



School staffing – Be prepared

Allocation of school resources Queensland state schools

State schools resourcing framework

Queensland state schools are provided with resources to deliver high-quality education services, improve student learning outcomes and manage school operations. The [State Schools Resourcing Framework \(SSRF\) Guide](#) provides an explanation of the resourcing arrangements, staffing allocations and the [grants and appropriations](#) provided to schools.

Allocative resourcing methodology (ARM)

The [allocation of school based positions](#) (teachers, teacher aides and public servants) is determined by the Department of Education's approved school resource allocative methodology. It supports systemic planning to achieve optimal use of the department's human resources by identifying the requirements for schools to establish their staffing structures. The models based on the resourcing framework incorporate the department's staffing strategies, government initiatives, targeted funding as well as industrial obligations which legally protects the rights and entitlements of employees and the Queensland education system.

Workforce planning in schools

Principals can utilise school staffing planners to determine staffing allocations based on predicted enrolments. Primary and secondary schools can access the [school staffing planner](#) while special schools can access the [multi-year calculator](#). These tools are for planning purposes and to be treated as indicative until staffing allocations are confirmed through the Day 8 staffing enrolment collections.

Information is available in November each year outlining the activities to be undertaken by Principals and HR regional teams for the provision of core allocations of resources in the new school year.

For direct to school targeted resourcing (SWD and WSS-SLR), in September each year Principals are required to verify impairment information for students with disability which is used to forecast enrolments and predict resource allocations for the new school year. This information is provided to regions and Principals in November for planning purposes with allocations confirmed through Day 8 activities in the following year.

Capturing student enrolments

Student enrolments are a component used in the staffing models to safeguard adequate provision of school positions with appropriate classifications, while achieving the agreed class size targets.

The department has nominated the eighth day of the school year for Principals to submit their school's verified student effective enrolment counts, referred to as [Day 8 staffing enrolment collections](#). Principals of Schools of Distance Education (SDE), Centres for Continuing Secondary Education (CCSE) and secondary schools with mature age students (MASS) submit an interim count on Day 8 followed by a final count of verified student effective enrolments on Day 20. The additional days allow for the variation in enrolment processes to be completed for students attending these schools and centres.



Targeted funding for special schools, students with disability and Schools of Distance Education are finalised based on Day 8 student enrolments and verified AIMS / impairment information.

School staffing models and allocations

When schools commence the year, enrolment forecasts are used to provisionally staff schools until student enrolment counts are confirmed through the [Day 8 staffing enrolment collections](#), and in some cases the Day 20 collections.

Once the collection activities are completed, staffing models are generated to provide resources and staffing for 1,317 schools and centres (Feb 2020).

- Primary and secondary schools including Prep-10, Prep-12 and colleges, centres for continuing secondary education, mature age state schools, outdoor and environmental education centres, and approved pre-preparatory programs (kindergartens in Indigenous communities).
- Schools of distance education including school of the air.
- Students with disability including special schools, diverse learning centre, community learning centre, special education programs (primary/secondary school hosted), therapy and nursing, and respite care programs.
- Whole school support - student learning resources provides additional teacher allocations for guidance, learning support, behaviour support and Indigenous support.

Principal can access their approved school resourcing allocations in February each year through [School Budget Solution \(SBS\) - Staffing](#) which provides the approved positions generated by the staffing models as well as the budget available to centrally fund these positions. The staffing models are released to HR and SS regional teams for oversight and reporting purposes.

Approved staffing allocations are provided for the entire school year, unless otherwise adjusted and approved through a regional consultative process.

Additional resources and staff

Where a school has concerns regarding staffing allocations or encounters student enrolment growth post-Day 8, Principals can discuss with the HR regional team for consideration through the additional allocation process managed by the region.

Principals also have the discretion to utilise school funds to employ additional staff (school purchase positions) that are not already provided for in their school's approved staffing allocations (centrally funded positions).

School staffing structures

Principals establish their staffing structure based on the school's approved resourcing allocations provided in [School Budget Solution \(SBS\) - Staffing](#) that will identify

the number of positions, position types and classification levels that the department will centrally fund for the school.

The central funding is calculated on the [remuneration rates](#) (refer to current salary schedule for wages, allowances and other conditions) as specified in the industrial awards and certified agreements plus [salary on costs](#) (super, workers' compensation, payroll tax, leave and loading). [School Budget Solution \(SBS\) - Staffing](#) uses [staffing units](#) as a notional value applied to each position by classification level. For example one staffing unit is equal to one full-time teacher.

Principals have the ability to assign teachers within their school in a way that best meets the needs of the students, whilst achieving class size targets.

Years	Student Teacher Ratio
Preschool, Years 1-3, Years 11-12	25 students per teacher
Years 4-10	28 students per teacher

Principals should liaise with the HR regional team to ensure that appropriate [recruitment and selection processes](#) are undertaken when filling vacant positions, co-ordinating relieving arrangements and with [transfers and relocations](#).

Legislative requirements

Principals have the delegated authority and responsibility of managing school staffing within the [legislative framework](#) and workforce planning is essential to ensuring that school resources are targeted to the educational needs of students.

All staffing arrangements must comply with the employment and [industrial relations laws and awards](#) relevant to government employees and Queensland state schools unless explicitly stated otherwise in writing by the department.

More information

For more information visit the department's OnePortal page [Staffing allocations for Queensland state schools](#) which provides a range of materials and resources.

Contacts

Principals can contact the HR team in the [region](#) for assistance with school staffing allocations.

HR regional teams can email WorkforceResourcing.HR@qed.qld.gov.au.

Queensland State Schools Staffing Allocation Guidelines

Released under the RTI Act by DoE

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The State of Queensland Department of Education, Human Resources Branch is the custodian of this document and any enquiries regarding this document can be directed in the first instance to WorkforceResourcing.HR@ged.qld.gov.au or telephone (07) 3513 5415.

These guidelines are regularly reviewed, should any changes occur, relevant stakeholders will be consulted as required.

Acknowledgements

This document was developed in consultation, and using materials made available under a Creative Commons, with:

- [Awards, agreements and salaries](#) (this is link for all of the following, except where specific link provided):
 - [Department of Education Role Descriptions](#)
 - Department of Education Salary Schedule and [QTU Salary Schedules](#).
 - Department of Education Certified Agreement 2019
 - Department of Education State School Teachers' Certified Agreement 2019
 - Department of Education Teacher Aides' Certified Agreement 2018
 - General Employees (Queensland Government Departments) and other employees award – State 2015
 - Nurses and Midwives (Queensland Health and Department of Education) Certified Agreement (EB10) 2018
 - Queensland Public Service Officers and Other Employees Award – State 2015
 - State Government Entities Certified Agreement 2019
 - Teaching in State Education Award – State 2016
- [Day 8 guidelines for counting students](#).
- Human Resources policies and procedures (as related to the Queensland Department of Education).
- Queensland State Schools Staffing Allocation Models:
 - Primary and secondary schools (P&S)
 - Schools of distance education (SDE)
 - Students with disability (SWD)
 - Whole school support-student learning resources (WSS-SLR).
- Queensland State Schooling Resourcing Review (QSSR) (as related to resourcing reviews).
- [State Schools Resourcing Framework \(SSRF\) Guide](#).

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1. Introduction

1.1. Overview

Queensland state schools are provided with resources to deliver high-quality education services, improve student learning outcomes and manage school operations. The [State Schools Resourcing Framework \(SSRF\) Guide](#) provides an explanation of the resourcing arrangements, staffing allocations and [grants and appropriations](#) provided to schools.

The Queensland State Schools Staffing Allocation Guidelines (this document) provides information outlining the department's policies, practices and methodologies applied when determining the allocation of resources to Queensland state schools. Principals manage the school's workforce in accordance with the appropriate industrial instruments and the approved school staffing allocations for school based positions.

These guidelines are provided as a companion to the approved School Staffing Allocation Models and are specifically for Human Resources Officers in supporting school workforce and staffing allocation processes. It is assumed that the reader is familiar with human resource management principles and practices within the department.

1.1.1. School Staffing Allocations

The allocation of school based positions (teachers, teacher aides and public servants) is determined by the Department of Education's approved allocative resourcing methodology (ARM). It supports systemic planning to achieve optimal use of the department's budgeted human resources by identifying the requirements for schools to establish their staffing structures. The models, based on the resourcing framework, incorporate the department's staffing strategies, government initiatives, targeted funding as well as industrial obligations which legally protects the rights and entitlements of employees and the Queensland education system.

Once Day 8 activities are completed, staffing models are generated to determine staffing allocations for schools. The models provide every school with a school staffing structure that identifies the number of positions, position types and classification levels that the department will fund for each school. Principals can access their approved school staffing allocations in February each year through [School Budget Solution - Staffing](#) which provides the approved allocated positions generated by the staffing models as well as the budget available to centrally fund these positions. The staffing models are released to regional Human Resources and State School teams for oversight and reporting.

For more information visit [Staffing allocations for Queensland state schools on OnePortal](#).

1.1.2. Day 8 Staffing Enrolment Collections

Student enrolments are a component used in the staffing models to safeguard adequate provision of allocated positions with appropriate classifications, while achieving agreed class size targets. Student enrolment full-time equivalents (FTEs) and student counts (SC, also known as 'headcounts') are captured annually for the majority of schools through [Day 8 Staffing Enrolment Collections](#). References to 'enrolments' in all places in this document should be taken to mean 'student enrolment FTE' as collected on Day 8 (and Day 20 for those relevant schools). For more information visit [Day 8 OnePortal](#).

1.1.3. Delegations

School Staffing Allocation Models	Enrolment Data	Delegate
P&S - Primary and Secondary includes OEEC, CCSE and MASS	Based on enrolments collected – usually on Day 8 and Day 20	ADG, SSO
SDE - Schools of Distance Education	Based on enrolments collected – usually on Day 20	ADG, SSO
SWD - Students with Disability	Based on enrolments collected – usually on Day 8 and via AIMS	ADG, SSD&I
WSS-SLR - Targeted Resourcing	Based on enrolments collected – usually on Day 8	ADG, SSO
SANS - Staffing Allocations for New Schools	Based on predicted fourth year enrolments	ADG, HR

2. Primary School Allocations

The allocations outlined in this section apply to Queensland state schools and colleges offering curriculum for Prep to Year 6 including approved Pre-Prep program for selected Indigenous community schools.

