



Queensland Teaching Workforce Strategy

2024–2027



Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland.

We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

For more information, see our commitment statement.

Contents

- Premier Foreword 3
- Minister Foreword 4
- Executive Summary 5
- Context 7
- Key focus areas 7
- Attracting more people to teaching 9
 - When we get this right 9
 - Sector-wide initiatives 9
 - State schooling initiatives 11
- Recruiting and mobilising teachers when and where they are needed 15
 - When we get this right 15
 - Sector-wide initiatives 15
 - State schooling initiatives 17
 - What we are currently doing..... 17
- Supporting teachers and retaining them 23
 - When we get this right 23
 - Addressing occupational violence..... 24
 - Sector-wide initiatives 24
 - State school initiatives 26
 - Responding to student behaviour 26
 - Workload reduction 26
 - Incentives 26
 - What we are currently doing..... 29
 - Regional, rural and remote incentives 29
 - Professional development 29
- Measures of success 30
- Delivering the strategy 31
- What this strategy means for 35



The Honourable Steven Miles MP
Premier of Queensland

Premier of Queensland Foreword

A good teacher will change a child’s life, the trajectory and ultimately the outcome. It cannot be understated how important teachers are to Queensland kids.

A strong and sustainable teaching workforce is critical to building our communities, along with the progressive and high performing education system Queenslanders have come to know and expect.

The government I lead is committed to ensuring that every Queensland child has the best possible chance to succeed.

We are helping families and children to get off to a great start through our free kindy program, we are supporting families to build strong foundations through our *Putting Queensland Kids First Plan* and we are investing in programs to support at risk students to stay in school, or access alternative learning through our *Youth Engagement Education Reform* package.

As your Premier, I am determined to listen and deliver for Queensland teachers. I have met so many teachers, teacher aides, principals and school staff over the years and have listened to the challenges of the profession paired with everyday life concerns, from the cost of living to housing, to occupational violence, to workload and wellbeing.

This *Queensland Teaching Workforce Strategy* brings together a comprehensive range of programs and initiatives to address current challenges around the attraction, recruitment and retention of teachers and school leaders.

It recognises how the Queensland education sector can work together to give every Queensland kid confident and supported teachers, regardless of where they live or attend school.

At the centre of our strategy is a strong focus on targeted responses and local solutions, to meet changing community and workforce needs.

We must work together to secure and future proof our education system. From the Cape to Coolangatta, I am committed to making sure Queensland continues to be the best place to work, teach and learn.



The Honourable Di Farmer MP
Minister for Education and
Minister for Youth Justice

Minister for Education Foreword

Our teachers are among our greatest assets. There is no greater responsibility you can give another person than to hand over your child each day and ask to help make them a good and happy person. That is what we ask of our teachers.

As Minister for Education, it’s my responsibility to see that every child in our state – no matter who they are or where they are in Queensland, has the same access to a quality education. To achieve that, we need to continue to attract teachers to this noble profession, and to support them to do the job we know they love to do.

This is always challenging in a state as diverse and decentralised as Queensland. It is made more challenging by the increasing complexity of the school environment.

The world is facing workforce shortages – regardless of the location or sector. While our teacher retention rates overall are very good, there are teacher shortages in specialist roles and specific locations. Housing availability in regional, rural and remote areas adds to the issue.

Occupational violence, student (and parent) behaviour, administrative workload, workforce shortages, and other factors – are all placing pressure on our staff.

In the last 12 months the Queensland Government has introduced some ground-breaking initiatives that we know will make a difference – *Putting Queensland Kids First*, our early years strategy; our *Youth Engagement Education Reform* package recognising that not all children can learn in a mainstream classroom; greater support for teachers to go to rural and remote locations, innovative programs like Turn to Teach and Trade to Teach; and more.

However we have recognised that more needs to be done. In May, I established a Ministerial Teacher Workforce Roundtable of key stakeholders from the state, Catholic and independent schooling sectors, teacher registration authorities, professional and industrial organisations and universities.

We committed to finding innovative and lasting solutions to our most pressing workforce challenges.

This Strategy is the result of that work – committing to a comprehensive \$347m package of programs and initiatives that address current challenges in attracting, recruiting and retaining teachers and school leaders in Queensland.

The Queensland Teaching Workforce Strategy addresses the key issues. It highlights the importance of raising the profile of teaching as a respected and rewarding profession; and it places a strong focus on targeted responses and local solutions to meet changing community and workforce needs.

I sincerely thank all members of the Ministerial Roundtable for their contributions and their ongoing commitment to deliver this strategy. I look forward to continuing to work together to bring about the changes we need to better support our teaching workforce.



Executive summary

Teachers and school leaders from all education sectors have told us that school environments are becoming more complex as they deal with things like occupational violence and aggression, student behaviour, administrative workload, and workforce shortages.

From May to July 2024 Ministerial Roundtables on Teacher Workforce and Student Behaviour explored the most pressing workforce challenges and developed proposals for Government to consider, under the pillars of attraction, recruitment and retention.

This *Queensland Teaching Workforce Strategy* reflects the contributions of stakeholders from State, Catholic and independent schooling sectors, teacher registration authorities, professional and industrial organisations and universities who participated in those roundtables.

The strategy brings together a comprehensive range of programs and initiatives to address current challenges.

While teacher attraction and retention are national priorities, in Queensland we have additional and unique challenges due to our geographically dispersed state.

That is why this strategy is designed to build, support and sustain a highly valued professional workforce that represents and supports the students they educate and the communities they serve. This includes local solutions to meet changing community and workforce needs and targeted actions to encourage and empower First Nations educators.

