilitated in a manner that involves timely consultation and discussion of all relevant issues.

(b) Guiding Principles

The parties agree to the following guiding / broad principles for consultative arrangements and mechanisms to ensure effectiveness and equity:

(i) consultative mechanisms should ensure that, in addition to the parties to this Agreement, there is employee involvement on the initiation, implementation and evaluation of proposals for productivity improvements;

(ii) appropriate processes should be in place to consult with employees who are affected by proposed productivity items;

(iii) consultative arrangements should encompass all the work areas in the Department;

(iv) the composition of consultative forums should take account of representation of the target groups identified in the *Public Sector Act 2022*;

(v) consultative arrangements should be subject to review from time to time by the parties and improvements and changes to arrangements made as required and agreed to ensure consultative arrangements operate with maximum efficiency and effectiveness;

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 93 of 212

(vi) a flexible approach should be adopted that seeks to avoid duplication and creation of additional work wherever possible;

(vii) a recognition that one approach will not suit every workplace because of the size, location and individual characteristics of each workplace;

(viii) a recognition that local level employees are best placed to make decisions that meet local needs;

(ix) a recognition that local level changes need to be sustainable in terms of available resources and systemic and local priorities; and

(x) a recognition that all employees must be provided with opportunities to contribute to change.

(c) Consultative Model

(i) The "Umbrella" committee, the Education Consultative Committee, is the peak employer/union body for workplace reform and other significant employee relations issues. The committee has a coordinating role with regard to departmental consultation as it relates to state schools.

(ii) The ECC forms the first of a two-tier consultative structure with the second tier being the network of committees located in various parts of the Department. The committees will be supported by consultative guidelines and checklists for those schools which cannot sustain a formal committee.

(iii) The intention is to create a consultative model which will allow each departmental employee access to contribute their ideas.

22.3 Education Consultative Committee (ECC)

(a) Terms of reference

(i) To serve as the Department's peak employer/union consultative body with regard to workplace reform and other significant employee relations issues.

(ii) To develop a broad framework to advance workplace reform across the Department.

(iii) To oversee the development of workplace reform proposals in the Department.

(iv) To coordinate and link workplace reform initiatives and consultative forums which are active within the Department.

(v) To oversee the establishment, training and operation of Department's network of consultative committees.

(vi) To model a culture of participative management within the Department.

(vii) To ensure that information concerning workplace reform issues is conveyed to employees in a timely, consistent and comprehensive manner.

(viii) To consider proposals submitted by local consultative committees in accordance with facilitative provisions.

(ix) To attempt to resolve disputes that arises from this Agreement referred by LCC's.

(b) Composition

(i) Membership of the ECC will comprise equal representation of management and union nominees.

(ii) The composition of the ECC will comprise employer representatives of the Department and representatives from the Queensland Teachers' Union of Employees, The Together Queensland,

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 94 of 212

Industrial Union of Employees, and the United Workers Union, Industrial Union of Employees, Queensland Branch.

22.4 Local Consultative Committees (LCCs)

(a) Terms of reference

(i) To monitor workplace reform issues, especially Agreement initiatives, and make recommendations to the ECC.

(ii) To provide a forum for generation and consideration of local workplace reform initiatives through regular structured meetings.

(iii) To consider and prioritise Best Practice initiatives relevant to the local environment.

(iv) To endorse local level changes capable of local approval, and to recommend to the ECC changes to be processed through the facilitative provisions.

(v) To evaluate and report to the ECC on pilot and trial projects conducted under the Workplace Reform in Schools Program.

(vi) To assume a dispute settling role on workplace reform matters related to this Agreement and to refer to the ECC those issues which cannot be resolved locally.

(vii) To act as an avenue of communication between local employees and the ECC.

(viii) To develop strategies for encouraging contributions from all staff, including school support staff and employees from target groups identified in the *Public Sector Act 2022*.

(ix) To contribute to a culture of participative management within the workplace.

(b) Composition

(i) Membership of LCCs shall comprise equal representation of management and union nominees.

(ii) LCC membership will include one TQ nominee. Other LCC members in relation to other employee groups not covered by this Agreement, are determined in accordance with the relevant industrial instrument. The total number of LCC members will not be prescribed, but shall comprise equal representation of management and union nominees.

(iii) Decisions of the LCC are to be made by consensus wherever possible.

(c) Operating Principles

(i) The LCC is to ensure that the views of all staff members and work groups are considered regardless of whether the work group is represented on the LCC.

(ii) Meetings will be held regularly and timed in a way that minimizes disruption to student learning.

(iii) Decisions of the LCC are to be made by consensus wherever possible.

(iv) Decisions of the LCC are to be communicated to all staff.

(v) All LCC members will be provided with a training package as determined by the ECC.

22.5 Best Practice in Education

(a) Introduction

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 95 of 212

(i) The parties to this Agreement recognise that enterprise bargaining provides an appropriate opportunity to promote and implement a Best Practice approach to work, management and service delivery within the Department.

(ii) The parties are committed to progressing the development and implementation of a Best Practice approach to work, management and service delivery. The concept of Best Practice will be promoted across the areas of learning and teaching, school management and workforce management.

(iii) The parties accept that a Best Practice approach to work and management issues within these three areas can contribute to organisational structures and work processes that promote quality, flexibility and responsiveness, which eliminate waste and repetition and which directly contribute to or support enhanced educational outcomes for students.

(b) Definition

(i) The parties agree to accept the following definition of Best Practice for the purposes of establishing a broad framework to progress Best Practice within the Department.

(ii) "Best Practice is an integrated and continuous organisational strategy which seeks to achieve and maintain a world class standard in all aspects of an organisation's operations, which is focussed on client outcomes, and which simultaneously enhances the quality of working life for employees."

(c) Principles

(i) The parties agree that the following principles form the basis for a Best Practice approach to work, management and service delivery:

A. a clear management vision and a strategy for achieving world class performance must be articulated to all employees and client groups;

B. employees and members of the school community are to be extensively consulted in the planning of change and able to participate in decision making processes which develop and implement alternative and innovative ways of enhancing service delivery;

C. the development of flexible structures and work practices which can adapt and respond to varying and diverse client needs and expectations;

D. optimum utilisation of technology in the way the organisation is managed and in how work practices are performed;

E. the existence of a workplace culture of continuous improvement which facilitates continual monitoring, review, and evaluation of the way in which all work is managed, organised and performed; and

F. a willingness and ability to measure performance through benchmarking processes and a commitment to benchmark performance both internally and with external organisations.

(d) Objectives

(i) The parties agree that a Best Practice approach to work, management and service delivery should be directed at achieving the following objectives:

(ii) pursuing a progressive path towards school-based management, within overarching principles, featuring integrated approaches with employees, students, parents and the wider school community, and accompanied by appropriate accountability mechanisms;

(iii) developing flexible and adaptable learning and support structures and processes which deliver a quality education service throughout Queensland;

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 96 of 212

(iv) providing all employees with the ability to actively participate in decision-making processes which enable them to draw upon their experiences, skills and competencies to contribute to alternative and innovative ways in how the Department is managed and operates;

(v) ensuring the optimum use of technology in managing the Department's human, financial, physical and information resources;

(vi) developing a culture of continuous improvement and a continual questioning of the way the Department provides and supports a quality education service; and

(vii) developing a performance measurement culture that includes a commitment to measure outcomes and to benchmark the organisation's performance internally and with external organisations.

(e) Best Practice Indicators

The parties agree that a Best Practice approach to work, management and service delivery will be characterized by the following broad indicators:

(i) School Management

A. A clearly articulated management vision on the concept of school-based management;

B. A workplace culture of continuous improvement which promotes alternative and innovative management and service delivery approaches;

C. Collaborative decision-making processes which involves consultation with and participation of all elements of the school community;

D. Decision making processes, structures and delegations which result in functions and responsibilities residing in the most appropriate location;

E. Efficient and effective school-based management of resources, accompanied by accountability mechanisms to the community, Department and Government;

F. Optimum use of technology in all aspects of school operations;

G. A commitment to benchmark school management activities.

(ii) Workforce Management

A. A clearly articulated human resource management vision and strategic plan.

B. A flexible, adaptable, highly skilled workforce which is enhanced by:

1) an organisational culture within which employees feel valued and which attracts, develops, retains and rewards high calibre employees;
2) appropriate and flexible conditions of employment which encourage individual employees to work to their full potential;
3) a safe and healthy work environment that is free from discrimination;
4) Effective consultative mechanisms which engender a culture of participative management;
5) A commitment to continuous improvement in human resource management, including a focus on performance measurement;
6) Optimum use of technology.

(f) Best Practice

(i) Best Practice is a key feature of the Department's workplace reform agenda for schools.

RTI Act - File 262909 - Page 97 of 212

Released by DoE under the RTI Act

(ii) The parties recognise that enterprise bargaining is a major vehicle, but not the only vehicle to progress Best Practice and workplace reform. The parties commit to pursue Best Practice as a philosophy of continuous improvement. Consistent with this commitment, the parties recognise that Best Practice extends well beyond the contents of the Agreement to influence the very essence of the approach to work, management and service delivery.

(iii) The parties will facilitate the progression of Best Practice during the life of the Agreement by establishing a framework which integrates programs, policies and consultative mechanisms. The key components of this framework are:

A. consultative structures – the central "Umbrella" consultative committee being the peak employee relations consultative body for the Department. It will link with existing consultative mechanisms at a central level and will be supported by local committees at school level;

B. school management projects – the parties agree to advance the Department's school-based management agenda through sector wide initiatives (e.g. management of utility costs) and a series of pilot projects in schools (e.g. flexible staffing) detailed within this Appendix;

C. facilitative provisions – which provide the capacity for local workplaces to pursue Best Practice approaches which conflict with centrally regulated employment conditions or work practices;

D. "Workplace Reform in Schools Program" – an internally generated program which will support those schools involved in school management pilot projects and other projects which have the potential to demonstrate a Best Practice approach to work, management and service delivery.

22.6 Workplace Reform Initiatives

(a) School-Based Management

(i) a) The parties are committed to a program of long-term workplace reform which enhances educational outcomes for students. A progressive path towards school-based management, within an established vision and guiding principles, is a central component of the Department's long-term workplace reform agenda. School-based management is a significant workplace reform initiative which has the potential to enhance the efficiency and effectiveness of school operations in the medium to long term.

(ii) b) The underlying basis for progressing school-based management is a recognition that school employees and members of the school community are best positioned to determine management processes and service delivery which best address local requirements and expectations. School based management will be characterised by collaborative decision-making processes, which result in decisions tailored to enhance management and educational outcomes at the school and are consistent with broad policy parameters and the corporate priorities of the Department.

(b) Principles of School-Based Management

(i) The parties are committed to pursuing a model of school-based management which considers and addresses the unique characteristics and requirements of the Department. To achieve this objective the parties agree that the following principles will provide the direction for the Department's approach to school-based management:

A. school-based management will reinforce the focus on the Department's core business of learning and teaching. As with other major elements of the Department's reform agenda, school-based management is intended to enhance student educational outcomes;

B. responsibility for decisions will be moved as close to the point of implementation as possible.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 98 of 212

C. The transition towards school-based management and the rate of change is not constant for all schools. The Department's model of school-based management will recognise the size, location and individual characteristics of schools in determining where functions and responsibilities should reside;

D. school-based management will be characterised by collaborative decision making. School based management will be a process where careful consideration is given to the most appropriate location of functions and responsibilities. Movement of functions will occur in both directions between schools and central and regional offices, and will reflect a balance between efficiency and responsiveness;

E. school-based management will occur within a systemic framework;

F. the movement towards school-based management is a long-term continuous and incremental process;

G. the availability and development of systems and technology will mediate the pace with which the Department can move towards school-based management;

H. the path towards school-based management will reflect the principles of a Best Practice approach to work management and service delivery, as prescribed in 22.5 Best Practice in Education; and

I. school-based management will be accompanied by increased accountability requirements to the community, Department and Government.

(c) Opportunities to Progress School-Based Management

(i) Broad avenues have been identified as providing opportunities to progress school-based management. The parties are committed to maximising the opportunities which these avenues may provide. The avenues are:

A. specific reform initiatives as detailed in this appendix (e.g. the capacity for schools to vary hours of instruction); and

B. initiatives implemented at an individual school level in the normal manner of staff seeking to adopt Best Practice to work, management and service delivery.

(d) School-Based Management Model

(i) The path towards school-based management is a long term and continuous process.

(ii) The parties acknowledge the progress made to date implementing a progressive approach to school-based management through pilot projects implemented under the Department of Education Operational Areas Certified Agreement 1994. The parties agree to cooperate in the implementation of this initiative.

(iii) This cooperation will involve participation in refining the model of school-based management. As such, the parties are committed to the following implementation parameters:

(iv) The parties acknowledge that flexibility is required at the school level. So as to attain this flexibility, the unions acknowledge that the Department requires the ability to modify or alter local staffing arrangements in accordance with local needs.

(v) The parties acknowledge that flexible staffing arrangements will be determined at a local school level and will occur in accordance with the following parameters:

A. funds allocated to staff must be used for the employment of staff;

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 99 of 212

B. changes to staffing mix shall only occur in the event of a substantive vacancy;

C. any variation to the staffing mix will be subject to all other guarantees being met;

D. variations to the staffing mix will only occur following endorsement by the LCC (where an LCC is required) and a majority of staff. Variations must be approved by the School Council (if established), and the Regional Director and submitted to the ECC for approval;

E. the parties agree to establish a framework to streamline the ECC approval process; and

F. the terms and conditions of all employees shall be in accordance with applicable industrial instruments, directives as issued by the Industrial Relations Minister in accordance with the *Public Sector Act 2022* and directives issued by the Commission Chief Executive in accordance the *Public Sector Act 2022*. Any new positions shall be subject to job evaluation in accordance with a directive (as amended) relating to recruitment and selection issued by the commission chief executive in accordance with the *Public Sector Act 2022*.

(vi) School Councils (if established)

A. Staff shall be represented by elected representatives on school councils in numbers or proportions as determined by the formal consultation process.

B. The role of the school council will focus on the broad strategic direction of the school with day to day management remaining the responsibility of the Principal.

C. The school council shall have no role in the appointment, transfer, termination, salary or conditions of employees other than the participation of the school council representative as part of the Department's selection panel for the Principal of the school.

(vii) Transfer

A. Transfers shall continue to be subject to the existence of a suitable vacancy in the area.

B. The employer is further committed to the continuation of the existing transfer at level procedure for school support staff in schools.

(viii) Monitoring Procedures

A. In order that the guarantees in this document can be properly monitored, the employer will provide to the relevant unions the allocative methodology used as the basis for staffing schools, including allocation of services.

B. Where available, a breakdown of information by district and sector will also be provided.

22.7 Workplace Reform in Schools Program

(a) The parties agree to continue their coordinated approach to school-based management which is consistent with the overarching principles and direction outlined in 22.2 Consultation Arrangements and Mechanisms. A dedicated Workplace Reform in Schools Program is established to support this coordinated approach.

(b) The objectives of a Workplace Reform in Schools Program are to:

(i) pilot a range of reform initiatives in schools which support the Department's reform agenda and satisfy the overarching principles for school-based management;

(ii) encourage schools to develop and action research alternative and innovative approaches to work organisation, management and service delivery within a systemic policy framework;

(iii) monitor, support and evaluate pilot and action research projects to determine their potential for broader application;

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 100 of 212

(iv) communicate the content, progress and outcomes of Best Practice initiatives across the state to enable other schools to consider implementation; and

(v) develop a culture of continuous workplace improvement and promote a learning environment.

(c) The measurement of productivity for workplace reform purposes should be based on the following simple principles. Performance indicators should:

(i) facilitate the measurement of a combination of direct, quantifiable factors and indirect, qualitative factors which will demonstrate performance enhancement;

(ii) be output / outcome focused;

(iii) be simple, easy to interpret and able to be managed at the workplace;

(iv) be relevant and meaningful to the workforce; and

(v) be linked to the achievement of organisational objectives.

(d) These principles aim to foster a culture which promotes devolved responsibility for performance management as the foundation for Best Practice and continuous improvement.

22.8 Facilitative Provisions

(a) facilitative provision is necessary to allow for the variation of employment conditions or work practices at the school or workplace in order to meet the objective of this Part. The following procedures shall apply:

(i) the implementation of changed employment conditions or work practices shall be negotiated between the Principal / supervisors and all employees who would be directly affected in line with consultative mechanisms;

(ii) employees may be represented by their local union delegate/s and shall have the right to be represented by their union official/s;

(iii) conditions of employment or work practices provided for in facilitative provisions can only be implemented by agreement;

(iv) all employees directly affected must be consulted as a group and the relevant union/s notified at least 7 days in advance regarding any proposal;

(v) in the process of determining to vary work practices or employment conditions, appropriate consideration must be given to the potential impact upon employees with family responsibilities, occupational health and safety issues and on other employee groups;

(vi) in determining the outcome neither party should unreasonably withhold agreement;

(vii) agreement is defined as obtaining the agreement of the majority of employees affected, however it is acknowledged by the parties that consensus should wherever possible be the basis for agreement;

(viii) any such proposal shall be subject to ratification by the ECC prior to implementation;

(ix) any such agreement reached must be documented, and must incorporate a review period. A copy of such agreement must be forwarded to the relevant union/s and the ECC; and

(x) basic employment conditions, such as the normal weekly pay of employees, hours of duty, recreation leave, sick leave, long service leave and other leave entitlements, shift and weekend penalties and authorised overtime cannot be varied by this process.

22.9 Administrative Practices – Facilities Management

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 101 of 212

(a) The parties are committed to the efficient use and management of physical assets within the Department consistent with corporate goals and objectives and in compliance with relevant legislation, Acts, directives, financial management strategies and initiatives. As a consequence, the following objectives shall be pursued by all employees of the Department where relevant and appropriate:

(i) implement demand management strategies to improve the match between student capacity and school enrolment;

(ii) reduce facility related outgoings and/or revenue generation through retirement, disposal or alternative use of surplus and obsolete assets;

(iii) joint development, multiple usage, partnering and similar sharing arrangements with compatible users and through competitive service delivery arrangements;

(iv) improve energy management practices;

(v) improve practices in the consumption of water;

(vi) improved efficiency in facility utilisation;

(vii) reduce incidence of false alarms and security breaches;

(viii) reduce calls for unplanned maintenance works; and

(ix) improve local management of fire safety and workplace health and safety issues to reduce the need for external intervention.

22.10 Organisational Health

(a) The parties commit to joint cooperation in a continuation of efforts to improve organisational health, at school or work unit level, and at the individual employee level. The parties acknowledge that a preventative approach to organisational health issues is critical to the maintenance of healthy workplaces. The parties further agree that a risk management approach to the improvement organisational health will be a central component of the programs and strategies implemented at school and work unit level.

(b) During the life of this Agreement the parties will continue to develop programs and strategies addressing the following broad areas:

(i) reduction in the incidence and duration of workplace injury;

(ii) reduction in the incidence of workplace stress;

(iii) improved processes to manage employee rehabilitation and return to work;

(iv) improved employee well-being as measured through reduced absences and employee opinion surveys; and

(v) improved data management and reporting systems.

PART 23 WORKING WITH CHILDREN CHECK – QUEENSLAND'S BLUE CARD SYSTEM

23.1 *The Working with Children* (*Risk Management and Screening Act 2000*) (as amended from time to time) requires people who work in regulated employment to undergo screening (i.e. the Working with Children Check) herein referred to as the "Blue Card". The following provisions apply to payment for Blue Card applications and renewals for employees. This agreed position will continue for the life of the Agreement.

23.2 New employees, employed by the Department and who are required to hold a current Blue Card as part of their initial engagement, will be required to self-fund the prescribed fee for their initial Blue Card application. These employees will not be required to fund the renewal fee(s) during the term of the Agreement.

RTI Act - File 262909 - Page 102 of 212

Released by DoE under the RTI Act

23.3 Existing employees who do not hold a Blue Card and who are required to perform duties that require them to hold a Blue Card will not be required to self-fund the prescribed application and/or renewal fee(s). Existing employees will not be required to fund the Blue Card renewal fee(s) during the term of the Agreement.

PART 24 DISCIPLINARY AND SUSPENSION PROCEDURES

24.1 All employees shall be subject to the same disciplinary and suspension policy, procedures and provisions as those applying to public service officers in the *Public Sector Act 2022*.

24.2 Any disciplinary action taken pursuant to the *Public Sector Act 2022*, excluding suspension on normal remuneration shall be in accordance with the principles of natural justice.

24.3 Any disciplinary action, except termination of employment, shall be subject to the relevant appeals and reviews provisions of the *Public Sector Act 2022*.

PART 25 IMPROVING GENDER EQUITY

25.1 The parties acknowledge the benefits of flexibility in the workplace and the employer is committed to supporting flexibility and gender equity in accordance with its legislative obligations.

25.2 The parties agree that cultural change is necessary to ensure flexible work arrangements are not perceived to be gender related and do not result in unintended consequences.

25.3 The parties are committed to driving cultural change with specific emphasis on the promotion of and availability of flexibility measures for all employees irrespective of gender.

25.4 The employer confirms its commitment to supporting women in the workplace and recognises the importance of gender pay equity.

25.5 The parties acknowledge that cultural change is necessary to ensure that the gender pay gap is reduced during the life of this Agreement.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 103 of 212

APPENDIX 1. SALARY SCHEDULES

Queensland Public Service Officers and Other Employees Award – State 2015							
ADMINISTRATIVE STREAM							
Classification Level	**Pay Point**	**Salary 01/09/2022 Per Fortnight**	**Salary 01/09/2023 Per Fortnight (4% p.a. Increase)**	**Salary 01/09/2024 Per Fortnight (3% p.a. Increase)**	**Salary 01/09/2022 Annualised**	**Salary 01/09/2023 Annualised (4% p.a. Increase)**	**Salary 01/09/2024 Annualised (3% p.a. Increase)**
L1	1	$1,646.30	$1,712.20	$1,763.60	$42,951	$44,670	$46,011
	2	$1,753.40	$1,823.50	$1,878.20	$45,745	$47,574	$49,001
	3	$1,860.60	$1,935.00	$1,993.10	$48,542	$50,483	$51,999
L2	1	$2,138.20	$2,223.70	$2,290.40	$55,784	$58,015	$59,755
	2	$2,192.30	$2,280.00	$2,348.40	$57,196	$59,484	$61,268
	3	$2,247.40	$2,337.30	$2,407.40	$58,633	$60,979	$62,807
	4	$2,304.60	$2,396.80	$2,468.70	$60,125	$62,531	$64,407
	5	$2,359.80	$2,454.20	$2,527.80	$61,566	$64,028	$65,949
	6	$2,415.90	$2,512.50	$2,587.90	$63,029	$65,549	$67,516
	7	$2,478.30	$2,577.40	$2,654.70	$64,657	$67,243	$69,259
	8	$2,547.00	$2,648.90	$2,728.40	$66,449	$69,108	$71,182
L3	1	$2,715.40	$2,824.00	$2,908.70	$70,843	$73,676	$75,886
	2	$2,813.20	$2,925.70	$3,013.50	$73,394	$76,329	$78,620
	3	$2,914.10	$3,030.70	$3,121.60	$76,027	$79,069	$81,440
	4	$3,012.90	$3,133.40	$3,227.40	$78,604	$81,748	$84,201
L4	1	$3,189.70	$3,317.30	$3,416.80	$83,217	$86,546	$89,142
	2	$3,290.60	$3,422.20	$3,524.90	$85,849	$89,283	$91,962
	3	$3,394.60	$3,530.40	$3,636.30	$88,563	$92,106	$94,869
	4	$3,496.50	$3,636.40	$3,745.50	$91,221	$94,871	$97,717
L5	1	$3,676.40	$3,823.50	$3,938.20	$95,915	$99,752	$102,745
	2	$3,781.40	$3,932.70	$4,050.70	$98,654	$102,601	$105,680
	3	$3,885.40	$4,040.80	$4,162.00	$101,367	$105,422	$108,584
	4	$3,988.40	$4,147.90	$4,272.30	$104,055	$108,216	$111,461
L6	1	$4,205.80	$4,374.00	$4,505.20	$109,726	$114,115	$117,538
	2	$4,300.40	$4,472.40	$4,606.60	$112,194	$116,682	$120,183
	3	$4,397.10	$4,573.00	$4,710.20	$114,717	$119,306	$122,886
	4	$4,491.80	$4,671.50	$4,811.60	$117,188	$121,876	$125,531
L7	1	$4,690.40	$4,878.00	$5,024.30	$122,369	$127,264	$131,080
	2	$4,803.80	$4,996.00	$5,145.90	$125,328	$130,342	$134,253
	3	$4,914.00	$5,110.60	$5,263.90	$128,203	$133,332	$137,331
	4	$5,023.20	$5,224.10	$5,380.80	$131,052	$136,293	$140,381
L8	1	$5,186.50	$5,394.00	$5,555.80	$135,312	$140,726	$144,947
	2	$5,288.40	$5,499.90	$5,664.90	$137,971	$143,489	$147,793
	3	$5,384.10	$5,599.50	$5,767.50	$140,467	$146,087	$150,470
	4	$5,481.80	$5,701.10	$5,872.10	$143,016	$148,738	$153,199