2.1. Classified Teacher Allocations

2.1.1. Principals

Primary schools are allocated 1.0 FTE Principal position which is accountable for the provision of leadership and management of the whole school. The principal position is allocated as School Leaders (Stream 3) with the Classification Level from 1-10 now determined by an assessment of the school's human resources and financial resourcing that the principal is expected to manage.

Principals of primary schools with enrolments of less than 175 have a teaching load and are effective from the commencement of the school year. Principals of primary schools with 175 or more enrolments do not have a teaching load and will be full-time administrative positions.

Enrolment Threshold	Allocation (FTE)	Teaching Load (FTE)
Greater than 0 but less than 26	1.0	0.90
From 26 to less than 100	1.0	0.85
From 100 to less than 125	1.0	0.75
From 125 to less than 135	1.0	0.50
From 135 to less than 145	1.0	0.40
From 145 to less than 155	1.0	0.30
From 155 to less than 165	1.0	0.20
From 165 to less than 175	1.0	0.10
175 or greater	1.0	0.00

2.1.2. Deputy Principals

Primary schools may be allocated Deputy Principal (DP) positions that form part of the leadership and management of the school. Deputy Principal positions are allocated as School Leaders (Stream 3), Classification Level 1.

Deputy Principal positions in primary schools with enrolments of 325 up to 450 have a teaching load that is 50% of the allocated FTE and are effective from the commencement of the school year).

Enrolment Threshold ¹	Allocation (FTE)	Teaching Load (FTE)
Less than 325	0.0	0.0
From 325 to less than 450	1.0	0.5
From 450 to less than 575	1.0	0.0
From 575 to less than 700	1.5	0.0
From 700 to less than 825	2.0	0.0
From 825 to less than 950	2.5	0.0
From 950 to less than 1075	3.0	0.0
From 1075 to less than 1200	3.5	0.0
From 1200 to less than 1350	4.0	0.0
From 1350 to less than 1500	4.5	0.0
From 1500 to less than 1750	5.0	0.0
From 1750 to less than 2000	5.5	0.0
2000 or greater	6.0	0.0

Due to the link between Deputy Principal gain/loss and HODC loss/gain, further information on this is covered in HODC section 2.1.3 below.

Footnotes

¹Entitlement to primary Deputy Principal (DP) and Head of Department (Curriculum) (HODC) positions is based on enrolments collected on Day 8 for Prep to Year 6 (including Pre-Prep enrolments where a departmentally approved program exists). These enrolments also determine the teaching loads for all classified teaching positions.

2.1.3. Heads of Department (Curriculum)

Primary schools may be allocated Head of Department (Curriculum) (HODC) positions (previously referred to as Head of Curriculum), that form part of the leadership and management of the school. Schools have the ability to cluster and share a HODC position across sites provided the position remains school based. Head of Department (Curriculum) positions are allocated as Head of Program (Stream 2), Classification Level 1.

Primary schools with enrolments in the range of 200 to 325 are allocated a Head of Department (Curriculum) (HODC) position. The non-teaching component/release time for enrolment-generated HODC positions utilise a proportion of the school's allocated Curriculum Coordination Time (CCT) in conjunction with a centrally contributed allocation of 0.2 FTE.

The timing of changes to entitlements triggered by enrolment growth or decline will occur in accordance with the Annual Assessment of School Based Positions, except where a school becomes entitled to a Deputy Principal position (in lieu of the HODC). The timing of the loss or gain of the HODC position will be determined by and correspond with the gain or loss of the Deputy Principal position. The Deputy Principal position (being the higher Staffing Unit value position) will be allocated as soon as entitlement is gained – schools can then decide themselves if the HODC loss will be on-notice or immediate. The loss of the Deputy Principal position will be allocated with the on-notice year, before the HODC position is allocated.

Enrolment Threshold ¹	Allocation (FTE)	Teaching Load (FTE)	Non-Teaching Component CCT	
			Centrally Contributed (FTE)	School Contributed (FTE)
Less than 200	0.0	0.0	0.0	0.0
From 200 to less than 300	1.0	0.6	0.2	0.2
From 300 to less than 325	1.0	0.5	0.2	0.3
325 or greater	0.0 -> DP	0.0	0.0	0.0

2.2. Classroom Teacher Allocations

2.2.1. Prep and Primary Schools

Prep and primary school classroom teacher allocations are based on student teacher ratios (STR) using enrolments collected on Day 8. The STR and the rounding methodologies ensures all prep and primary schools are appropriately resourced to achieve the current class size targets of 25 students for Prep to Year 3 and 28 students for Years 4 to 6.

Enrolment Threshold ²	Year Level	Student Teacher Ratio (STR)
Greater than 0 but less than 176	Prep to Year 6	1:25
176 or greater	Prep to Year 3	1:23.475
	Years 4 to 6	1:26.6

Rounding Rules

The Prep to Year 6 teacher FTE allocated to each primary school is subject to approved rounding rules applied in the school staffing model formulae.

1. Schools with a small (less than 25) total Prep to Year 6 enrolment FTE that would calculate out to less than 1.0 Classroom Teacher FTE are rounded up to 1.0 – this teaching FTE is then mostly filled by a teaching Principal.
2. Schools with a total Prep to Year 6 enrolment FTE of 330 or less will be considered for a rounding benefit up to (but not equal to) 0.90 of a Classroom Teacher FTE.
3. Schools with a total Prep to Year 6 enrolment FTE of greater than 330 will be considered for a rounding benefit up to (but not equal to) 0.80 of a Classroom Teacher FTE.

Where teaching loads apply to Principal, Deputy Principal and Head of Department (Curriculum) positions it is included in the model with classroom teacher allocations.

2.2.2. Approved Pre-Prep in Selected Indigenous Community Schools

There are a number of approved Pre-Prep programs in Indigenous community schools that are resourced through the school staffing allocation models.

Footnotes

²Based on enrolments collected on Day 8 for Prep to Year 6 (including Pre-Prep enrolments where a departmentally approved program exists).

Pre-Prep classroom teacher allocations are based on a student teacher ratio (STR) of 1:22. Attendance at Pre-Prep is 5-days per fortnight (0.5 FTE) and the headcount is twice the enrolment FTE.

Student Headcount (SC) Threshold	Enrolment (FTE) Threshold	Teacher Allocation (FTE)
Less than 5	Less than 2.5	0.0
From 5 to less than 23	From 2.5 to less than 11.5	0.5
From 23 to less than 45	From 11.5 to less than 22.5	1.0
Then for every 22 (i.e. from 45 to less than 67, from 67 to less than 89, etc.)	Then for every 11 (i.e. from 22.5 to less than 33.5, from 33.5 to less than 44.5, etc.)	Add 0.5 (i.e. 1.5; 2.0; etc.)

2.3. Support Teacher Allocations

2.3.1. Curriculum Coordination Time (CCT)

Curriculum Coordination Time (CCT) is allocated according to the table below.

Enrolment Threshold ³	Allocation (FTE)
Greater than 0 but less than 53	0.10
From 53 to less than 78	0.15
From 78 to less than 200	0.20
From 200 to less than 300	0.40
300 or greater	Then 0.20 per full cohort of 100 enrolments i.e. 300 to 400 = 0.6, 400 to 500 = 0.8, etc.

2.3.2. Non-Contact Time (NCT)

Non-Contact Time (NCT) is calculated as 150 minutes per classroom teacher per week, subject to an adjustment based on an expectation that LOTE teachers and Teacher Librarians will contribute to the provision of non-contact time.

LOTE Allocation	Expected LOTE Provision towards NCT
Greater than 0 but less than 0.3	45% of FTE allocated
0.3 or greater	67% of FTE allocated
Teacher Librarian Allocation	Expected Teacher Librarian Provision towards NCT
Primary schools	40% of FTE allocated
'Traditional' P-10 and P-12 schools	20% of FTE allocated

Years 5 and 6 teachers may be required to assist in the provision of non-contact time for other teachers of lower year classes where the combination of LOTE, music and physical education provides more than 2.5 hours of non-contact for teachers of years 5 and 6 classes. Non-Contact time includes a travel component for specialist teachers to ensure contact time with small schools.

Number of Classroom Teachers	Contact Time (Hours)	Travel (Hours)	NCT (Hours)	Tea Breaks (Hours)	Total (Hours)
Greater than 0 but less than 20	15.50	6.00	2.50	1.00	25.00
From 20 to less than 21	16.30	5.20	2.50	1.00	25.00
From 21 to less than 22	17.15	4.35	2.50	1.00	25.00
From 22 to less than 23	18.00	3.50	2.50	1.00	25.00
23 or greater	18.50	3.00	2.50	1.00	25.00

Note: The Department of Education State School Teachers' Certified Agreement 2019 resulted in changes to this allocation from 2022.

2.3.3. One Teacher Schools Supplementation

A supplementary 0.5 teacher FTE is provided to one-teacher primary schools with greater than 20 enrolments across at least 6 of the 7 year levels from Prep to Year 6. The entitlement and allocation of this supplementation is reviewed annually based on enrolments collected on Day 8.

2.3.4. Languages Other Than English (LOTE) Teachers

LOTE Teacher FTE is allocated according to the following threshold table based on Years 5 to 6 enrolments collected on Day 8. Non-Contact Time (NCT) is calculated subject to an adjustment based on an expectation that LOTE teachers will contribute to the provision of non-contact time.

Years 5 and 6 Enrolments (only) Threshold	Allocation (FTE)
Greater than 0 but less than 46	0.2
From 46 to less than 79	0.3
From 79 to less than 116	0.4
From 116 to less than 141	0.5
From 141 to less than 168	0.6
From 168 to less than 210	0.7
From 210 to less than 241	0.8
From 241 to less than 287	1.0
From 287 to less than 320	1.1
From 320 to less than 357	1.2
From 357 to less than 382	1.3
From 382 to less than 409	1.4
From 409 to less than 451	1.5
From 451 to less than 482	1.6
From 482 to less than 528	1.7
528 or greater	1.8

2.3.5. Teacher Librarians

Primary schools are allocated Teacher Librarians according to the table below. Non-Contact Time (NCT) is calculated subject to an adjustment based on an expectation that Teacher Librarians will contribute to the provision of non-contact time.