New initiatives

The strategy represents a \$347 million investment in our teaching workforce, including \$129.4 million in new and expanded initiatives, such as:

- Occupational violence strategy and *No Excuse for School Abuse* campaign
- A state school behaviour plan to:
 - set clear expectations for student behaviour in all schools
 - strengthen peer networks that support teachers and school leaders to build capability to respond to student behaviour, with priority given to new school staff
 - develop an online hub of resources and support for parents
 - establish a targeted response team to provide intensive support to respond to complex student behaviour
 - continue to invest in building the tools and resources for school staff to manage behaviour, focused on classroom management strategies.
- State school teacher workload reduction plan to:
 - reduce the burden in recording behaviour incidents
 - limit data collection and unnecessary testing
 - set clear expectations for parent contact
 - reduce the number of meetings
 - stop creating additional curriculum planning documents.
- Grow Your Own (GYO) workforce pilots in three regions experiencing the greatest teacher shortages - Far North Queensland, North Queensland and Central Queensland.
- A new \$1,200 recognition of service payment in 2024 and 2025 to attract teachers to work in eligible regional state schools.
- A new Beginning Teacher Support Payment of up to \$20,000 for graduate teachers joining state primary, secondary, combined or special state schools.
- Up to 12 months free accommodation through the \$3 million Rural and Remote Housing Incentive Scheme for teachers who move to priority state school locations.
- A \$5,000 Teach Queensland Practicum Placement Grant to support eligible preservice state school teachers undertaking their final professional experience placement.
- Doubling the Rural and Remote Teacher Experience Program funding for state schools.
- 200 additional Turn to Teaching Internship Program places in state schools
- An additional 30 Trade to Teach (T2T) Internship places in state schools.
- Reconnecting Retired Teachers Program to recruit recently retired state school teachers with priority vacancies.
- A Future Teachers Program to support schools to promote teaching as a rewarding career to students and their parents/carers.

What we've done so far

Building on a record \$20.9 billion education budget in 2024-25 which includes more than \$1 billion for additional staff to support students with disability to engage in learning, this Teaching Workforce Strategy supports the ground-breaking work the Queensland Government is doing through the *Putting Queensland Kids First (PQKF) Plan*, our *Youth Engagement Education Reform package* and our student health and wellbeing programs, including GPs in primary and secondary schools.

Putting Queensland Kids First

The PQKF plan helps build the best foundations for children, with \$196.8 million over 4 years from 2024 to provide a range of services in the early years, including:

- 36 early childhood coordinators in communities where children experience vulnerability and disadvantage
- family and early years school-based hubs in Aurukun and Kowanyama
- 30 hours per week of free kindy for 4-year-olds in discrete communities
- health practitioners in 20 primary schools
- 85 behaviour specialists working in 299 primary schools
- 84 family support coordinators working across 219 primary schools.

Youth Engagement Education Reform

This strategy also complements the Government's \$288 million *Youth Engagement Education Reform package* that supports at-risk students to stay at school or access alternative learning, including:

- 58 additional Flexispaces
- 6 additional Queensland Pathways College campuses (bringing the total to 12 across the state)
- expanded First Nations attendance and engagement programs
- new specialised alternative learning programs for young people leaving detention or known to the youth justice system, delivered in partnership with non-government organisations in Cairns, Townsville, Ipswich and Mount Isa
- 78 intensive education case managers
- 4 more court liaison officers in high-priority Childrens' Court locations, bringing the total to 21
- 16 more youth transition officers.

Student health and wellbeing

Because we appreciate that health and wellbeing are vital foundations for learning, every Queensland state school student has access to a wellbeing professional at school, at no cost.

The Government is investing more than \$1 billion to address the growing complexity of schools by delivering high quality learning environments and spaces that are accessible for students living with disability, including:

- \$545.7 million over three years to support the increase in enrolment in state schools of students with disability
- funding for approximately 2000 full time equivalent additional teachers, teacher aide and specialist support staff (such as physiotherapists, speech pathologists and counsellors) in schools to support students with disability to engage in their learning.

My school offers me lots of opportunities to access professional development.

Matt,
Kingaroy State
High School



Context

In October 2020, the Queensland Government announced the *Great Teachers, Great Future* election commitment to deliver 6,100 full-time equivalent (FTE) new teachers and 1,100 FTE new teacher aides over 4 years from 2021-2024.

Despite meeting this commitment ahead of time (6,200 FTE new teachers and more than 2,500 FTE new teacher aides recruited by mid-2024), teacher shortages are still felt in many Queensland schools.

Since 2022, Queensland has joined other states and territories and the Commonwealth Government to develop and commence implementation of a [National Teacher Workforce Action Plan](#).

This strategy aligns with and supports:

- the Queensland Government's workforce strategy [Good People. Good Jobs: Queensland Workforce Strategy 2022-2032](#)
- Queensland's education strategy, [Equity and Excellence: realising the potential of every student](#) and the Department of Education's [Strategic Plan 2024-28](#).

Key focus areas

This strategy features a range of immediate actions and long-term commitments designed to inspire more people to join the teaching profession, to attract more teachers to our systems, and to keep them teaching and enjoying it by modernising our approaches and allowing them to teach in contemporary and flexible ways.

It is organised under 3 pillars:

1. attracting more people to teaching
2. recruiting and mobilising teachers to where they are needed
3. supporting teachers and retaining them for longer.



Attracting more people to teaching

We want more people take up teaching, so Queensland schools across all sectors have the teaching workforce they need now and in the future.

We also want to see teachers valued and recognised for the work they do in educating our young Queenslanders.

All employers and education sector stakeholders have a role to play in promoting the benefits and rewards of the profession, as well as addressing underlying issues that contribute to teacher dissatisfaction and negative perceptions about teaching careers.

It is also important that the teaching workforce is representative of the diverse range of students they teach. That is why cohorts that are currently underrepresented will be targeted in attraction and recruitment efforts to improve their awareness of teaching as a great career pathway and bring greater diversity and inclusivity to teaching.

When we get this right:

- Queensland will have a sustainable pipeline of high-quality teachers
- teaching will be valued as a profession
- teaching will be valued as an attractive first or subsequent career.

Sector-wide initiatives

To attract more people to become qualified teachers and start teaching careers in all Queensland schooling sectors, we will:

- ensure entry requirements to initial teacher education attract a diverse future workforce
- deliver a state-wide marketing campaign to raise the status of teaching as a career
- showcase key benefits and the wide range of study, employment and career pathways in the education sector through an integrated marketing and engagement strategy, including career expos
- address barriers to entry to teaching education courses by removing the senior science prerequisite into accredited undergraduate initial teacher education (ITE) programs for early childhood and primary teachers in Queensland, and the non-academic requirement for teacher education for all accredited ITE programs in Queensland
- investigate ways to make the teacher professional placements system simpler and easier to navigate, matching pre-service teachers with schools in all sectors and locations
- provide ongoing channels for pre-service and beginning teachers to share feedback on how to improve their experience
- identify opportunities for ITE course content focused on inclusion and supporting students with disability.

Coming together,
working together,
makes a very
unique team.
A strong voice in
our community
and towards our
children to see
them succeed and
reach their goals.

Norah, Tagai State College



State schooling initiatives

Additionally, the Department of Education will implement the following targeted actions to address workforce challenges in Queensland state schools:

Grow Your Own (GYO) workforce pilots will commence in 3 regions experiencing the greatest teacher shortages – Far North Queensland, North Queensland and Central Queensland.