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 104 of 212

Queensland Public Service Officers and Other Employees Award – State 2015							
OPERATIONAL STREAM							
Classification Level	**Pay Point**	**Salary 01/09/2022 Per Fortnight**	**Salary 01/09/2023 Per Fortnight (4% p.a. Increase)**	**Salary 01/09/2024 Per Fortnight (3% p.a. Increase)**	**Salary 01/09/2022 Annualised**	**Salary 01/09/2023 Annualised (4% p.a. Increase)**	**Salary 01/09/2024 Annualised (3% p.a. Increase)**
L1	1	$1,453.90	$1,512.10	$1,557.50	$37,931	$39,450	$40,634
	2	$1,581.80	$1,645.10	$1,694.50	$41,268	$42,920	$44,208
	3	$1,689.00	$1,756.60	$1,809.30	$44,065	$45,828	$47,203
	4	$1,817.90	$1,890.60	$1,947.30	$47,428	$49,324	$50,804
	5	$1,924.00	$2,001.00	$2,061.00	$50,196	$52,205	$53,770
	6	$2,053.00	$2,135.10	$2,199.20	$53,561	$55,703	$57,376
L2	1	$2,138.20	$2,223.70	$2,290.40	$55,784	$58,015	$59,755
	2	$2,195.40	$2,283.20	$2,351.70	$57,276	$59,567	$61,354
	3	$2,254.70	$2,344.90	$2,415.20	$58,824	$61,177	$63,011
	4	$2,311.90	$2,404.40	$2,476.50	$60,316	$62,729	$64,610
L3	1	$2,346.20	$2,440.00	$2,513.20	$61,211	$63,658	$65,568
	2	$2,392.00	$2,487.70	$2,562.30	$62,406	$64,902	$66,849
	3	$2,441.90	$2,539.60	$2,615.80	$63,707	$66,256	$68,244
	4	$2,491.80	$2,591.50	$2,669.20	$65,009	$67,610	$69,638
L4	1	$2,592.70	$2,696.40	$2,777.30	$67,642	$70,347	$72,458
	2	$2,673.80	$2,780.80	$2,864.20	$69,758	$72,549	$74,725
	3	$2,758.10	$2,868.40	$2,954.50	$71,957	$74,835	$77,081
	4	$2,837.10	$2,950.60	$3,039.10	$74,018	$76,979	$79,288
L5	1	$2,908.90	$3,025.30	$3,116.10	$75,891	$78,928	$81,297
	2	$3,000.40	$3,120.40	$3,214.00	$78,278	$81,409	$83,851
	3	$3,097.10	$3,221.00	$3,317.60	$80,801	$84,034	$86,554
	4	$3,189.70	$3,317.30	$3,416.80	$83,217	$86,546	$89,142
L6	1	$3,323.80	$3,456.80	$3,560.50	$86,716	$90,185	$92,891
	2	$3,412.20	$3,548.70	$3,655.20	$89,022	$92,583	$95,362
	3	$3,496.50	$3,636.40	$3,745.50	$91,221	$94,871	$97,717
L7	1	$3,659.80	$3,806.20	$3,920.40	$95,482	$99,301	$102,280
	2	$3,745.00	$3,894.80	$4,011.60	$97,704	$101,613	$104,660
	3	$3,832.40	$3,985.70	$4,105.30	$99,985	$103,984	$107,104

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RTI Act - File 262909 - Page 105 of 212

Queensland Public Service Officers and Other Employees Award – State 2015							
PROFESSIONAL STREAM							
Classification Level	**Pay Point**	**Salary 01/09/2022 Per Fortnight**	**Salary 01/09/2023 Per Fortnight (4% p.a. Increase)**	**Salary 01/09/2024 Per Fortnight (3% p.a. Increase)**	**Salary 01/09/2022 Annualised**	**Salary 01/09/2023 Annualised (4% p.a. Increase)**	**Salary 01/09/2024 Annualised (3% p.a. Increase)**
L1	1	$1,692.10	$1,759.80	$1,812.60	$44,146	$45,912	$47,289
	2	$1,848.10	$1,922.00	$1,979.70	$48,216	$50,144	$51,649
	3	$2,004.10	$2,084.30	$2,146.80	$52,286	$54,378	$56,009
	4	$2,226.60	$2,315.70	$2,385.20	$58,090	$60,415	$62,228
	5	$2,320.20	$2,413.00	$2,485.40	$60,532	$62,953	$64,842
	6	$2,411.80	$2,508.30	$2,583.50	$62,922	$65,440	$67,402
	7	$2,514.70	$2,615.30	$2,693.80	$65,607	$68,231	$70,279
L2	1	$2,712.30	$2,820.80	$2,905.40	$70,762	$73,593	$75,800
	2	$2,855.80	$2,970.00	$3,059.10	$74,506	$77,485	$79,810
	3	$3,000.40	$3,120.40	$3,214.00	$78,278	$81,409	$83,851
	4	$3,149.10	$3,275.10	$3,373.40	$82,158	$85,445	$88,010
	5	$3,295.80	$3,427.60	$3,530.40	$85,985	$89,424	$92,106
	6	$3,440.30	$3,577.90	$3,685.20	$89,755	$93,345	$96,144
L3	1	$3,608.80	$3,753.20	$3,865.80	$94,151	$97,918	$100,856
	2	$3,714.90	$3,863.50	$3,979.40	$96,919	$100,796	$103,820
	3	$3,824.10	$3,977.10	$4,096.40	$99,768	$103,760	$106,872
	4	$3,931.20	$4,088.40	$4,211.10	$102,562	$106,663	$109,865
L4	1	$4,176.60	$4,343.70	$4,474.00	$108,965	$113,324	$116,724
	2	$4,281.70	$4,453.00	$4,586.60	$111,707	$116,176	$119,661
	3	$4,387.80	$4,563.30	$4,700.20	$114,475	$119,053	$122,625
	4	$4,491.80	$4,671.50	$4,811.60	$117,188	$121,876	$125,531
L5	1	$4,690.40	$4,878.00	$5,024.30	$122,369	$127,264	$131,080
	2	$4,803.80	$4,996.00	$5,145.90	$125,328	$130,342	$134,253
	3	$4,914.00	$5,110.60	$5,263.90	$128,203	$133,332	$137,331
	4	$5,023.20	$5,224.10	$5,380.80	$131,052	$136,293	$140,381
L6	1	$5,186.50	$5,394.00	$5,555.80	$135,312	$140,726	$144,947
	2	$5,288.40	$5,499.90	$5,664.90	$137,971	$143,489	$147,793
	3	$5,384.10	$5,599.50	$5,767.50	$140,467	$146,087	$150,470
	4	$5,481.80	$5,701.10	$5,872.10	$143,016	$148,738	$153,199

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 106 of 212

Queensland Public Service Officers and Other Employees Award – State 2015							
TECHNICAL STREAM							
Classification Level	**Pay Point**	**Salary 01/09/2022 Per Fortnight**	**Salary 01/09/2023 Per Fortnight (4% p.a. Increase)**	**Salary 01/09/2024 Per Fortnight (3% p.a. Increase)**	**Salary 01/09/2022 Annualised**	**Salary 01/09/2023 Annualised (4% p.a. Increase)**	**Salary 01/09/2024 Annualised (3% p.a. Increase)**
L1	1	$1,692.10	$1,759.80	$1,812.60	$44,146	$45,912	$47,289
	2	$1,848.10	$1,922.00	$1,979.70	$48,216	$50,144	$51,649
	3	$2,004.10	$2,084.30	$2,146.80	$52,286	$54,378	$56,009
	4	$2,226.60	$2,315.70	$2,385.20	$58,090	$60,415	$62,228
	5	$2,320.20	$2,413.00	$2,485.40	$60,532	$62,953	$64,842
	6	$2,411.80	$2,508.30	$2,583.50	$62,922	$65,440	$67,402
	7	$2,514.70	$2,615.30	$2,693.80	$65,607	$68,231	$70,279
L2	1	$2,556.30	$2,658.60	$2,738.40	$66,692	$69,361	$71,443
	2	$2,646.80	$2,752.70	$2,835.30	$69,053	$71,816	$73,971
	3	$2,736.20	$2,845.60	$2,931.00	$71,386	$74,240	$76,468
	4	$2,830.90	$2,944.10	$3,032.40	$73,856	$76,810	$79,113
	5	$2,923.40	$3,040.30	$3,131.50	$76,269	$79,319	$81,699
	6	$3,012.90	$3,133.40	$3,227.40	$78,604	$81,748	$84,201
L3	1	$3,189.70	$3,317.30	$3,416.80	$83,217	$86,546	$89,142
	2	$3,270.80	$3,401.60	$3,503.60	$85,333	$88,745	$91,406
	3	$3,356.10	$3,490.30	$3,595.00	$87,558	$91,059	$93,791
	4	$3,440.30	$3,577.90	$3,685.20	$89,755	$93,345	$96,144
L4	1	$3,608.80	$3,753.20	$3,865.80	$94,151	$97,918	$100,856
	2	$3,720.10	$3,868.90	$3,985.00	$97,055	$100,937	$103,966
	3	$3,832.40	$3,985.70	$4,105.30	$99,985	$103,984	$107,104
L5	1	$3,988.40	$4,147.90	$4,272.30	$104,055	$108,216	$111,461
	2	$4,103.80	$4,268.00	$4,396.00	$107,065	$111,349	$114,689
	3	$4,218.20	$4,386.90	$4,518.50	$110,050	$114,451	$117,885
	4	$4,332.60	$4,505.90	$4,641.10	$113,035	$117,556	$121,083
L6	1	$4,471.00	$4,649.80	$4,789.30	$116,645	$121,310	$124,949
	2	$4,583.30	$4,766.60	$4,909.60	$119,575	$124,357	$128,088
	3	$4,690.40	$4,878.00	$5,024.30	$122,369	$127,264	$131,080

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RTI Act - File 262909 - Page 107 of 212

General Employees (Queensland Government Departments) and Other Employees Award – State 2015							
ADMINISTRATIVE STREAM							
Classification Level	**Pay Point**	**Salary 01/09/2022 Per Fortnight**	**Salary 01/09/2023 Per Fortnight (4% p.a. Increase)**	**Salary 01/09/2024 Per Fortnight (3% p.a. Increase)**	**Salary 01/09/2022 Annualised**	**Salary 01/09/2023 Annualised (4% p.a. Increase)**	**Salary 01/09/2024 Annualised (3% p.a. Increase)**
L1	1	$1,710.80	$1,779.20	$1,832.60	$44,634	$46,418	$47,811
	2	$1,796.10	$1,867.90	$1,923.90	$46,859	$48,732	$50,193
	3	$1,903.20	$1,979.30	$2,038.70	$49,653	$51,639	$53,188
L2	1	$2,138.20	$2,223.70	$2,290.40	$55,784	$58,015	$59,755
	2	$2,192.30	$2,280.00	$2,348.40	$57,196	$59,484	$61,268
	3	$2,247.40	$2,337.30	$2,407.40	$58,633	$60,979	$62,807
	4	$2,304.60	$2,396.80	$2,468.70	$60,125	$62,531	$64,407
	5	$2,359.80	$2,454.20	$2,527.80	$61,566	$64,028	$65,949
	6	$2,415.90	$2,512.50	$2,587.90	$63,029	$65,549	$67,516
	7	$2,478.30	$2,577.40	$2,654.70	$64,657	$67,243	$69,259
	8	$2,547.00	$2,648.90	$2,728.40	$66,449	$69,108	$71,182
L3	1	$2,715.40	$2,824.00	$2,908.70	$70,843	$73,676	$75,886
	2	$2,813.20	$2,925.70	$3,013.50	$73,394	$76,329	$78,620
	3	$2,914.10	$3,030.70	$3,121.60	$76,027	$79,069	$81,440
	4	$3,012.90	$3,133.40	$3,227.40	$78,604	$81,748	$84,201
L4	1	$3,189.70	$3,317.30	$3,416.80	$83,217	$86,546	$89,142
	2	$3,290.60	$3,422.20	$3,524.90	$85,849	$89,283	$91,962
	3	$3,394.60	$3,530.40	$3,636.30	$88,563	$92,106	$94,869
	4	$3,496.50	$3,636.40	$3,745.50	$91,221	$94,871	$97,717
L5	1	$3,676.40	$3,823.50	$3,938.20	$95,915	$99,752	$102,745
	2	$3,781.40	$3,932.70	$4,050.70	$98,654	$102,601	$105,680
	3	$3,885.40	$4,040.80	$4,162.00	$101,367	$105,422	$108,584
	4	$3,988.40	$4,147.90	$4,272.30	$104,055	$108,216	$111,461
L6	1	$4,205.80	$4,374.00	$4,505.20	$109,726	$114,115	$117,538
	2	$4,300.40	$4,472.40	$4,606.60	$112,194	$116,682	$120,183
	3	$4,397.10	$4,573.00	$4,710.20	$114,717	$119,306	$122,886
	4	$4,491.80	$4,671.50	$4,811.60	$117,188	$121,876	$125,531
L7	1	$4,690.40	$4,878.00	$5,024.30	$122,369	$127,264	$131,080
	2	$4,803.80	$4,996.00	$5,145.90	$125,328	$130,342	$134,253
	3	$4,914.00	$5,110.60	$5,263.90	$128,203	$133,332	$137,331
	4	$5,023.20	$5,224.10	$5,380.80	$131,052	$136,293	$140,381
L8	1	$5,186.50	$5,394.00	$5,555.80	$135,312	$140,726	$144,947
	2	$5,288.40	$5,499.90	$5,664.90	$137,971	$143,489	$147,793
	3	$5,384.10	$5,599.50	$5,767.50	$140,467	$146,087	$150,470
	4	$5,481.80	$5,701.10	$5,872.10	$143,016	$148,738	$153,199

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RTI Act - File 262909 - Page 108 of 212

General Employees (Queensland Government Departments) and Other Employees Award – State 2015							
OPERATIONAL STREAM							
Classification Level	**Pay Point**	**Salary 01/09/2022 Per Fortnight**	**Salary 01/09/2023 Per Fortnight (4% p.a. Increase)**	**Salary 01/09/2024 Per Fortnight (3% p.a. Increase)**	**Salary 01/09/2022 Annualised**	**Salary 01/09/2023 Annualised (4% p.a. Increase)**	**Salary 01/09/2024 Annualised (3% p.a. Increase)**
L1	1	$1,518.40	$1,579.10	$1,626.50	$39,614	$41,198	$42,434
	2	$1,625.50	$1,690.50	$1,741.20	$42,408	$44,104	$45,427
	3	$1,753.40	$1,823.50	$1,878.20	$45,745	$47,574	$49,001
	4	$1,860.60	$1,935.00	$1,993.10	$48,542	$50,483	$51,999
	5	$1,988.50	$2,068.00	$2,130.00	$51,879	$53,953	$55,570
	6	$2,095.60	$2,179.40	$2,244.80	$54,673	$56,859	$58,565
L2	1	$2,138.20	$2,223.70	$2,290.40	$55,784	$58,015	$59,755
	2	$2,195.40	$2,283.20	$2,351.70	$57,276	$59,567	$61,354
	3	$2,254.70	$2,344.90	$2,415.20	$58,824	$61,177	$63,011
	4	$2,311.90	$2,404.40	$2,476.50	$60,316	$62,729	$64,610
L3	1	$2,346.20	$2,440.00	$2,513.20	$61,211	$63,658	$65,568
	2	$2,392.00	$2,487.70	$2,562.30	$62,406	$64,902	$66,849
	3	$2,441.90	$2,539.60	$2,615.80	$63,707	$66,256	$68,244
	4	$2,491.80	$2,591.50	$2,669.20	$65,009	$67,610	$69,638
L4	1	$2,592.70	$2,696.40	$2,777.30	$67,642	$70,347	$72,458
	2	$2,673.80	$2,780.80	$2,864.20	$69,758	$72,549	$74,725
	3	$2,758.10	$2,868.40	$2,954.50	$71,957	$74,835	$77,081
	4	$2,837.10	$2,950.60	$3,039.10	$74,018	$76,979	$79,288
L5	1	$2,908.90	$3,025.30	$3,116.10	$75,891	$78,928	$81,297
	2	$3,000.40	$3,120.40	$3,214.00	$78,278	$81,409	$83,851
	3	$3,097.10	$3,221.00	$3,317.60	$80,801	$84,034	$86,554
	4	$3,189.70	$3,317.30	$3,416.80	$83,217	$86,546	$89,142
L6	1	$3,323.80	$3,456.80	$3,560.50	$86,716	$90,185	$92,891
	2	$3,412.20	$3,548.70	$3,655.20	$89,022	$92,583	$95,362
	3	$3,496.50	$3,636.40	$3,745.50	$91,221	$94,871	$97,717
L7	1	$3,659.80	$3,806.20	$3,920.40	$95,482	$99,301	$102,280
	2	$3,745.00	$3,894.80	$4,011.60	$97,704	$101,613	$104,660
	3	$3,832.40	$3,985.70	$4,105.30	$99,985	$103,984	$107,104

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 109 of 212

Teaching in State Education Award 2016							
COMMUNITY EDUCATION COUNSELLORS							
Classification Level	**Pay Point**	**Salary 01/09/2022 Per Fortnight**	**Salary 01/09/2023 Per Fortnight (4% p.a. Increase)**	**Salary 01/09/2024 Per Fortnight (3% p.a. Increase)**	**Salary 01/09/2022 Annualised**	**Salary 01/09/2023 Annualised (4% p.a. Increase)**	**Salary 01/09/2024 Annualised (3% p.a. Increase)**
CEC1	1	$2,225.60	$2,314.60	$2,384.00	$58,064	$60,386	$62,197
	2	$2,316.10	$2,408.70	$2,481.00	$60,425	$62,841	$64,728
	3	$2,409.70	$2,506.10	$2,581.30	$62,867	$65,382	$67,344
	4	$2,476.20	$2,575.20	$2,652.50	$64,602	$67,185	$69,202
	5	$2,542.80	$2,644.50	$2,723.80	$66,340	$68,993	$71,062
CEC2	1	$2,642.60	$2,748.30	$2,830.70	$68,944	$71,701	$73,851
	2	$2,732.10	$2,841.40	$2,926.60	$71,279	$74,130	$76,353
	3	$2,827.80	$2,940.90	$3,029.10	$73,775	$76,726	$79,027
	4	$2,922.40	$3,039.30	$3,130.50	$76,243	$79,293	$81,673
	5	$3,017.00	$3,137.70	$3,231.80	$78,711	$81,860	$84,315
CEC3	1	$3,192.80	$3,320.50	$3,420.10	$83,298	$86,630	$89,228
	2	$3,282.20	$3,413.50	$3,515.90	$85,630	$89,056	$91,727
	3	$3,364.40	$3,499.00	$3,604.00	$87,775	$91,286	$94,026
	4	$3,451.80	$3,589.90	$3,697.60	$90,055	$93,658	$96,468
CEC4	1	$3,696.20	$3,844.00	$3,959.30	$96,431	$100,287	$103,295
	2	$3,802.20	$3,954.30	$4,072.90	$99,197	$103,165	$106,259
	3	$3,907.30	$4,063.60	$4,185.50	$101,939	$106,016	$109,197
	4	$4,014.40	$4,175.00	$4,300.30	$104,733	$108,923	$112,192

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RTI Act - File 262909 - Page 110 of 212

Queensland Public Service Officers and Other Employees Award – State 2015							
HEALTH PRACTITIONER STREAM							
Classification Level	**Pay Point**	**Salary 01/09/2022 Per Fortnight**	**Salary 01/09/2023 Per Fortnight (4% p.a. Increase)**	**Salary 01/09/2024 Per Fortnight (3% p.a. Increase)**	**Salary 01/09/2022 Annualised**	**Salary 01/09/2023 Annualised (4% p.a. Increase)**	**Salary 01/09/2024 Annualised (3% p.a. Increase)**
HP3	0	$2,828.60	$2,941.70	$3,030.00	$73,796	$76,747	$79,051
	1	$3,099.00	$3,223.00	$3,319.70	$80,851	$84,086	$86,609
	2	$3,285.30	$3,416.70	$3,519.20	$85,711	$89,139	$91,813
	3	$3,499.70	$3,639.70	$3,748.90	$91,305	$94,957	$97,806
	4	$3,635.50	$3,780.90	$3,894.30	$94,848	$98,641	$101,600
	5	$3,798.20	$3,950.10	$4,068.60	$99,092	$103,055	$106,147
	6	$3,960.70	$4,119.10	$4,242.70	$103,332	$107,464	$110,689
	7	$4,157.50	$4,323.80	$4,453.50	$108,466	$112,805	$116,189
	8	$4,287.50	$4,459.00	$4,592.80	$111,858	$116,332	$119,823
HP4	1	$4,586.20	$4,769.60	$4,912.70	$119,651	$124,436	$128,169
	2	$4,681.80	$4,869.10	$5,015.20	$122,145	$127,031	$130,843
	3	$4,804.10	$4,996.30	$5,146.20	$125,336	$130,350	$134,261
	4	$4,935.00	$5,132.40	$5,286.40	$128,751	$133,901	$137,918
HP5	1	$5,188.10	$5,395.60	$5,557.50	$135,354	$140,767	$144,991
	2	$5,413.50	$5,630.00	$5,798.90	$141,234	$146,883	$151,289
HP6	1	$5,780.30	$6,011.50	$6,191.80	$150,804	$156,836	$161,540
	2	$5,983.40	$6,222.70	$6,409.40	$156,103	$162,346	$167,217

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 111 of 212

APPENDIX 2. LOCALITY ALLOWANCE AREAS

LOCAL AUTHORITIES AS AT 1997

- Bowen Shire
- Broadsound Shire
- Burdekin Shire
- Cairns City
- Calliope Shire
- Cardwell Shire
- Douglas Shire
- Fitzroy Shire
- Gladstone City
- Hinchinbrook Shire
- Johnstone Shire
- Livingstone Shire
- Mackay City
- Mirani Shire
- Miriam Vale Shire
- Rockhampton City
- Sarina Shire
- Thuringowa City
- Townsville City
- Whitsunday Shire

Within the Local Government areas of Broadsound and Bowen the "coastal" areas are those including the following:

- Broadsound Bowen
- Carmila
- Koumala
- St Lawrence
- Westwood
- Abbot Point
- Almoola
- Armuna
- Binbee
- Bowen
- Collinsville
- Guthalungra
- Kyburra
- Scottville
- Wilmington

Places for which the additional locality allowance available under this Agreement will be paid include the following: –

- Broadsound
- Dysart
- German Creek
- Middlemount
- Norwich Park
- Saraji
- Bowen

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 112 of 212

- Birralee
- Gunjulla
- Mt Coolon
- Mt Leyston
- Ravenswood

For any places not listed which are within the local Government areas of Broadsound and Bowen, and for which a Locality Allowance is payable as set out in Ministerial Directive: 19/99 Locality Allowances, the Chief Executive of the Department has the authority to determine whether the place is inside or outside the "coastal" area.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 113 of 212

APPENDIX 3. AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Australian Qualifications Framework (the AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

AQF Qualifications	AQF Qualifications Referred to in this Agreement as:
• Senior Secondary Certificate of Education	
• Certificate I	• AQF I
• Certificate II	• AQF II
• Certificate III	• AQF III
• Certificate IV	• AQF IV
• Diploma	• AQF V
• Advanced Diploma	• AQF VI
• Associate Degree	
• Bachelor Degree	
• Graduate Certificate	
• Vocational Graduate Certificate	
• Graduate Diploma	
• Vocational Graduate Diploma	
• Master's Degree	
• Doctoral Degree	

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The Framework links together all these qualifications and is a highly visible, quality-assured national system of educational recognition, which promotes lifelong learning and a seamless and diverse education and training system.

Why is the AQF important?

Qualifications certify the knowledge and skills a person has achieved through study, training, work and life experience. The AQF helps all learners, employers and education and training providers to participate and navigate the qualifications system. Under the AQF, learners can start at the level that suits them and then build up as their needs and interests develop and change over time. The Framework assists learners to plan their career progression, at whatever stage they are within their lives and when they are moving interstate and overseas. In this way, the AQF supports national standards in education and training and encourages lifelong learning.

What are the key objectives of the AQF?

The AQF:

RTI Act - File 262909 - Page 114 of 212

- provides nationally consistent recognition of outcomes achieved in post-compulsory education;
- helps with developing flexible pathways which assist people to move more easily between education and training sectors and between those sectors and the labour market by providing the basis for recognition of prior learning, including credit transfer and work and life experience;
- integrates and streamlines the requirements of participating providers, employers and employees, individuals and interested organisations;
- offers flexibility to suit the diversity of purposes of education and training;
- encourages individuals to progress through the levels of education and training by improving access to qualifications, clearly defining avenues for achievement, and generally contributing to lifelong learning;
- encourages the provision of more and higher quality vocational educational and training through qualifications that normally meet workplace requirements and vocational needs, thus contributing to national economic performance; and
- promotes national and international recognition of qualifications offered in Australia.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 115 of 212

APPENDIX 4. QUEENSLAND GOVERNMENT COMMITMENT TO UNION ENCOURAGEMENT

The Queensland Government has made a commitment to encourage union membership among its employees.

As part of this commitment the Government will:

- Acknowledge union delegates and job representatives have a role to play within a workplace, including during the agreement making process. The existence of accredited union delegates and/or job representatives is to be encouraged. Accredited union delegates and/or job representatives shall not be unnecessarily hindered in the reasonable and responsible performance of their duties.
- Subject to relevant legislation, allow employees full access to union delegates/officials during working hours to discuss any employment matter or seek union advice, provided that service delivery is not disrupted and work requirements are not unduly affected. Delegates will be provided reasonable access to facilities for the purpose of undertaking union activities.
- Encourage the establishment of joint union and employer consultative committees at a central and agency level.
- Promote reasonable and constructive industrial relations education leave in the form of paid time off to acquire knowledge and competencies in industrial relations.
- Provide an application for union membership and information on the relevant union(s) to all employees at the point of engagement and during induction.
- At the point of engagement, provide employees with a document indicating that the Agency encourages employees to join and maintain financial membership of an organisation of employees that has the right to represent their industrial interests.
- Subject to relevant privacy considerations, provide union(s) with details of new employees.

The active cooperation of all managers and supervisors is necessary to ensure that the Government can honour this commitment.

Passive acceptance by agencies of membership recruitment activity by unions does not satisfy the government's commitment. Encouragement requires agencies to take a positive, supportive role, although ultimately it remains the responsibility of the unions themselves to conduct membership recruitment.

Released by DoE under the RTI Act

RTI Act - File 262909 - Page 116 of 212

APPENDIX 5. EMPLOYMENT SECURITY POLICY

1. Introduction:

The Queensland Government has restored this employment security policy for government agencies as part of its commitment to restoring fairness for its workforce.

The Government is committed to maximum employment1 security for permanent government employees (as outlined in section 2 - Application) by developing and maintaining a responsive, impartial and efficient government workforce as the preferred provider of existing services to Government and the community. The workforce's commitment to continue working towards achievement of best practice performance levels makes this commitment possible.

The Government is also committed to providing stability to the government workforce by curbing organisational restructuring. The focus will be on pursuing performance improvement strategies for the government workforce to achieve "best value" delivery of quality services to the community, in preference to restructuring, downsizing or simply replacing government workers with nongovernment service providers. A greater emphasis will be placed on effective change management, which together with workforce planning, career planning and skills development will ensure that the government workforce has the flexibility and mobility to meet future needs.

Further, the Government undertakes that permanent government employees will not be forced into unemployment as a result of organisational change or changes in agency priorities other than in exceptional circumstances. Where changes to employment arrangements are necessary, there will be active pursuit of retraining and deployment opportunities, and involuntary redundancy will only occur in exceptional circumstances, and only with the approval of the Commission Chief Executive, Public Service Commission.

2. Application:

This policy applies to all permanent employees of Queensland Government agencies (including departments, public service offices, statutory authorities and other government entities as defined under the *Public Service Act 2008*). This policy does not apply to government employees who are subject to disciplinary action which would otherwise result in termination of employment, or who are not participating in reasonable opportunities for retraining, deployment or redeployment.