Enrolment Threshold ³	Allocation (FTE)
Greater than 0 but less than 15	0.02
From 15 to less than 30	0.05
Then 0.05 FTE per 15 enrolments (i.e. from 30 to less than 45 = 0.10; from 45 to less than 60 = 0.15, etc.)	
300 or greater	1.00

2.4. School Support Allocations

2.4.1. Administrative Assistance Enhancement Program (AAEP)

Primary AAEP is allocated each semester (20 weeks per semester) and the gross AAEP allocation is subject to a charge rate deduction for each Business Manager and Administrative Officer (AO2) allocated to the school. Charge rate deductions are applied at a rate in accordance with the table below. Where a school has no entitlement to a BM (where enrolments are less than 300), the school is allocated AAEP at the AO3 rate up to 1.0 FTE max, and thereafter at the AO2 rate. The AO3 AAEP position has been titled a Small School Business Manager.

Enrolment Threshold	Rate per Enrolment	Base Amount (Hours per Week)
Greater than 0 but less than 175	0.200	10.00
From 175 to less than 300	0.152	18.40
From 300 to less than 600	0.163	25.00
From 600 to less than 800	0.0328	99.00
From 800 to less than 1,000	0.0328	106.00
From 1,000 to less than 1,200	0.062	77.00

Footnotes

³Enrolment threshold is based on Prep to Year 6, including Pre-Prep enrolments, where departmentally approved program exists. And for Prep to Year 10 enrolments for Traditional P-10 schools.

From 1,200 to less than 1,600	0.062	85.00
From 1,600 to less than 2,200	0.062	93.00
2,200 or greater	0.062	100.00

2.4.2. Business Managers

Business Manager (BM) positions are allocated as Administrative Stream with the Classification Level from AO4-AO8 determined by enrolment thresholds according to the table below. The BM charge rates are based on enrolment thresholds, not classifications. A minimum BM charge rate of 36.25 hours applies where a BM position remains allocated but enrolments are below 300 (i.e. on notice, pending loss).

Enrolment Threshold	Allocation (FTE) and Classification	AAEP Charge Rate (Hours)
Less than 300	0.0	00.00
From 300 to less than 800	1.0 x AO4	50.75
From 800 to less than 1,200	1.0 x AO5	58.00
From 1,200 to less than 1,600	1.0 x AO6	65.25
From 1,600 to less than 2,200	1.0 x AO7	73.00
2,200 or greater	1.0 x AO8	80.00

2.4.3. Administrative Officers

Administrative Officer positions are allocated as Administrative Stream with the Classification Level AO2 according to the table below.

Enrolment Threshold	Allocation (FTE) and Classification	AAEP Charge Rate (Hours)
Less than 600	0.0	00.00
600 or greater	1.0 FTE x AO2	36.25

2.4.4. Schools Officers

Primary schools receive assistance or are allocated a Schools Officer position to support the maintenance of their facilities and grounds. Schools Officer positions are allocated as Operational Stream, Classification Level OO2.

Enrolment Threshold and Criteria	Allocation (FTE)	Financial Assistance
Greater than 0 but less than 200	N/A	Groundscore Allowance
From 200 to less than 650 (if site area less than 4.0 Hectares, no upper limit)	1.0 FTE Schools Officer (Facilities and Grounds)	N/A
650 or greater PLUS 4.0 Hectares or greater site area	1.0 FTE Schools Officer (Facilities and Grounds)	Groundscore Allowance

Groundscore Allowance

The Groundscore allowance is managed by Finance Branch. Information regarding the allocation of funds, current rates and calculation of payments is available from the department's website [Core funding - Groundscore allowance](#).

Small schools (primary schools with less than 200 enrolments)

The Groundscore allowance is provided for maintenance of small school sites where there are less than 200 enrolments and no enrolment generated allocation for a Schools Officer position. As from 2018, the allowance base rate is \$8,500 plus \$255.00 per enrolment.

Large schools (primary schools with greater than 650 enrolments and school site of 4.0ha or more)

The Groundscore allowance is provided for the maintenance of large school sites where there are greater than 650 enrolments and more than 4.0 hectares. In addition, the school is allocated 1.0 FTE Schools Officer (Facilities and Grounds) position.

The maximum payable under the Groundscore allowance is the equivalent to the salary of 1.0 FTE Schools Officer position Operational Stream, Classification Level OO2. Where a primary school receives an allowance that is equal to this maximum, from the following Day 8 the school will be allocated another 1.0 FTE, totalling 2.0 FTE Schools Officer

positions and the Groundscore allowance will cease. Once the second Schools Officer position has been allocated to a primary school, the school retains this position irrespective of any future decreases in enrolments.

The calculation of the allowance is based on a number of factors such as a freight index and high/low maintenance area components. The base rate is \$2,000, site area is \$500 per hectare (max. of 6.5 ha), and \$7.00 per enrolment.

2.4.5. Teacher Aides

Teacher Aide allocations are calculated in hours per week (not FTE allocations) based on the Classification Level TAOO2. The model includes separate calculations for Pre-Prep, Prep and Primary allocations and additional allocations under government initiatives. Teacher Aide indicative allocations are outlined in the [Department of Education Teacher Aides' Certification Agreement 2018](#) (refer to Schedule 2, page 45).

Approved Pre-Prep in Selected Indigenous Community Schools

Schools delivering an approved Pre-Prep program receive 15 hours per week for each 0.5 Pre-Prep teacher FTE allocated to the program. An additional 5 hours per session of Teacher Aide time is also provided to allow for the supervision of Pre-Prep children by two staff and provides Pre-Prep teacher aides a break for one hour where morning and afternoon programs are scheduled to occur consecutively.

Preparatory

The standard allocation for Prep Teacher Aide hours is an enrolment driven sliding scale allocation that provides a base of 5 hours Teacher Aide time for each class of up to 5 enrolments and 30 minutes per additional enrolment per week after that, up to 25 prep enrolments, providing a maximum of 15 hours Teacher Aide time per week for a full class.

Primary (Year 1 to Year 6)

The standard allocation for Primary Teacher Aide hours is calculated based on the Years 1 to 6 enrolments according to the table below.

Enrolment Threshold	Total Hours ⁴
Greater than 0 but less than 11	2 x enrolment
From 11 to less than 21	20 + (enrolment-10) x 1.5
From 21 to less than 41	35 + (enrolment-20) x 0.35
41 or greater	42 + (enrolment-40) x 0.1016

Prep to Year 3 Teacher Aide Supplementation

This supplementation provides an additional pool of 10,000 hours to support the early years where a school has 3.5 or more model allocated Prep to Year 3 classroom teacher FTEs. This allocation may also be weighted according to an index of socio-economic disadvantage.

Primary Targeted Intervention Teacher Aide Hours (PTITAH)

These teacher aide hours provide an additional allocation of 15,000 Teacher Aide hours distributed according to each school's ICSEA (Index of Community Socio-Educational Advantage) weighted Prep to Year 3 enrolment share. These hours range from a minimum of 7 hours to a maximum of 40 hours at schools with enrolments in Prep to Year 3.

Boosting Prep for Our Children's Future Initiative Teacher Aide Hours

This initiative provides additional Teacher Aide hours per week to the equivalent of a full-time Teacher Aide for every Prep class. Full-time is defined as a pro-rata allocation of 25 hours per week per class of 25 prep enrolments FTE. Schools are required to use a proportion ($\frac{1}{3}$) of their Prep to Year 3 Teacher Aide Supplementation and a proportion ($\frac{1}{4}$) of their PTITAH hours towards achieving the objective of a full-time Teacher Aide for every Prep class. Boosting Prep hours are not allocated to schools that are able to meet this requirement from existing Teacher Aide allocations.

Footnotes

⁴Calculation is rounded to an even number of hours.

3. Secondary School Allocations

The allocations outlined in this section apply to Queensland state schools and colleges offering curriculum for Years 7 to 12 including Centres for Continuing Secondary Education (CCSE) and Mature Age State Schools (MASS).

3.1. Classified Teacher Allocations

3.1.1. Principals

Secondary schools are allocated 1.0 FTE non-teaching Principal position which is accountable for the provision of leadership and management of the whole school. The principal position is allocated as School Leaders (Stream 3) with the Classification Level from 1-10 now determined by an assessment of the school's human resources and financial resourcing that the principal is expected to manage.

3.1.2. Deputy Principals

Secondary schools may be allocated Deputy Principal (DP) positions which form part of the leadership and management of the school. Positions will have a notional 0.1 FTE teaching load which is effective from the commencement of the current school year. Deputy Principal positions are allocated as School Leaders (Stream 3), Classification Level 1.

Enrolment Threshold	Allocation (FTE) ⁵	Teaching Load (FTE)
Less than 200	0.0	0.0
From 200 to less than 400	1.0	0.1
From 400 to less than 1000	2.0	0.2
From 1000 to less than 1600	3.0	0.3
From 1600 to less than 2200	4.0	0.4
From 2200 to less than 2800	5.0	0.5
From 2800 to less than 3400	6.0	0.6
From 3400 to less than 4000	7.0	0.7
4000 or greater	8.0	0.8

To maintain stability with school leadership positions where a school is declining in enrolments or as an early allocation for schools increasing quickly in enrolments (e.g. new schools), one additional Deputy Principal is allocated to:

- Band 9 or Band 10 schools with total secondary enrolments below 400; and
- Band 11 schools with total secondary enrolments below 1000.⁶

3.1.3. Heads of Department

Secondary schools are allocated Head of Department (HOD) positions which form part of the leadership and management of the school. All Head of Department positions incorporate a notional 0.4 FTE teaching load which is effective from the commencement of the current school year. Head of Department positions are allocated as Head of Program (Stream 2), Classification Level 1.