Grow Your Own workforce approaches focus on local jobs for local people, helping build vibrant and sustainable local economies, easing housing shortages and slowing migration to South East Queensland.

The goal of the Grow Your Own pilot is to support community members who wish to pursue a career in teaching while remaining in their community. Actions range from supporting teacher aides and school support staff to upskill into a teaching career, encouraging career changers to choose teaching, and helping school students to navigate a pathway to initial teacher education, without having to leave their home towns.

These strategies will help to increase the volume and diversity of people entering the profession and will support retention, providing employment in their own communities.

Local committees comprising representatives from schools, tertiary institutions, local and state government, and community organisations will provide on-the-ground intelligence about local challenges and opportunities.

In addition, key attraction programs will be rolled out in priority regions. These include:

200 additional Turn to Teaching Internship Program places will be offered, with 100 to commence in 2025 and 100 in 2026.

The Turn to Teaching Internship (TTT) Program is an initiative that provides aspiring teachers a pathway into a teaching career in a Queensland state school, through a paid internship. The program provides support across 2 years.

- In Year 1 the program supports participants to undertake full-time study (including any relevant Professional Experience) with a partnering Higher Education Institution. Participants receive a \$20,000 scholarship payment and access to a Community of Practice to share experiences and hear from experts in the field.
- In Year 2 the program supports participants to undertake part-time study (including final-year professional experience) and 50% teaching load (25 hours a fortnight) in a Queensland state school. Participants undertake a paid internship with a reduced teaching load of 50% (25 hours per fortnight), to allow for study and course work.

Participants who successfully complete the TTT Program receive a beginner teacher employment offer in a Queensland state school.

New initiatives

- ★ \$25.7m for 200 new Turn to Teaching internships
- ★ \$39.4m for \$5000 Teach Queensland Prac Placement grants
- ★ \$10.5m for 30 more Trade to Teach internships
- ★ Three Grow Your Own regional teacher workforce pilots
- ★ Future Teachers Program

An additional 30 Trade to Teach Internship places will commence in 2025.

The Trade to Teach (T2T) Internship Program provides a pathway into teaching for eligible people who have a trade qualification. The T2T Program supports participants to complete an undergraduate teaching degree (specialising in Industrial Technology and Design [ITD]) at one of the partner universities.

The program includes:

- a paid internship in a Queensland state school
- a reduced teaching load (50%) to allow for study and course work
- access to rural and remote benefits and financial incentives if the internship is in a rural or remote state school (transfer rating of 4-7)
- mentoring and access to a Community of Practice to share experiences.

Participants who successfully complete the T2T Program will receive a beginning teacher employment offer as an ITD teacher in a Queensland state school, with their teaching location based on departmental need.

A \$5,000 Teach Queensland Practicum Placement Grant will support eligible preservice teachers undertaking their final professional experience placement.

From Semester 2 2024 to 2026, participants will receive up to \$5,000 in financial assistance while undertaking their placement in a Queensland state school. This grant provides financial relief for preservice teachers while providing valuable experience and training in any Queensland state school, where they will learn from experienced state school teachers and leaders.

I became a teacher because I really wanted to help the next generation. This is my community, and I wanted to be involved in making it a better community.

Nickie, Wondai State School

A Future Teachers Program will support schools to promote teaching as a rewarding career to secondary students (and their parents/carers).

This program will implement structured school-based programs and pathways for students to commence university study at the same time as undertaking their senior secondary studies.

What we are currently doing

The new initiatives announced in this strategy build on the suite of programs and initiatives already underway to attract people to the teaching profession, including:

Turn to Teaching

Since 2021, \$19.8 million has been invested to attract 300 aspiring teachers. There are already 32 graduates teaching in our schools, 76 interns in 2024 and 166 studying and on track to commence internships in 2025.

Trade to Teach

Our investment of \$20 million in 2022 to attract 60 trade qualified career changers has delivered 36 interns in 2024 and a further 34 career changers studying and on track to commence internships in 2025.

Supported Pathways

This initiative encourages current departmental employees working in non-teaching support roles to consider a career change to teaching. Applicants are supported to complete necessary qualifications and placements and transition to teaching. Support includes special leave with pay to undertake compulsory practical placements and an offer of permanent employment when they graduate.

Teach Queensland Ambassador Network

A volunteer Teach Queensland Ambassador Network draws upon teachers as advocates for their profession. Ambassadors share information about Queensland state school employment opportunities and positive teaching experiences. The network provides formal and informal opportunities for aspiring teachers to connect with Teach Queensland Ambassadors, on campus and online.

Incentives

Payments and programs to attract people to choose teaching include:

- \$5,000 Aspiring Teacher Grant for high-achieving Year 12 graduates to study teaching at university.

For Aboriginal peoples and Torres Strait Islander peoples:

- The Pearl Duncan Teaching Scholarship provides a scholarship up to \$40,000 for study and related expenses and a permanent teaching job on successful completion of an ITE program. The Scholarship is open to Year 12 graduates, current university students, post graduate students and current department employees.
- The Remote Area Teacher Education Program (RATEP) - Community Based Teacher Education supports completion of community-based teacher education with support from a network of RATEP, TAFE and James Cook University staff. The program is open to Year 11 & 12 students and adult students.



Recruiting and mobilising teachers when and where they are needed

We want to highlight the benefits of teaching in Queensland's diverse locations, so that our students can benefit from great teachers, wherever they attend school.

We know that teacher demand is more significant in specific locations including rural, remote and regional Queensland, low socioeconomic communities and in specific subject or specialty teaching areas.

Strategies to staff hard-to-fill locations include incentives for employees such as financial support, cost-of-living relief, housing support, professional development, career progression opportunities, and high-quality induction and onboarding programs to support integration into the new school and community.

When we get this right:

- Queensland schools will be recognised as supportive, inclusive workplaces with excellent opportunities for rich and diverse careers
- Queensland schools will employ a diverse teacher workforce sourced locally, nationally and internationally
- teachers will experience a streamlined teacher recruitment process
- beginning and early career teachers will be well supported to transition and grow into their roles, and will share their positive experience with others.

Sector-wide initiatives

To recruit more teachers to all Queensland schooling sectors and ensure that teachers are matched to need, we will promote the benefits of living and working in Queensland and the important contributions that teachers and schools make to our vibrant communities and economy. A key focus will be promoting teaching in regional and remote Queensland.