3. Authority:

This policy was approved by Cabinet on 6 July 2020.

1 1Employment security is a commitment to continuing employment in government, as distinct from job security. This distinction recognises that jobs may change from their current form, as the skills mix and composition of the government workforce vary to meet changing government and community service needs.

4. Policy:

4.1 Permanent Employment

The Queensland Government is committed to maximising permanent employment where possible. Fixed term temporary forms of employment should only be utilised where permanent employment is not viable or appropriate. Casual employment should only be utilised where permanent and fixed term temporary employment options have been considered and are not viable or appropriate. Labour hire engagements should only be used in limited circumstances where direct employment is not viable or appropriate and is the least preferred option. Agencies are encouraged to utilise workforce planning and management strategies to assist in determining the appropriate workforce mix for current and future needs.

4.2 Organisational change and restructuring

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It is the Government's intention that future organisational change and restructuring will be limited in scale. All organisational change will need to demonstrate clear benefits and enhanced service delivery to the community. The objective is to stabilise government agencies, and to avoid unnecessary change that will not deliver demonstrable benefit to the Government or the community.

Cabinet approval is required for all major organisational change and restructuring in agencies:

a. that will significantly impact on the government workforce (e.g. significant job reductions, deployment to new locations, alternative service delivery arrangements, etc). The emphasis will be on minimum disruption to the workforce and maximum placement of affected staff within agencies, and ordinarily organisational restructuring should not result in large scale "spilling" of jobs.
b. that will have major social and economic implications, particularly in regional and rural centres where the government is committed to maintaining government employment. Proposals affecting these centres need to carefully evaluate the impact on communities to ensure that short-term efficiency gains are balanced against the long-term social and economic needs of these communities.

The agency will need to demonstrate that any proposed organisational change or restructuring will result in clearly defined service enhancements to government and/or the community, as identified in a business case, and be undertaken through a planned process. Where an agency has made a decision to introduce major organisational change or restructuring, it will notify affected employees/unions and discuss the changes as early as practicable. This may be undertaken through forums such as Agency Consultative Committees.

The requirement to obtain Cabinet approval for major organisational change is not intended to reduce the flexibility of Chief Executives in their day-to-day management of agencies' operations. Chief Executives retain prerogative over normal business activities to manage the government workforce, (such as job reclassification, job redesign, performance management, disciplinary action and transfers), and organisational improvement initiatives (such as process re-engineering, changes in work practices and the introduction of new technology).

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4.3 Employees affected by organisational change

The government undertakes that tenured government employees will not be forced into unemployment as a result of organisational change, other than in exceptional circumstances. Government employees affected by performance improvement initiatives or organisational change will be offered maximum employment opportunities within the government, including retraining, deployment, and redeployment. Only after these avenues have been explored will voluntary early retirement be considered.

Where continuing employment in the government is not possible, support, advice and assistance will be provided to facilitate transition to new employment opportunities. In the event of a decision to outsource a government service, the agency should ensure that every effort is directed towards assisting employees to take up employment with the external provider. Retrenchment will only be undertaken in exceptional circumstances where deployment or redeployment are not options, and only with the approval of the Commission Chief Executive, Public Service Commission.

4.4 Consultation

For further advice on the application of this policy, agencies should consult with the Public Service Commission

RTI Act - File 262909 - Page 118 of 212

APPENDIX 6. QUEENSLAND GOVERNMENT POLICY ON THE CONTRACTING-OUT OF SERVICES

1. Application

The Queensland Government recognises that Government agencies are the key instruments for delivering or implementing the policies of the Government.

In striving to achieve "best value" delivery of services to the community, the Government's focus will be on pursuing performance improvement strategies for its workforce, not on simply replacing Government employees with nongovernment service providers.

In this regard, the Government has restored the following policy on contracting-out of services as part of its commitment to restoring fairness for the Government workforce. This policy1 applies to all Queensland Government agencies (including departments, public service offices, statutory authorities, and other Government entities as defined under the *Public Service Act 2008*) and all tenured employees of these agencies. The Government recognises that, in the case of Queensland Health (comprising the Department of Health and the Hospital and Health Services), public health services are provided through a mix of in-house delivered services and partnerships with non-Government, community and private sector health providers.

For the purposes of this policy, contracting-out refers to a contractual arrangement to deliver a service to Government or the provision of a Government service by a non-Government service provider. Capital works programs are not considered Government services for the purpose of this policy. This means that current arrangements for delivery of the capital works program through competitive tendering will continue. Further, the purchase of services by Government agencies from an internal Government provider is not regarded as contracting-out.

Similarly, services contracted to community service providers through grant programs or as recurrently funded programs are not regarded as being contracted-out for the purposes of this policy.

This policy does not apply to the normal purchase of inputs to Government agencies such as office supplies and consultancies. It does however apply to contractual arrangements such as cleaning and other 'hotel' type services.

Where there are major joint ventures or co-locations with the private sector (e.g. hospital co-locations) decisions on the delivery of support services will be made on a case by case basis.

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2. Authority

This policy was released on 16 January 2016.

3. Policy

Services currently provided in-house (i.e. by a Government agency).

It is the policy of the Government that in order to maintain existing Government jobs, there will be no contracting-out of services currently provided in-house other than in circumstances where:

- actual shortages exist in appropriately skilled in-house staff;
- there is a lack of available infrastructure capital or funds to meet the cost of providing new technology; or
- it can clearly be demonstrated that it is in the public interest that services should be contracted-out.

Cabinet approval will be required only for contracting-out proposals that meet the criteria outlined above where they would have a significant impact on the Government's workforce in terms of job losses. Cabinet submissions proposing contracting-out initiatives should detail:

1 This policy should be read in conjunction with applicable industrial instruments.

RTI Act - File 262909 - Page 119 of 212

- why the service cannot continue to be delivered by Government agencies;
- the impact on the Government workforce;
- how the proposed initiative will improve Government service delivery;
- any social and/or economic impact on the Queensland community;
- the impact on regional and rural communities, where relevant, particularly in regard to maintenance of public employment in regional and rural Queensland;
- the impact on future competitive tendering in a market where the Government will have no capacity to bid;
- communication and consultation strategies, including managing the impact on the tenured Government workforce, and workforce transition plans for deployment, redeployment and retraining; and
- the cost implications for Government.

Where the Government agrees to contract-out services, employees and the relevant unions will be consulted as early as possible. Discussions will take place prior to any steps being taken to call tenders or to enter into any alternative bidding arrangement for the provision of services by an external provider.

- If, after full consultation with employees and relevant unions, employees are to be affected by the necessity to contract-out services, the Government agency should:
    - ensure that effort is directed towards assisting employees to take up employment with the contractor; and/or
    - ensure that employees are given the maximum opportunity to accept deployment and redeployment.

3.2 Services currently contracted-out

It is the policy of the Government that when existing contracts with non-Government providers are due for renewal, the services generally will be once again offered to contract.

If the conditions of the existing contract allow for the contract to be renewed without a tendering process, and the external provider has met all the conditions of the contract, a new contract may be offered to the current provider subject to continuing commercial viability and the mutual agreement of both parties.

Where a contract is due to expire and a tendering process is proposed, Government agencies may bid for the work, subject to any legislative requirements and Government agencies competing on a fair basis – that is, with any advantages or disadvantages that stem solely from their public ownership being removed or accounted for in an appropriate manner. Operational guidelines will be developed to assist agencies in assessing the relative merits of inhouse and external bids.

In-sourcing will be undertaken only where it can be demonstrated that work is competitive on an overall "best value" basis, including quality and cost of purchase and maintenance of any capital equipment required to perform the work.

3.3 New services

A decision on whether it is appropriate to contract-out new Government services with significant workforce impacts will be made on a case by case basis by Cabinet. Opportunity will be provided for the new Government service to be delivered by in-house staff where it can be demonstrated that work is competitive on an overall "best value" basis, including quality and cost of purchase and maintenance of any capital equipment required to perform the work.

Cabinet submissions proposing contracting-out of new services should detail:

- any social and/or economic impact on the Queensland community;
- the impact on regional and rural communities;
- the impact on future competitive tendering in a market where the Government will have no capacity to bid;
- why the service needs to be delivered by a non-Government service provider; and
- the cost implications for Government.

3.4 Services in replacement facilities

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RTI Act - File 262909 - Page 120 of 212

Existing outsourcing arrangements may not always be extended to replacement facilities (e.g. replacement hospitals and schools). A decision by Cabinet on whether it is appropriate to continue to contract-out services in replacement facilities will be made on a case by case basis.

Where a decision is made to transfer the existing contract to a replacement service, this may be offered to the current provider subject to commercial viability and the mutual agreement of both parties.

Opportunity should be given for in-house staff to undertake the work where it can be demonstrated that work is competitive on an overall "best value" basis, including quality and cost of purchase and maintenance of any capital equipment required to perform the work.

Cabinet submissions proposing contracting-out of replacement services should detail:

- the impact on the Government workforce;
- how the proposed initiative will result in improvements to Government service delivery;
- any social and/or economic impact on the Queensland community;
- the impact on regional and rural communities, where relevant, particularly in regard to maintenance of public employment in regional and rural Queensland;
- the impact on future competitive tendering in a market where the Government will have no capacity to bid, if relevant; and
- the cost implications for Government.

3.5 Implementing the Policy on the Contracting-Out of Services

In applying this policy, the following principles should be adhered to:

i. The primary focus should be on improving the productivity of the existing Government workforce through performance improvement strategies (such as training, innovation, and benchmarking);
ii. Where services currently contracted-out come up for tender, or the delivery of new services and services in replacement facilities are being considered, in-house staff should be given the opportunity to undertake the work where it can be demonstrated that it is competitive on an overall "best value" basis, including quality and cost of purchase and cost of maintenance of any necessary capital equipment;
iii. Where competitive tenders involve in-house bids, those bids must be fairly based – that is, with any advantages or disadvantages that stem solely from their public ownership being removed or accounted for in an appropriate manner;
iv. Except in exceptional circumstances, in-house work units should be afforded sufficient opportunity and support, over a reasonable time, to achieve an acceptable level of performance, efficiency and effectiveness, before alternative service provision options are considered; and
v. Options for the management of employees affected by organisational change are to include deployment, retraining, redeployment and voluntary early retirement.

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RTI Act - File 262909 - Page 121 of 212

APPENDIX 7. GENERIC LEVEL STATEMENTS

Generic Level Statements - Health Practitioners

Within the HP classification structure, there are two streams; clinical and management. Roles may require employees to work across streams.

Clinical Stream comprises a number of roles:

- to which are attached a mandatory, minimum tertiary degree or agreed equivalent qualification as determined
- by the employer or delegate; and
- the duties of which reflect a combination of discipline-specific practitioner responsibilities and/or an identifiable specialisation/management within a profession.

Management stream comprises a number of roles to which are attached mandatory, minimum tertiary qualifications associated with a relevant health practitioner profession or discipline, as determined by the employer or delegate.

Health Practitioner Three (HP 3)

Clinical

Roles at this level require employees to hold at least a relevant tertiary degree (or equivalent) qualification in an eligible Health Practitioner clinical profession.

HP3 covers newly qualified professionals, developing clinicians, and proficient clinicians.

Employees at this level utilise an acquired level of professional knowledge and skills to deliver professional clinical services in accordance with professional standards, guidelines and work unit procedures. Employees usually participate as a member of a professional or multi-disciplinary team.

Roles have a clinical or education or research focus, or may involve elements of all three. Employees perform a range of duties, mostly of a routine nature. Duties are performed under regular supervision and/or guidance from more experienced practitioners, however with levels of clinical practice supervision decreasing, commensurate with experience in the role or similar roles.

Employees may be expected to manage their own workloads, undertaking routine duties largely independently and by exercising sound levels of professional clinical judgement in decision-making. More complex clinical decision making is undertaken with support or guidance.

Employees are required to participate in research, quality or service improvement activities, under the supervision of a more experienced practitioner. Employees may be required to provide direction and guidance or education to students, assistant and support staff, or to less experienced HP3 level practitioners, also under the supervision of more senior staff.

A primary educator employee at this level will assist and support more senior clinical educators in the development, delivery and evaluation of education and training programs within a discipline or service area.

A primary research employee at this level actively contributes to, or manages part of, a clinical research project/s, with research outcomes typically being applied to clinical practice within a service.

Health Practitioner Four (HP 4)

Clinical

Roles at this level require employees to hold at least a relevant tertiary degree (or equivalent) qualification in an eligible Health Practitioner clinical profession.

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RTI Act - File 262909 - Page 122 of 212

Employees at Health Practitioner 4 demonstrate the application of high levels of clinical expertise, and provide clinical leadership within a team. Roles may have a clinical, education or research focus, or may involve elements of all three.

Employees provide clinical services of a complex and varied nature where principles, procedures, techniques or methods frequently require adaptation or modification, with clinical decisions based on valid and reliable evidence.

Employees perform a majority of tasks independently, with a requirement for only minimum levels of clinical practice supervision. Employees may be recognised as a reference point within a team.

Employees are expected to research and apply professional clinical evidence to identify opportunities for quality and service improvement activities. Employees ensure that service initiatives are integrated into professional clinical practice, guidelines and policies at a service level, with minimal support/direction from a more senior practitioner.

Employees are expected to provide general clinical advice to supervisors/managers and relevant stakeholders in relation to the delivery of professional clinical services. Employees are responsible for ensuring the maintenance of clinical outcomes and professional standards within the work area.

Primary educator employees will be responsible for the development, delivery and evaluation of clinical education and training programs within a discipline or service area.

Primary researcher employees will have a designated role as a researcher within a team/project, undertaking research of a complex and critical nature, or may manage a small clinical research project/s, with research outcomes being applied to clinical practice within a service or more broadly.

Management (Clinical)

Roles at this level require employees to hold at least a relevant tertiary degree (or equivalent) qualification in an eligible Health Practitioner clinical profession.

Clinical management roles at HP4 require base level managerial knowledge and skills, coupled with highly developed clinical expertise and a sound understanding of the heath care continuum.

Management responsibilities at this level will include operational management/supervision of a small professional team or work unit. The focus may be facility or service based.

Employees provide advice and direction to a small team and undertake clinical governance activities within the service, operating with a high degree of independence.

Employees are responsible for providing clinical leadership within a service; that includes the provision of clinical practice supervision and education/training to HP3 level clinicians. Employees will be responsible for monitoring and reporting of professional standards, quality and service delivery outcomes.

Employees may provide input into strategic planning for a service and will be responsible for ensuring alignment of team or work unit activities to the strategic direction of the service. Clinical management employees at this level may be responsible for the appropriate management of allocated financial resources, and/or maintenance of equipment and assets, in defined areas.

Health Practitioner Five (HP5)

Clinical

Roles at this level require employees to hold at least a relevant tertiary degree (or equivalent) qualification in an eligible Health Practitioner clinical profession.

Clinical employees at Health Practitioner 5 demonstrate application of advanced levels of clinical expertise that are recognised at a service level, and provide significant clinical leadership within a service. Professional clinical roles at HP 5 may have a clinical, education or research focus, or may involve elements of all three.

RTI Act - File 262909 - Page 123 of 212

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Clinical employees at HP5 level provide specialised or generalist clinical services of a significantly complex and critical nature, with significant scope. Duties are performed through the fully independent application of clinical expertise and use of advanced or novel techniques.

Employees are expected to utilise evidence and research to lead the identification, development, implementation and evaluation of quality and service improvement initiatives and the development of better practice. Employees provide high level clinical advice to supervisors/managers and relevant stakeholders in relation to the development of clinical services.

Clinical employees provide high level clinical leadership within the professional and/or multidisciplinary team/s, and are recognised as the reference point for other clinicians at a service level. Employees contribute to clinical governance and professional competence at a service level, providing clinical practice supervision, and providing advanced training and guidance to HP4 level clinicians seeking to build capability.

A primary educator role develops, delivers and participates in evaluation of specialised education and training programs within services. A primary educator employee contributes to the strategic direction of professional development programs that contribute to enhanced clinical practice knowledge and skills across a service.

A primary researcher leads and manages clinical research programs or a component of a major clinical research program with research outcomes influencing clinical processes and standards of clinical practice and requires relevant postgraduate research qualification and a recent history of peer reviewed publishing on complex clinical practice and / or broad professional topics (not associated with obtaining academic qualifications).

Management (Clinical)

Roles at this level require employees to hold at least a relevant tertiary degree (or equivalent) qualification in an eligible Health Practitioner clinical profession.

Clinical management employees at HP5 require well developed managerial knowledge and skills and strategic leadership ability, coupled with an advanced level of clinical expertise and comprehensive understanding of the health care continuum.

Employees operationally manage and supply strategic direction to a medium size professional or multidisciplinary team/work unit operating across one or more sites or clinical service areas, ensuring adherence to clinical service standards and achievement of quality and service delivery objectives.

Employees undertake strategic planning for a service, and provide advocacy for the service in advising senior management and relevant stakeholders. The strategic focus will be service based.

Employees are responsible for managing clinical governance processes within a service and/or leading professional governance activities for a particular discipline across a service/s.

Clinical management employees at this level are responsible for the management of human, financial and physical resources, including management of one or more cost centre budgets.

Health Practitioner Six (HP 6)

Clinical

Roles at this level require employees to hold at least a relevant tertiary degree (or equivalent) qualification in an eligible Health Practitioner clinical profession.

Clinical employees at Health Practitioner 6 demonstrate expert levels of clinical expertise that are recognised at a statewide level, operating in a capacity as an expert clinical consultant on a state-wide or national basis, utilising expert command of highly specialised techniques.

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RTI Act - File 262909 - Page 124 of 212

HP6 clinical employees contribute to the development of professional competence in the given area at a state wide level, and may be expected to advocate or influence relevant stakeholders in relation to the development of strategic direction for clinical practice. HP6 clinical employees lead the development of relevant professional standards, they are recognised as an authoritative reference point for clinical expertise, at a state or national level.

Employees may lead professional governance activities, providing clinical practice supervision and education for staff and students, as well as providing expert level training and guidance to advanced level clinicians seeking to build capability.

A primary educator employee at this level will be responsible for the strategic development, delivery and evaluation of a range of professional education and training programs in collaboration with tertiary education providers. Employees manage clinical educations programs that have state-wide scope for a professional discipline/s, and directly contribute to the development of professional competence associated with a discipline/s or state-wide speciality clinical health service.

A primary researcher employee at this level will lead and manage a clinical research program/s of significant scope and importance to health services, with research outcomes having wide-spread application to clinical practice for diverse population groups.

Primary research roles at this level require obtainment of:

- post-graduate research qualification/s; and
- a recent history of additional clinical research, evidenced by publication in peer reviewed journals; and
- a successful record of obtaining competitive research grants and funds.

Management (Clinical)

Roles at this level require employees to hold at least a relevant tertiary degree (or equivalent) qualification in an eligible Health Practitioner clinical profession.

Clinical management roles at HP6 require highly developed managerial knowledge and skills and strategic focus, coupled with an expert level of clinical expertise and significant understanding of the health care continuum.

Employees will be responsible for all aspects of operational and strategic management of a large discipline-specific team/service or a large multi-disciplinary team/service, or a state-wide speciality health service of critical importance to Queensland. Subordinate teams / services managed by employees at this level typically operate within a large facility across multiple clinical service areas, or across multiple sites/facilities and clinical settings.

Employees lead strategic planning for a service/s and strategically direct the management of service delivery, ensuring alignment with health service strategic objectives.

Management employees at this level are accountable for the management of clinical governance systems within a service/s, and typically lead professional governance activities within a service, for a health practitioner discipline. The professional management focus of these roles is service-wide and involves alignment across multiple clinical specialties/settings.

Employees provide authoritative counsel to executive and other managerial or relevant stakeholders on matters falling within their jurisdiction of managerial responsibility and/or recognised expertise. Employees may additionally be required to provide managerial leadership in the development of professional or clinical practice standards on a statewide basis.

Management employees at this level have responsibilities for the management of significant human, financial and physical resources, including management of one or more major cost centre budgets.

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RTI Act - File 262909 - Page 125 of 212

SIGNATORIES:

Signed for and on behalf of the Department of Education:

Michael De'Ath

Director-General

Department of Education

Date: 15/05/2023

In the presence of: Helen McAuliffee

Signed for and on behalf of the Together Queensland, Industrial Union of Employees:

Alex Scott

Secretary

Together Queensland, Industrial Union of Employees.

Date: 15/05/2023

In the presence of: Dee Spink

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RTI Act - File 262909 - Page 126 of 212

Admin Officer Math/Home Economics Senior School/VET	Admin Officer INTAD/English SOSE/LOTE/Science	Admin Officer Year 7-10 Students HODs x 4	Admin Officer PE/Sport BDT	Admin Officer ARTS Tuckshop Finance
FTE 0.9	FTE 0.9	FTE 0.9	FTE 0.9	FTE 1.0
Andrea Jones	**Julie Walsh**	**Jacki Means**	**Brianna Schuber (Ash Salt)**	**Lorna Venn**
The **Faculty Support Officer** provides administrative, financial and operational support to specified HODs. Key responsibilities include managing bookings in Daymap, coordinating excursions and events, processing behaviour and parent communications in OneSchool and supporting faculty budgets through receipt reconciliation, purchases and corporate card transactions. The role also involves assisting with asset management (EQ13s, replacements, stocktakes), Chemwatch data and risk assessments. Additional duties include preparing exam timetables and supervision rosters, supporting Home Economics with groceries and stock management, overseeing facilities tasks.	This Faculty Support Officer role provides comprehensive administrative and operational support to specified HODs, with responsibilities spanning communication, excursions, student data management, finance, compliance and health and safety. It involves managing emails, phone call and office tasks while coordinating excursions from planning through to consent management, transport, medical records, risk assessments and financial reconciliation. The position supports academic operations by creating and maintaining student profiles across multiple systems, administering exam blocks, scanning and entering results, and preparing class allocations. Financial duties include purchasing, obtaining quotes, reconciling corporate cards, assisting with faculty budgets and chasing outstanding payments. A significant component of the role focuses on health, safety and compliance, particularly the ongoing review and updating of Chemwatch risk assessments, Safety Data Sheets, and stocktakes. The position also provides assistance with leadership programs, classroom scheduling, annual loans, rehabilitation updates, return-to-work processes and ad hoc tasks from HODs.	This Faculty Support Officer role provides comprehensive administrative and operational support within Student Services, ensuring the smooth running of daily school functions and programs. Key responsibilities include managing emails, Oneschool, Daymap, SharePoint and pigeonhole correspondence, processing behaviour detentions and suspensions, and uploading and distributing Positive Postcards. The position oversees the processing and distribution of Exit Cards, Technology Cards, while supporting leadership programs, reward days and wellbeing events for multiple year levels. Additional duties include managing student budgets, corporate card reconciliation, filing student records, assisting with camps, immunisation programs, transition programs, Book Week, NAPLAN, and school awards such as Good Standing, Gold and Silver certificates. The role also involves coordinating behaviour rollouts, supporting exam blocks and other school-wide events, maintaining stationery and report resources and providing relief for Student Services as required.		This role provides comprehensive administrative and operational support to the Arts and ACA/AIM faculties, assisting the HOD and staff with program management, student administration, budgeting, event coordination and resource procurement. Responsibilities include managing emails, staff requests, excursions, class lists, timetables, and student records, as well as coordinating performances, exhibitions, awards, and school events. The position also monitors budgets, reconciles purchases, maintains faculty assets and ensures compliance with WHS and Chemwatch requirements, while stepping into multiple functions during peak periods and supporting both staff and students across a wide range of academic, creative and administrative activities. Also responsible for the Tuckshop Accounts.