Enrolment Threshold	Allocation (FTE)	Teaching Load (FTE)
Greater than 0 but less than 250	2.0	0.8
From 250 to less than 350	3.0	1.2
From 350 to less than 450	4.0	1.6
From 450 to less than 550	5.0	2.0
From 550 to less than 650	6.0	2.4
From 650 to less than 750	7.0	2.8
From 750 to less than 850	8.0	3.2
From 850 to less than 950	9.0	3.6
From 950 to less than 1050	10.0	4.0

Footnotes

⁵Entitlement to secondary Deputy Principal (DP) and Head of Department (HOD) positions is based on a single Day 8 Year 7-12, Mature Age State Schools (MASS) and Centre for Continuing Secondary Education (CCSE) enrolment collection.

⁶ School band related allocations are under review and will be updated prior to implementation in the 2022 school year.

From 1050 to less than 1250	11.0	4.4
From 1250 to less than 1500	12.0	4.8
From 1500 to less than 1800	13.0	5.2
From 1800 to less than 2100	14.0	5.6
From 2100 to less than 2400	15.0	6.0
From 2400 to less than 2700	16.0	6.4
From 2700 to less than 3000	17.0	6.8
From 3000 to less than 3300	18.0	7.2
From 3300 to less than 3600	19.0	7.6
From 3600 to less than 4000	20.0	8.0
4000 or greater	21.0	8.4

3.2. Classroom Teacher Allocations

Secondary school classroom teacher allocations are based on student teacher ratios (STR) using enrolments collected on Day 8. The STR ensures all secondary schools are appropriately resourced with classroom teacher FTE to achieve the class size targets of 28 students for Years 7 to 10 and 25 students for Years 11 to 12.

Year Level	Student Teacher Ratio (STR)
Years 7 to 10	1:26.6
Years 11 and 12	1:22.34

Secondary school classroom teacher allocations are further adjusted by the application of a 0.85 FTE Preparation and Correction Time (PCT) multiplier to the STR, to provide for 210 minutes of non-contact time. Supplementary classroom teacher FTE, referred to as a Curriculum Divisor, is also allocated to schools based on a range of multipliers inversely proportional to the total number of junior and senior secondary enrolments. The Curriculum Divisor ensures that smaller secondary schools have an appropriate quantum of FTE to provide a sufficiently broad curriculum delivery.

Where teaching loads apply to Deputy Principal and Head of Department positions it is included in the model with classroom teacher allocations.

3.3. Support Teacher Allocations

3.3.1. Coordination Time

This allocation can be used (as an example) for Year Coordinators, Computer Coordinators or Work Experience Coordinators. Only secondary schools with more than 400 enrolments are allocated Coordination Time. Coordination Time is allocated using the formula: {enrolments minus 400} divided by 600, rounded to 2 decimal places – as an example, 500 enrolments would generate {500 – 400} / 600, or 0.17 FTE.

3.3.2. Specialist Teachers

All secondary schools are allocated 1.0 FTE Specialist Teacher.

3.3.3. Teacher Librarians

Secondary schools are allocated Teacher Librarian FTE at the rate of 0.2 FTE per full cohort of 100 enrolments with no upper limit.

Enrolment Threshold	Allocation (FTE)
Greater than 0 but less than 100	0.0
From 100 to less than 200	0.2
From 200 to less than 300	0.4
From 300 to less than 400	0.6
From 400 to less than 500	0.8
From 500 to less than 600	1.0
From 600 to less than 700	1.2
From 700 to less than 800	1.4
<i>Allocation continues 0.2 FTE per full cohort of 100 enrolments with no upper limit</i>	

3.3.4. Centres for Continuing Secondary Education / Mature Age State Schools

Secondary schools hosting a centre or approved for mature age student enrolments are allocated Teacher FTE using the Years 11 and 12 Student Teacher Ratio and PCT multiplier (refer to section 3.2).

Enrolments are collected on Day 20 to allow additional time to complete enrolment processes for mature age students.

3.3.5. Queensland Academies Supplementation

Two academies were opened in 2007, where only the International Baccalaureate could be studied. Another was opened in 2008. This supplementation is provided to the Qld Academies to provide additional FTE for alliance/enrichment activities associated with teaching the International Baccalaureate (rather than ATAR) and an FTE adjustment for the revised workload required. These 2 components are combined into a single supplementation.

The additional FTE for alliance/enrichment activities is based on 1 hour per teacher, or 0.04 FTE per teacher FTE. And the FTE adjustment for the revised workload required is based on 0.1 FTE per base teacher FTE. These are allocated using enrolments collected on Day 8, based on the following table.

Enrolment FTE Threshold	Additional FTE - Alliance/ Enrichment Activities	Revised workload FTE adjustment
0	0.00	0.00
1	0.40	1.00
76	0.64	1.60
151	0.84	2.10
226	1.04	2.60
301	1.20	3.00
376	1.40	3.50

3.4. School Support Allocations

3.4.1. Administrative Assistance Enhancement Program (AAEP)

Secondary AAEP is allocated each semester (20 weeks per semester) and the gross AAEP allocation is subject to a charge rate deduction for each Business Manager, Science Technician (TO1/2/3) and Administrative Officer (AO2) allocated to the school. Charge rate deductions are applied at a rate in accordance with the table below.

Enrolment Threshold	Rate per Enrolment	Base Amount (Hours per Week)
Greater than 0 but less than 100	0.60	8.00
From 100 to less than 600	0.26	51.00
From 600 to less than 700	0.26	46.00
From 700 to less than 1,000	0.1025	151.00
From 1,000 to less than 1,400	0.1025	159.00
From 1,400 to less than 1,500	0.1025	166.00
From 1,500 to less than 2,000	0.0850	192.00
2,000 or greater	0.0850	202.00

All secondary schools, excluding traditional P-10 and P-12 schools, are treated as having a minimum of 100 enrolments for AAEP resourcing and BM entitlement. Traditional P-10 and P-12 schools (state schools with a secondary department) will have the secondary component of their AAEP and BM entitlement calculated according to the appropriate threshold table without consideration of this minimum allocation, as they receive both a primary and secondary allocation.

3.4.2. Business Managers

All secondary schools, excluding traditional P-10 and P-12 schools, are treated as having a minimum of 100 enrolments for AAEP resourcing and BM entitlement, thereby ensuring all secondary schools are allocated 1.0 FTE Business Manager position. The BM charge rates are based on enrolment thresholds and not the BM classification.

Business Manager (BM) positions are allocated as Administrative Stream with the Classification Level from AO4-AO8 determined by enrolment thresholds according to the table below.

Enrolment Threshold	Allocation (FTE) and Classification	AAEP Charge Rate (hours)
Less than 100 ⁷	0.0	00.00
From 100 to less than 600	1.0 x AO4	50.75
From 600 to less than 1,000	1.0 x AO5	58.00
From 1,000 to less than 1,400	1.0 x AO6	65.25
From 1,400 to less than 2,000	1.0 x AO7	73.00
2,000 or greater	1.0 x AO8	80.00

3.4.3. Administrative Officers

Administrative Officer positions are allocated as Administrative Stream with the Classification Level AO2 according to the table below. The charge rate is calculated as 36.25 hrs per position.

Enrolment Threshold	Allocation (FTE)	AAEP Charge Rate (hours)
Less than 600	0.0	0.00
600 or greater	2.0 FTE x AO (AO2)	72.50

3.4.4. Science Technicians

Science Technician positions are allocated as Technical Stream with Classification Level TO1/2/3 according to the table below. The charge rate is calculated as 36.25 hrs per position.

Enrolment Threshold	Allocation (FTE)	AAEP Charge Rate (hours)
Less than 300	0.0	0.00
From 300 to less than 700	1.0	36.25
From 700 to less than 1500	2.0	72.50
From 1500 to less than 1800	3.0	108.75
1800 or greater	4.0	145.00

3.4.5. Agricultural Assistants

Agricultural Assistant positions are allocated as Operational Stream, Classification Level OO2 and only allocated to schools with an agricultural centre as approved by State Schools Operations.

3.4.6. Schools Officers

Assistance is provided to support the maintenance of facilities and grounds for secondary schools. Allocation of positions to secondary schools is based on a standard allocation regardless of enrolments or site characteristics. Secondary schools are allocated 2 positions – 1.0 FTE Schools Officer (Facilities) and 1.0 FTE Schools Officer (Grounds). Schools Officer positions are allocated as Operational Stream, Classification Level OO2.

3.4.7. Groundscore Allowance

Secondary schools have no entitlement to a Groundscore allowance.

3.4.8. Teacher Aides

Teacher Aide allocations are calculated in hours per week (not FTE allocations) based on the Classification Level TAOO2. Teacher Aide indicative allocations are outlined in the [Department of Education Teacher Aides' Certification Agreement 2018](#) (refer to Schedule 2, page 45).

Enrolment Threshold	Total Hours ⁸
Greater than 0 to less than 151	(Enrolments x 0.3) + 40
From 151 to less than 1001	(Enrolments-150) x 0.08824 + 85
1001 or greater	(Enrolments-1000) x 0.09 + 160

Footnotes

⁷Applies to Traditional P-10 and P-12 schools only – minimum allocation applies to secondary schools

⁸Teacher Aide allocations are rounded up to the even hours.

4. P-10 and P-12 School Allocations

The allocations outlined in this section apply to Queensland state schools and colleges with a secondary department offering curriculum for Prep to Year 10 or to Year 12, including Pre-Prep where an approved program exists. P-10 and P-12 schools are 'traditional' schools that are typically small, rural or remote and usually pre-date the Combined P-12 schools.

4.1. Classified Teacher Allocations

4.1.1. Principals

P-10 and P-12 schools are allocated 1.0 FTE non-teaching Principal position which is accountable for the provision of leadership and management of the whole school. The principal position is allocated as School Leaders (Stream 3) with the Classification Level from 1-10 now determined by an assessment of the school's human resources and financial resourcing that the principal is expected to manage.