Opportunities for further support for preservice teachers to undertake rural and remote practicum placements will continue to be explored with universities.



New initiatives

- ★ Up to 12 months free teacher accommodation through the \$3m Rural and Remote Housing Incentive Scheme
- ★ Rural and Remote Teacher Experience program doubled to \$500,000
- ★ Reconnecting Retired Teachers Program

State schooling initiatives

While each sector will employ its own recruitment and mobilisation actions, targeted actions to recruit and locate Queensland teachers where they are needed in state schools include:

In 2024-25, up to 12 months free accommodation for teachers who move to priority state school locations, through the \$3 million Rural and Remote Housing Incentive Scheme.

Many teachers have already accessed the Rural and Remote Housing Incentive Scheme since the initiatives commenced in June 2024.

The Rural and Remote Teacher Experience Program funding is being doubled in 2024-25.

This program encourages urban teachers to work in a rural or remote community for one week. This provides an opportunity for teachers to experience life in a rural or remote school and community and experience the career and lifestyle benefits that rural and remote careers offer before they commit to longer-term relocation.

The Reconnecting Retired Teachers Program will seek to recruit recently retired teachers to priority vacancies.

Retiring teachers represent the largest cohort of staff that leave the department each year, and they also take a wealth of experience with them when they depart. There is an opportunity to recruit retired staff who are interested in remaining engaged in their profession through additional teaching work.

The program will:

- enable retiring staff to express interest in undertaking short or longer-term teaching or school leadership placements
- enable retired staff to balance work and lifestyle as desired, with a range of full-time and flexible opportunities available
- enable recently retired staff to nominate for short/medium relief placements in their area or provide this service whilst undertaking extended travel in other parts of the state.

What we are currently doing

Teacher Rapid Response Team

The Teacher Rapid Response Team provides state school teachers with the opportunity to temporarily relocate to a rural, remote or regional community to meet emerging workforce needs.

This enables teachers to undertake short-term placements (for up to a semester) in schools where they are most needed, including locations in Central Queensland, North Queensland and Far North Queensland with a guarantee to return to their base school at the end of the placement.

Strengthening induction and onboarding in new communities

It is important to ensure teachers are supported when they move to a new community. The department will strengthen onboarding and induction processes, ranging from understanding operational procedures to engaging with the local community and culture.

Supporting beginning teachers

The Early Career Teachers Program – Starting Successfully, delivered through the Education Futures Institute, empowers early career teachers with tailored professional learning and development.

Other incentives include:

- Beginning teacher payments for teachers in rural and remote schools, including \$1,000 (TR4 & 5), \$1,500 (TR6) or \$2,000 (TR7) in their first year of teaching
- Regional Professional Experience Grants of \$2,250 - \$3,400 (TR2-3)
- Beyond the Range Professional Experience Grant of \$3,375 - \$5,000 (TR4-7), supporting professional experience placement in a rural or remote location.
- \$15,000 Regional, Rural and Remote Graduate Teacher scholarship payment to teach for up to 3 years in a TR4-7 school, and a permanent teaching job on completion.

Ready reckoner | State school teachers

Occupational violence

Valuing teachers and the safety of schools

Initiatives	Key investments, initiatives and programs	Resources for teachers	Practical resources and evidence-informed strategies	Building capability	Professional learning and specialist expertise to empower educators
Occupational violence and aggression prevention strategy	Staff wellbeing framework	Parent and Community Code of Conduct	Staff wellbeing learning and resources portal	DFV training	Psychological First Aid
	Staff mental health strategy	Safe and respectful school communities resources	Staff wellbeing page	Health and safety incident investigation	Respectful Relationships Education
No excuse for school abuse campaign		Student Code of Conduct	MyHR Workplace Health and Safety	Health and wellbeing	Special Education Leaders – Staff support and self-care
				Managing Psychosocial Hazards	

Workload reduction

Reducing teacher workload

Teacher workload reduction plan: <ul style="list-style-type: none">Reduced burden in recording behaviour incidentsLimit data collection and unnecessary testingLess meetingsClear expectations for parent contactStop creating additional curriculum planning documents	Business Manager and Administration Support Centre		School Online Reporting Dashboard (SORD)	Workplace reform (staffing flexibility) in schools form	Flex Connect	Setting professional goals (SPG) – Teachers, school leaders and educational system leaders
				HR: Workplace reform—Knowledge based article		
Mentoring Support Officer pilot	School resourcing review					

Teacher retention

Supporting rewarding careers

Teacher Attraction and Retention Workforce Plan	Rural and Remote Teacher Experience program	Teacher Relief Scheme	Teacher Relief and Contract Employment Register (TRACER)	Staffing allocations for Queensland state schools	Early career teacher flagship training	Pathways to Parity Awareness Sessions
	Queensland Virtual Academy			School Budget Solution (SBS)—staffing		

Student behaviour

Engaging students in positive behaviours for learning

Behaviour specialists (PQKF)	OneSchool behaviour module improvements	Classroom management hub	Information and support from external orgs.	Responding to incidents of sexual behaviour	Behaviour programs	Supporting student behaviour professional development resources
Positive Behaviour for Learning	Intensive support service	Behaviour portal	Cybersafety and reputation management	Functional Behaviour Assessment online tool	Positive Behaviour for Learning	
	Announced, not yet live	Bullying No Way				

Classroom complexity

Responding to individual needs

Wellbeing workforce	Respectful Relationship Education Hub	Mental health resource hub	Student protection	LGBTIQ+ students	Health and Wellbeing	Student protection resources
GPs in secondary schools	Chaplaincy and student wellbeing officer services	Suicide risks and events	Cyber safety Hub for secondary schools	Students impacted by global conflicts and refugee crises	Student protection training	Supporting students in-care
Health practitioners in primary schools (PQKF)	Alcohol and other drugs	Traumatic events and natural disasters	Cyber safety – Making positive online choice	Supporting young carers	Responding to student protection concerns: case studies	Principal Advisors, Mental Health
Share the Dignity	School food programs	Students impacted by complex trauma	Mental health support from external organisations	Student learning and wellbeing framework	Anaphylaxis and Health Support Training	Principal Advisors, Student Protection
Support staff	Blurred Minds	Additional resourcing for reasonable adjustments for students with disability	School supports and resources for students with disability	NDIS and other supports	Supporting students with disability programs	Assistive Technology
Students with Disability	Therapy and nursing services in schools	Reasonable adjustments	The Reading and Writing Centre resources	Transition planning and support	Supporting learners with intellectual disability	All Abilities
Autism hub	Advisory Visiting Teacher services	Delivering the curriculum	Disability-specific supports and information	Mental health contacts for specific learning disabilities	Nationally Consistent Collection of Data on School Students with Disability	Autism Hub professional learning
Deaf and hard of hearing services	The Reading and Writing Centre Advisory Service	Engagement for students with disability		Early Childhood Development Program	Early Years Connect	
Specialist Disability Support in Schools (SDSS) Program					Blindness and vision impairment toolkit	Statewide Vision Impairment Services



Providing teachers with ready access to the resources and support they need when they need them.