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Andrea Jones – A03 SFO

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
•I Block Bookings into Daymap – monitor Microsoft lists as staff enter requests •Monitor Budget – input data from (receipts) •Scan Teachers and HODS receipts and upload to their file •Purchases •YZD -Email parents through Daymap •Input Behaviour incident and contact into One School •Answer emails and phone calls •Current Excursions – Book transport, V2SR form, Consent management, One school, First Aid kit etc •Input data from permission forms collected daily for current excursions into spreadsheet for teachers/ HODs info YZD BYOD	• Reconcile corporate card transactions • Look after Main office • Prepare for upcoming excursions and Functions • Grocery shopping for home ec • Put groceries away and organise into teachers' food baskets in the fridge, freezer and shelf for the week ahead • Clean Pantry and refill stock (eg: sugar and flour canisters) • Date check food stock and clean out any expired food and clean any mess) • Put ordered supplies away (stationary, textiles etc) • Meetings with HOD's to discuss upcoming tasks	• • •	• Prepare allocation of FSO staff to exam timetable. • Complete any rostered exams – day map rolls, set up etc • Call Parents of students absent form exams and require medical certificate • Create student profiles • Budget meetings • Vet spreadsheets • Create and print Cricut designs as requested by HODs or teachers • Meetings with HODs for term plan • Purchase large items on Budget • FSO meetings • BM budget meeting • Purchase Assets up for asset replacement • EQ13's for any assets purchased and replacing old assets • Scan and upload Confirmations TO QCAA • File Confirmations after PD and Chemwatch	= • •	• Help with asset management planning for next year • Stock take chemicals identified in Chemwatch • Chemwatch data entry and complete risk assessments • Contact suppliers for new updated SDS and attach to chemical in Chemwatch • Print SDS for easy access for teachers, laminate • Budget meetings with HODs for next year budget planning • Input SRS budget into School Budget Solution • Help with Stocktake • Look through Home ec kitchens for electronics and complete EQ13's for any damaged items. Put on list to be replaced in next years budget if funds not available this year	•Help when large orders arrive such as Fridges, Freezers, washing machines etc. Such as move items from location, ask students to move for safety, enter required facility management for relocation of old asset or disposal •Train staff •Engrave calculators •Enter facilities management tasks of any operational duties or items needing fixing

Julie Walsh – A03 SFO (s47(3)(b) – Contrary to Public Interest)

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED

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Emails Phone calls Current excursions Consent manager – granted permissions Check students financial Setup OneSchool Excursions with students Enter excursions into Daymap Check payments and chase up outstanding. Updating teachers and HOD of excursion details etc. Currently doing: Chemwatch 5-year update of Risk Assessment, this can take up 2 weeks to complete in between other jobs.	Purchasing/quotes Budget for English with HOD Corp Card reconciliation Check & update Rehab Email/talk with clients Front office Filing Laminating Check for new Safety Data Sheets Review and update risk assessment in Chemwatch Check to make sure all G:Drive items are in my Dept teams	• Set-up excursions • Medical spreadsheet for excursions. • Check for new Chemwatch updates	• Student profiles 7-12 • PD – Chemwatch • PD – Return to work Exam Block – prepare rolls, pink slips. Set-up mark rolls, gather exams and return to teachers Pigeonholes. Scan IA1,2,3 Enter results into spreadsheets Updated Student Profiles for rotating classes. Check OnGuard is Up to date Enter DATA into student profiles. Scan new manuals into INTAD teams	• Check profiles for next Semester are all done. Check any excursions coming up get information from teachers.	INTAD – Annual book loans. Yr 11 Leadership Camp Chemwatch stocktake Enter students into classes via timetable Humanities. Roll over Students into programs in OnGuard Prepare spreadsheet for yr 7,8 entering humanities and science classes for HOD to sort students into classes. Prepare list of yr11 and 12 classes who will be sharing K Block classrooms.	Enter students OnGuard Enter students into Ed Perfect Quotes for excursions Apply for QUT grants Ad hoc from HODS JP work as required Help/train staff on programs as required

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Jackie Means – A03 SFO

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
• Sign in • Check pigeonhole • Check "Mailbox" for Positive Postcards • Log on and open Emails, Oneschool, Daymap & Sharepoint • Check and attend to overnight/early morning emails • Check Daymap for overnight/early morning behaviour detentions. Process detentions and place in Care Folders in Admin • Process any suspensions arising from overnight emails and take to Principal's in-tray • Address and upload to Oneschool any Positive Postcards for mailing • Process Exit Cards/Technology Cards/Misc Cards sent through by HOD'S, DP's, GO's • Process Warning of Cancellations from DP • Statement uploads, scanning, filing • Fielding #301 behaviour calls and following up • Sort Care Folders after Care, check for anything in folders/remove yzd's. • Take Care Folders to Admin and sort into staff pigeonholes • Assorted duties that will come from Ho HOD's, DP's, GO's. • Follow up with suspension paperwork, emailing to parent/carer & uploading to Oneschool & mailing	• Corporate Card reconciliation • YZD removal from Care Folders and return to HoD's x twice weekly • Off campus shopping for different Year levels • Design and process Exit Cards, Techno Cards and misc cards as requested by DP's, HoD.s, G.O's and assorted staff.	• Backfill Student Services during their meeting. • Check years 7,8,9,10 budgets to keep on track. • Filing suspension paperwork to students files.	• Yr 8 leadership reward days • Yr 9 leadership reward days • Yr 10 leadership reward days • Assorted combined Leadership Days – organisation, consent forms, incursions etc • Assorted reward days providing prizes, vouchers, pizza's, light refreshments • Assisting with well-being staff afternoons • Collate all Exit Cards, Techno Cards, Misc Cards and email staff members to see if cards are rolling over to following term. • Evac warden for 2 x E Blocks • Good Standing Awards x 2, collating points, organising tuckshop vouchers and "VIP Card for Tuckshop	• Gold & Silver award day organisation. Printing certificates after viewing every report card to find Gold & Silver students. • Yr 10 Immunisation organisation • Yr 10 Booster Immunisation organisation • Behaviour rollout for all classes, print slips, put slips in pigeonholes, collate when returned. Follow up with DP Cooper re staff who haven't done it.	• Yr 7 camp • Yr 9 camp • Yr 7 end of year reward trip • Yr 8 end of year reward trip • Yr 9 end of year reward trip • Yr 6 to 7 transition organisation with Ann & Kelli-Anne • Yr 7 first day organisation • Yr 7 Immunisation organisation • Book Week organisation and ongoing assistance • Naplan assistance	•Redacting Behaviour statements •Statement uploads, scanning, filing •Misc reports required by HoD's, DP's & Staff from OneSchool & Daymap •Ongoing distribution of school photo's and student id cards throughout year. •Keeping YZD's, Yellow Cards, Red Cards, Incident Report stocked for HoD's

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Lorna Venn – A03 SFO

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
• Provide direct support to HOD -Tasks, emails etc • Step into multiple functions during peak pressure times • Monitor & action emails • Check and process staff requests for resources, printing etc • Manage last-minute room changes/booking conflicts • Update & maintain faculty noticeboard/calendar • Respond to student/parent enquires, excursions/events etc • Update ACA/AIM program spreadsheets/student information lists • Monitor student permission notes/update excursion attendance lists • General scanning/filing • Monitor approvals for Corporate Card purchases • Check HOD/IM Itinerant staff pigeonholes • Manage Arts staffroom for student instrument storage	• Process & reconcile Corporate Card • Raise & process requisitions • Process invoices for payment • Maintain Arts budget tracking spreadsheet • Maintain Arts Project boards - Planning/tracking • Create Daymap incursion/excursion rolls • ACA/AIM grocery shopping • Tuckshop Invoice Payments	• Balance Arts budget tracking spreadsheet against OneSchool report • Commence V2SR in Oneschool including Student Consent Manager • Prepare Student Medical Lists for excursions • Update ACA/AIM program spreadsheets • Book buses/first aid kits for excursions	• Purchase Arts Dept resources • Source price/availability on resources • Create term planners for teachers with all excursions/events • Exam Block setup • Maintain AIM timetables & class lists • Assist Deputy HR with AIM Oneschool classes for reporting • Monitor Financial/Non-Financial students • Setup/monitor TryBooking Ticket Program • Bus Verification Report	• Prepare Arts Assessment Calendar dates • Upload Arts Faculty task & criteria sheets on QLearn Blueprints	• Source, purchase Visual Art Award prizes • Assist in Visual Art Exhibition & awards ceremony & prepare student prizes • Track/manage asset replacement schedule • Manage Edquip & labelling asset purchases • Update SRS spreadsheets • Enter Arts Budget in SBS • Create Arts budget Tracking Spreadsheet • Manage Gympie Regional IM Library budget & purchases • Prepare Arts Dept Yearly calendar (Whiteboard) • Input Arts events into Draft School Calendar • Update Subject Selection handbooks • Prepare Yr12 mock exam papers and resources • Update ACA/AIM programs enrolment letters • Update AIM timetables & class lists • Create ACA/AIM Daymap student groups • Manage AIM uniform stock – Loans/Returns • Manage ACA uniform purchase/stock level & loans • Manage Dance costume stock levels • Manage PA Bookings (Admin) & as required • Collate & submit Eisteddfod entries	• Relief cover Student Services for meetings • PF003 Quoting/Evaluating Process • Manage money collection for excursions • Student Medical Lists for excursions • Create certificates & awards for events • Canva program/promotional material for events • Front of House duties performances/events • Source quotes & liaise with contractors • Assist in event/ceremony setup presentation/pack down • Assist with parent/public communications • Assist in Cert II Creative Industries delivery (front of house, ticketing, ushering) • Emergency Evacuation Block Warden • Chemwatch pre-purchase risk assessments & SDS data sheet

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• Assist ACA/AIM co-ordinators with program administration • Tuckshop Banking					• Monitor & Coordinate Yr7 JACA transition process • WHS Checklist for Arts buildings • Arts Stocktake	

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FTE 0.9	FTE 0.9	FTE 0.9	FTE 0.54/0.54	FTE 0.72/0.54
Brianna Scheuber	**Kelli-Anne Dukic**	**Jo Fanshaw**	**Thorbjorg Dunn/ Dea Walker**	**Sharon Googe Dea Walker**
A03 Finance	**A03 HR**	**A03 Facilities**	**A03 Front Reception**	**A03 Back Reception**
Accounts Payable • Bank Rec – daily • Parent Refunds • Year 12 Leaving School Finance • Corporate Card Reconciliations • Corporate Card EOM collation • Enter invoices • Enter Requisitions • Excursion invoice follow up **Accounts Receivable** • Centrepay • Payment Plans / Payment Plans Diary follow up • Debtor Statements each term • Debt Management Letters • SRS spreadsheets / website / payment plans etc • Aged Debtors • Invoicing • Receipting & Banking	• Day Map • Assessment Calendars • Day 4, 8, 20 • HR SBS - entering ~~• Leaving School Forms~~ • My HR Leave Schedules • New Student Files ????? • Parent Teacher Interviews-Appts and Teacher name tags/maps • Set Plans • Processing Professional Development requests ~~• Qparents~~ ~~• Student Management (QCAA)~~ • Supervisions / TRS (including sourcing supply staff to fill Contracts) • Assisting DP with Reporting including sending out duplicate reports to parents of children who do not live with them • TRS Data Entry • Year 6/7 ~~Enrolments~~ Transition ~~Including~~ welcome booklet (in conjunction with FSO SS) • Year Level Subject Handbooks • Assembling ~~all~~ Transition Enrolment Packages ~~• Cancellation Letters~~ • Student Audit • Scholarships ~~• Staff Handbook~~ • Transition • HR DP support • Enter TA leave into SBS	• Asset Disposal/ Creation • Asset Replacement Schedules • BEMIR • D2M – Planned/Unplanned works • Electrical Updates • External Request for Equipment Forms • Facility Hire Agreements • Key Register / Issue Keys • Fire Safety Updates • OneSchool Facilities • Term 3 & 4 Stocktake • Emergency Response Plan update in BEMIR • A/Hrs Contact List – Protective Services • WH&S Secretary • Bookings for A1	•Front Office Reception **TD/DW** •Receipting **TD/DW** •Inward / Outward Mail **TD/DW** **•Thorbjorg Dunn** •Staff email/phone lists •Staff Pigeon holes •Admin email inbox •Time Clock/ ADO Agreements •Stationery Order - Office, Paper **•Dea Walker** **•Finance** •Salary Recovery •End of Month reports •QATSIF Scholarship parent refunds and receipting •Yr 7 Scholarship parent refunds and receipting •HYDRO Scholarship parent refunds and receipting **•Operation Ice-Age' Project** •Archived records post-freeze disposal and storage Contacting Grace to attend the site to give us a quote to clean this process up. Rang Grace on 4/12/2025 • **Pink – Changes** • **Red – Removed** • **Blue – Double up ?** • **Yellow – Questions** • **Green - Archive**	• Student Services Phone **SG/DW** • Mandatory Training – sign off sheets/certificates/One School entry **SG** • Cleaners/Grounds/Facilities **SG** • Pay Claims Weekly **SG** • Cleaners – Teams/Areas/Backfill **SG** • Private Use of Vehicles Forms **SG** • Leaving School Forms • Cancellation Letters • Enrolment Booklet • All new Enrolments • Print timetables for new students/ • QParents • Change of details for students. Dea Walker Sharon Googe Thorbjorg Dunn – already does some enrolment from the front counter. Trays to be ordered. New room to be used for parent discussions to take the parent away from the front counter in peak periods. Enrolment book to be reviewed in 2026. •Staff Filing BM • Staff Handbook •

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	• Replacement of TAs on a daily basis and discussion with BM regarding long term leave. • Maintain a time lost sheet for the TAs • Jury Letters			

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FTE 0.9	FTE 0.9	FTE 0.9	FTE 1.0	FTE 0.9
A03 Officer **Executive Support/Marketing**	**A03 Officer** **Student Attendance**	**A03** **Sport** **Home Economics**	**A03 Officer** **ARTS** **Tuckshop Banking/Payables**	**A03 Officer** **Year 7-10 Students** **HODs x 4**
• Strategic and operational support for school communications, events, and administration • Liaison between the school, Department, media, and wider community • Social media platforms • External communications • Coordination of whole-of-school photography / videography • Press releases / media enquiries • Marketing / branding • Promotional items Newsletter / student diaries • Subject selection handbooks Annual report • Executive support to the Principal • HR assistance and general administrative support for school leadership • School / community events • Internal culture and engagement initiatives • Stakeholder communication and relationship management • Public facing	• Student attendance, timetables, / related data in Daymap / OneSchool • Attendance adjustments (exemptions, PTEP, exams, work experience, TAFE) • Reconciling attendance conflicts. Same-day absence/late compliance • Monitoring daily roll marking and incursion/excursion attendance • Attendance, lateness, infringement reports for HODs and DPs • Coordinating student uniform loans, ID cards, confiscated items • Student, staff, parent attendance enquiries • CARE classes and managing communication slips • Supporting staff with Daymap • NAPLAN group creation, maintenance • Collapsing and reconciling classes at year-end • Verifying ATAR/non-ATAR attendance and completing ABSTUDY/TMR checks	• Support the Sports Coordinator with Swimming, Cross Country and Athletics Carnivals, including full Meet Manager preparation: create annual database, purge old data, import OneSchool files, update GDSS fields, convert/import via Notepad, adjust dates and age-ups, seed events, add default competitors, complete event-day data entry, and export/print reports, results and records. • Assist with district, Wide Bay and cluster trials (approx. 9 per year). • Support JN team sports logistics (approx. 10 per year). • Track student sporting achievements at school, GDSS, WB, QRSS and national levels and update the Sports Tracking Database. • Complete sports excursion administration: quotes, permission letters, OneSchool planner support, financial checks, tracking returns and following up unfinancial or outstanding students. • Support the Sports Awards event: collate sports data, update the tracking database, prepare the PowerPoint, script, program and invites, attend planning meetings, coordinate student marshalling, and manage certificate delivery. • Support exam blocks (I Block / K Block): liaise with teachers, set up exam rooms, prepare materials and whiteboard information, create	• Administrative, operational support to the Arts / ACA/AIM faculties • Program management, student administration • Excursions, class lists, timetables, student records • Faculty emails, staff requests, communications • Coordination of performances, exhibitions, awards, school events • Budget monitoring and reconciliation of faculty purchases • Resource procurement • Tuckshop accounts • Assistance to staff and students in academic, creative, and administrative activities •	• Administrative, operational support Student Services • Emails, OneSchool, Daymap, SharePoint, and pigeonhole correspondence • Behaviour detentions, suspensions, Positive Postcards • Processing, distributing Exit Cards / Technology Cards • Support for leadership programs, reward days, wellbeing events • Student budgets, corporate card reconciliation • Filing, maintenance student records • Camps, immunisation programs, transition programs, Book Week • Support for NAPLAN administration, school award programs (Good Standing, Gold, Silver certificates) • Coordination of behaviour rollouts and exam block support • Assistance with school-wide events, report preparation • Stationery, report resources • Relief, backup support for Student Services operations

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	• Accurate attendance data, compliance,	DayMap incursions, mark attendance, and collect/file completed exams. • Prepare newsletter and Facebook updates promoting sports events and achievements. • Maintain MPS, Oval and Gym bookings. • Assist with equipment and facility hire (canoe trailers, MPS, badminton, futsal). • Monitor sports-related expenditure for carnivals and awards. **Home Ec** • Grocery shopping for Home Ec • Put groceries away and organise into teachers' food baskets (fridge, freezer, shelf) • Clean pantry and refill stock (e.g., sugar and flour canisters) • Date-check food stock, remove expired items, clean any mess • Put ordered supplies away (stationery, textiles etc.) • Look through Home Ec kitchens for electronics and complete EQ13s for damaged items • Add Home Ec items needing replacement to next year's budget list • Help when large orders arrive (fridges, freezers, washing machines etc.) •		

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FTE 0.9	FTE 0.65	FTE 0.58	FTE 0.5	
A03 Officer INTAD/English SOSE/LOTE Senior School/VET	**A03 Work Placement Officer**	**A03 Work Placement Officer**	**A04 WPHS Officer**	**TA BDT / HPE/ Math (2-3 hours per day)**
• General administration: photocopying, laminating, scanning, data entry, phone, email communication for all HODS • Support DP x1 BN • Excursions for English, SOSE, LOTE, Maths. • Corporate card reconciliation • Entry of results into spreadsheets and student profiles • INTAD book loans (Michelle) ? • Consent Manager records, permissions • OnGuard • Daymap • Return to Work • Maintenance of student profiles (Years 7–12) ? • Preparation of spreadsheets for Year 7 &	• Coordination of work experience, school-based traineeship programs • Support for student transition from school to employment or further training • Liaison with employers, parents, and students to arrange placements • Management of documentation, compliance, and student progress monitoring • Promotion and advertising of traineeship and job opportunities • Assistance with resumes, interview preparation, and career guidance • Facilitation of presentations and information sessions • Maintenance of administrative records and program databases • Support for VET and transition programs • Collaboration with staff, regional agencies, industry partners	• Coordination of work experience and school-based traineeship programs • Support for students transitioning from school to employment or further training • Liaison with employers, parents, and students for placement arrangements • Management of required documentation, compliance, and student progress monitoring • Promotion and advertising of traineeship and job opportunities • Assistance with resumes, interview preparation, and career guidance • Facilitation of presentations and information sessions • Administrative processes, database maintenance, and record keeping • Support for VET and transition programs • Collaboration with staff, regional agencies, and industry partners	• High-level support for school compliance with departmental and legislative safety requirements • Coordination of workplace health and safety procedures, risk assessments, emergency management plans • ChemWatch management • Advising staff on safe work practices, safety procedures • Conducting workplace inspections, incident investigations • Maintenance of WHS records, including incident reports, emergency reports, and annual assessments • Oversight of Return to Work processes • Coordination of evacuations, lockdowns, emergency drills • Promotion of a strong safety culture across the school • Collaboration with Principal, staff, regional advisors	• **Faculty Administration** • Provide incidental admin support for HOD (trackers, registers, new tasks). • Audit Teams channels for endorsed units and assessment on file. • Maintain MPS, Oval and Gym bookings. (I Block Bookings) • Check planned excursions are on the school calendar. • Assist with equipment/facility hire (canoe trailers, MPS bookings). • Manage HOD line meeting and planning meeting calendar invites. • **2. Faculty Planning** • Audit QLearn course publications and unit releases at the start of each term. • Courses supported: **23 course blueprints, 80 class courses, 74 assessment tasks** across Business, DigiTech, HPE, PED, REC, RCO, WST, EBU. • **Start-of-term QLearn audit (each term):**

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8 *Humanities/Science allocations*. • Year 11 Leadership Camp • Purchasing (mainly English) • ZYD ??? • BYOD ??? • senior school excursions •				• BUS 11–12, DIG 7–10, EBU 7–10, HPE 7–10, PED 11–12, REC 10–12, RCO 11–12, WST 9–10. **Additional checkpoints:** T1W8, T2W5, T3W7, T4W4 for DIG8, HPE7, HPE8. • Audit includes: • Course published • Assessment dates updated • Rubrics available and accurate • Task sheets attached (unseen tasks) • **3. Faculty Teaching Support** • QLearn course audits and maintenance. • Stationery and consumables audits and restock: • **Annual:** Textbooks • **Semester:** Line marking paint, asset replacement (post pads, marquees, DigiTech/business equipment) • **Term:** HPE & BDT stationery, DigiTech consumables, equipment restock, carnival/awards expenditure • Maintain resource and equipment registers. • **4. Finance** • Reconcile own corporate card. • Assist HOD with corporate card reconciliation. • Create/maintain budget spreadsheets and track expenditure. • Purchasing as directed (textbooks, consumables, equipment). • **5. Curriculum Excursion Support**

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				• Follow excursion procedures and trackers (8-week cycle). • Source quotes, draft permission letters, organise finance checks. • Assist with OneSchool planners and financials. • Track permission forms/payments; contact staff regarding outstanding returns. • Monitor unfinancial students and notify relevant teachers/coaches. • **Approx excursions supported:** • HPE: ~25 • BDT: 1–2 • **6. Assessment Support** • Audit Teams channels for endorsed task sheets (74 tasks). • Manage student folios for 80 classes (digital and physical locations). • Create 80 student profile sheets. • Scan and save exam papers for QCAA Confirmation (6 sets). • Prepare papers for redaction when required. • **7. Reporting Support** • Cross-check report card results with approved results for ~80 classes. • **8. Moderation Support** • Audit Teams channels for moderation notes across 23 subjects. • **9. Faculty Improvement** • Collect and file student improvement plans across 14 teachers. • **10. Subject Selection Night**

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				• Collate HOD-requested resources. • Set up MPS display (flyers, posters, banners, table layout).

Outstanding

- Staff Postcards
- Staff filing

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Julie Walsh 2026

Daily	Ad Hoc	Monthly	Termly	Annual
Administration duties – photocopying, laminating, scanning, data entry, Phone, Emails	Excursions for English, SOSE, LOTE, Science, Math, Home Economics	Corporate Card Reconciliation	Results into spreadsheets	INTAD – book loans (to Michelle ?)
	Consent Manager		Data into student profiles	Rollover students into programs in OnGuard
Daymap entries for excursions etc.	Return to Work		Student profiles 7–12	Spreadsheet for Year 7 & 8 entering Humanities/Science (Peter or David?/ Sally)
				Prepare list of Year 11 & 12 classes sharing K Block classrooms
				Year 11 Leadership Camp

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Andrea's Role – Tasks to Be Filled

Daily	Weekly	Termly	Annual	Ad Hoc
Block bookings into Daymap BYOD – Kelli-Anne	Grocery shopping for Home Economics	Prepare allocation of FSO staff to exam timetable – Bessie currently doing – Julie ?	Assist with stocktake and check for damaged items for next year's replacement schedule - TA	Arrange supplier to measure and fit blinds – One off ??
Scan teacher and HOD receipts – HODS to do	Put groceries into teachers' food basket (fridge, freezer, shelf) for the week ahead	Enter Daymap rolls	Enter SRS budget into OneSchool - HOD	Create purchase orders and sign invoices – TA on the 1-2 days a week ?
Process purchases – shopping, TA to complete	Clean pantry and refill stock	Call parents of students absent from exams and request medical certificates		
Manage permissions for excursions – How many excursions – Julie ?	Check food dates and remove expired items	Maintain VET spreadsheet - ? Not currently doing this ??		
Enter behaviour incidents into OneSchool – To be done by individuals reporting behaviour.	TA to complete these tasks one day week ?	Exam preparation – Julie ???		

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Daily	Weekly	Termly	Annual	Ad Hoc
Email parents through Daymap for Year 11 & 12 (YZD – 30 minutes) – Julie ?		Create student profiles		
Manage BYOD support		Scan and upload confirmations to QCAA		

Daily	Ad Hoc	Termly	Annual
Behaviour incidents into OneSchool – Done by person who experiences the behaviour	**Arranging supplier to measure and fit blinds**	**Prepare allocation of FSO staff to exam timetable**	**Assist with stocktake and check for damaged items for next year's replacement schedule – TA after shool duties ?**
YZD – email parents through Daymap Yr 11 & 12 (30 minutes) Julie	**Purchase orders and signing of invoices – TA?**	**Daymap rolls ?**	**SRS budget into OneSchool - HOD**

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Daily	Ad Hoc	Termly	Annual
BYOD – Kelli-Anne	Grocery ordering	Call parents of students absent from exams and require medical certificates	
		VET spreadsheet - Julie	
		Exam preparation	
		Create student profiles	
		Scan and upload confirmations to QCAA - Julie	

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Key Tasks Identified across FSOs:

- **Financial Administration:** Monitoring and tracking faculty budgets, reconciling corporate card transactions, processing purchases and invoices, obtaining quotes, and managing payments for things like excursions.
- **Excursion and Event Coordination:** End-to-end planning and management of excursions, camps, and school events. Booking transport, managing student consent and medical information, risk assessments, and coordinating event logistics like ticketing, awards, and supervision.
- **Student Data and Administration:** Managing student information in systems like OneSchool and Daymap. Processing behaviour incidents (detentions/suspensions), creating student profiles, managing class lists, and handling student awards and special cards (e.g., Exit Cards, Technology Cards).
- **Academic and Curriculum Support:** Provide direct support for academic processes. Preparing for exam blocks (creating rosters, setting up rooms, scanning results), assisting with curriculum resources, managing timetables, and supporting programs like NAPLAN.
- **Compliance and Safety (WHS):** Managing compliance using the Chemwatch system. Conducting risk assessments, updating Safety Data Sheets (SDS), and performing chemical stocktakes.
- **General Administration and Communication**: Daily tasks include managing emails and phone calls, general filing and scanning, booking rooms, and providing direct administrative support to Heads of Department (HODs) and other teaching staff.
- **Asset and Resource Management:** Managing faculty assets, which includes tracking equipment for replacement, processing asset disposal forms, labelling new items, and assisting with annual stocktakes.
- **Faculty-Specific Duties:** In addition to general tasks, there are specialised duties for specific departments, such as purchasing groceries for Home Economics , managing tuckshop finances , coordinating instrument and uniform loans for The Arts , and supporting student wellbeing programs for junior secondary year levels. Note the T&L support roles are significantly different to the Student Support role.

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Minor or Infrequent Duties

- **Specialised Staff Support**:
    - Providing relief cover for the main office or Student Services during meetings or absences.
    - Training other staff members on various school programs and systems as required.
    - Acting as an Emergency Evacuation Block Warden.
    - Assisting with staff rehabilitation and return-to-work processes.
    - Performing Justice of the Peace (JP) duties for the school community.
- **Specific Administrative & Creative Tasks**:
    - Using Canva to create promotional materials for events.
    - Engraving equipment, such as calculators.
    - Using a Cricut machine to create custom designs for teachers.
    - Redacting sensitive information from student behaviour statements.
    - Applying for external grants on behalf of a faculty.
    - Distributing items like student photos and ID cards throughout the year.
    - School Suspension Paperwork
    - Positive Postcards
    - Good Standing, Gold and Silver certificates
- **Operational & Systems Tasks**:
    - Entering facilities management tasks to log items that need fixing.
    - Managing and restocking specific paper-based systems like behaviour slips for HODs.
    - Using additional specific software like OnGuard and Ed Perfect for student management.