4.1.2. P-10 Deputy Principals

P-10 schools may be allocated a primary Deputy Principal (DP) position which forms part of the leadership and management of the school. Deputy Principal positions and any teaching load applicable are effective from the commencement of the current school year. Deputy Principal positions are allocated as School Leaders (Stream 3), Classification Level 1.⁹

Band	Enrolment Threshold	Allocation (FTE)	Teaching Load (FTE)
8 or lower	Less than 325 [#] total school enrolments	0.0	0.0
8 or lower	From 325 to less than 400 [#] total school enrolments	1.0	0.5
8 or lower	400 or greater [#] total school enrolments	1.0	0.0
9 or higher	Regardless of [#] total school enrolments	1.0	0.0

4.1.3. P-12 Deputy Principals

P-12 schools may be allocated secondary Deputy Principal (DP) positions which form part of the leadership and management of the school. Deputy Principal positions have a teaching load exemption. Deputy Principal positions are allocated as School Leaders (Stream 3), Classification Level 1.⁹

Band	Enrolments Threshold	Allocation (FTE)	Teaching Load (FTE)
8 or lower	Less than 300 [#] total school enrolments	0.0	0.0
8 or lower	300 or greater [#] total school enrolments	1.0	0.0
9 or higher	Regardless of [#] total school enrolments	1.0	0.0

4.1.4. P-10 and P-12 Heads of Department

P-10 and P-12 schools may be allocated Head of Department (HOD) positions which also form part of the leadership and management of the school. All HOD positions incorporate a notional 0.4 FTE teaching load which is effective from the commencement of the current school year. Head of Department positions are allocated as Head of Program (Stream 2), Classification Level 1.

Entitlement Criteria	Enrolment Threshold	Allocation (FTE)	Teaching Load (FTE)
Base HOD allocation generated on total school enrolments (Prep-Year 10 or 12)	Less than 150 [#] total school enrolments	0.0	0.0
	150 or greater [#] total school enrolments	1.0	0.4
Additional HOD allocation generated by secondary enrolments only (Years 7-10 or 12)	From 150 to less than 250 secondary enrolments	2.0	0.8
	From 250 to less than 350 secondary enrolments	3.0	1.2
	350 or greater secondary enrolments	4.0	1.6

Footnotes

⁹ School band related allocations are under review and will be updated prior to implementation in the 2022 school year.

#Total school enrolments relate to enrolments collected on Day 8 for Prep to Year 10 at P-10 schools or Prep to Year 12 at P-12 schools, including Pre-Prep enrolments where a departmentally approved program exists.

4.1.5. P-10 and P-12 Heads of Curriculum

Primary Head of Curriculum (HOC) positions are allocated based on the primary school allocations (refer to section 2.1).

4.2. Classroom Teacher Allocations

P-10 and P-12 classroom teacher allocations are determined using the same student teacher ratios (STR) for primary and secondary schools individually (refer to section 2.2 and 3.2). To ensure that these schools have an appropriate quantum of secondary teacher FTE to provide a sufficiently broad curriculum delivery, the minimum total secondary teacher allocation (including classroom, classified and support teacher FTE) to P-10 and P-12 schools is 6.0 teacher FTEs.

4.3. Support Teacher Allocations

Allocations for Curriculum Coordination Time (CCT), Languages Other Than English (LOTE) and Non-Contact Time (NCT) are based on the primary school allocations (refer to section 2.3).

4.3.1. P-10 Teacher Librarians

P-10 Teacher Librarians are allocated according to the primary school allocation thresholds based on enrolments collected on Day 8 for all year levels offered for Prep to Year 10, including Pre-Prep enrolments where an approved program exists (refer to section 2.3).

4.3.2. P-12 Teacher Librarians

P-12 Teacher Librarians are allocated according to the following thresholds based on enrolments collected on Day 8 for all year levels offered for Prep to Year 12, including Pre-Prep enrolments where an approved program exists.

Enrolment Threshold	Allocation (FTE)
Greater than 0 to less than 12.5	0.02
From 12.5 to less than 25.0	0.05
From 25.0 to less than 37.5	0.10
From 37.5 to less than 50.0	0.15
From 50.0 to less than 62.5	0.20
From 62.5 to less than 75.0	0.25
From 75.0 to less than 87.5	0.30
From 87.5 to less than 100.0	0.35
From 100.0 to less than 112.5	0.40
From 112.5 to less than 125.0	0.45
From 125.0 to less than 137.5	0.50
From 137.5 to less than 150.0	0.55
From 150.0 to less than 162.5	0.60
From 162.5 to less than 175.0	0.65
From 175.0 to less than 187.5	0.70
From 187.5 to less than 200.0	0.75
From 200.0 to less than 212.5	0.80
From 212.5 to less than 225.0	0.85
From 225.0 to less than 237.5	0.90
From 237.5 to less than 250.0	0.95
250 or greater	1.00

4.4. School Support Allocations

4.4.1. Administrative Assistance Enhancement Program (AAEP)

The AAEP allocation to P-10 and P-12 schools is based on both the primary and secondary school allocations (refer to section 2.3 and 3.3).

Where a P-10 or P-12 school has not been allocated a primary and/or a secondary Business Manager (BM) (AO4-AO8) the school can combine the primary and secondary AAEP allocations to flexibly create a Small School Business Manager position at the FTE and classification appropriate to the school's requirements.

4.4.2. Business Managers, Administrative Officers and Science Technicians

P-10 and P-12 schools allocation of Business Manager, Administrative Officer and Science Technician positions are all based on the primary and secondary school allocations (refer to section 2.3 and 3.3).

4.4.3. Agricultural Assistants

Agricultural Assistant positions are allocated as Operational Stream, Classification Level OO2 and only allocated to schools with an agricultural centre as approved by State Schools Operations.

4.4.4. Schools Officers

Assistance is provided to support the maintenance of facilities and grounds for P-10 and P-12 schools. Allocation of a position is based on a standard allocation regardless of enrolments or site characteristics. P-10 and P-12 schools are allocated 1.0 FTE Schools Officer (Facilities and Grounds). Schools Officer positions are allocated as Operational Stream, Classification Level OO2.

4.4.5. Groundscare Allowance

P-10 and P-12 schools have no entitlement to a Groundscare allowance.

4.4.6. Teacher Aides

Teacher Aide hours for P-10 and P-12 schools are calculated based on the primary and secondary school allocations (refer to section 2.3 and 3.3).

5. Combined P-12 School Allocations

The allocations outlined in this section apply to Queensland state schools and colleges offering curriculum for Prep to Year 12 including Pre-Prep where an approved program exists. These schools are also referred to as Super P-12 schools or New and Amalgamated P-12 Schools.

The allocation provided to these schools are based on an aggregation of resources generated according to the separate application of existing primary and secondary staffing allocative methodologies. These allocations are a notional entitlement which may be modified (subject to approval by the Deputy Director-General State Schools) to create alternate staffing structures to suit individual school needs and must remain cost neutral.

5.1. Classified Teacher Allocations

Alternate school structures for classified teachers must be considered within the relevant industrial agreement and the total staffing allocations as generated by Day 8 enrolments. Changes to school structures should not result in any detrimental impacts to the minimum agreed staffing allocations provided elsewhere for the school's workforce.

5.1.1. Principals

Combined P-12 schools are allocated 1.0 FTE notional primary principal position and 1.0 FTE notional secondary position that are utilised to create the school leader positions which are accountable for the provision of leadership and management of the whole school, taking into consideration the campus arrangements and geographic diversity. The principal positions are allocated as School Leaders (Stream 3) with the Classification Level from 1-10 now determined by an assessment of the school's human resources and financial resourcing that the principals are expected to manage.

5.1.2. Deputy Principals

Schools may be allocated Deputy Principal (DP) positions that form part of the leadership and management of the school. Deputy Principal positions are allocated as School Leaders (Stream 3), Classification Level 1. Allocations are based on the primary and secondary school allocations (refer to section 2.1 and 3.1).

5.1.3. Heads of Department

Combined P-12 schools are allocated Heads of Department (HOD) positions which form part of the leadership and management of the school. Head of Department positions are allocated as Head of Program (Stream 2), Classification Level 1. Allocations are based on the secondary school allocations (refer to section 3.1).

5.1.4. Head of Department (Middle School)

Combined P-12 Schools may be allocated up to 2.0 FTE Middle School Head of Department (MSHOD) positions. These positions are allocated in addition to the Head of Department positions and have a teaching load exemption.

Years 6 to 9 Enrolments (only) Threshold	Allocation (FTE)	Teaching Load (FTE)
Greater than 350 but less than 700	1.0	0.0
Greater than 700	2.0	0.0

5.2. Classroom Teacher Allocations

Combined P-12 classroom teacher allocations are determined using the same student teacher ratios (STR) based on the primary and secondary school allocations (refer to section 2.2 and 3.2).

5.3. Support Teacher Allocations

Primary support teacher allocations such as Non-Contact Time (NCT), Curriculum Coordination Time (CCT), Teacher Librarian and Languages Other Than English (LOTE) are determined by enrolments in Prep to Year 6 collected on Day 8, based on the primary school allocations (refer to section 2.3).

Secondary support teacher allocations such as Specialist Teachers, Teacher Librarians and Coordination Time are determined by enrolments in Years 7 to 12 collected on Day 8, based on the secondary school allocations (refer to section 3.3).

5.4. School Support Allocations

School support allocations for AAEP, Business Managers, Administrative Officers, Science Technicians, Teacher Aides, Agricultural Assistants and Schools Officers are determined based on the primary and secondary school allocations (refer to section 2.3 and 3.3).

Released under the RTI Act by DoE

6. Outdoor Environmental Education Centre Allocations

The allocations outlined in this section apply to Queensland state outdoor and/or environmental education centres (OEEC) offering programs for schools and the community and professional development for teachers.

Allocations for centres are generally standardised as there is no enrolment component to generate school staffing allocations. A base allocation for a centre may comprise of:

- 1.0 FTE Principal
- 2.0 FTE Classroom Teachers
- 1.0 FTE Unit Support Officer/Boat Officer
- 0.85 FTE AO3 AAEP.

OEEC staffing allocations were originally determined in a 2011 review. Further reviews of individual centres have been conducted in more recent years and these have modified the 2011 allocations, but only for individual centres.

6.1. Classified Teacher Allocations

6.1.1. Principals

Centres are allocated 1.0 non-teaching Principal position which is accountable for the provision of leadership and management of the whole centre. Centres may be allocated with a primary or secondary principal based on which sector the students that attend the programs come from. The principal position is allocated as School Leaders (Stream 3) with the Classification Level from 1-10 now determined by an assessment of the school's human resources and financial resourcing that the principal is expected to manage.