Ready reckoner | *State school leaders*

Occupational violence

Workforce and school safety

Initiatives	Key investments, initiatives and programs	Resources for school leaders	Practical resources and evidence-informed strategies for school leaders	Building capability	Professional learning and specialist expertise to empower school leaders
Occupational violence and aggression prevention strategy	Staff wellbeing framework	Principal Coaching and Support Service	Principal Health and Wellbeing page	EFI Conflict Management Capability Programs for school leaders	
No excuse for school abuse campaign	Staff mental health strategy				

Workload management

Supporting schools to reduce workloads

Workplace Health, Safety and Wellbeing Coordinator pilot	Small Schools Head of Department – Curriculum pilot	Managing flexible work Guide for leaders			Leadership capability development
--	---	--	--	--	-----------------------------------

Attraction and recruitment

Building a strong teaching workforce

Trade to Teach Internship program	Initial Teacher Education (ITE) program scholarships and grants	Teacher recruitment service	Teacher Application Portal	Workforce planning	Teacher Aide Program	TRACER regional office resources
		Teacher Vacancy Brief			TRACER school training resources and tutorials	Tracking teacher vacancies video

School and community complexity

Supporting student engagement in learning and the needs of families experiencing vulnerability

Youth Engagement Education Reform Package: <ul style="list-style-type: none">Intensive education case managersFirst Nations Attendance and EngagementFlexiSpaces	<ul style="list-style-type: none">Queensland Pathways State CollegeEducation Justice Initiative information, referral and advocacy service	High quality alternative settings	New model with additional resourcing for schools to support reasonable adjustments for students with disability	Queensland School Autism Reflection Tool	Everybody’s business	Youth Engagement practice insights
		Maximising learning for every student			Indigenous education staff capability development	
		Pregnant and parenting students				
Early childhood & Family support coordinators (PQKF)	Year 12 transitions – Link and Launch					
Youth Support Coordinator Initiative	Regional Youth Engagement Services					

Cost of living

Supporting schools and families with the cost of living

Free kindy	Share the Dignity	School fees matrix	Transport assistance	Representative school sports funding	Administration of the Student Resource Scheme and Textbook Resource Allowance guidance	EFI OneSchool Finance and student management training
School food programs	Student resource scheme	Textbook and resource allowance for eligible students	Living Away from Home Allowances Scheme	School supplies taxation guidelines		
Devices for financially disadvantaged students	GPs in secondary schools					
	Health practitioners in primary schools (PQKF)					

Parent and community engagement

Supporting schools to engage with their school communities

Early childhood & Family support coordinators (PQKF)	Reframing the relationship plan	Parent and Community Code of conduct	Parent participation	Compliments and complaints page	Parent and community engagement framework	Understanding and Managing Challenging Adult Behaviours
Early years school-based hubs – Aurukun and Kowanyama (PQKF)	Local Community Engagement through Co-design	Parent and Community Engagement Framework – resources for schools	QParents	Managing unreasonable complainant conduct procedure	Decision making framework	Road to Better Conflict Management – School Leaders
Early years school-based hubs – FamilyLinQ	Partnership and Educational Precincts	Building a positive school culture – tips for parents	Framework for engagement with Aboriginal & Torres Strait Islander communities	Managing inappropriate and hostile conduct procedure	Principal Flagship programs	
	Parent Hub <i>(not yet live)</i>		Every day counts parent and community resources			

Teaching and learning

Leading curriculum, teaching and learning

Reading commitment	Support for Australian Curriculum Version 9	Numeracy hub	P-12 Framework	STEM hub	Flagship programs	EFI Career Education Pathways Program
Teaching and Learning Hub	Queensland Virtual Academy	Reading hub	Global schools through languages hub	Culturally and linguistic diversity	Curriculum and pedagogy	EFI Digital innovation in teaching and learning
Homework centres		K-2 Enhancing Continuity and alignment			EFI teaching expertise	



Supporting teachers and retaining them

We want Queensland schools to support their current teachers and retain them for long, diverse and rewarding careers.

Teachers and school leaders have told us about factors including occupational violence, lack of recognition, dealing with student behaviour and parent expectations, pay in comparison with cost-of-living, workload, and locational factors such as housing cost and availability, contribute to them feeling unsupported or undervalued in their roles.

To better understand these concerns, teachers and school leaders were provided with the opportunity to give feedback through the Minister for Education's 2024 Teacher Workload Survey.

This was the biggest response we have received to any survey and we want to thank everyone who took the time to provide feedback.

Teachers told us that the things that take the most time and attention away from teaching and learning are:

- administrative tasks
- behaviour management and recording
- contacting and responding to parents
- meetings
- curriculum planning.

We listened and we are acting.

When we get this right:

- teachers will feel valued and supported, with great working conditions and employers who set clear expectations around respect
- early career teachers will be well supported to transition and grow into their roles, and share their positive experience with others
- teaching in Queensland will be viewed as a valued career pathway, and this will lead to greater recognition of teaching expertise
- more teachers will remain in the profession for longer.

Sector-wide initiatives

To support and protect Queensland’s state and non-government school teachers, all sectors will benefit from new actions including:

- a Valuing Teachers campaign and targeted communications to promote respect for teachers
- proactive efforts to recognise teachers and school leaders at the local, state and national level, including through awards and honours
- a *No Excuse for School Abuse* campaign.

Addressing occupational violence

Research shows occupational violence and aggression (OVA) against teachers has increased globally in recent years and is causing negative impacts on the physical and mental wellbeing of teachers.¹

Queensland’s Occupational Violences and Aggression Prevention Strategy was developed in consultation with a cross-sector working group to address this issue properly and is supported by a public *No Excuse for School Abuse* campaign.

The campaign makes it clear that schools are workplaces and aggression of any kind is unacceptable. Anti-social behaviour from parents/carers and students towards teachers and school staff is a serious issue and it won’t be tolerated

The campaign highlights a range of aggressive and harassing behaviours within schools and online, while letting all community members know that there is no excuse for abusing school staff in any way.