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Current

A03 Math/Home Economics	A03 INTAD/English SOSE/LOTE/Science	A03 PE/Sport BDT	A03 ARTS	A03 Student Support	A03 Executive Support/Marketing
• Financial Administration • Excursion and Event Coordination • Student Data and Administration • Academic and Curriculum Support. • General Administration and Communication • Asset and Resource Management: Managing Faculty-Specific Duties: In addition to					
Senior School/VET			Tuckshop Finance		

An Option

A03 Math/Home Economics	A03 INTAD/English SOSE/LOTE/Science	A03 PE/Sport BDT	A03 ARTS	A03 Student Support	A03 Executive Support/Marketing
• Financial Administration • Excursion • Student Data and Administration • Academic and Curriculum Support. • General Administration and Communication • Asset and Resource Management: • Faculty-Specific Duties:					
Senior School/VET	Accounts Receivable	Accounts Payable	Tuckshop Finance		Event Coordination

Another Option

A03 Faculty A, B, C	A03 Faculty D,E,F	A03 Faculty F, G, H	A03 Student Support	A03 Events and Marketing
• Financial Administration • Excursion • Student Data and Administration • Academic and Curriculum Support. • General Administration and Communication • Asset and Resource Management: Faculty-Specific Duties:				
	Academies?			Academies?
Senior School/VET	Tuckshop Finance	Sport		Event Coordination

Another Option

A03 Student Data and Exams	A03 Excursions, Consent (inc Sport/ACA)	A03 Communication and Correspondence	A03 Student Support	A03 Events and Marketing
•				
Faculty-Specific Duties:	Faculty-Specific Duties:	Faculty-Specific Duties:		Academies?
Senior School/VET Rehab	Tuckshop Finance	General Administration and Communication		Event Coordination

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Minutes Term 4 2025

Thursday, 25 July 2024 2:58 PM

Agenda Item	Reference Material	Communication from staff prior to LCC	Minutes inc. motion and vote	Action
Attendance			Mark, Sandy, Cameron, Glenn, Khalen, Ashlin, Bessie	
Apologies			Ann, Kim	

s73 – Irrelevant Information

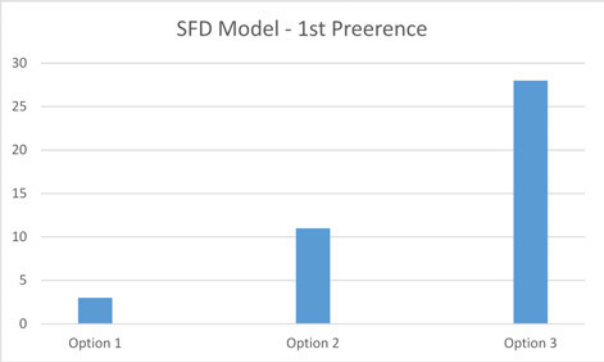
AO Team Update	Overview Human Resources			2 positions are not being replaced. Redistribution of roles. Talk to line managers for more clarification. Mark to shared presentation

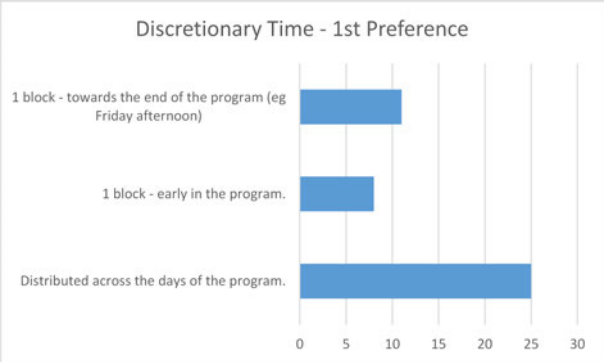
s73 – Irrelevant Information

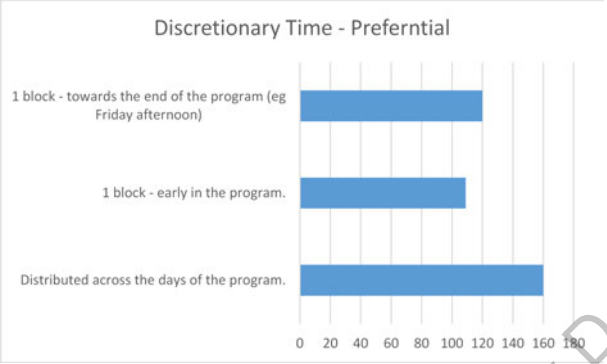
Meeting Closed			**11:45am**	



RTI Act - File 262909 - Page 149 of 212







Additional Considerations:

Consider giving time for training on the new syllabus.
Short morning tea (eg 20 mins) & longer lunch (eg 40 mins - time to actually eat, toilet etc) at the same times on all days.
Ensure the whole team learning is relevant to our Core business. It would be really useful to have time for meetings with teachers of high needs students, Inclusion teacher, HODSS to discuss the needs. This may be a more effective communication tool than Daymap notes, flags, emails and being directed to Student Profile. These are useful but more useful after a briefing.
Perhaps a 2 hour block early then a second one hour block in the middle somewhere. An extended early morning session was well received last year.
Burnout
Planning time for ACA Program of Excellence.

2026 Student F...

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Week 7: 28 Aug

Thursday, 5 December 2024 9:42 AM

Chair:	ANTHONY
Timekeeper:	BEN
Minutes:	ANN
Attendance:	Joe Laing, Jacki Lee, Bessie Nilon, Greg Cooper, Carol Flikweert, Mark Seijbel, Ystyn Francis, Ann Porter, Courtney Perren, Ben Tarlinton, Katelyn McDonald, Anthony Reid, Rachael Pelling, Melissa Yewbury
Apologies:	Deanna Stephens, Zak Green, Nat Hyde, Becki Haines, Karen Swift

AGENDA									
Presenter	**Purpose**	**Audience** *(select)*	**Intent and time** *(select)*	**Documents/ pre-readings and critical questions/ responsibilities**	**Discussion points and critical questions**	**LT meeting consensus to inform Exec team decisions**	**Actions/ officers**	**Item carried forward** *(select)*	**Release to staff** *(select)*

s73 – Irrelevant Information

AI Generated

Mark 3:40-3:55	Staffing Reflections and Refinement.	All	15 minutes	Human Resources	• Confidentiality and Transparency • Workload / The Right Work (A02, A03, A04) • Clarity • Equity • Allocations and Costs • Like Schools		Need to know information so that is based on fact. Allocation of staffing – over allocation of AO2 etc • Enrolment forecast is decreasing. • Locally funded salaries is a third of the budget and increasing due to lower enrolments. • Review of roles • Using a business manager coach to get data • Give feedback in the review phase with proposals • (no one will lose their job) • Workload pressures – may need to redistribute jobs • See Mark if you need to discuss – talk to FSO and AO's re this • Feedback and mindful of workload	Yes / No	Yes / No

Released

s73 – Irrelevant Information

s73 – Irrelevant Information

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together
Branch of the A•S•U

2025-2026

Together Membership Application Form

If you wish to pay by credit card, please use the online join form at **together.org.au/join** or scan the QR code on the other side of this form.

Title (please circle) Mr Mrs Miss Ms Dr Mx	Surname	
Name	Preferred name	Date of Birth / /
Female ❑ Male ❑ X ❑ Prefer not to disclose ❑	Would you like to identify as Aboriginal &/or Torres Strait Islander? ❑ &/or LGBTQIA+? ❑	
Home address		
Suburb/City	Postcode	
Home Phone	Work Phone	Mobile
Work email ❑	Tick your preferred email.	
Home email ❑		
Occupation	Job Title	
Full-time ❑ Part-time ❑ Casual ❑ Permanent ❑ Temp ❑	Class level (eg AO2.1 or HP 3.1)	Gross fort'ly income $
Employer	Workplace	
Street address		

Please select one of the following periodic payment options:

OPTION ONE: FORTNIGHTLY PAYMENTS

I hereby authorise Together to arrange for funds to be debited from my account as set out below. USER ID: 064272.

Account Name							
Bank/Credit Union Name							
Bank/Credit Union							
Address							
BSB							Account number

OPTION TWO: MONTHLY CREDIT CARD PAYMENTS

If you wish to pay by credit card, please use the online join form at **together.org.au/join** or scan the QR code on the other side of this form, or tick the below box to have our team contact you to finalise your membership.

I agree to finalise my payment with the membership team, who will contact me. ❑

I hereby make application for membership of the Australian Municipal, Administrative, Clerical and Services Union, Queensland Together Branch and I agree to abide by the Union Rules, which may be amended from time to time. I understand I remain a member of Together until I provide two weeks written notice of intention to resign my membership.

SIGN HERE Date

Remember! Union fees are fully tax deductible.

DIRECT DEBIT FORTNIGHTLY (until June 30, 2026)

Approx gross fortnightly income	General	Indemnity*	Corrections^
Earning less than $1125	$13.46	$14.81	$17.54
Earning from $1125 to less than $2250	$22.46	$23.81	$26.54
Earning from $2251 to less than $3750	$27.35	$28.70	$31.43
Earning from $3751 to less than $4400	$28.08	$29.43	$32.16
Earning $4400 or above	$29.27	$30.62	$33.35

CREDIT CARD MONTHLY (until June 30, 2026)

Approx gross fortnightly income	General	Indemnity*	Corrections^
Earning less than $1125	$29.17	$32.09	$38.00
Earning from $1125 to less than $2250	$48.67	$51.59	$57.50
Earning from $2251 to less than $3750	$59.25	$62.17	$68.08
Earning from $3751 to less than $4400	$60.83	$63.75	$69.66
Earning $4400 or above	$63.42	$66.34	$72.25

*These Together members pay an additional $33/year to receive a benefit of Professional Indemnity Insurance:
- Queensland Health members employed under the Health Practitioner Dental Officers Certified Agreement;
- Child Safety Services (excluding those employed as administrative officers or business officers within Service Centres) and those employed as Allied Health Practitioners within the Department of Child Safety, Seniors & Disability Services;
- Members employed as Health Practitioners in the Department of Education;
- All members employed as Allied Health Practitioners in the private sector.
^Custodial Corrections Officers pay an additional $106/year

Hand your completed form to an organiser, scan and **email** to membershipteam@together.org.au or **mail** to REPLY PAID PO BOX 3272 South Brisbane BC 4101 (no stamp required)

ABOUT PERIODIC PAYMENTS: Together will keep all your bank and credit card details confidential. You will receive 14 days notice of any change in the terms of your arrangement. **If you wish to cancel or change your periodic payment arrangement, Together will require 14 days notice. Please ensure your nominated account can accept debits of this kind and that there are enough funds to cover the payment, as your bank may charge you a dishonour fee.** If a periodic payment is declined, Together will alter your next payment to include the missed fee, providing you with notice. Together may contact you via SMS, email or post.
Privacy information: We collect, hold, use and disclose personal information to carry out our functions or activities under the Privacy Act 1988 (Privacy Act). More information on our privacy policy and process can be found at https://together.org.au/about-us/our-structures/privacy

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RTI Act - File 262909 - Page 154 of 212

Authorised Alex Scott
Together Branch Secretary
ABN 97853552816

Key Tasks Identified across FSOs:

- **Student Services**
- **Student Data and Exams**
  - Provide direct support for academic processes. Preparing for exam blocks (creating rosters, setting up rooms, scanning results), assisting with curriculum resources, managing timetables, and supporting programs like NAPLAN.
  -
- **Excursions and Extra Curricular**
  - **End-to-end planning and management of excursions**
  - **managing payments for excursions.**
  -
- **Events and Marketing**
  - **processing purchases and invoices, obtaining quotes**
- **Finance 2**
  -

- **Financial Administration:** ~~Monitoring and tracking faculty budgets, reconciling corporate card transactions~~, ,
- **Excursion and Event Coordination:**, camps, and school events. Booking transport, managing student consent and medical information, risk assessments, and coordinating event logistics like ticketing, awards, and supervision.
- **Student Data and Administration:** Managing student information in systems like OneSchool and Daymap. Processing behaviour incidents (detentions/suspensions), creating student profiles, managing class lists, and handling student awards and special cards (e.g., Exit Cards, Technology Cards).
- **Academic and Curriculum Support:**
- **Compliance and Safety (WHS):** Managing compliance using the Chemwatch system. Conducting risk assessments, updating Safety Data Sheets (SDS), and performing chemical stocktakes.
- **General Administration – Teaching and Learning**: general filing and scanning, booking rooms, and providing direct administrative support to Heads of Department (HODs) and other teaching staff.

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- **Asset and Resource Management:** Managing faculty assets, which includes tracking equipment for replacement, processing asset disposal forms, labelling new items, and assisting with annual stocktakes.
- **Faculty-Specific Duties:** In addition to general tasks, there are specialised duties for specific departments, such as purchasing groceries for Home Economics , managing tuckshop finances , coordinating instrument and uniform loans for The Arts , and supporting student wellbeing programs for junior secondary year levels. Note the T&L support roles are significantly different to the Student Support role.

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Minor or Infrequent Duties

- **Specialised Staff Support**:
    - Providing relief cover for the main office or Student Services during meetings or absences.
    - Training other staff members on various school programs and systems as required.
    - Acting as an Emergency Evacuation Block Warden.
    - Assisting with staff rehabilitation and return-to-work processes.
    - Performing Justice of the Peace (JP) duties for the school community.
- **Specific Administrative & Creative Tasks**:
    - Using Canva to create promotional materials for events.
    - Engraving equipment, such as calculators.
    - Using a Cricut machine to create custom designs for teachers.
    - Redacting sensitive information from student behaviour statements.
    - Applying for external grants on behalf of a faculty.
    - Distributing items like student photos and ID cards throughout the year.
    - School Suspension Paperwork
    - Positive Postcards
    - Good Standing, Gold and Silver certificates
- **Operational & Systems Tasks**:
    - Entering facilities management tasks to log items that need fixing.
    - Managing and restocking specific paper-based systems like behaviour slips for HODs.
    - Using additional specific software like OnGuard and Ed Perfect for student management.

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Summary – Absorbing A03 Finance Officer Role

Category	Option 1 – Recruitment (Direct Replacement)	Option 2 – Shared Finance role + 2x SFO rolls become combined and into a hub.	Option 2 – Shared Finance role + 2x SFO rolls become combined and into a hub.
Overview	Recruit a new A03 Finance Officer after leave. Duties remain unchanged.	Finance split: Receivables (Front Reception, 3 days) + Payables (FSO Officer, 2 days). Enrolments → Student Services Officer. HR Officer supports HR tasks from Front reception. SFO Officers form hub. BM takes on more HR oversight.	Finance split: Receivables (Front Reception, 3 days) + Payables (HR Officer, 2 days). Enrolments → FSO Officer. SFO Officers form hub. BM takes on more HR oversight.
Pros	• Maintains role clarity. • Minimal disruption to existing workflows. • No redistribution needed.	• Shared finance reduces single-point failure. • Enrolments centralised in Student Services – aligns with student lifecycle. • Hub gives HODs shared access. • Stronger BM oversight of HR.	• HR Officer handles Payables – aligns with admin/data strengths. • FSO Officer manages enrolments – operational fit with student-facing role. • Hub gives HODs shared access. • BM oversight supports HR compliance.
Cons	• Recruitment process may be slow. • Single point of failure remains. • No opportunity to build flexibility or resilience across team.	• Finance split across two roles may require coordination. • Reception staff balancing finance + front desk may face conflicting priorities. • HR spread across multiple staff could blur boundaries.	• FSO Officer taking enrolments may reduce time for operational/FSO tasks. • Finance split requires coordination.
Risks	• Delay in filling role creates workload pressure. • Risk of turnover repeating in future. • Reliance on one person for finance continuity.	• Possible communication breakdown in finance. • Role confusion between HR Officer & BM. • Reception staff stress risk.	• HR Officer capacity risk during busy HR periods. • FSO Officer juggling enrolments + ops may reduce responsiveness if not managed correctly • Reconciliation challenges if finance split poorly managed.
Efficiencies	• Clear accountability. • Simple to manage.	• Hub model provides resilience + coverage. • Shared finance prevents burnout. • Enrolments streamlined under Student Services.	• Maintains segregation of duties in finance. • Enrolments benefit from FSO operational knowledge. • Hub model provides resilience + coverage.

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Proposed Office Structure Option Two

Key.Point¿
We require four.personnel.in.the.office.at.all.times *to ensure continuity and effective workflow. This means that* Kelli_Anne *will need to relocate into the main office area*.

I have a map prepared for discussion to illustrate this proposed setup and allow visual input for everyone.

- **Snapshot:**
- [redacted] takes on **Sharon's HR responsibilities** while positioned in the main office.
- [redacted] manages **Student Enrolments**.
- [redacted] covers either **Accounts Receivable or Payable** at **Front Reception**.
- [redacted] handles the other **finance function** (Accounts Payable or Receivable).

Finance Split

- **Accounts Receivable:**
  Managed from **Front Reception** by [redacted] will cover the remaining **2 days** from her own seat at Front Reception and will also take on some receipting duties.
- **Accounts Payable:**
  Managed by the **FSO Officer** ([redacted]), 2 days per week (this can be spread into hours per day). This task can be completed from a different location within the school other than the office.

Role Adjustments and Collaboration

- **FSO Officers ([redacted]):**
  There is strong potential for [redacted] to **combine their roles to create a 7-day coverage**, which would provide adequate capacity for **2 full days of Accounts Receivable**.
- **Student Enrolments:**
  To be managed by [redacted] who will then **pass her HR responsibilities to** [redacted]

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- **HR Oversight:**
  The **Business Manager (BM)** will take on additional HR oversight.

- s47(3)(b) – Cont[redacted] may assist from the current HR office when needed.

- **HR Officer:**
  s47(3)(b) – Contrary to Public In[redacted] will support HR functions previously handled by s47(3)(b) – Contrary to[redacted] while also being positioned in the main office area.

Office Coverage

- **Three days per week:**
  - s47(3)(b) –[redacted]

- **Two days per week:**
  - s47(3)(b) – Contrary to Pub[redacted]

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Proposed Office Structure - Option Three

Snapshot:

- **Kelli-Anne** handles either Accounts Payable **or** Accounts Receivable.
- **Dea** covers the other finance function (Accounts Receivable or Payable) at Front Reception.
- **Julie and Andrea** focus on Student Enrolments and HOD support.

Finance Split

- **Accounts Receivable / Accounts Payable:**
  - s47(3)(b)(b) – Contrary to Pub will take on either **Accounts Payable or Accounts Receivable and current finance role from** s47(3)(b) – Contrary to Pu hours spread across the week to ensure all finance tasks are completed efficiently.
  - s47(3)(b) – Contrary to Public In will manage the **other finance function** (Accounts Receivable or Payable) from **Front Reception** for three days per week.
  - s47(3)(b) -b) – Contrary to P will cover the remaining two days at Front Reception, also taking on some receipting duties.
  - Finance tasks can be completed from the main office or another suitable location within the school if required.
- **Student Enrolments:**
  Managed by s47(3)(b) – Contrary to Public Interest, who combine their roles to provide **7-day coverage** across the week, ensuring continuous enrolment processing and HOD support.

Role Adjustments and Collaboration

- **FSO Officers** s47(3)(b) – Contrary to Public Interest**):**
  Combined, they provide continuous support to HODs and manage student enrolments efficiently.
- **HR Oversight:**
  The **Business Manager (BM)** will take on additional HR oversight.
- **Additional Support:**
  s47(3)(b) – Co may assist from the current HR office when needed.

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Office Coverage

- **Three days per week:**
  - s47(3)(b) –
    
- **Two days per week:**
  - s47(3)(b) – Contrary to P
    

Notes on Coverage

- s47(3)(b) – Contrary to Public Interest combined finance hours ensure all Accounts Payable and Receivable tasks are covered across the week.
- s47(3)(b) – Contrary to Public Interest combined hours cover all student enrolments and HOD support needs, providing consistent daily coverage without additional staff.
- This structure maintains **four personnel in the office at all times**, ensuring smooth operation and continuity across finance, enrolments, and general office administration.

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Continuity

In all proposed options, the.presence.of.four.staff.members.in.the.office.must.be.maintained *to ensure smooth daily operations, consistent communication, and uninterrupted service delivery.*

A0 Officer Role Responsibilities

Finance Officer A03	HR Officer A03	Facilities Officer A03	Enrolment Officer A03	Attendance Officer A03	HSW Officer A04	Marketing & Events Officer A03	Student Support Officer A03	Business Manager A06
Bank Reconciliation (Daily)	Salary Recovery	Direct to Market	Enrolment development, dispersal, and entering	Attendance adjustments – PTEP, Exemptions, Work Exp, Uni	ChemWatch	Social Media	Camps	Oversight of all departments
Corporate Card	Contracts	WAAPs	Medical Forms	Check overnight absence replies, phone email & SMS	Return to Work	Photos	Rewards Day	Strategic financial planning
QKR	Casual Claims	Request for Quote	Exceptions	Process timetable imports, orphaned attendances & conflicts	Annual Assessment	Media Liaison	Behaviour Entry	Compliance and reporting
Accounts Payable	Criminal History Checks	Facility Hire	Timetables (Students)	Monitor incursions/excursions created in Daymap (match data to OneSchool)	Incident Reports	Badges	Gold/Silver Rewards	Approvals and authorisations
Accounts Receivable	Staff Leave	Asset Management	QParents	Check in student items	Emergency Report	Newsletter	Senior Schooling	Staffing and HR approvals
Excursion Invoices	Staff Training Lists	Stocktake	P/T Interviews	Process uniform loans – loan slips, fitting, put away laundered items	Evacuations / Lockdowns	Principal Support	TrackEd	Financial oversight
Dunning Notices	Professional Development	Key Register	Set Planning	Monitor roll marking throughout the day		Community Events	VET	Leadership support
KMA	Recreation Leave	Loan Register	Year 7 Transition	Monitor incursion/excursion roll marking		Diary / Calendar	QCAA	School governance

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				(contact teacher if needed)				
Statements	Return to Work	Room Bookings	USI	Process late student arrivals			External Exams	
Student Resource Scheme	Timesheets / TLM	Protective Services	TAFE Cert	Same day absence notifications			Exams	
Centrepay	Blue Cards	CCTV	Attendance	Same day late arrival notifications			Excursions	
Purchase Orders	Pigeon Holes	Security		Monitor & process student late arrivals, early departures and admin appts				
Scholarships	Timetable Staff	Rubbish		Roll marking inconsistencies – amend attendance data as required				
	SBS	EQ11		Mobile phone/tech infringements – Daymap, OneSchool, confiscated phones to main office				
		Contractor Management / Coordination		Appointment slips for Guidance Officers printed and placed in CARE folders				
				Field / Action staff assistance calls				
				Field general student enquiries				
				Field general parent enquiries				

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				Student ID Card Photos and Ordering for new students First Aid Back up HOD and DP support/queries				

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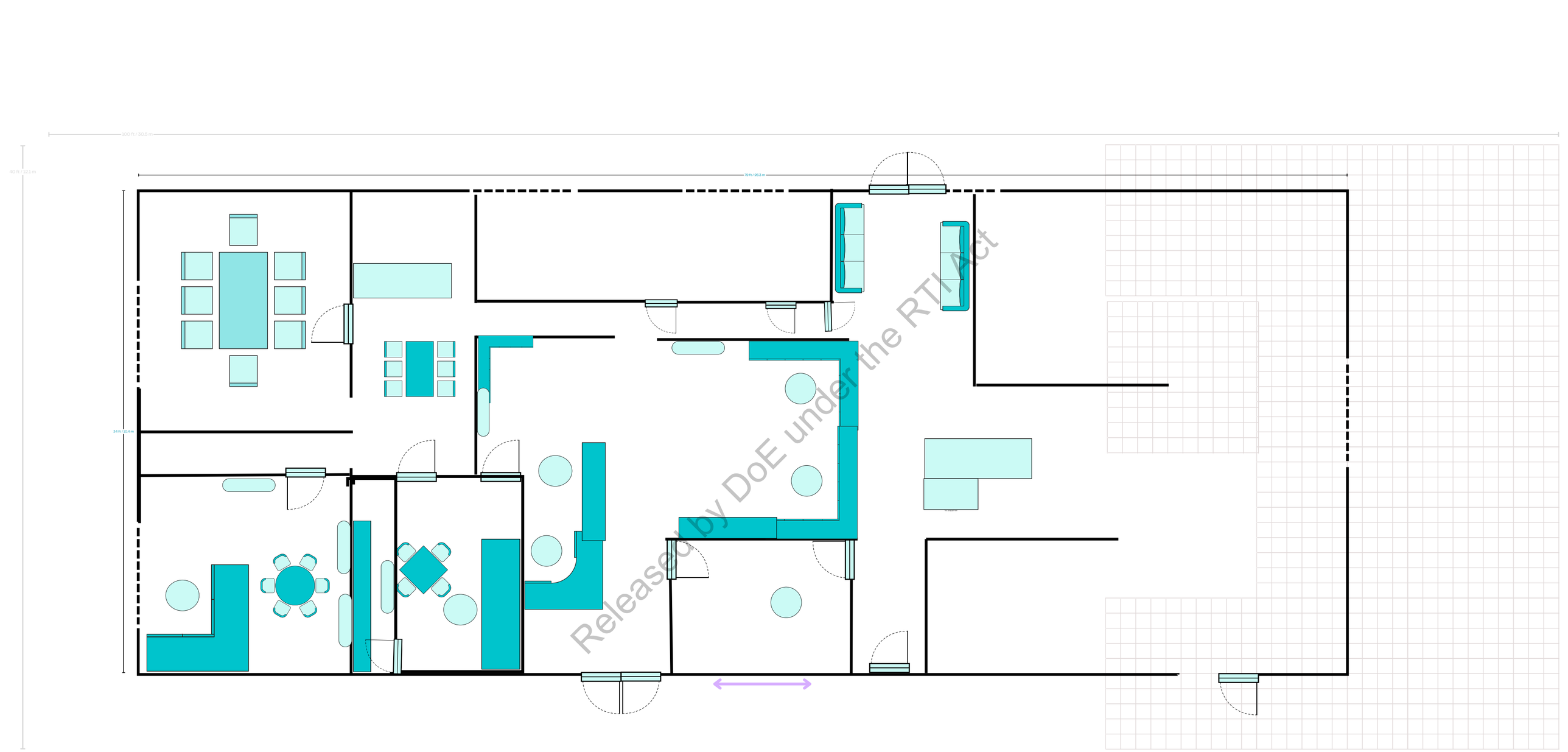

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Proposed 2026 Admin / Services Delivery Team Structure – Option A

2025		
1.	A03 Finance	0.9
2.	HR Enrolments	0.9
3.	Facilities	0.9
4.	Front Reception	0.54/0.54
5.	Back Reception	0.72
6.	Executive Support/Marketing	0.9
7.	Student Services 1	0.9
8.	Year 7-10 Students	0.9
9.	Student Services 2	0.9
10.	PE/Sport BDT	0.9
11.	INTAD/English/SOSE/LOTE/Science	0.9
12.	ARTS	1.0
13.	Math/Home Economics/Senior School/VET	0.9
TOTAL		11.8
*Allocation (A02) **		4.39
School Funded		7.41

2026		
1.	**Finance Officer**	0.9
2.	**HR Officer**	0.9
3.	**Facilities Officer**	0.9
4.	**Front Reception**	0.54/0.54
5.	**Back Reception**	0.72
6.	**Events, Communications and Marketing** + Executive Support	0.9
7.	**Attendance Officer**	0.9
8.	**Student Support and Engagement**	0.9
9.	**Excursion and Consent Management** + Faculty Admin Support – BDT, HPE, Sport	0.9
10.	**Reprographics, Student Data and Exam Administration** + Faculty Admin Support SOSE/LOTE/ Math/Home Economics/ Senior School/VET	0.9
TOTAL		9.0
Allocation (A02)		>3.32
School Funded		<5.68

Locally Funded Wages:

Prior Year Net Additional Staffing		
2024	$1,225,193	**Above alloc**
2023	$953,055	**Above alloc**
2022	$348,908	**Above alloc**

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Proposed 2026 Admin / Services Delivery Team Structure – Option B1

2025		
1.	A03 Finance	0.9
2.	HR Enrolments	0.9
3.	Facilities	0.9
4.	Front Reception	0.54/0.54
5.	Back Reception	0.72
6.	Executive Support/Marketing	0.9
7.	Student Services 1	0.9
8.	Year 7-10 Students	0.9
9.	Student Services 2	0.9
10.	PE/Sport BDT	0.9
11.	INTAD/English/SOSE/LOTE/Science	0.9
12.	ARTS	1.0
13.	Math/Home Economics/Senior School/VET	0.9
TOTAL		11.8
*Allocation (A02) **		4.39
School Funded		7.41

2026		
1.	**Finance Officer**	0.9
2.	**HR Officer**	0.9
3.	**Facilities Officer**	0.9
4.	**Front Reception**	0.54/0.54
5.	**Back Reception**	0.72
6.	**Events, Communications and Marketing** + Executive Support	0.9
7.	**Attendance Officer**	0.9
8.	**Student Support and Engagement**	0.9
9.	**Excursion and Consent Management** + Faculty Admin Support – BDT, HPE, Sport	0.9
10.	**Reprographics, Tuckshop Finance** + Faculty Admin Support Arts	1.0
11.	**Student Data and Exam Administration** + Faculty Admin Support SOSE/LOTE/ Math/Home Economics/ Senior School/VET	0.9
TOTAL		10.0
Allocation (A02)		>3.32
School Funded		<6.68

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Proposed 2026 Admin / Services Delivery Team Structure – Option B2

2025		
1.	A03 Finance	0.9
2.	HR Enrolments	0.9
3.	Facilities	0.9
4.	Front Reception	0.54/0.54
5.	Back Reception	0.72
6.	Executive Support/Marketing	0.9
7.	Student Services 1	0.9
8.	Year 7-10 Students	0.9
9.	Student Services 2	0.9
10.	PE/Sport BDT	0.9
11.	INTAD/English/SOSE/LOTE/Science	0.9
12.	ARTS	1.0
13.	Math/Home Economics/Senior School/VET	0.9
TOTAL		11.8
*Allocation (A02) **		4.39
School Funded		7.41

2026		
1.	**Finance Officer**	0.9
2.	**HR Officer**	0.9
3.	**Facilities Officer**	0.9
4.	**Front Reception**	0.54/0.54
5.	**Back Reception**	0.72
6.	**Events, Communications and Marketing** + Executive Support	0.9
7.	**Attendance Officer**	0.9
8.	**Student Support and Engagement**	0.9
9.	Faculty Admin Support – BDT, HPE, Sport	0.9
10.	Faculty Admin Support Arts + Finance Tuckshop	1.0
11.	Faculty Admin Support SOSE/LOTE/ Math/Home Economics/ Senior School/VET	0.9
TOTAL		10.0
Allocation (A02)		>3.32
School Funded		<6.68

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Key Tasks – Faculty Admin Support via designated officers:

BM and Finance Officers – Guidance in monitoring and tracking faculty budgets, reports, processing purchases and invoices, and managing payments for things like excursions.