6.1.2. Deputy Principals

Centres may be allocated Deputy Principal (DP) positions which form part of the leadership and management of the centre. Deputy Principal positions are allocated as School Leaders (Stream 3), Classification Level 1. Currently, Maroon and Tallebudgera have an approved allocation for a secondary Deputy Principal position.

6.2. Classroom Teacher Allocations

Any variations from the original base allocation of 2.0 FTE classroom teachers, has resulted from approved outcomes of individual reviews, re-assessments or requests for teaching FTE. OEECs do not have enrolments in the same way other schools do. The classroom teacher allocation (due to not being enrolment-based) are displayed under the Support Teacher allocation.

6.3. Support Teacher Allocations

The classroom teacher allocation (due to not being enrolment-based) are displayed under the Support Teacher allocation. Centres do not get any other Support Teacher Allocations.

6.4. School Support Allocations

6.4.1. Administrative Assistance Enhancement Program (AAEP)

The allocation of AAEP and Teacher Aide hours is combined in a calculation which has a base of 20 hours, then plus 5 hours for each teacher allocated to the centre. The AAEP allocation can be used flexibly for either Administrative Officer or Teacher Aide hours, or both. Where the centre elects to use this allocation for an Administrative Officer this position is to be designated as a Small School Business Manager (AO3).

6.4.2. Business Manager

Business Manager (BM) positions and classification levels have been determined based on an assessment of individual requirements of each centre.

- Maroon and Tallebudgera have an approved allocation for a BM (AO4) position with AAEP allocated to these centres at the AO2 rate.
- Sunshine Coast is the only centre or school to have an approved allocation of more than 1.0 FTE x AO3 AAEP. This is due to the amalgamation in 2017 of the Bilai (0.85) and Sunday Creek (0.85) sites (total 1.70).

Where a BM position is not allocated, the AAEP is allocated at the AO3 rate up to a maximum of 1.0 FTE and thereafter at the AO2 rate.

6.4.3. Boat Officers

Boat Officer positions are allocated as Operational Stream with Classification Level OO5 and are allocated to specifically approved centres only. Currently five centres have an approved allocation for 1.0 FTE Boat Officer position.

6.4.4. Unit Support Officers

Unit Support Officer positions are allocated as Operational Stream with Classification Level OO3 and are allocated to specifically approved centres only. Currently all but 3 centres are allocated 1.0 FTE Unit Support Officer position (but these centres are allocated other officer positions - like a Boat Officer).

6.4.5. Groundscore Allowance

These centres have no entitlement to a Groundscore allowance.

Released under the RTI Act by DoE

7. Schools of Distance Education Allocations

The allocations outlined in this section apply to Queensland state schools of distance education offering curriculum to Prep to Year 12 for geographically isolated students, home based students with limited access to educational facilities or services, and also students with limited subject choice at their local school.

7.1. Enrolments

Allocations to schools of distance education (SDEs) are based on enrolment FTEs collected on Day 20 and include a weighting for enrolment categories and subject loads.

Enrolment Categories

Categories	Description
Category A	Students receiving regular scheduled group lessons, paper marking, home visits, activity days, and regular telephone or internet contact including Home-based learners (limited choice) and Home-based learners (by choice) who have chosen to engage in regular telephone lessons at their own expense.
Category B	Students NOT receiving regular scheduled lessons but who, in addition to paper marking, receive home or school visits, activity days, and ad hoc telephone or internet contact including home-based learners (by choice) who have not chosen to engage in regular telephone teaching, school-based students and students from alternative-to-regular school settings.
*Category C	Students who receive paper marking and minimal or irregular other contact including students from alternative-to-regular school settings.
Re-Entry	Year 10, 11 or 12 students who have left school and who are studying approved junior or senior subjects.

*For secondary enrolments, all re-entry enrolments are included in Category C.

Enrolment Types

Enrolments at SDEs are made up of the following:

- Geographically isolated (distance from an established school).
- Overseas residence or travel for a period of 16 weeks or more for families based in Queensland.
- Travel within Australia or overseas for periods of 16 weeks or more.
- Medical reasons that prevent attendance at a mainstream school.
- Approved, excluded students or students at risk.
- Home schoolers whose parents pay an annual fee.
- Re-entry/adult students or students concurrently enrolled in a Queensland school.

7.2. Classified Teacher Allocations

7.2.1. Principals

SDEs are allocated 1.0 FTE non-teaching Principal position which is accountable for the provision of leadership and management of the whole school. The principal position is allocated as School Leaders (Stream 3) with the Classification Level from 1-10 now determined by an assessment of the school's human resources and financial resourcing that the principal is expected to manage.

7.2.2. Deputy Principals

SDEs are allocated non-teaching Deputy Principal (DP) positions which form part of the leadership and management of the school. Deputy Principal positions are allocated as School Leaders (Stream 3), Classification Level 1.

Enrolment Threshold	Allocations (FTE)	Teaching Load (FTE)
Greater than 0 but less than 400	1.0	0.0
From 400 to less than 1200	2.0	0.0
From 1200 to less than 1600	3.0	0.0
1600 or greater	4.0	0.0

7.2.3. Heads of Department

SDEs may be allocated Head of Department (HOD) positions which form part of the leadership and management of the school. All Head of Department positions incorporate a notional 0.4 FTE teaching load which is effective from the commencement of the current school year. Head of Department positions are allocated as Head of Program (Stream 2), Classification Level 1.

Enrolment Threshold	Allocations (FTE)	Teaching Load (FTE)
Less than 100	0.0	0.0
From 100 to less than 200	1.0	0.4
From 200 to less than 250	2.0	0.8
From 250 to less than 350	3.0	1.2
From 350 to less than 450	4.0	1.6
From 450 to less than 550	5.0	2.0
From 550 to less than 650	6.0	2.4
From 650 to less than 750	7.0	2.8
From 750 to less than 850	8.0	3.2
From 850 to less than 950	9.0	3.8
From 950 to less than 1050	10.0	4.0
From 1050 to less than 1250	11.0	4.4
From 1250 to less than 1500	12.0	4.8
From 1500 to less than 1800	13.0	5.2
From 1800 to less than 2100	14.0	5.6
From 2100 to less than 2400	15.0	6.0
From 2400 to less than 2700	16.0	6.4
From 2700 to less than 3000	17.0	6.8
From 3000 to less than 3300	18.0	7.2
From 3300 to less than 3600	19.0	7.6
From 3600 to less than 4000	20.0	8.0
4000 or greater	21.0	8.4

7.3. Classroom Teacher Allocations

SDE classroom teacher allocations are based on student teacher ratios (STR) using enrolments collected on Day 20. The STR ensures all SDEs are appropriately resourced with classroom teacher FTE to achieve agreed class size targets.

7.3.1. Preparatory and Primary Classroom Teachers

Prep to Year 6 classroom teacher allocations use student year level enrolment FTEs according to the table below.

Year Level	Category A	Category B	Category C
Prep and Years 1 to 3	1:12.5	1:15	1:25
Years 4 to 7	1:15	1:18	1:28

7.3.2. Secondary Classroom Teachers

Year 7 to Year 12 classroom teacher allocations use subject enrolment FTE:

- For Years 7 to 10 - 5.5 subjects are considered the equivalent workload of a full-time junior secondary enrolment.
- For Years 11 to 12 - 5 subjects are considered the equivalent workload of a full-time senior secondary enrolment.

Secondary classroom teacher allocations are calculated using the following subject teacher ratios.

Year Level	Category A	Category B	Category C
Years 7 to 10	1:82.5	1:99	1:154
Years 11 to 12	1:62.5	1:75	1:125

With subsequent secondary student teacher ratios (STR).

Year Level	Category A	Category B	Category C
Years 7 to 10	1:15	1:18	1:28
Years 11 to 12	1:12.5	1:15	1:25

Supplementary secondary classroom teachers are also allocated to SDEs based on a range of multipliers inversely proportional to the total number of junior and senior secondary enrolments. This supplementary allocation, referred to as a Curriculum Divisor, ensures that there is a quantum of secondary FTE to provide a sufficiently broad curriculum delivery.

A minimum allocation of 3.0 secondary classroom teacher FTE applies to all SDEs.

7.4. Support Teacher Allocations

Teacher Librarians and Learning Support Teachers

The base allocation is for 1.0 FTE Teacher Librarian and 2.0 FTE Learning Support Teachers, with the exception of:

- Brisbane SDE is allocated 3.0 FTE Teacher Librarian positions and 4.0 FTE Learning Support Teachers.
- Capricornia SDE is allocated 2.0 FTE Teacher Librarian (one for each campus, 1 at Emerald and 1 at Rockhampton) and 2.0 FTE Learning Support Teachers.

7.4.1. Curriculum Coordination Time (CCT)

SDEs, with the exception of the Brisbane SDE, are provided with Curriculum Coordination Time (CCT) according to the table below. Brisbane SDE is allocated 3.0 FTE non-teaching Primary Co-ordinators in lieu of their CCT.

Prep to Year 6 Enrolments	Allocation (FTE)
Greater than 0 but less than 60	0.15
From 60 to less than 120	0.20
From 120 to less than 180	0.40
From 180 to less than 250	0.60
250 or greater	0.80

7.4.2. LOTE Teachers

LOTE Teacher allocations provided to SDEs differentiate based on two enrolment categories. The allocations are defined as internal or external.

Internal

Applies to Year 5 and 6 enrolments only at SDEs and undertaking a LOTE program. This is calculated as an SDE allocation but is then transferred into the primary and secondary model for regional distribution (refer to section 11).

External

SDEs receive a LOTE teacher FTE allocation for Year 5 and 6 enrolments in mainstream primary schools and at an SDE where required to undertake a mandatory LOTE program at the SDE, as a school-based or circuit LOTE teacher is not available locally. These enrolments are resourced as Category A and reported separately on Day 20 specifically for this allocation.

7.5. School Support Allocations

7.5.1. Administrative Assistance Enhancement Program (AAEP)

AAEP is allocated to SDEs each semester (20 weeks per semester) according to the table below. Due to a SFRAG (School Financial Resourcing Advisory Group) decision in 2020, all SDEs are treated as having a minimum of 150 enrolment FTEs for Administrative Officer resourcing (see 7.5.3 below) and BM entitlement (see 7.5.2 below), thereby ensuring all SDEs are allocated 1.0 FTE Business Manager position and at least 1.0 FTE Administrative Officer. Consequently, all SDEs are allocated AAEP, only at the AO2 rate, which is calculated based on the SDE's actual enrolment FTEs (not the minimum 150 enrolment FTE).