The campaign is live on social media and YouTube and is supported by a wide range of school collateral including posters, email messages, flyers and online resources that will be made available to schools to use within their community, as well as a new web page, qld.gov.au/noschoolabuse which provides tips and resources for parents and students.

Through this campaign we will establish strong boundaries to show what behaviour is acceptable and what behaviour is not acceptable in our schools. We will also make it clear that there are consequences for failing to respect school staff and these consequences include serious penalties.

New initiatives

- ★ \$18.3m for a new \$1200 Recognition of service Payment
- ★ \$32m for a new Beginning Teacher Support payment of up to \$20,000
- ★ Occupational Violence and Aggression Prevention strategy
- ★ *No Excuse for School Abuse* campaign
- ★ Workload reduction plan
- ★ Student behaviour plan



¹ Espelage et al., 2013; Longobardi et al., 2018; Reddy et al., 2018 cited in Hickey, Anthea L. Miss (2024) “Effects of Occupational Violence and Aggression on Teacher Wellbeing in Australian Schools: A Meta-Analysis,” Journal of Graduate Education Research: Vol. 5, Article 5. Available at: <https://scholarworks.harding.edu/jger/vol5/iss1/5>

My school has been great in engaging us in professional development, straight from the first week that I arrived here.

Jordan,
Cherbourg State School



State school initiatives

The Department of Education will implement the following targeted actions to address workforce challenges in Queensland state schools:

Responding to student behaviour

Responding to the changing complexity of student behaviour is a key challenge for schools across the country. Our school workforce has told us clearly that student behaviour impacts their wellbeing, work satisfaction and whether or not they can see a long-term future for themselves in education.

The evidence is clear the most effective approaches require intervening early when student needs are first identified at school, investing in practical supports for teachers and teacher aides, and providing better access to specialist services when needed most. This is why we are investing more in preventative actions that deliver early intervention and targeted responses for students and schools.

Over the next 4 years we are investing \$196.8 million in interventions in the early years of a child’s learning journey and the early years of schooling through *Putting Queensland Kids First* initiatives and an additional \$288 million in *Youth Engagement Education Reform package*. These investments provide practical options for schools and enhance access to specialist support and services.

These initiatives are building on the local level innovation and dedication of teachers and school leaders but we know there is always more to be done. There is no easy solution to the challenges for our students, schools and families.

That is why the Department of Education will:

- set clear expectations for student behaviour in all schools
- strengthen peer networks that support teachers and school leaders to build capability to respond to student behaviour, prioritising new school staff
- develop an online hub of resources and support for parents
- establish a targeted response team to provide intensive support to respond to complex student behaviour
- continue to invest in building the tools and resources for school staff to manage behaviour, focused on classroom management strategies.

While we appreciate the challenge ahead, we remain driven by a determination to see our teachers and our students benefit from our effort. We know what we can – and will – achieve by doing this work together.

Workload reduction

In response to feedback from the Minister for Education’s 2024 Teacher Workload Survey, the Department of Education is:

Reducing the burden in recording behaviour incidents by providing clear guidance around what is required with examples to support schools in recording behaviour incidents in OneSchool.

Limiting data collection and unnecessary testing by providing clear guidelines for schools to review and reduce data collection and limiting unnecessary testing.

Setting clear expectations for parent contact by providing schools and families clear guidance about how and when contact between home and school occurs.

Reducing the number of meetings and providing resources to support schools in effective use of meeting time.

Reducing the creation of extra curriculum documents by providing schools with curriculum unit plans and guidance so they can stop additional planning that is unnecessary.

Incentives

- **A new \$1,200 recognition of service payment** in 2024 and 2025 to attract teachers to work in eligible regional schools.
- **A new Beginning Teacher Support Payment** (up to \$20,000) for graduate teachers joining state primary, secondary, combined or special schools, prioritised in the Grow Your Own pilot regions of Far North Queensland, North Queensland and Central Queensland from 2023, through to 2025. Payments range from \$4,000 to \$6,000 per year, over 4 years. This initiative is to encourage graduate teachers to consider beginning their career in priority Queensland locations, to ease cost-of-living pressures and to retain them for longer.

Working together for safe and positive school communities



Being a beginning teacher up here is fantastic. The level of support that I've had has been really, really good

Cameron, Tagai State College



What we are currently doing

Regional, rural and remote incentives

The department offers a range of benefits and allowances to encourage teachers to work in regional, rural and remote areas.

- **Regional attraction and retention payments of \$900** in 2023, 2024 and 2025, on top of salary for teachers that are employed in eligible regional schools (TR2-3).
- **Recognition of Rural and Remote Service (RoRRS)** Scheme benefits and allowances on top of salary for teachers that are employed in a rural or remote (TR 4-7) school, including opportunity to apply for a \$10,000 per year Professional Learning Grant towards university fees while studying a Master of Education (or similar), while living in a rural or remote location.

Professional development

A range of professional development opportunities are available to support teachers and school leaders to progress through their teaching career:

- Education Futures Institute provides access to extensive, high-quality training and professional development for teachers and school leaders as they move through their career. Resources available include induction materials and support, teacher expertise development, career progression programs for aspiring leaders, and specialised programs.
- Study and Research Assistance Scheme funding is provided to teachers and leaders to undertake relevant study and research to broaden their career and leadership opportunities.
- Highly Accomplished and Lead Teacher Certification provides a national certification process for teachers with 5 years' experience to become a Highly Accomplished or Lead Teacher.



Measures of success

Successful implementation of the Queensland Teaching Workforce Strategy 2024-27 will be measured by:

- At least 5,000 more Queensland Teacher Registrations through targeted State, National and International recruitment initiatives.
- More than 20 per cent increase in pathways into teaching through funded Scholarships, Grants and Initiatives.
- At least 96 per cent retention of teachers through new Workload, Occupational Violence and Behaviour Strategies.
- At least 50 per cent reduction in vacancies in priority locations through new Beginning Teacher Support Payments, Housing Incentives and Grow Your Own Workforce Initiatives.
- A strengthened pipeline of new teachers for Queensland schools with preservice and early career teacher initiatives supporting universities to grow participation and completion rates for Initial Teacher Education programs.