Excursion and Consent Management: managing student consent (Qparent) and medical information, risk assessments, and coordinating event logistics like ticketing, awards, and supervision.

Student Data and Exam Administration: Managing student data, OneSchool, Digital Text Management, Third party apps, Daymap, supporting QCAA data requirements, NAPLAN, VET results, QLearn administration support, exam blocks (preparing material, setting up rooms, scanning results…)

Compliance and Safety (WHS): Managing compliance using the Chemwatch system. Conducting risk assessments, updating Safety Data Sheets (SDS), and performing chemical stocktakes.. RTW?

Reprographics: Printing, photocopying, laminating – teaching and learning resources.

Facilities Officer: Support and guidance to HODs managing faculty assets, which includes tracking equipment for replacement, processing asset disposal forms and assisting with annual stocktakes.

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Proposed 2026 Admin / Services Delivery Team Structure – Modelled on Option B2

FTE 0.9	FTE 0.9	FTE 0.9	FTE 0.54/0.54	FTE 0.72/0.54
A03 Finance	**A03 HR/Enrolments**	**A03 Facilities-OneSchool/D2M**	**A03 Front Reception**	**A03 Back Reception**
• Bank Reconciliation (Daily) • Corporate Card • QKR • Accounts Payable • Accounts Receivable • Excursion Invoices • Dunning Notices • KMA • Statements • Student Resource Scheme • Centrepay • Purchase Orders • Scholarships	• Assessment calendars • Day 4, 8, and 20 enrolment • Enrolments • HR, SBS data entry • Leaving school forms • MyHR leave schedules • Student files • Parent-teacher interview / • Set Plans support • Professional development requests • Student management and QCAA administration • Supervisions and TRS • Year 6/7 transition days • Subject handbooks • Cancellation letters • Student audit • Scholarship administration • QParents approvals • Staff handbook updates • Enrolment verifications • DP support x 1	• Direct to Market • WAAPs • Request for Quote • Facility Hire • Asset Management • Stocktake • Key Register • Loan Register • Room Bookings • Protective Services • CCTV • Security • Rubbish • EQ11 • Contractor Management / Coordination • A/Hrs Contact List – Protective Services • WH&S Secretary • Bookings for A1	• **Part-Time Administrative Officers** • Front office and administrative support • Reception duties • Receipting and financial transactions • Blue Card management • Mail • Maintain staff records, pigeonholes, and email communications • Timesheets / ADO, TOIL agreements • Manage office supplies • Support finance functions (e.g. salary recovery, scholarship refunds) • Prepare end-of-month reports • Assist record archiving	• **Part-Time Administrative Officers** • Student Services • Phone enquiries • Staff training records • Pay claims and staff coverage coordination (cleaners and facilities) • Forms processing • Front office, student service, and records management support • Reception and communication channels • Student absences • Enrolment enquiries • Parent and community enquiries • Finance tasks (receipting, reimbursements, reconciliations) • Scholarship administration (QATSIF, HYDRO, Year 7) • Facility hire invoicing • 'Operation Ice-Age' archival review and digital records transition

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FTE 0.9	FTE 0.9	FTE 0.9	FTE 1.0	FTE 0.9
A03 Officer **Executive Support/Marketing**	**A03 Officer** **Student Attendance**	**A03** **PE/Sport** **BDT**	**A03 Officer** **ARTS** **Tuckshop Finance**	**A03 Officer** **Year 7-10 Students** **HODs x 4**
• Strategic and operational support for school communications, events, and administration • Liaison between the school, Department, media, and wider community • Social media platforms • External communications • Coordination of whole-of-school photography / videography • Press releases / media enquiries • Marketing / branding • Promotional items Newsletter / student diaries • Subject selection handbooks Annual report • Executive support to the Principal • HR assistance and general administrative support for school leadership • School / community events • Internal culture and engagement initiatives • Stakeholder communication and relationship management • Public facing	• Student attendance, timetables, / related data in Daymap / OneSchool • Attendance adjustments (exemptions, PTEP, exams, work experience, TAFE) • Reconciling attendance conflicts. Same-day absence/late compliance • Monitoring daily roll marking and incursion/excursion attendance • Attendance, lateness, infringement reports for HODs and DPs • Coordinating student uniform loans, ID cards, confiscated items • Student, staff, parent attendance enquiries • CARE classes and managing communication slips • Supporting staff with Daymap • NAPLAN group creation, maintenance • Collapsing and reconciling classes at year-end • Verifying ATAR/non-ATAR attendance and completing ABSTUDY/TMR checks • Accurate attendance data, compliance,	• Administrative, Operational support - HOD and faculty areas (HPE, Business, Digital Technologies) • Support for Junior / District Sports Programs • Assistance with curriculum, assessment management • QLearn audits, moderation processes • Coordination of excursions, reporting, faculty events • Faculty and sports finance, purchasing, resource management • Maintenance of communication materials and faculty documentation • Management of facility and venue bookings • Coordination and support for major events (carnivals, award nights, etc.)	• Administrative, operational support to the Arts / ACA/AIM faculties • Program management, student administration • Excursions, class lists, timetables, student records • Faculty emails, staff requests, communications • Coordination of performances, exhibitions, awards, school events • Budget monitoring and reconciliation of faculty purchases • Resource procurement • Tuckshop accounts • Assistance to staff and students in academic, creative, and administrative activities	• Administrative, operational support Student Services • Emails, OneSchool, Daymap, SharePoint, and pigeonhole correspondence • Behaviour detentions, suspensions, Positive Postcards • Processing, distributing Exit Cards / Technology Cards • Support for leadership programs, reward days, wellbeing events • Student budgets, corporate card reconciliation • Filing, maintenance student records • Camps, immunisation programs, transition programs, Book Week • Support for NAPLAN administration, school award programs (Good Standing, Gold, Silver certificates) • Coordination of behaviour rollouts and exam block support • Assistance with school-wide events, report preparation • Stationery, report resources • Relief, backup support for Student Services operations

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FTE 0.9	FTE 0.65	FTE 0.58	FTE 0.5	
A03 Officer INTAD/English SOSE/LOTE/ Math/Home Economics Senior School/VET	**A03 Work Placement Officer**	**A03 Work Placement Officer**	**A04 WPHS Officer**	**TA Home Economics**
• General administration: photocopying, laminating, scanning, data entry, phone, email communication • Support DP x 2 • Excursions for English, SOSE, LOTE, Science, Maths, Home Economics • Corporate card reconciliation • Entry of results into spreadsheets and student profiles • INTAD book loans (Michelle ?) • Consent Manager records, permissions • OnGuard • Daymap • Return to Work • Maintenance of student profiles (Years 7–12) ? • Preparation of spreadsheets for Year 7 & 8 *Humanities/ Science allocations* (with Peter, David, or Sally plus .11 of a TA) • Year 11 Leadership Camp	• Coordination of work experience, school-based traineeship programs • Support for student transition from school to employment or further training • Liaison with employers, parents, and students to arrange placements • Management of documentation, compliance, and student progress monitoring • Promotion and advertising of traineeship and job opportunities • Assistance with resumes, interview preparation, and career guidance • Facilitation of presentations and information sessions • Maintenance of administrative records and program databases • Support for VET and transition programs • Collaboration with staff, regional agencies, industry partners	• Coordination of work experience and school-based traineeship programs • Support for students transitioning from school to employment or further training • Liaison with employers, parents, and students for placement arrangements • Management of required documentation, compliance, and student progress monitoring • Promotion and advertising of traineeship and job opportunities • Assistance with resumes, interview preparation, and career guidance • Facilitation of presentations and information sessions • Administrative processes, database maintenance, and record keeping • Support for VET and transition programs • Collaboration with staff, regional agencies, and industry partners	• High-level support for school compliance with departmental and legislative safety requirements • Coordination of workplace health and safety procedures, risk assessments, emergency management plans • ChemWatch management • Advising staff on safe work practices, safety procedures • Conducting workplace inspections, incident investigations • Maintenance of WHS records, including incident reports, emergency reports, and annual assessments • Oversight of Return to Work processes • Coordination of evacuations, lockdowns, emergency drills • Promotion of a strong safety culture across the school • Collaboration with Principal, staff, regional advisors	• Grocery shopping • Stocking teachers' food baskets (fridge, freezer, shelves) for the week ahead • Cleaning pantry, restocking supplies • Checking food dates, removing expired items • Garden Maintenance • Purchasing

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Proposed FSO Hub – s47(3)(b) – Contrary to Public Interest (for finance or for enrolments)

The concept of creating a **hub** for s47(3)(b) – Contrary to Public Interest is based on combining their current FSO roles to provide cohesive, efficient and consistent support to their respective HODs.

The combined hours between s47(3)(b) – Contrary to Public Interest currently total **nine days per week**.
Within this allocation, the hours can be **distributed flexibly across the week** to ensure full coverage of all required functions.

This model allows for:

- **Seven days of combined coverage** for general FSO and HOD support; and
- **Two days allocated specifically** to dedicated finance or enrolment tasks (e.g. Accounts Payable or Student Enrolments).

By spreading these hours strategically throughout the week, all key functions — finance, faculty support and enrolments — can be managed effectively within the existing staffing allocation, ensuring no additional resources are required

By working together in a shared hub model, Julie and Andrea would be able to:

1. **Provide unified support to HODs:**
    - Work collaboratively to manage administrative and financial tasks across faculties, ensuring that no area is left without support.
    - Serve as a central point of contact for HODs to streamline communication and task allocation.
2. **Maximise efficiency and coverage:**
    - Combining their roles creates a **coverage model**, allowing flexibility to manage workloads and balance peak times (e.g. excursions, budgets, reporting).
    - Each officer can backfill or assist the other when required, ensuring uninterrupted service during absences or high-demand periods.
3. **Improve consistency and processes:**
    - Shared procedures, templates and task allocation systems will ensure consistent handling of finance, purchasing, excursions and data entry tasks.
    - This will also reduce duplication of work and improve the overall quality and timeliness of administrative support.
4. **Location and workflow:**
    - The hub could be positioned in a space that allows close access to HODs.
    - As part of this hub, **Accounts Payable (Andrea)** can be completed from a separate location when necessary, while **Julie** can coordinate with HODs directly for faculty needs.
5. **Benefits to the broader team:**
    - Creates clearer role boundaries and improves communication between the office and curriculum areas.
    - Allows Dea and Thorbjorg to focus on receipting and front-facing tasks, while the FSO hub maintains back-end financial flow and faculty support.

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Administration and Office Support

- Manage front office operations and respond to emails and phone calls.
- File, scan, and upload documents, receipts, and confirmations.
- Perform photocopying and other administrative support tasks as required.
- Monitor shared inboxes and handle correspondence with parents and staff.
- Prepare for upcoming excursions, functions, and school events.
- Attend HOD meetings to discuss upcoming tasks and timelines.
- Assist with asset management planning and purchasing of new or replacement items.
- Enter and monitor facilities management tasks for maintenance or operational issues.

Financial Management

- Reconcile corporate card transactions.
- Process purchases, obtain quotes, and follow up on orders.

Excursion Coordination

- Manage current and upcoming excursions:
- Book transport, complete V2SR forms, manage consent, and check first aid kits.
- Enter excursion details into Daymap and OneSchool.
- Track student permissions and payments, following up on outstanding consents or fees.
- Input data from permission forms into spreadsheets for teacher and HOD access.
- Maintain medical spreadsheets and ensure all excursion information is current.
- Communicate with parents, staff, and students regarding excursion logistics.

Academic and Student Data Support

- Input and maintain behaviour incidents and contacts in OneSchool.
- Create and update student profiles and academic data spreadsheets.
- Assist HODs with VET spreadsheets, subject planning, and term overviews.
- Enter students into OnGuard, EdPerfect, and other learning platforms.
- Update student profiles for class rotations and new semesters.
- Scan and upload IA documents and assessment materials.

Teaching Area Support (Home Economics, INTAD, English, SOSE, LOTE, Science, Mathematics)

- Purchase and organise groceries and consumables for Home Economics.
- Unpack, date-check, and store supplies in refrigerators, freezers, and shelves.
- Clean and maintain pantry and storage areas; manage stock rotation and restocking.
- Put away ordered supplies for departments (stationery, textiles, and classroom consumables).
- Assist with movement and setup of large equipment deliveries (e.g. fridges, freezers, washing machines).
- Support INTAD with book loans and preparation of teaching resources.

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- Maintain up-to-date student lists and resource allocations for subject areas.

Systems and Data Entry

- Manage Daymap bookings for staff and monitor Microsoft Lists for new requests.
- Send parent emails through Daymap (YZD).
- Enter relevant data into OneSchool, Daymap, and departmental spreadsheets.
- Maintain and reconcile data in departmental Teams and G:Drive folders.
- Prepare and upload documentation to QCAA and internal record systems.
- Support BYOD processes as required.

General and Ad Hoc Duties.

- Assist with school events, leadership camps, and academic functions.
- Engrave calculators and other items as need

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Role 2

- Manage Year 12 leaving school financial processes.
- Complete corporate card reconciliations and end-of-month (EOM) collation.
- Enter and process invoices accurately within required timelines. Provide general accounts payable and purchasing support to ensure smooth financial operations.
- Create and manage requisitions
- support the Deputy Principal – Senior School and Deputy Principal – Student Support Services.
- QATSIF Scholarship parent refunds and receipting
- Yr 7 Scholarship parent refunds and receipting
- HYDRO Scholarship parent refunds and receipting
- Facilities Hire Invoicing as requested by Facilities Officer
- Book transport, complete V2SR forms, manage consent, and check first aid kits For **Home Economics, INTAD, English, SOSE, LOTE, Science, Mathematics**
- Enter excursion details into Daymap and OneSchool.
- Track student permissions and payments, following up on outstanding consents or fees.
- Input data from permission forms into spreadsheets for teacher and HOD access.

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Role 3

- Centrepay
- Payment Plans / Payment Plans Diary follow up
- Debtor Statements each term
- Dunning Notices
- Debt Management Letters
- SRS spreadsheets / website / payment plans etc
- Aged Debtors
- Invoicing
- Receipting & Banking
    - Parent Refunds
    - Excursion invoice follow up
    - Stationery Order - Office, Paper

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DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
• I Block Bookings into Daymap – monitor Microsoft lists as staff enter requests • Monitor Budget – input data from (receipts) • Scan Teachers and HODS receipts and upload to their file • Purchases • YZD -Email parents through Daymap • Input Behaviour incident and contact into One School • Answer emails and phone calls • Current Excursions – Book transport, V2SR form, Consent management, One school, First Aid kit etc • Input data from permission forms collected daily for current excursions into spreadsheet for teachers/ HODs info •	• Reconcile corporate card transactions • Look after Main office • Prepare for upcoming excursions and Functions • Grocery shopping for home ec • Put groceries away and organise into teachers' food baskets in the fridge, freezer and shelf for the week ahead • Clean Pantry and refill stock (eg: sugar and flour canisters) • Date check food stock and clean out any expired food and clean any mess) • Check all RTW cases and input new medical cert, contact Dr's, QSuper, Workcover and complete any timesheets • Put ordered supplies away (stationary, textiles etc) • Meetings with HOD's to discuss upcoming tasks •	• • •	• Prepare allocation of FSO staff to exam timetable. • Complete any rostered exams – day map rolls, set up etc • Call Parents of students absent form exams and require medical certificate • Create student profiles • Budget meetings • Vet spreadsheets • Create and print Cricut designs as requested by HODs or teachers • Meetings with HODs for term plan • Purchase large items on Budget • FSO meetings • BM budget meeting • Purchase Assets up for asset replacement • EQ13's for any assets purchased and replacing old assets • Scan and upload Confirmations TO QCAA • File Confirmations after • PD for RTW and Chemwatch	• • •	• Help with asset management planning for next year • Stock take chemicals identified in Chemwatch • Chemwatch data entry and complete risk assessments • Contact suppliers for new updated SDS and attach to chemical in Chemwatch • Print SDS for easy access for teachers, laminate • Budget meetings with HODs for next year budget planning • Input SRS budget into School Budget Solution • Help with Stocktake • Look through Home ec kitchens for electronics and complete EQ13's for any damaged items. Put on list to be replaced in next years budget if funds not available this year	• Help when large orders arrive such as Fridges, Freezers, washing machines etc. Such as move items from location, ask students to move for safety, enter required facility management for relocation of old asset or disposal • Train staff • Engrave calculators • Enter facilities management tasks of any operational duties or items needing fixing •

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FTE 0.9	FTE 0.9	FTE 0.9	FTE 0.54/0.54	FTE 0.72/0.54
Brianna Scheuber	**Kelli-Anne Dukic**	**Jo Fanshaw**	**Thorbjorg Dunn/ Dea Walker**	**Sharon Googe Dea Walker**
A03 Finance	**A03 HR**	**A03 Facilities**	**A03 Front Reception**	**A03 Back Reception**
Accounts Payable • Bank Rec – daily • Parent Refunds • Year 12 Leaving School Finance • Corporate Card Reconciliations • Corporate Card EOM collation • Enter invoices • Enter Requisitions • Excursion invoice follow up **Accounts Receivable** • Centrepay • Payment Plans / Payment Plans Diary follow up • Debtor Statements each term • Debt Management Letters • SRS spreadsheets / website / payment plans etc • Aged Debtors • Invoicing • Receipting & Banking	• Day Map (daily imports/exports) • Assessment Calendars • Day 4, 8, 20 • HR SBS - entering • Leaving School Forms (including updating QCAA Student Management) • My HR Leave Schedules • Parent Teacher Interviews-Appts and Teacher name tags/maps • Set Plans (Appointments, printing) • Processing Professional Development • Supervisions / TRS (including sourcing supply staff to fill Contracts) • Assisting DP with Reporting including sending out duplicate reports to parents of children who do not live with them • TRS Data Entry • Year 6/7 Enrolments (processing – not taking of initial Enrolment Application) Transition including welcome booklet (in conjunction with FSO SS) • Year Level Subject Handbooks • Assembling all Transition Enrolment Packages • Student Audit • Scholarships • Transition (POE, P/T Interviews, Welcome Bags) • HR/SS DP support • Enter TA leave into SBS Replacement of TAs on a daily basis and discussion with BM regarding long term leave. • Maintain a time lost sheet for the TAs • Jury Letters	• Asset Disposal/ Creation • Asset Replacement Schedules • BEMIR • D2M – Planned/Unplanned works • Electrical Updates • External Request for Equipment Forms • Facility Hire Agreements • Key Register / Issue Keys • Fire Safety Updates • OneSchool Facilities • Term 3 & 4 Stocktake • Emergency Response Plan update in BEMIR • A/Hrs Contact List – Protective Services • WH&S Secretary • Bookings for A1	•Front Office Reception **TD/DW** •Receipting **TD/DW** •Inward / Outward Mail **TD/DW** **•Thorbjorg Dunn** •Staff email/phone lists •Staff Pigeon holes •Admin email inbox •Time Clock/ ADO Agreements •Stationery Order - Office, Paper **•Dea Walker** **•Finance** •Salary Recovery •End of Month reports •QATSIF Scholarship parent refunds and receipting •Yr 7 Scholarship parent refunds and receipting •HYDRO Scholarship parent refunds and receipting **•Operation Ice-Age' Project** •Archived records post-freeze disposal and storage Contacting Grace to attend the site to give us a quote to clean this process up. Rang Grace on 4/12/2025 • **Pink – Changes** • **Red – Removed** • **Blue – Double up ?** • **Yellow – Questions** • **Green - Archive**	• Student Services Phone **SG/DW** • Mandatory Training – sign off sheets/certificates/One School entry **SG** • Cleaners/Grounds/Facilities **SG** • Pay Claims Weekly **SG** • Cleaners – Teams/Areas/Backfill **SG** • Private Use of Vehicles Forms **SG** • Leaving School Forms • Cancellation Letters • Enrolment Booklet • All new Enrolments • Print timetables for new students/ • QParents • Change of details for students. Dea Walker Sharon Googe Thorbjorg Dunn – already does some enrolment from the front counter. Trays to be ordered. New room to be used for parent discussions to take the parent away from the front counter in peak periods. Enrolment book to be reviewed in 2026. •Staff Filing BM • Staff Handbook •

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FTE 0.9	FTE 0.9	FTE 0.9	FTE 1.0	FTE 0.9
A03 Officer **Executive Support/Marketing**	**A03 Officer** **Student Attendance**	**A03** **Sport** **Home Economics**	**A03 Officer** **ARTS** **Tuckshop Banking/Payables**	**A03 Officer** **Year 7-10 Students** **HODs x 4**
• Strategic and operational support for school communications, events, and administration • Liaison between the school, Department, media, and wider community • Social media platforms • External communications • Coordination of whole-of-school photography / videography • Press releases / media enquiries • Marketing / branding • Promotional items Newsletter / student diaries • Subject selection handbooks Annual report • Executive support to the Principal • HR assistance and general administrative support for school leadership • School / community events • Internal culture and engagement initiatives • Stakeholder communication and relationship management • Public facing	• Student attendance, timetables, / related data in Daymap / OneSchool • Attendance adjustments (exemptions, PTEP, exams, work experience, TAFE) • Reconciling attendance conflicts. Same-day absence/late compliance • Monitoring daily roll marking and incursion/excursion attendance • Attendance, lateness, infringement reports for HODs and DPs • Coordinating student uniform loans, ID cards, confiscated items • Student, staff, parent attendance enquiries • CARE classes and managing communication slips • Supporting staff with Daymap • NAPLAN group creation, maintenance • Collapsing and reconciling classes at year-end • Verifying ATAR/non-ATAR attendance and completing ABSTUDY/TMR checks	• Support the Sports Coordinator with Swimming, Cross Country and Athletics Carnivals, including full Meet Manager preparation: create annual database, purge old data, import OneSchool files, update GDSS fields, convert/import via Notepad, adjust dates and age-ups, seed events, add default competitors, complete event-day data entry, and export/print reports, results and records. • Assist with district, Wide Bay and cluster trials (approx. 9 per year). • Support JN team sports logistics (approx. 10 per year). • Track student sporting achievements at school, GDSS, WB, QRSS and national levels and update the Sports Tracking Database. • Complete sports excursion administration: quotes, permission letters, OneSchool planner support, financial checks, tracking returns and following up unfinancial or outstanding students. • Support the Sports Awards event: collate sports data, update the tracking database, prepare the PowerPoint, script, program and invites, attend planning meetings, coordinate student marshalling, and manage certificate delivery. • Support exam blocks (I Block / K Block): liaise with teachers, set up exam rooms, prepare materials and whiteboard information, create	• Administrative, operational support to the Arts / ACA/AIM faculties • Program management, student administration • Excursions, class lists, timetables, student records • Faculty emails, staff requests, communications • Coordination of performances, exhibitions, awards, school events • Budget monitoring and reconciliation of faculty purchases • Resource procurement • Tuckshop accounts • Assistance to staff and students in academic, creative, and administrative activities •	• Administrative, operational support Student Services • Emails, OneSchool, Daymap, SharePoint, and pigeonhole correspondence • Behaviour detentions, suspensions, Positive Postcards • Processing, distributing Exit Cards / Technology Cards • Support for leadership programs, reward days, wellbeing events • Student budgets, corporate card reconciliation • Filing, maintenance student records • Camps, immunisation programs, transition programs, Book Week • Support for NAPLAN administration, school award programs (Good Standing, Gold, Silver certificates) • Coordination of behaviour rollouts and exam block support • Assistance with school-wide events, report preparation • Stationery, report resources • Relief, backup support for Student Services operations