Enrolment Threshold ¹⁰	Rate per Enrolment	Base Amount (Hours per Week)
All Enrolments	0.0769	20.00

Footnotes

¹⁰The result of the formula to calculate gross AAEP hours is truncated to an integer (whole number). Net AAEP hours (gross hours less any applicable charge rates) are divided by 41.33 to convert to an equivalent Administrative Officer (AO2) FTE. AAEP is based on Day 20 enrolments for SDEs.

7.5.2. Business Managers

Business Manager (BM) positions are allocated as Administrative Stream with the Classification Level from AO4-AO8 determined by enrolment thresholds according to the table below.

Enrolment Threshold	Allocation (FTE) and Classification
Less than 150 are treated as though having 150	Not applicable
From 150 to less than 300	1.0 x AO4
From 300 to less than 600	1.0 x AO5
From 600 to less than 1400	1.0 x AO6
From 1400 to less than 2000	1.0 x AO7
2000 or greater	1.0 x AO8

7.5.3. Administrative Officers

Administrative Officer positions are allocated as Administrative Stream with the Classification Level AO2 according to the table below.

Enrolment Threshold	Allocation (FTE)
Less than 150 are treated as though having 150	Not applicable
From 150 to less than 350	1.0
From 350 to less than 475	2.0
From 475 to less than 600	3.0
From 600 to less than 750	4.0
From 750 to less than 900	5.0
From 900 to less than 1050	6.0
From 1050 to less than 1200	7.0
From 1200 to less than 1400	8.0
From 1400 to less than 1600	9.0
From 1600 to less than 1800	10.0
From 1800 to less than 2000	11.0
From 2000 to less than 2200	12.0
From 2200 to less than 2400	13.0
From 2400 to less than 2700	14.0
From 2700 to less than 3000	15.0
3000 or greater	16.0

7.5.4. Parent Liaison Officers

Each SDE receives an allocation of 1.0 FTE Parent Liaison Officer position, except Brisbane SDE which is allocated a number of other AO positions.

7.5.5. Schools Officers

Assistance is provided to support the maintenance of facilities and grounds. An allocation of 1.0 FTE Schools Officer (Facilities and Grounds) is regardless of enrolments or site characteristics. Where an SDE is not located at an independent site (i.e. it is co-located with an existing non-SDE state school), there is no Schools Officer allocated to the SDE. Schools Officer positions are allocated as Operational Stream, Classification Level OO2.

7.5.6. Groundscore Allowance

SDEs have no entitlement to a Groundscore allowance.

7.5.7. Teacher Aides

Teacher Aide allocations are calculated in hours per week (not FTE allocations) based on the Classification Level TAOO2. Teacher Aide indicative allocations are outlined in the [Department of Education Teacher Aides' Certification Agreement 2018](#) (refer to Schedule 2, page 45). SDEs receives an allocation of Teacher Aide hours based on Classroom Teacher Allocation x 1.9. The result is rounded to an even number of hours.

8. Students with Disability Allocations

The allocations outlined in this section apply to resources provided to support students with disability at special schools and special education programs at primary and secondary schools. The allocations are determined using information from the Adjustment Information Management System (AIMS) in OneSchool and total student FTE enrolments collected on Day 8.

8.1. Classified Teacher Allocations

The number of staff described in the tables below is based upon the aggregated FTE of teachers and Education Program Officers (EPO) working in the school. Non-Contact Time (NCT) and Curriculum Coordination Time (CCT) are included in the FTE aggregation but exclude the administrative FTE of Principals and Deputy Principals (DP) and the administrative time (FTE) of Heads of Special Education Services (HOSSES). Allocations for EAL/D, WSS-SLR, therapy and nursing FTE are also excluded. Staff numbers are determined as at Day 8.

8.1.1. Principals

Special schools are allocated 1.0 FTE Principal position which is accountable for the provision of leadership and management of the whole school. The principal position is allocated as School Leaders (Stream 3) with the Classification Level from 1-10 now determined by an assessment of the school's human resources and financial resourcing that the principal is expected to manage.

Number of Staff Threshold	Allocation (FTE)	Teaching Load (FTE)	Administrative Release
Greater than 0, but less than 5	1.0	0.7	0.3
5 or greater	1.0	0.0	1.0

8.1.2. Deputy Principals

Special schools are allocated Deputy Principal (DP) positions which form part of the leadership and management of the school. Deputy Principal positions are allocated as School Leaders (Stream 3), Classification Level 1.

Fractional allocations of a Deputy Principal (DP) position can be utilised for the employment of a fulltime Deputy Principal (DP) by using a portion of classroom teacher allocation e.g. 0.5 FTE DP + 0.5 FTE teacher. This applies to all fractional amounts (FTE 0.5) in excess of a whole position. e.g. 1.5, 2.5, 3.5, etc. In these circumstances there is no conversion or additional expense to the school i.e. 1:1.

Number of Staff Threshold	Allocation (FTE)	Teaching Load (FTE)
0 < 12	0.0	0.0
12 < 20	0.5	0.0
20 < 28	1.0	0.0
28 < 36	1.5	0.0
36 < 44	2.0	0.0
44 < 52	2.5	0.0
52 < 60	3.0	0.0
60 < 68	3.5	0.0
68 or greater	4.0	0.0

Where teachers for students with disability in ECDPs (excluding special school classroom teachers) are included in the staff count and contribute to the attainment of a new threshold, the Deputy Principal (DP) allocation will be reduced by the Head of Special Education Services (HOSSES) administrative time.

8.1.3. Heads of Special Education Services / Deputy Principal (Special Education)

Schools with an associated special education program may be allocated Head of Special Education Services (HOSSES) position which forms part of the leadership and management of the school. Head of Special Education Services positions are allocated as Head of Program (Stream 2), Classification Level 1 (HOSSES2), Level 2 (HOSSES3) or Deputy Principal (HOSSES4).

Number of Staff Threshold	Administrative Release	Allocation (FTE)
Greater than 2	0.2 – Band 5 0.4 – Band 6 0.5 – Band 7	1.0 x Teaching Head of Special Education Services (HOSES) Band 7 only = Deputy Principal (Special Education)

The number of staff are calculated on classroom teacher FTE excluding Non-Contact Time (NCT) and Head of Special Education Services (HOSES) administrative time. Staff numbers must be held over two consecutive Day 8 collection periods before entitlement to a Head of Special Education Services (HOSES) or Deputy Principal position is considered through a Gains and Losses process.¹¹

8.2. Classroom Teacher Allocations

8.2.1. Special Schools

Classroom teachers are allocated to special schools on the basis of all school aged students, including all Prep aged students, recorded on Day 8 in AIMS OneSchool.

Classroom teacher FTEs are allocated to special schools as follows:

- 1 teacher for every 7 major (first) impairments; and
- 1 teacher for every 12.8 additional verified impairments.

8.2.2. Primary and Secondary Schools (Years P-12)

The following methodology is used to determine the direct to school staffing including teacher aide allocations for students with disability in primary and secondary schools. This is in addition to the base allocations provided to schools as part of the primary and secondary school allocations.

- 25% of the state-wide allocation is distributed according to Day 8 mainstream enrolments weighted using the Index of Relative Socio-economic Disadvantage (IRSD¹²).
- 75% of the state-wide allocation is distributed on the basis of:
 - Enrolments of state school aged (Years 1-12) students with a verified disability and all prep aged students recorded on Day 8 in AIMS OneSchool.
 - Enrolments are weighted according to the student quartile (see table below).

Quartile / Decile	Prep (unverified)	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Decile 10 Intellectual Impairment
Weighting	0.5	0.5	2.0	3.0	4.0	5.0

- Final allocations may also attract non-contact time and Head of Special Education Services (HOSES) administration time, as applicable.

8.2.3. Early Childhood Development Programs (ECDP)

Teacher numbers for children with disability in pre-prep years are calculated at a regional level using the maximum number of sessions a student is theoretically entitled to attend based on their age as at 30 June of the following year. The information used for this calculation comes from AIMS OneSchool after the mid-year census. The following table provides the sessional entitlements:

Student Age	Number of Sessions
0-2	3
3	4
4	5

Footnotes

¹¹ School band related allocations are under review and will be updated prior to implementation in the 2022 school year.

¹²The Australian Bureau of Statistics Index of Relative Socio-economic Disadvantage (IRSD) is a general socio-economic index that summarises information about economic and social conditions of people and households within an area and measures relative disadvantage.

The total number of sessions for a region is then divided by the sessions to teacher ratio. This ratio is determined after dividing the total sessions for the state by the available teaching resource.

Regional offices are responsible for the final distribution of these resources to schools.

8.3. Support Teacher Allocations

8.3.1. Curriculum Coordination Time (CCT)

Curriculum Coordination Time (CCT) is allocated to special schools according to the table below.¹³

School Band Level	FTE
6	0.40
7	0.60
8	0.80
9	1.00
10	1.40
11	1.80

8.3.2. Non-Contact Time (NCT)

Non-Contact Time (NCT) to support students with disability teachers is allocated according to the table below.

Centre Type	Non-Contact Time (NCT)
Special School	2½ hours per teacher per week
Primary and Secondary Schools	Primary programs: 2½ hours per 1.0 FTE teacher per week P-10/12 programs: pro rata according to enrolment split Secondary programs: 3½ hours per 1.0 FTE teacher per week

8.3.3. Respite Care

Designated special schools catering for respite care students receive an additional teacher FTE allocation. This allocation is based on the average FTE number of respite students per day and covers the period from Term 4 (the previous year) to Term 3 of the current year. The lowest two weeks of a school's collection period are excluded from the average FTE calculation. This FTE is then divided by the individual school's student to classroom teacher ratio (available in the Students with Disability Allocative Staffing Model).

The collection of enrolment data is completed at the same time as that for hospital classes and programs.