Delivering the strategy

This strategy is responsive to the current and future workforce needs of schools, and informed by what teachers – aspiring, current and departing – have shared about the things that attracted them to the profession, contribute to their professional satisfaction, and influence their choices to leave. It builds on existing initiatives by bringing together a wide range of programs that address supply, demand,

composition and mobility of our workforce. The strategy will be implemented in close collaboration with stakeholders over the next three years.

- Horizon 1: underway in 2024-25
- Horizon 2: initiatives to be progressed or delivered in 2025-26
- Horizon 3: initiatives to be progressed or delivered in 2026-27.

	Horizon 1 2024-25	Horizon 2 2025-26	Horizon 3 2026-27
Attraction			
Sector-wide initiatives			
Address barriers to entry by removing the senior science prerequisite for accredited undergraduate initial teacher education (ITE) programs that prepare early childhood and primary teachers in Queensland, and the non-academic requirement for teacher education (NARTE) for all accredited ITE programs in Queensland.	●		
Deliver a state-wide marketing campaign to raise the status of teaching as a career	●		
Showcase the benefits and diversity of student, employment and career pathways in the education sector through a marketing and engagement strategy including career expos	●		
Investigate ways to make the teacher professional placements system easier to navigate, matching pre-service teachers with schools in all sectors and locations.	●		
Initiate ongoing mechanisms for pre-service and beginning teachers to share feedback on how to improve their experience	●		
Identify opportunities for course content that supports building skills of preservice teachers in supporting students with disability	●		
State school initiatives			
Grow Your Own Pilot Program	●		
Turn to Teaching Internship Program	●	●	●
Trade to Teach Internship Program	●	●	
Teach Queensland Practicum Placement Grant	●	●	●
Future Teachers Program	●	●	●
Supported Pathways into teaching for school support	●	●	●
Teach Queensland Ambassador Network	●	●	●
Aspiring Teacher Grants and scholarships	●	●	●
Pearl Duncan Teaching Scholarships	●	●	●
Remote Area Teacher Education Program (RATEP)	●	●	●



It just is really heart-warming to know the impact that you're having on their lives and not only connecting with the students, but their families as well

Chloe, Murgon State School

	Horizon 1 2024-25	Horizon 2 2025-26	Horizon 3 2026-27
Recruitment			
Sector-wide initiatives			
Promote the benefits of living and working in Queensland and the important contributions that teachers and schools make to our vibrant communities and economy, especially in regional and remote Queensland.	●	●	●
Opportunities for further support for preservice teachers to undertake rural and remote practicum placements.	●		
State school initiatives			
Rural and Remote Housing Incentive Scheme	●	●	●
Rural and Remote Teacher Experience program	●	●	●
Reconnecting Retired Teachers Program	●		
Regional and Beyond the Range Professional Experience Grants	●	●	●
Regional, Rural and Remote Graduate Teacher scholarships	●	●	●
Teacher Rapid Response Team	●	●	●
Strengthening Induction and onboarding	●		
Starting Successfully Flagship Program (Early career teachers)	●	●	●
Retention			
Sector-wide initiatives			
Valuing Teachers campaign	●		
Proactive efforts to recognise teachers and school leaders at the local, state and national level through awards and honours.	●	●	●
State school initiatives			
Workload reduction	●		
Addressing occupational violence	●		
Set clear expectations for student behaviour in all schools	●	●	
Strengthen peer networks that support teachers and school leaders to build capability to respond to student behaviour, with new school staff a priority	●		
Develop an online hub of resources and support for parents	●		
Stand-up a rapid response team to provide intensive support to respond to complex student behaviour	●		
Continue to invest in building the tools and resources for school staff to manage behaviour, focused on classroom management strategies	●		
A new \$1,200 recognition of service payment in 2024 and 2025 to attract teachers to work in regional schools.	●	●	
Beginning Teacher Support Payments	●	●	●
Regional attraction and retention payments of \$900 in 2023, 2024 and 2025 on top of salary for teachers that are employed in eligible regional schools (TR2-3).	●	●	
RoRRS Scheme and Professional Learning Grant	●	●	●
Education Futures Institute programs	●	●	●
Study and Research Assistance Scheme	●	●	●
Highly Accomplished and Lead Teachers Certification	●	●	●

Teaching is a fulfilling career path because it allows you to inspire others... It's probably the best feeling in the world

Vashti,
Wallumbilla
State School

What this strategy means for...



School student

- I have opportunities to explore teaching as a career pathway in my own school.
- I can start planning and working towards my teaching career while I'm still at school.
- I have great teachers at my school and access to the subject specialties I'm interested in.



Prospective teacher

- I understand the benefits and diverse opportunities that a teaching career offers.
- I know about scholarships and assistance I can access to train as a teacher.
- Finding a practicum placement is easier and more relevant to my aspirations.



Current teacher

- I have opportunities to share my views about what is good and challenging about teaching.
- I can access a range of employment options with incentives and support available for high priority locations.
- As a beginning teacher or when relocating, I have access to career support and guidance to understand and engage with the community.
- I can access a range of career progression opportunities.



Principal

- I have fewer vacancies and better pools of candidates to draw teachers from.
- I can offer the subjects and specialties that my students need.
- I spend less time managing workload pressures and can allow teachers to use their teaching and non-teaching teams more effectively.



Parent

- My child has sufficient information to help them make informed career choices about teaching.
- I know where to get information and guidance should my child consider teaching as a career.