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	• Accurate attendance data, compliance,	DayMap incursions, mark attendance, and collect/file completed exams. • Prepare newsletter and Facebook updates promoting sports events and achievements. • Maintain MPS, Oval and Gym bookings. • Assist with equipment and facility hire (canoe trailers, MPS, badminton, futsal). • Monitor sports-related expenditure for carnivals and awards. **Home Ec** • Grocery shopping for Home Ec • Put groceries away and organise into teachers' food baskets (fridge, freezer, shelf) • Clean pantry and refill stock (e.g., sugar and flour canisters) • Date-check food stock, remove expired items, clean any mess • Put ordered supplies away (stationery, textiles etc.) • Look through Home Ec kitchens for electronics and complete EQ13s for damaged items • Add Home Ec items needing replacement to next year's budget list • Help when large orders arrive (fridges, freezers, washing machines etc.) •		

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FTE 0.9	FTE 0.65	FTE 0.58	FTE 0.5	
A03 Officer INTAD/English SOSE/LOTE Senior School/VET	**A03 Work Placement Officer**	**A03 Work Placement Officer**	**A04 WPHS Officer**	**TA BDT / HPE/ Math (2-3 hours per day)**
• General administration: photocopying, laminating, scanning, data entry, phone, email communication for all HODS • Support DP x1 BN • Excursions for English, SOSE, LOTE, Maths. • Corporate card reconciliation • Entry of results into spreadsheets and student profiles • INTAD book loans (Michelle) ? • Consent Manager records, permissions • OnGuard • Daymap • Return to Work • Maintenance of student profiles (Years 7–12) ? • Preparation of spreadsheets for Year 7 &	• Coordination of work experience, school-based traineeship programs • Support for student transition from school to employment or further training • Liaison with employers, parents, and students to arrange placements • Management of documentation, compliance, and student progress monitoring • Promotion and advertising of traineeship and job opportunities • Assistance with resumes, interview preparation, and career guidance • Facilitation of presentations and information sessions • Maintenance of administrative records and program databases • Support for VET and transition programs • Collaboration with staff, regional agencies, industry partners	• Coordination of work experience and school-based traineeship programs • Support for students transitioning from school to employment or further training • Liaison with employers, parents, and students for placement arrangements • Management of required documentation, compliance, and student progress monitoring • Promotion and advertising of traineeship and job opportunities • Assistance with resumes, interview preparation, and career guidance • Facilitation of presentations and information sessions • Administrative processes, database maintenance, and record keeping • Support for VET and transition programs • Collaboration with staff, regional agencies, and industry partners	• High-level support for school compliance with departmental and legislative safety requirements • Coordination of workplace health and safety procedures, risk assessments, emergency management plans • ChemWatch management • Advising staff on safe work practices, safety procedures • Conducting workplace inspections, incident investigations • Maintenance of WHS records, including incident reports, emergency reports, and annual assessments • Oversight of Return to Work processes • Coordination of evacuations, lockdowns, emergency drills • Promotion of a strong safety culture across the school • Collaboration with Principal, staff, regional advisors	• **Faculty Administration** • Provide incidental admin support for HOD (trackers, registers, new tasks). • Audit Teams channels for endorsed units and assessment on file. • Maintain MPS, Oval and Gym bookings. (I Block Bookings) • Check planned excursions are on the school calendar. • Assist with equipment/facility hire (canoe trailers, MPS bookings). • Manage HOD line meeting and planning meeting calendar invites. • **2. Faculty Planning** • Audit QLearn course publications and unit releases at the start of each term. • Courses supported: **23 course blueprints, 80 class courses, 74 assessment tasks** across Business, DigiTech, HPE, PED, REC, RCO, WST, EBU. • **Start-of-term QLearn audit (each term):**

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8 *Humanities/Science allocations*. • Year 11 Leadership Camp • Purchasing (mainly English) • ZYD ??? • BYOD ??? • senior school excursions •				• BUS 11–12, DIG 7–10, EBU 7–10, HPE 7–10, PED 11–12, REC 10–12, RCO 11–12, WST 9–10. **Additional checkpoints:** T1W8, T2W5, T3W7, T4W4 for DIG8, HPE7, HPE8. • Audit includes: • Course published • Assessment dates updated • Rubrics available and accurate • Task sheets attached (unseen tasks) • **3. Faculty Teaching Support** • QLearn course audits and maintenance. • Stationery and consumables audits and restock: • **Annual:** Textbooks • **Semester:** Line marking paint, asset replacement (post pads, marquees, DigiTech/business equipment) • **Term:** HPE & BDT stationery, DigiTech consumables, equipment restock, carnival/awards expenditure • Maintain resource and equipment registers. • **4. Finance** • Reconcile own corporate card. • Assist HOD with corporate card reconciliation. • Create/maintain budget spreadsheets and track expenditure. • Purchasing as directed (textbooks, consumables, equipment). • **5. Curriculum Excursion Support**

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				• Follow excursion procedures and trackers (8-week cycle). • Source quotes, draft permission letters, organise finance checks. • Assist with OneSchool planners and financials. • Track permission forms/payments; contact staff regarding outstanding returns. • Monitor unfinancial students and notify relevant teachers/coaches. • **Approx excursions supported:** • HPE: ~25 • BDT: 1–2 • **6. Assessment Support** • Audit Teams channels for endorsed task sheets (74 tasks). • Manage student folios for 80 classes (digital and physical locations). • Create 80 student profile sheets. • Scan and save exam papers for QCAA Confirmation (6 sets). • Prepare papers for redaction when required. • **7. Reporting Support** • Cross-check report card results with approved results for ~80 classes. • **8. Moderation Support** • Audit Teams channels for moderation notes across 23 subjects. • **9. Faculty Improvement** • Collect and file student improvement plans across 14 teachers. • **10. Subject Selection Night**

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				• Collate HOD-requested resources. • Set up MPS display (flyers, posters, banners, table layout).

Outstanding

- Staff Postcards
- Staff filing

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FTE 0.9	FTE 0.9	FTE 0.9	FTE 0.54/0.54	FTE 0.72/0.54
Sandy Simpson	**Kelli-Anne Dukic**	**Jo Fanshaw**	**Thorbjorg Dunn** **Dea Walker**	**Sharon Googe** **Dea Walker**
A03 Finance	**A03 HR/Enrolments**	**A03 Facilities-OneSchool/D2M**	**A03 Front Reception**	**A03 Back Reception**
This A03 Finance Officer role provides financial administration support, managing both accounts payable and receivable processes. Responsibilities include daily bank reconciliations, processing parent refunds, managing Year 12 leaving school finance, entering invoices and requisitions, reconciling corporate cards and following up excursion invoices. On the receivables side, the role oversees Centrepay, payment plans, debtor statements, debt management correspondence, SRS spreadsheets, aged debtor monitoring, invoicing, receipting and banking. The position ensures accurate financial records, timely processing of transactions and effective follow-up on outstanding payments.	The A03 HR/Enrolments Officer role provides comprehensive administrative and operational support to the Deputy Principal and school leadership, managing student enrolments, timetables, assessments and transitions, including Year 6/7 enrolment processes, and scholarship coordination. Responsibilities include maintaining Daymap and HR systems, processing leave and professional development requests, managing student files, parent-teacher interviews, flexible learning arrangements and student audits. The position also supports reporting, TRS and supervision scheduling, supply staff coordination, preparation of enrolment and subject handbook materials, and general HR support, ensuring smooth administration and compliance with school and departmental policies.	The A03 Facilities Officer role provides administrative and operational support for school facilities, assets and workplace health and safety. Responsibilities include managing asset creation, disposal and replacement schedules, coordinating planned and unplanned works, maintaining electrical and fire safety updates and managing facility hire agreements, key registers and emergency contact lists. The position also oversees WH&S reporting, updates the Emergency Response Plan in BEMIR, conducts term stocktakes, and manages bookings and records in OneSchool and BEMIR, ensuring compliance with school policies and safety standards. This role involves coordinating grounds staff, managing communication with contractors and liaising with school leadership.	The A03 Front Reception Officer role provides comprehensive front office and administrative support, including reception duties, receipting, Blue Card processing, mail management and maintenance of staff records, pigeonholes and email communications. Responsibilities also include managing timekeeping and ADO agreements, ordering office supplies, supporting finance functions such as salary recovery and scholarship refunds, preparing end-of-month reports and assisting with special projects and record archiving. The position ensures efficient daily operations, accurate financial and administrative processes and effective support for staff, students, and school leadership.	Sharon Googe The A03 Back Reception Officer role provides administrative and operational support within Student Services, managing phone enquiries, staff training records and compliance systems including Chemwatch. Responsibilities include maintaining pay claims, coordinating cleaner and facilities staff coverage, conducting chemical stocktakes and processing forms such as private use of vehicles. The position ensures accurate record-keeping, compliance with health and safety requirements, and smooth day-to-day operations within Student Services. Dea Walker This part-time administrative role provides high-level front office, student services, and records management support across multiple school functions. Key responsibilities include managing reception and communication channels, processing student absences and enrolments, handling parent and community enquiries, and assisting with finance tasks such as receipting, reimbursements, and reconciliations. The position also oversees Blue Card monitoring, scholarship administration (QATSIF, HYDRO, Year 7), and facility hire invoicing. A major ongoing project involves leading the 'Operation Ice-Age' archival review and digital transition of student and staff records. The role supports efficient school operations through proactive coordination, attention to detail, and responsive service to staff, students, and the community.

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FTE 0.9	FTE 0.9	FTE 0.9	FTE 0.9	FTE 0.9
Ashlin Crabtree	**Trish Butler**	**Andrea Jones**	**Julie Walsh**	**Jacki Means**
A03 **Executive Support/Marketing**	**A03** **Student Attendance**	**A03 FSO** **Math/Home Economics** **Senior School/VET**	**A03 FSO** **INTAD/English** **SOSE/LOTE/Science**	**A03 FSO** **Year 7-10 Students** **HODs x 4**
This role provides strategic and operational support for school communications, events and administration, acting as a key liaison between the school, the Department, media and the wider community. Responsibilities include managing the school's social media platforms and external communications, coordinating whole-of-school photography and videography, preparing press releases and handling media enquiries. The position oversees marketing and branding initiatives, including collateral, signage, newsletters, student diaries, subject selection handbooks and the annual report. It provides executive support to the Principal, including secretarial duties, calendar and travel management, document preparation, HR assistance and event coordination. The role also manages school and community events, internal culture initiatives, and stakeholder engagement, ensuring effective communication, high-quality representation of the school and smooth operation of both administrative and public-facing activities.	The Attendance Officer is responsible for managing and maintaining student attendance, timetable data and related administrative processes in Daymap and OneSchool. Duties include processing attendance adjustments (exemptions, PTEP, exams, work experience, TAFE), reconciling conflicts and ensuring compliance with same-day absence/late notifications. The Attendance Officer monitors roll marking, incursions/excursions and provides reports to HODs and DPs on attendance, lateness and infringements. In addition, the Attendance Officer coordinates student uniform loans, ID cards and confiscated items; fields student, staff and parent enquiries; and provides back-up first aid support. The role also involves organising CARE classes, managing communication slips, and supporting staff with Daymap administration. Key cyclical tasks include NAPLAN group creation, collapsing classes at year-end, reconciling ATAR/non-ATAR attendance, and ABSTUDY/TMR verifications.	The Faculty Support Officer provides administrative, financial and operational support to specified HODs. Key responsibilities include managing bookings in Daymap, coordinating excursions and events, processing behaviour and parent communications in OneSchool and supporting faculty budgets through receipt reconciliation, purchases and corporate card transactions. The role also involves assisting with asset management (EQ13s, replacements, stocktakes), Chemwatch data and risk assessments. Additional duties include preparing exam timetables and supervision rosters, supporting Home Economics with groceries and stock management, overseeing facilities tasks.	This Faculty Support Officer role provides comprehensive administrative and operational support to specified HODs, with responsibilities spanning communication, excursions, student data management, finance, compliance and health and safety. It involves managing emails, phone call and office tasks while coordinating excursions from planning through to consent management, transport, medical records, risk assessments and financial reconciliation. The position supports academic operations by creating and maintaining student profiles across multiple systems, administering exam blocks, scanning and entering results, and preparing class allocations. Financial duties include purchasing, obtaining quotes, reconciling corporate cards, assisting with faculty budgets and chasing outstanding payments. A significant component of the role focuses on health, safety and compliance, particularly the ongoing review and updating of Chemwatch risk assessments, Safety Data Sheets, and stocktakes. The position also provides assistance with leadership programs, classroom scheduling, annual loans, rehabilitation updates, return-to-work processes and ad hoc tasks from HODs.	This Faculty Support Officer role provides comprehensive administrative and operational support within Student Services, ensuring the smooth running of daily school functions and programs. Key responsibilities include managing emails, Oneschool, Daymap, SharePoint and pigeonhole correspondence, processing behaviour detentions and suspensions, and uploading and distributing Positive Postcards. The position oversees the processing and distribution of Exit Cards, Technology Cards, while supporting leadership programs, reward days and wellbeing events for multiple year levels. Additional duties include managing student budgets, corporate card reconciliation, filing student records, assisting with camps, immunisation programs, transition programs, Book Week, NAPLAN, and school awards such as Good Standing, Gold and Silver certificates. The role also involves coordinating behaviour rollouts, supporting exam blocks and other school-wide events, maintaining stationery and report resources and providing relief for Student Services as required.

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FTE 0.9	FTE 1.0	FTE 0.65	FTE 0.58	FTE 0.5
Brianna Schuber (Ash Salt)	**Lorna Venn**	**Deb Connolly**	**Paulina Kars**	**Tim Tydings**
A03 FSO PE/Sport BDT	**A03 FSO ARTS Tuckshop Finance**	**A03 Work Placement Officer**	**A03 Work Placement Officer**	**A04 WPHS Officer**
This position provides comprehensive administrative and operational support to the HOD and faculty areas (HPE, Business, Digital Technologies) as well as the Junior and District Sports Programs. The role supports teaching, learning, assessment, excursions, finance, reporting, and events across multiple functions to ensure efficient and compliant faculty operations. The role assists with curriculum and assessment management, QLearn audits, excursions, reporting, moderation, and event coordination. It also supports faculty and sports finance, purchasing, and resource management, ensuring compliance and efficiency across all operations. Additional duties include maintaining communication materials, managing facility bookings, supporting major events such as carnivals and award nights, and providing front office backfill as required.	This role provides comprehensive administrative and operational support to the Arts and ACA/AIM faculties, assisting the HOD and staff with program management, student administration, budgeting, event coordination and resource procurement. Responsibilities include managing emails, staff requests, excursions, class lists, timetables, and student records, as well as coordinating performances, exhibitions, awards, and school events. The position also monitors budgets, reconciles purchases, maintains faculty assets and ensures compliance with WHS and Chemwatch requirements, while stepping into multiple functions during peak periods and supporting both staff and students across a wide range of academic, creative and administrative activities. Also responsible for the Tuckshop Accounts.	This position coordinates work experience and school-based traineeship programs, supporting students in their transition from school to employment or further training. The role involves liaising with employers, parents, and students to arrange placements, manage required documentation and compliance, and monitor student progress. It includes promoting and advertising traineeship and job opportunities, assisting with resumes and interview preparation, and facilitating presentations and information sessions. The position also manages administrative processes, maintains databases and records, supports VET and transition programs, and collaborates with staff, regional agencies, and industry partners to expand opportunities and ensure successful student outcomes.	This position coordinates work experience and school-based traineeship programs, supporting students in their transition from school to employment or further training. The role involves liaising with employers, parents, and students to arrange placements, manage required documentation and compliance, and monitor student progress. It includes promoting and advertising traineeship and job opportunities, assisting with resumes and interview preparation, and facilitating presentations and information sessions. The position also manages administrative processes, maintains databases and records, supports VET and transition programs, and collaborates with staff, regional agencies, and industry partners to expand opportunities and ensure successful student outcomes.	The AO4 Workplace Health and Safety (WHS) Officer provides high-level support to ensure the school's compliance with departmental and legislative safety requirements. The role coordinates the implementation, monitoring, and review of workplace health and safety procedures, risk assessments, and emergency management plans. It involves advising staff on safe work practices, conducting inspections and incident investigations, maintaining WHS records and reports, and promoting a strong safety culture across the school. The WHS Officer works collaboratively with the principal, staff, and regional advisors to support a safe, healthy, and compliant work and learning environment.

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Structural accountabilities and Annual Action Plans

At James Nash State High School, structural accountabilities define the formal responsibilities, reporting lines and decision-making authority of a role within the school's organisational structure. This includes who the role reports to (e.g., Principal, Deputy Principal or HOD), the staff or areas the role oversees, and the key outcomes the role is responsible for, such as managing programs, coordinating staff or contractors, overseeing resources and budgets, ensuring compliance with Department policies and WH&S requirements, and supporting school operations and events. It ensures clarity about what the role must deliver and how it interacts with other areas of the school.

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FTE 0.9	FTE 0.9	FTE 0.9	FTE 0.54/0.54	FTE 0.72/0.54
Sandy Simpson	**Kelli-Anne Dukic**	**Jo Fanshaw**	**Thorbjorg Dunn/ Dea Walker**	**Sharon Googe Dea Walker**
A03 Finance	**A03 HR**	**A03 Facilities**	**A03 Front Reception**	**A03 Back Reception**
Accounts Payable • Bank Rec – daily • Parent Refunds • Year 12 Leaving School Finance • Corporate Card Reconciliations • Corporate Card EOM collation • Enter invoices • Enter Requisitions • Excursion invoice follow up **Accounts Receivable** • Centrepay • Payment Plans / Payment Plans Diary follow up • Debtor Statements each term • Debt Management Letters • SRS spreadsheets / website / payment plans etc • Aged Debtors • Invoicing • Receipting & Banking	• Day Map • Assessment Calendars • Day 4, 8, 20 • All new Enrolments and Timetables in relation to the new Enrolments • HR SBS - entering • Leaving School Forms • My HR Leave Schedules • New Student Files • Parent Teacher Interviews-Appts and Teacher name tags/maps • Set Plans • Processing Professional Development requests • Student Management (QCAA) • Supervisions / TRS (including sourcing supply staff to fill Contracts) • Assisting DP with Reporting including sending out duplicate reports to parents of children who do not live with them • TRS Data Entry • Year 6/7 Enrolments & Transition including welcome booklet (in conjunction with FSO SS) • Year Level Subject Handbooks • Assembling all Enrolment Packages • Cancellation Letters • Student Audit • Scholarships • QParents approvals • Staff Handbook • Scholarship/transition • Flexible Learning Arrangements • DP Calendar (BN) • Student Enrolment Verifications • HR DP support	• Asset Disposal/ Creation • Asset Replacement Schedules • BEMIR • D2M – Planned/Unplanned works • Electrical Updates • External Request for Equipment Forms • Facility Hire Agreements • Key Register / Issue Keys • Fire Safety Updates • MyHR WH&S Reports • OneSchool Facilities • Term 3 & 4 Stocktake • Emergency Response Plan update in BEMIR • A/Hrs Contact List – Protective Services • WH&S Secretary • Bookings for A1	•Front Office Reception **TD/DW** •Receipting **TD/DW** •Blue Card Permits **TD/DW** •Jury Letters **TD/DW** •Inward / Outward Mail **TD/DW** •**Thorbjorg Dunn** •Staff email/phone lists •Staff Pigeon holes •Staff Filing •Admin email inbox •Time Clock/ ADO Agreements •Stationery Order - Office, Paper •**Dea Walker** •**Finance** •Salary Recovery •End of Month reports •QATSIF Scholarship parent refunds and receipting •Yr 7 Scholarship parent refunds and receipting •HYDRO Scholarship parent refunds and receipting •**Operation Ice-Age' Project** •Archived records post-freeze disposal and storage	• Student Services Phone **SG/DW** • Mandatory Training – sign off sheets/certificates/One School entry **SG** • Chemwatch • Cleaners/Grounds/Facilities **SG** • Chemical Stocktake each term **SG** • Pay Claims Weekly **SG** • Cleaners – Teams/Areas/Backfill **SG** • Private Use of Vehicles Forms **SG**

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Sandy Simpson – A03 Finance Officer

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
Manual Matching Bank Rec Centrepay Qkr UNAI BPOINT Customer Service -phone calls -student services -receipting -leave requests End of Day Banking -school -tuckshop Parent Contact -enquiries -payments -Centrepay -payment plans Corporate Card -check draft reconciliations for over 20 staff	Invoices for payment -school -tuckshop Left students -refunds -credit adjustments -bad debts -delete from spreadsheet -file Purchase Orders -process requisitions Refunds -excursions	Reconcile corp card Excursion Planner -check financial prior to invoicing -check outstanding list -clear unpaid invoices New enrolments -letter -invoice -add to spreadsheet -file	Aged debtors-monthly -run report -match credits to invoices -send statements -attend to enquiries Corp Card-monthly -run report for unreconciled & contact staff -match reconciliations to statement Check Payment Plans	Dunnings notices	SRS -collate forms -spreadsheet -invoice by year level and method of payment -file forms (update folders) ACA -invoice -file AIM -invoice -file	Excursions -check financial status for FSO Invoicing -schools -external customers Supplier Creation & update details

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Kelly-Anne Dukic – A03 HR Officer

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
• Data imports into Daymap/OneSchool • Supervisions • Teaching HR • Enrolments (organising interviews, talking to parents both on phone and in person), entering on OneSchool, updating information, taking student photos • Assisting with Timetabling • Timetables for new students • Emails!! (I get about 20 per day) • QParent approvals / enquiries • Entering any leave forms/Med Certs I get (these don't get left till Friday) • Leaving School Forms (exiting students)	• Entering staff leave into My HR • Entering TRS claims • Entering T/A leave into SBS • Checking SBS credits and usages • Entering supervisions for following week • Organising TRS for following week • Staff filing • Student filing • Office meeting • Processing PD Forms	• TrackEd (unsure of time frames for this yet)	• Parent Teacher Interviews (T2 and T3) • Set Plan Interviews (T3) • Yr 7 Enrolment Interviews (T4) • POE for Yr 7 (T2/begin T3) • Scholarships for Yr7 (T3) • Term Planner • Assisting DP with reporting – sending out duplicate reports • Student Audit • Was asked to be part of the archive project assisting Dea	• Assisting with HR (this also falls into all other columns) • Assessment Calendars	• Day 4, 8, 20 • Year 7 Transition (Term 4). This includes organising the day with HDO Yr7, collating Welcome Bags, sending out Invitations • First Aid Training • Sending out Xmas holiday rec leave form and inputting rec leave	• Entering of USI into OneSchool/Student Management • Updating student information (this is almost a daily basis) • Return to work cases (I have long term absent teachers) • Replacement Student ID Cards (generated from OneSchool) • Printing of Enrolment packs • Part of MOE (??) • Part of Wellbeing committee • Entering TAFE Certificate information into OneSchool/Student Management and populating Certificates/Statement of Attainments for left students • Taking Exams and cross checking that they are in safe ready for exams • Going out when classes are different (e.g. Yr 7 classes collapsed due to camp, alternative classes happening) and making sure staffing is ok etc. • Assisting staff with HR/Payroll queries • Get students from class for DP • Student Enrolment Verifications • Class lists for Care Folders • Updating Care Class List

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Jo Fanshaw – A03 Facilities Officer

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
• Check emails • Address and action emails • Answer phones - my phone reception backup and S/S backup • Organising repairs and maintenance around the school • Organising Emergency repairs and breakdowns • Liaising with Contractors, staff, parents and students • Scheduling works through QBuild • Serving students for DP's, Principal, subject changes, queries, forms etc • Doing announcements • Organising minor works • Doing jobs as requested by DP's, BM and Principal • Matching invoices to PO's • Submitting invoices for payment • Updating and Finalising Facility Maintenance requests as completed by Mark • Key Distribution / returns • A1 Conference Room Bookings • Protective Services Notifications of after hours events	• Finalising Work Requests – M6's from QBuild Service Maintenance • Check CCTV Cameras are online / visual is adequate • Asset Disposals as they come in • Liaising with Protective Services – reporting activities, security access	• Asset Creation scanning and attaching invoices, generating Asset ID	• Stocktake – Terms 3 and 4 • Asset Replacement Schedules – Terms 3 and 4 • Security Checklist • School After hours contacts • D2M Planned maintenance – Tender documentation, contracts, evaluations and co-ordinating works • Security – book in technician for addition of new users / removal of users • Changing Skip Bin services for holiday periods • Keys – in and out • Contractor works, WAAP's and access for holiday periods • WH&S Wellbeing Committee meetings • Set up of Evacs / Lockdowns and carrying out these activities • Electrical Updates • Organising works for holiday periods • Update user list for Protective Services	• Upload ERP in BEMIR – any updates	• Stocktake • Asset Replacement Schedule Process	• Major projects – MPS Flooring, Tuckshop Refurb and organisation of relocation, Security Fencing, INTAD Upgrade • EQ11 – Loan Forms • Facility Hire Agreements • Request for Quotes – regular • Reporting security incidents – could be daily, weekly, monthly • Liaising with Project Manager • Liaising with Infrastructure Services • WH&S Data entry re incident reports • WAAP's – can be daily • Checking Asbestos Register – when incidents happen • Lodging ACRRP applications and organising contractor on site and works relating to this

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Thorjborg Dunn – A03 Officer – Front Desk

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
• Unlock front door • Turn switch/phone onto Day Mode • Check Night Mail/Voicemail and process student absences and other messages • Main switch operator – receive all calls and deal with or refer as required • Visitor Log: Sign in all Visitors • check Blue Cards as required • Receive walk-in customers and deal with matters or direct to relevant staff • Check HOD/DP calendars for daily appointments • QParents - assisting • Maintain TLM database for Support staff ADO • Inward and Outward Aust Post mail • Blue Card Register/Organisation Portal maintenance	• Maintain TLM Database • Follow up/process errors/changes as required •	• Maintain TLM database • Review all Support Staff timesheets for ADO • Follow up/process errors/changes as required • Print timesheets and distribute to support staff for signing •	• Maintain staff phone and email lists – termly or as required • Update staff pigeonholes, termly or as required •	•	• Archive support staff timesheets	

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Dea Walker – A03 Officer – Front Office