It's been
awesome
since I've
become a
teacher

Andrew, Kingaroy
State High School

Initiative Overview

Attraction Initiatives	Investment
New Teach Queensland Prac Placement Grant supporting final year pre-service teachers to complete their final practicum placement in a Queensland state school.	\$39.443 million
200 new Turn to Teaching Internship placements complementing \$31.181 million already invested in 300 internships since 2022.	\$25.727 million
30 new Trade to Teach Internship placements complementing \$20 million already invested in 60 internships since 2023.	\$10.491 million
Three new Grow Your Own Teacher Workforce pilot programs engaging a range of strategies to recruit teachers from local communities. Complemented by: <ul style="list-style-type: none">Supporting Pathways into teaching for school support staffFuture Teachers ProgramTeach Queensland Ambassador NetworkAspiring Teacher Grants and scholarshipsPearl Duncan Teaching scholarshipsRATEP - Community based teacher education	
Recruitment Initiatives	Investment
New Rural and Remote Housing Incentive Scheme (RRHIS) providing free accommodation for teachers for up to 12 months who accept roles at priority regional, rural and remote schools from the commencement of Term 3, 2024.	\$3 million
Doubling the investment in the Rural and Remote Teacher Experience Program .	\$500,000
Developing and implementing a new Reconnecting Retired Teachers Program will see the knowledge and expertise of our employees shared with our schools while they transition to retirement. Complemented by: <ul style="list-style-type: none">Starting Successfully Flagship program (Early career teachers)Regional Professional Experience grantBeyond the Range Professional Experience grantTeacher Rapid Response team	
Retention Initiatives	Investment
New \$1,200 Recognition of Service Payment in 2024 and 2025 to attract teachers to work in regional schools, complementing the current Regional Attraction and Retention Payment.	\$18.3 million
New Beginning Teacher Support Payment encouraging beginning teachers to take up a teaching job in Queensland's Grow Your Own regions.	\$32 million
Implementing new Workload Reduction Initiatives for teachers and school leaders to enable teachers to get back into classrooms. Addressing occupational violence by developing a new Occupational Violence and Aggression Prevention Strategy supported by an OVA awareness campaign— No Excuse for School Abuse . Responding to the changing complexity of Student Behaviour through a range of new targeted initiatives which support \$196.8 million <i>Putting Queensland Kids First</i> investment and the \$288 million <i>Youth Engagement Education Reform</i> package. Complemented by: <ul style="list-style-type: none">Regional attraction and retention paymentsRecognition of Rural and Remote Service (RoRRS) scheme and Professional Learning grantEducation Futures Institute programStudy and Research Assistance SchemeHighly Accomplished and Lead Teachers certification	

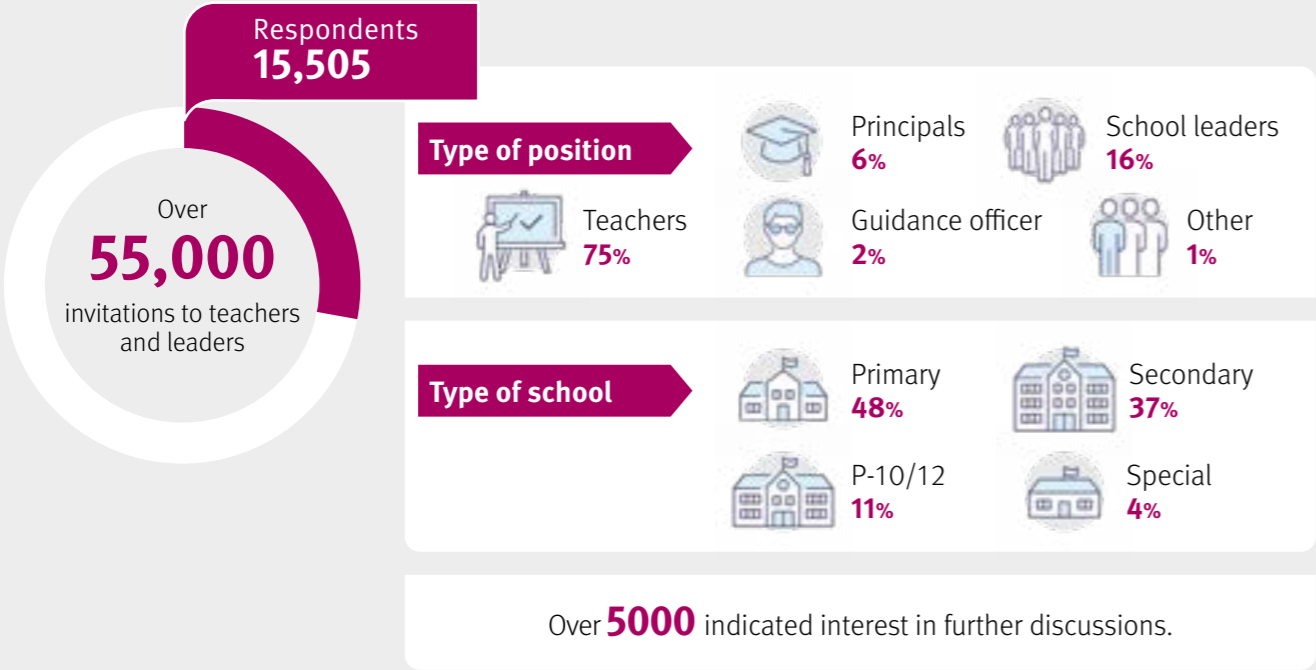
Teacher and School leader Workload survey

In May 2024, stakeholders across the educational sector came together to address workforce challenges Queensland is currently facing.

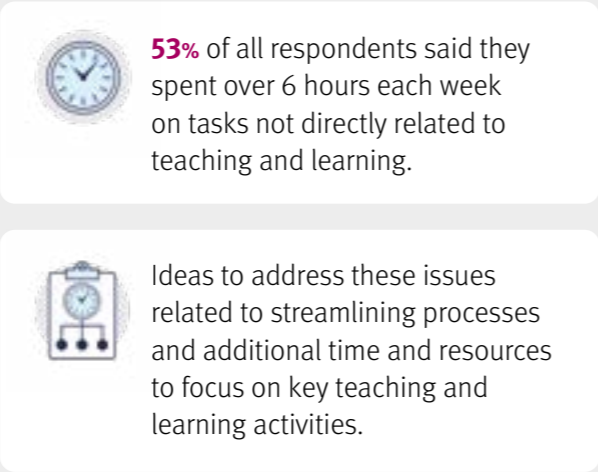
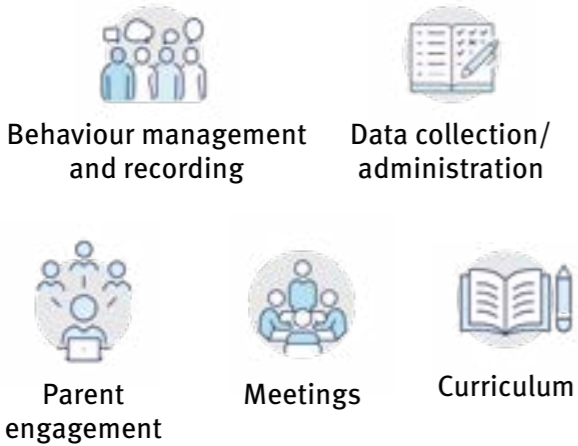
A survey was sent to school staff to better understand the tasks taking them away from teaching and learning. These insights are helping shape the department’s future workforce strategies.

Respondents

Responses by school type and region were broadly representative of Queensland state schools population. Overall, a slightly higher representation of principals and schools’ leaders responded to the survey.



Tasks that take respondents away from teaching and learning



Unpacking the key themes