DAILY	FORTNIGHTLY	MONTHLY	TERMLY	SEMESTER	AS REQUIRED
• Front Office Reception (Th, F) • Student Services Reception (W) • Records of Contact • Student Services Overflow – Phones/Parents and Students • Redirection of HOD/DP/Teacher/Support Staff phone traffic/missed calls • Admin Email Inbox (Th, F) • Inward/Outward Mail (Th, F) • Finance/Receipting Cover (lunch breaks) • Blue Card Renewals / Linking / Monitoring • QATSIF Scholarship Enquiries, Parent Reimbursements and Receipting • HYDRO Scholarship Enquiries, Parent Reimbursements and Receipting • Visitors and Staff Off/On Campus • Sick Bay Pickups • Co-ordinate student collection of items dropped in throughout day • Enrolment Enquiries Overflow • QParents Registration enquiries including Registration support for parents needing one-on-one assistance • Recording Student Absences • DayMap entries and adjustments for student departures • Follow up student attendance/location due to roll marking discrepancies/errors (when parent receives an Absence SMS and believe their child is at school) • Return of confiscated mobile phone or other devices • Assistance to all staff as required	• Salary Recovery	• End of Month Bank Reconciliation Reports **MAJOR PROJECT – 2025 and ongoing…** 'Operation Ice-Age' Archived records post-freeze • sort • categorise • disposal approvals • disposal on and off-site • storage planning, • create/develop archive register • prepare and transition of student, staff, permanent records off-site • plan and transition digital record keeping moving forward	• Stationery Order - Administration • A4 – A3 Paper Order – Whole School	• Year 7 Scholarship Parent Enquiries, Reimbursements and Receipting (Usually Sem 1 only) • QATSIF Audit requirements including Financial Acquittal • Submit QATSIF Claim forms each Semester	• Jury Exemption Letters for staff (usually batches of 5 or so each jury period) • Staff Filing • Facilities Hire Invoicing as requested by Facilities Officer • Finance Role Backup / Relief as required

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Ashlin Crabtree A03

s47(3)(b) – Contrary to Public Interest

- Department liaison for on-site events
- Social media management and upkeep of external facing school platforms; Facebook, Instagram, YouTube, website.
- LCC Secretariat
- School Council Secretariat
- Whole of school photography – formal, awards events, carnivals, music and arts where required.
- Videography and video editing for whole school initiatives – Brenno's Rennos, SRC promo, School Captains promo.
- Media liaison – press release drafting and distribution, managing media enquiries, providing comments to media and Department on behalf of Principal.
- CPU, subpoena and LEA (student protection data and evidence gathering where required, liaison with Police and legal authorities)
- Annual report
- Communications Tree and Line Management Structure
- Whole of school marketing collateral – management of style guide, logos, letterheads, branded merchandise
- Hard and digital marketing signage
- Messages on Hold (phone message service)
- Newsletter
- School calendar creation and management on behalf of Principal
- Student diaries – design, liaison, ordering
- Whole school design only where required – flyers, brochures, title pages, posters, etc.
- Principal travel and PA assistance where required
- Principal secretary – admin, meetings, reporting assistance, document management, calendar, HR support.
- School events – ANZAC Day, Young Leaders Induction, Awards Night, and Sports Awards Night
- Community events coordination and presence – Gympie Show, Anzac Day ceremonies, Remembrance Day ceremonies, Mary Street events support where required (Winter Trees on Mary etc.).
- Internal culture events – World Teachers Day and Support Staff Day BBQ, Thank you Cleaners Day
- Catering for Principal events where required.
- Staff Badges – design and creation

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Trish Butler – A03 Attendance Officer

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
Attendance adjustments – PTEP, Exemptions, Work Exp, Uni Check overnight absence replies, phone email & SMS Process timetable imports, orphaned attendances & conflicts Monitor incursions/excursions created in Daymap (match data to OneSchool) Check in student items Process uniform loans – loan slips, fitting, put away laundered items Monitor roll marking throughout the day Monitor incursion/ excursion roll marking (contact teacher if needed) Process late student arrivals Same day absence notifications Same day late arrival notifications Monitor & process student late arrivals, early departures and admin appts Roll marking inconsistencies – amend attendance data as required Mobile phone/tech infringements – Daymap, OneSchool, confiscated phones to main office Appt slips for Guidance Officers printed and placed in CARE folders Field / Action staff assistance calls Field general student enquiries Field general parent enquiries Student ID Card Photos and Ordering for new students (??) First Aid Back up HOD and DP support/queries	HOD & DP reports - Student Indicators Late to School Infringements Uniform loans - contact parents re: unreturned items Reconcile attendance conflicts in Daymap & OneSchool	Audit/Reconcile TAFE attendance Work Exp Exemptions PTEP attendance	Attendance adjustments – senior exams ABSTUDY claims TMR passenger verifications CARE class list updates Yr 12 unexplained absence reports (twice a term) Term 2 NAPLAN – create groups, monitor attendance data & reconcile End of Term Attendance code report check codes that will carry over into next term First day of new term Re-enter attendance codes eg suspensions, Re-enter work exp, exemptions, off campus codes	Sem 2 Collapse classes after final attendance dates yrs 12, 11 & 10 Collapse classes in final week yrs 7 – 9 Monitor attendance for alternate end of year activities.	<u>End of year</u> Attendance adjustments for ATAR/non-ATAR students Collapsing classes during Block exam periods <u>Start of year</u> CARE organisation – chart/structure Folders Student diaries	Create incursions where no FSO is assigned Field Daymap queries Daymap Administrator duties Call parents re: behaviour, infringements or other general matters Invoice students for non-returned uniform loans

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Andrea Jones – A03 SFO

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
•I Block Bookings into Daymap – monitor Microsoft lists as staff enter requests •Monitor Budget – input data from (receipts) •Scan Teachers and HODS receipts and upload to their file •Purchases •YZD -Email parents through Daymap •Input Behaviour incident and contact into One School •Answer emails and phone calls •Current Excursions – Book transport, V2SR form, Consent management, One school, First Aid kit etc •Input data from permission forms collected daily for current excursions into spreadsheet for teachers/ HODs info YZD BYOD	• Reconcile corporate card transactions • Look after Main office • Prepare for upcoming excursions and Functions • Grocery shopping for home ec • Put groceries away and organise into teachers' food baskets in the fridge, freezer and shelf for the week ahead • Clean Pantry and refill stock (eg: sugar and flour canisters) • Date check food stock and clean out any expired food and clean any mess) • Put ordered supplies away (stationary, textiles etc) • Meetings with HOD's to discuss upcoming tasks	• • •	• Prepare allocation of FSO staff to exam timetable. • Complete any rostered exams – day map rolls, set up etc • Call Parents of students absent form exams and require medical certificate • Create student profiles • Budget meetings • Vet spreadsheets • Create and print Cricut designs as requested by HODs or teachers • Meetings with HODs for term plan • Purchase large items on Budget • FSO meetings • BM budget meeting • Purchase Assets up for asset replacement • EQ13's for any assets purchased and replacing old assets • Scan and upload Confirmations TO QCAA • File Confirmations after PD and Chemwatch	= • •	• Help with asset management planning for next year • Stock take chemicals identified in Chemwatch • Chemwatch data entry and complete risk assessments • Contact suppliers for new updated SDS and attach to chemical in Chemwatch • Print SDS for easy access for teachers, laminate • Budget meetings with HODs for next year budget planning • Input SRS budget into School Budget Solution • Help with Stocktake • Look through Home ec kitchens for electronics and complete EQ13's for any damaged items. Put on list to be replaced in next years budget if funds not available this year	•Help when large orders arrive such as Fridges, Freezers, washing machines etc. Such as move items from location, ask students to move for safety, enter required facility management for relocation of old asset or disposal •Train staff •Engrave calculators •Enter facilities management tasks of any operational duties or items needing fixing

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Julie Walsh – A03 SFO (s47(3)(b) – Contrary to Public Interest)

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
Emails Phone calls Current excursions Consent manager – granted permissions Check students financial Setup OneSchool Excursions with students Enter excursions into Daymap Check payments and chase up outstanding. Updating teachers and HOD of excursion details etc. Currently doing: Chemwatch 5-year update of Risk Assessment, this can take up 2 weeks to complete in between other jobs.	Purchasing/quotes Budget for English with HOD Corp Card reconciliation Check & update Rehab Email/talk with clients Front office Filing Laminating Check for new Safety Data Sheets Review and update risk assessment in Chemwatch Check to make sure all G:Drive items are in my Dept teams	• Set-up excursions • Medical spreadsheet for excursions. • Check for new Chemwatch updates	• Student profiles 7-12 PD – Chemwatch • PD – Return to work Exam Block – prepare rolls, pink slips. Set-up mark rolls, gather exams and return to teachers Pigeonholes. Scan IA1,2,3 Enter results into spreadsheets Updated Student Profiles for rotating classes. Check OnGuard is Up to date Enter DATA into student profiles. Scan new manuals into INTAD teams	• Check profiles for next Semester are all done. Check any excursions coming up get information from teachers.	INTAD – Annual book loans. Yr 11 Leadership Camp Chemwatch stocktake Enter students into classes via timetable Humanities. Roll over Students into programs in OnGuard Prepare spreadsheet for yr 7,8 entering humanities and science classes for HOD to sort students into classes. Prepare list of yr11 and 12 classes who will be sharing K Block classrooms.	Enter students OnGuard Enter students into Ed Perfect Quotes for excursions Apply for QUT grants Ad hoc from HODS JP work as required Help/train staff on programs as required

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Jackie Means – A03 SFO

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
• Sign in • Check pigeonhole • Check "Mailbox" for Positive Postcards • Log on and open Emails, Oneschool, Daymap & Sharepoint • Check and attend to overnight/early morning emails • Check Daymap for overnight/early morning behaviour detentions. Process detentions and place in Care Folders in Admin • Process any suspensions arising from overnight emails and take to Principal's in-tray • Address and upload to Oneschool any Positive Postcards for mailing • Process Exit Cards/Technology Cards/Misc Cards sent through by HOD'S, DP's, GO's • Process Warning of Cancellations from DP • Statement uploads, scanning, filing • Fielding #301 behaviour calls and following up • Sort Care Folders after Care, check for anything in folders/remove yzd's. • Take Care Folders to Admin and sort into staff pigeonholes • Assorted duties that will come from Ho HOD's, DP's, GO's. • Follow up with suspension paperwork, emailing to parent/carer & uploading to Oneschool & mailing	• Corporate Card reconciliation • YZD removal from Care Folders and return to HoD's x twice weekly • Off campus shopping for different Year levels • Design and process Exit Cards, Techno Cards and misc cards as requested by DP's, HoD.s, G.O's and assorted staff.	• Backfill Student Services during their meeting. • Check years 7,8,9,10 budgets to keep on track. • Filing suspension paperwork to students files.	• Yr 8 leadership reward days • Yr 9 leadership reward days • Yr 10 leadership reward days • Assorted combined Leadership Days – organisation, consent forms, incursions etc • Assorted reward days providing prizes, vouchers, pizza's, light refreshments • Assisting with well-being staff afternoons • Collate all Exit Cards, Techno Cards, Misc Cards and email staff members to see if cards are rolling over to following term. • Evac warden for 2 x E Blocks • Good Standing Awards x 2, collating points, organising tuckshop vouchers and "VIP Card for Tuckshop	• Gold & Silver award day organisation. Printing certificates after viewing every report card to find Gold & Silver students. • Yr 10 Immunisation organisation • Yr 10 Booster Immunisation organisation • Behaviour rollout for all classes, print slips, put slips in pigeonholes, collate when returned. Follow up with DP Cooper re staff who haven't done it.	• Yr 7 camp • Yr 9 camp • Yr 7 end of year reward trip • Yr 8 end of year reward trip • Yr 9 end of year reward trip • Yr 6 to 7 transition organisation with Ann & Kelli-Anne • Yr 7 first day organisation • Yr 7 Immunisation organisation • Book Week organisation and ongoing assistance • Naplan assistance	•Redacting Behaviour statements •Statement uploads, scanning, filing •Misc reports required by HoD's, DP's & Staff from OneSchool & Daymap •Ongoing distribution of school photo's and student id cards throughout year. •Keeping YZD's, Yellow Cards, Red Cards, Incident Report stocked for HoD's

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Lorna Venn – A03 SFO

DAILY	WEEKLY	FORTNIGHTLY	TERMLY	SEMESTER	ANNUALLY	AS REQUIRED
• Provide direct support to HOD -Tasks, emails etc • Step into multiple functions during peak pressure times • Monitor & action emails • Check and process staff requests for resources, printing etc • Manage last-minute room changes/booking conflicts • Update & maintain faculty noticeboard/calendar • Respond to student/parent enquires, excursions/events etc • Update ACA/AIM program spreadsheets/student information lists • Monitor student permission notes/update excursion attendance lists • General scanning/filing • Monitor approvals for Corporate Card purchases • Check HOD/IM Itinerant staff pigeonholes • Manage Arts staffroom for student instrument storage • Assist ACA/AIM co-ordinators with program administration • Tuckshop Banking/Payables	• Process & reconcile Corporate Card • Raise & process requisitions • Process invoices for payment • Maintain Arts budget tracking spreadsheet • Maintain Arts Project boards - Planning/tracking • Create Daymap incursion/excursion rolls • ACA/AIM grocery shopping • Tuckshop Invoice Payments	• Balance Arts budget tracking spreadsheet against OneSchool report • Commence V2SR in Oneschool including Student Consent Manager • Prepare Student Medical Lists for excursions • Update ACA/AIM program spreadsheets • Book buses/first aid kits for excursions	• Purchase Arts Dept resources • Source price/availability on resources • Create term planners for teachers with all excursions/events • Exam Block setup • Maintain AIM timetables & class lists • Assist Deputy HR with AIM Oneschool classes for reporting • Monitor Financial/Non-Financial students • Setup/monitor TryBooking Ticket Program • Bus Verification Report	• Prepare Arts Assessment Calendar dates • Upload Arts Faculty task & criteria sheets on QLearn Blueprints	• Source, purchase Visual Art Award prizes • Assist in Visual Art Exhibition & awards ceremony & prepare student prizes • Track/manage asset replacement schedule • Manage Edquip & labelling asset purchases • Update SRS spreadsheets • Enter Arts Budget in SBS • Create Arts budget Tracking Spreadsheet • Manage Gympie Regional IM Library budget & purchases • Prepare Arts Dept Yearly calendar (Whiteboard) • Input Arts events into Draft School Calendar • Update Subject Selection handbooks • Prepare Yr12 mock exam papers and resources • Update ACA/AIM programs enrolment letters • Update AIM timetables & class lists • Create ACA/AIM Daymap student groups • Manage AIM uniform stock – Loans/Returns • Manage ACA uniform purchase/stock level & loans • Manage Dance costume stock levels • Manage PA Bookings (Admin) & as required • Collate & submit Eisteddfod entries • Monitor & Coordinate Yr7 JACA transition process • WHS Checklist for Arts buildings • Arts Stocktake	• Relief cover Student Services for meetings • PF003 Quoting/Evaluating Process • Manage money collection for excursions • Student Medical Lists for excursions • Create certificates & awards for events • Canva program/promotional material for events • Front of House duties performances/events • Source quotes & liaise with contractors • Assist in event/ceremony setup presentation/pack down • Assist with parent/public communications • Assist in Cert II Creative Industries delivery (front of house, ticketing, ushering) • Emergency Evacuation Block Warden • Chemwatch pre-purchase risk assessments & SDS data sheet

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Brianna Schuber – A03 SFO

SUMMARY			
Curriculum: BDT and HPE	Sport	Finance/Resource management	Other
Support faculty administration HOD administration task support – incidental new work (eg trackers, registers), completed on an if available basis **Support faculty planning** Audit Teams channels for endorsed units on file **Support faculty teaching** **QLearn** In 2025 this work involves 23 separate course blueprints, 80 separate class courses and 74 individual assessment tasks/unit overviews. Audit all faculty QLearn courses at start of course (see Other column for course start calendar) for: • Assessment dates updated • Course published • Assessment rubric available and accurate • Assessment task sheet attached if unseen task **Curriculum excursions**	**Support JN Sports Program** Support Sports Coordinator to implement Swimming Carnival, Cross Country and Athletics Carnival. See attached task list for specific details. Support Sports Coordinator to implement district and Wide Bay trials and cluster trials. See attached task list for specific details. Track student progress throughout the year and add into sport tracking data base (School team, GDSS Tea, WB Team, QRSS Team, National Team) Meet manager Data Base set up for each Carnival: -Save new copy of last year data base with new year's date -Purge last year's athlete's data in data base -Export file off One school of all students -Open Excel report and make needed changes to reflect required information that gets forwarded to GDSS - Save file -Open in Notepad and delimited set up	**Finance** Reconcile own Corporate Card transactions Assist HOD with corporate card reconciliations Create and maintain budget spreadsheets and track spending Purchasing as directed by HOD Annual • Textbooks Semester • Line marking paint – Sports/HPE • Asset replacement – Post pads, marquees, digi tech resources, business equipment Term • Stationery audit and restock – HPE, BDT • Digi tech consumables audit and restock – BDT • Equipment restock – HPE	**Comms** Newsletter & Facebook promotion for sport **Exams** Liaise with teachers on Exam block Set up I Block / K Block placing exam papers and materials out, writing on the whiteboards with the relevant information they require when completing their pink slips Create DayMap Incursion and mark the attendance at the start of the exam Collect all exams and file into the appropriate staff member's pigeonhole **QLearn course+unit published audit schedule (2025)** *Start each term* 1. BUS11 2. BUS12 3. DIG7 4. DIG8

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Apply excursion procedures as per tracker, including financial status checks Each excursion has an 8-week operation period. Source Quotes, organise permission letters, Assist with OneSchool excursion planner and finance details – Remind staff to liaise with parents via email for reminders for return of permission forms and payments Permission letters – collation and entering on spreadsheet & inform sports co. or teacher/coach who has not returned their note and made payment Unfinancial students – inform sports coordinator or teacher/coach, Approx number of excursions to support: HPE: 25 BDT 1-2 **Support faculty assessment** Audit Teams channels for endorsed assessment task sheets on file (74 tasks) File and track digital/physical location of student folio materials (80 classes across 14 teachers) Set up student profiles (80 sheets) Scan and Save exam papers for Confirmation submission (6 sets) If required, ready completed exam papers for redaction for the QCAA	-Import this file into Meet Manager -Change dates in Meet Set up -Age up athletes -Put a male and female athlete in every event -Seed all events (takes about 25 mins to do just this part) *Meet manager events data entry on day of event followed by exporting and printing of reports for required data/results/records. Assist the Sports Coordinator to implement the Sports Awards event • Collate data from all sporting events • Ensure all data is entered in Sports tracking Data Base • Update Power point • Update script • Create and print program • Create and Print invite • Attend Sports Awards meetings • Coordinate award recipient marshalling for the event • Manage timely delivery of certificates to presenter during event **Excursions** Apply excursion procedures as per tracker, including financial status checks	• Sports expenditure – carnivals, awards **Resource management** Maintain MPS, Oval and Gym Bookings Check all planned excursions are on the school calendar Assist with Equipment Hire / Facility Hire – Canoe Trailers, MPS (Badminton, Futsal) HOD Line meetings/ planning meetings calendar invites	5. DIG9 6. DIG10 7. EBU7 8. EBU8 9. EBU9 10. EBU10 11. HPE7 12. HPE8 13. HPE9 14. HPE10 15. PED11 16. PED12 17. REC10 18. REC11 19. REC12 20. RCO11 21. RCO12 22. WST9 23. WST10 *Plus T1W8, T2W5, T3W7, T4W4* 24. DIG8 25. HPE7 26. HPE8 **Support Admin Meeting** Backfill front admin office on Tuesdays 1:00-1:45

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Support faculty reporting Cross check report card results with approved profile results (80 classes) **Support faculty moderation** Audit Teams channel for filed moderation notes (23 subjects) **Support faculty improvement** Collect and file student improvement plans (14 teachers) **Support subject selection night** Collate resources as requested by HOD. Set up table in MPS (layout faculty flyers, pin posters set up banners ect)	Each excursion has an 8-week operation period. Source Quotes, organise permission letters, Assist with OneSchool excursion planner and finance details – Remind staff to liaise with parents via email for reminders for return of permission forms and payments Permission letters – collation and entering on spreadsheet & inform sports co. or teacher/coach who has not returned their note and made payment Unfinancial students – inform sports coordinator or teacher/coach, Approx number of excursions to support: Gympie District and Wide Bay trials and cluster trials – approx 9 JN team sports - approx 10		AAP doesn't reflect occurrence of Excursion planning

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SAT and Work Experience Co-ordinators (Industry Liaison Officers) Paulina Kars & Deb Connolly

Job Role: To organise, monitor and look for opportunities for Work Experience and School Based Traineeships. To work with all parties to assist students with transition from School to employment or further training.

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Work Experience:

The Process for Work Experience is:

- Students need to completed Permission Packs – these are found on filing cabinet in B4a office.
- Parents must give permission before anything can be actioned for a student.
- Database used for Work Experience is called Pathways. It is a licensed program and is not on the James Nash Drive.
- Pathways contains database of students who have previously completed Work Experience and Employer lists that we use for work experience Placements.
- Once permission forms are received and type of WE student wants is decided phone employers and try to find placement. This at times means phoning many employers and if none on database – use search engine to identify other businesses to approach.
- Once placement made a Form C agreement is completed on Pathways. This has to be signed by principal, student, parent and employer.
- Insurance forms must be attached to employer's copy of Form C.
- Safety discussion or if needed induction conducted. Ensure any requirements such as White Card are adhered to.
- Student must to spoken to about behaviours, expectations etc.
- Input absence into Daymap
- When student is about 3 weeks into placement co-ordinator needs to phone or visit workplace to monitor how placement is progressing.
- When student finishes placement – Employer feedback forms to be posted to employer.
- Discussion with students where required based on employer feedback.
- Student to be given copy of feedback form is employer has given permission to do so.

School Based Traineeships:

It is very difficult to detail the process for School Based Traineeships as each case is different and there are hundreds of Traineeships available.

For information on School Based Traineeships the DTET web page can be accessed. Information of types of Traineeships and details relating to this can be found on QTIS database.

Contact for information on Traineeships processes the following people could be contacted: North Coast Region | Department of Trade, Employment & Training.

Actual Tasks

Deputy Principal Senior Schooling

- Action issues are per DP direction.
- Attend DTET meeting as rep for DP.
- Work with Gympie Workforce planning Group as rep for DP.
- Keeping DP and HOD Senior Schooling informed.

Work Experience for mainstream students.

- Appointments with students to explain work experience options and give packs.
- Phone calls and/or Appointments with parents to discuss options for Work Exp. (Students usually attend)
- Appointments with new employers to explain Work Experience Program
- Appointments with students to discuss specific work experience.
- Phone calls to employers to arrange placements once all student paperwork has been completed
- Complete the contract
- Get student back to give contract then ensure it is signed and returned to school before student starts placement
- Input absences into DAYMAP.
- Check on student on placement – Visit or phone call depending on who the employer is and the student's needs.
- Appointment with student to discuss placement and feedback and areas for improvement.

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Work Experience for Supported Learning students.

- All the same as above – except Inclusion teachers need to be more involved. The difference between main stream and inclusion requires a lot more time with student and finding placement as well as more issues that have to be addressed. Inclusion students can be placed Alternate Learning Plan.

Work Experience – Defence Force

- Liaise with Defence Force Co-ordinator
- Assist students with applications
- Complete required paperwork

SAT vacancies

- Appointments with employers to explain SATs
- Advertising SAT vacancies for employers
- Assist students with resumes
- Appointments with parents and students to explain SATs (if parents request)
- Provide information and assistance to students wanting to apply for SATs
- Organise Work Experience as trial where required.

Job Vacancies

- These include casual employment, part time employment, full time employment, School Based Traineeships and Full Time Traineeships and Apprenticeships.
- Discussions with employers
- Advertise vacancies
- Provide information and assistance to students wanting to apply
- Assist students with resumes
- Organise Work Experience as trial where required

SATs – Sign Ups

- Appointments with employers / students / parents to explain SATS Appointments with Apprenticeship Service Consultants (mainly use MEGT, Busy at Work and sometimes MAS) to discuss options for students
- Arrange SATs signups – coordinate a time with ASC/Parent/Student and Employer and self.
- Attend SAT sign ups
- Discussion with RTO re training package
- Arrange Trainer visits to school - notify students of training sessions – book room.
- Discussions with Trainer after training sessions.
- Phone/Visit employers occasionally to check how student is progressing.
- Checking students learning accounts periodically to ensure competencies are being credited.

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- Attend meetings with employers / students / parents when issues arise in the workplace.
- Appointments with students who are struggling with workload and discuss time management and assist with organising workload.
- Appointments with students who have issues in the workplace or are having difficulty with training. Follow up with meeting with employer or trainer if required.
- Advise Teachers and Office of student absences due to SATs.
- Input SAT absences into Daymap.
- Completing SAT paperwork
- Liaising with DTET.

Gympie Trade Training School

- Organising Work Experience Placements.

Referrals

- Principal Dep Principals, HODs, GO, and other Support people refer students who are at risk of leaving school or have issues relating to behaviour, attendance, meeting obligations to identify alternate pathways. This involves interaction with student, parent/guardian, employers.

Teacher Referrals

- Teachers will contact regarding students they want us to work with – could be Work Experience, Resume, Job Search or just wanting us to talk to students regarding job pathway.

Resume Assistance

- Provide packs to students
- After student has completed rough draft meet with students to offer feedback and suggestions on improvement.
- Often this can be ongoing over many drafts and meetings until resume completed.

Interview Preparation

- Assist students to prepare for interviews for casual, part time, full time employment and SATs.

Presentations to students on Work Experience, SATs and Resume writing.

- Present sessions to classes as required.

SET Planning

- Presentations to all Year 10 students on Work Experience and SATs
- Follow up with one on one with all students who return expression of interest.
- Often parent involved in this process.

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- Organise Work Experience or whatever comes out of meeting with student.

VET Awards

- Liaise with Principal Senior Schooling to draft and submit James Nash nominations.

End of Year 12 – Transition into employment

- Advertising any fulltime positions / Traineeships for Year 12 leavers
- Liaising with employers
- Collecting resumes – providing assistance when required
- Interview Preparation.
- This usually continues over the holidays and into the new year.

Arrange Recruitment Sessions

- Organise and manage presentations to students of employment opportunities in the region.

White Card

- Any students wanting to do Work Experience in Construction must have a white card. Refer students to Youth Support Officer who runs White Card courses through out the year.
-

Ancillary Tasks

- Attending meetings, information sessions as required.
- Liaise with other schools in cluster.
- Chasing up students for paperwork or appointments.
- Recording and collating data.
- Providing data and completing reports.
- Dry calling employers to increase our Work Experience providers
- Assisting with Employers evenings.
- Fielding any questions in relation to Work Experience, SATS and employment.
- Liaise with DTET.
- Organise student information sessions through out the year from external organisations such as Australian Defence Force, Energex, Nolan Meats.

Housekeeping

- Photocopying and assembling packs of Work Experience Forms.
- Photocopying and assembling resume packs.
- Filing
- Archiving

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