8.4. School Support Allocations

8.4.1. Administrative Assistance Enhancement Program (AAEP)

Special schools AAEP is allocated each semester (20 weeks per semester) and calculated to a notional entitlement of AAEP AO2 hours per week according to the table below. Information regarding the allocation of funds, current rates and calculation of payments is available from the department's website [Core funding – Administrative Assistance Enhancement Program \(Special Schools\)](#).

Centre Type / Program	Semester Allocation (Total Hours) ¹⁴
Special Schools	$[(2.6 \times \text{Professional Staff}) + \text{Base Allocation}^{\#} - \text{BM Charge Rate}]$ (result must be minimum 5 hours)
Special Education Programs / Early Childhood Development Programs / Specific Purpose Programs*	$(2.6 \times \text{Professional Staff}) + \text{Base Allocation}^{\#}$ (5.6)

[#]The base allocation rates are provided in table below.

Footnotes

¹³ School band related allocations are under review and will be updated prior to implementation in the 2022 school year.

¹⁴The result of this calculation is truncated to an integer (whole number). Professional Staff numbers are determined from data in the SWD Data Collection Tool completed by the region each semester.

*Only applicable if the program is entitled to a Head of Special Education Services (HOSSES) position (with the exception of Special School ECDPs).

Special School professional staff, Business Managers and AAEP usage information is collected each semester to facilitate the calculation of AAEP allocation. Adjustments for short-term changes in school establishments are not considered. Recoupments occur where overpayments or excessive usage of AAEP is identified.

Professional staff are listed below. This excludes behaviour management teachers and Positive Learning Centre staff as they do not contribute to the AAEP entitlement.

- Classroom teacher FTE (including Principal, Deputy Principal, HOSSES admin time, teachers including ECDP teachers, Non-Contact Time and Curriculum Co-ordination Time)
- Education Program Officers
- Nurses
- Occupational Therapists
- Physiotherapists
- Speech Language Therapists
- Psychologists
- Advisory Visiting Teachers (SWD)
- Special Education Unit Teachers i.e. Denise Kable SEU.

Base Allocation

The base allocation rate is included in the calculation of AAEP according to the table below.

BM Classification	Base Allocation	Charge Rate
SEP / ECDP	5.60	0.00
No BM allocated*	25.00	0.00
AO4	26.00	50.75
AO5	33.00	58.00
AO6	40.25	65.25

*Where a school has no entitlement to a BM, the school may use the notional AAEP to employ an AO3 AAEP up to a maximum of 1.0 FTE.

AAEP hours are considered in conjunction with BM (AO4-AO6) allocations and non-school purchased Administrative Officer (AO2/AO3) usage. For each BM (AO4-AO6) allocation, the appropriate charge rate is applied (excludes on-costs which are absorbed by the department) and subtracted from the total hours allocated; and for each non-school purchased Administrative Officer (AO2), 41.33 hours (or part thereof - includes on-costs which are funded from AAEP allocation) are subtracted from the total hours allocated.

A minimum allocation of 5 casual hours per week applies to special schools with a BM (AO4-AO6). Where an AAEP entitlement exists for special education staff located in primary or secondary schools, the FTE equivalent allocation is combined with the host centre's allocation and provided to the host. All AAEP for special education staff located in primary and secondary schools is allocated at the AO2 rate.

8.4.2. Business Managers (Special Schools)

Business Manager (BM) positions are allocated as Administrative Stream with the Classification Level from AO4-AO8 determined by enrolment thresholds according to the table below.

Professional Staff Threshold	Allocation (FTE)
Greater than 0 < 8	Entitled to use AAEP entitlement as AO3 AAEP up to a max. of 1.0 FTE
8 < 40	1.0 x AO4
40 < 60	1.0 x AO5
60 or greater	1.0 x AO6

The professional staff numbers are calculated on the FTE of Principals, Deputy Principals, Head of Special Education Services (HOSSES) admin time, teachers and education program officers working in the school and specialist teachers allocated through the students with disability allocation or hospital programs attached to the school. Non-Contact Time (NCT) and Curriculum Coordination Time (CCT) are also included in the FTE.

8.4.3. Schools Officers

Assistance is provided to support the maintenance of facilities and grounds for special schools. Allocation of positions to special schools is based on a standard allocation regardless of student enrolments, professional staff numbers or site characteristics. Special schools are allocated 1.0 FTE Schools Officer (Facilities and Grounds). Schools Officer positions are allocated as Operational Stream, Classification Level OO2.

8.4.4. Groundscare Allowance

Special schools have no entitlement to a Groundscare allowance.

8.4.5. Teacher Aide

Special Schools

Teacher Aide hours per week are allocated on the basis of 28 hours for each classroom teacher FTE.

Students with Disability in Primary and Secondary Schools (Years P-12)

Teacher Aide hours per week in primary and secondary schools for Students with Disability are provided using the same methodology as outlined above (refer to section 8.2.2).

Early Childhood Development Programs (ECDP)

The methodology for Early Childhood Development Programs (ECDP) is the same as outlined above (refer to section 8.2.3).

Supplementary Teacher Aide Hours

Teacher Aide hours are also provided for specialised health and note takers. Please contact the regional office for more information.

Respite Care

The methodology for Respite Care is the same as outlined above (refer to section 8.3.3). The average student FTE is multiplied by the individual school's Teacher Aide hours per student (available in the Students with Disability Allocative Staffing Model).

8.4.6. Nurses

Nursing positions are allocated to regions based primarily upon caseload data collected at the beginning of term 4.

NU6 Clinical Nurse component 1 - General Training

- Assumptions: Each school receives approximately 4 general group training/refresher sessions every 3 years.
- Factors: 4 sessions at 1 hour in length, with 30 minutes travel and co-ordination time per session, with every school being serviced over a 3 year period.

NU6 Clinical Nurse component 2 - Caseload Management

- Pro rata allocation of 1.0 FTE (NU6) for each 75.4 active cases. This figure is intended to change depending on approved budget growth. This calculation ensures any growth will be directed towards regions with the highest workload (caseload per FTE) in the first instance.

Note: The combined NU6 allocation cannot be less than the previous years' allocation.

NU7 Clinical Nurse Consultant

- Pro rata allocation of 1.0 FTE (NU7) per 12.9 FTE (NU6) (subject to change). This ratio may change depending on approved budget growth. Please note, final NU7 allocation cannot be less than the previous years' allocation.

8.4.7. Speech Language Pathologists

Approximately 40% of Speech Language Pathology positions are allocated to regions using the same methodology as the Student with Disability resources allocated to primary and secondary locations. The other 60% are allocated via the Whole School Support - Student Learning Resource (WSS-SLR) model. Refer to above section 8.2.

8.4.8. Occupational Therapist and Physiotherapist

Occupational Therapy and Physiotherapy positions are allocated to regions using the same methodology as the Student with Disability resources allocated to primary and secondary locations. Refer to above section 8.2.

Released under the RTI Act by DoE

9. Whole School Support - Student Learning Resources

The allocations outlined in this section apply to resources provided to support students at risk of not achieving success at school.

9.1. Overview

To enable maximum flexibility in the deployment of school-based resources, the distinct allocations of Learning Needs, Behaviour Management and Guidance have been aggregated into a single, full-time equivalent (FTE) teacher allocation to schools, based on the Index of Community Socio-Educational Advantage (ICSEA) and enrolments collected on Day 8.

The Whole School Support – Student Learning Resources (WSS-SLR) allocative model uses the following methodology to distribute resources:

- 80% of the total state-wide allocation is based on the Day 8 enrolment collection.
- 20% of the total state-wide allocation is based on school enrolments, weighted according to each school's Index of Community Socio-Educational Advantage (ICSEA).

The Student Learning Resource allocation is a staffing unit based on a base grade teacher FTE.

In 2022, 1.0 FTE Guidance Officer is equivalent to the 1.30 staffing units.

Senior Guidance Officers (SGO) including Suspected Child Abuse and Neglect (SCAN) Senior Guidance Officers (SGO) continue to be allocated to regions.

Approximately 60% of Speech Language Pathology positions are allocated to regions using the same methodology as the Whole School Support - Student Learning Resource methodology. The other 40% are allocated via the Students with Disability model.

9.2. English as an Additional Language/Dialect

9.2.1. Refugee (EAL/D) Allocations

A separate staffing allocation for refugees i.e. disadvantaged students with limited English proficiency, has been retained. At a macro level, the (EAL/D) model allocates teachers at a ratio of 1:16 for refugee students and teacher aides at a ratio of 13.5 per refugee teacher FTE.

Eligibility Criteria

The criteria below are used to determine the regional distribution for refugees in the model:

- Students flagged as EAL/D by the school.
- Year Levels 1 to 12 (Pre-Prep, Prep and Special year levels are excluded).
- Non-Indigenous students (Indigenous students are excluded as they are funded through other means).
- Visa Sub Classes 570, 571, 572, 573, 574, 575 and 580 excluded as these students are fee-paying students who are not eligible for ESL Support.

Funding Category Criteria

- Refugees - Refugee status is determined by the visa sub class that the school has recorded against the student.
- New Arrivals - New Arrivals are defined as those who arrived after the collection date of the previous year's ESL Collection.
- Years of Support - The number of years between the last collection date and the student's arrival date in Australia unless student arrived prior to school age, i.e. years of support is greater than the student's current year level, in which case Years of Support will be equal to the student's year level.

Eligible Funding Categories for Refugees

- New Arrivals Primary
- New Arrivals Years 8-10
- New Arrivals Years 11-12

- First Year Primary
- First Year, Years 7-10
- First Year Years 11-12
- Second Year Primary
- Second Year, Years 7-10
- Second Year, Years 11-12
- Third Year Primary
- Third-Fifth Years, Years 7-10
- Third-Fifth Years, Years 11-12

9.2.2. Non-Refugee (EAL/D) Allocations

Allocations for English as an Additional Language/Dialect (EAL/D) for non-refugees are distributed directly to schools based upon the distribution of students with a language background other than English (LBOTE) who achieve less than a 'C' in English. This excludes refugees, indigenous and EQI students.

OneSchool data determines the teacher and teacher aide FTE in the EAL/D (non-refugee) model using enrolments collected on Day 8 and Semester 2 results (as per their report cards) from the previous year. Students identified as eligible must meet all the following criteria:

- Recorded as LBOTE (student and/or parental language);
- NOT a student with refugee background, EQI student or an Aboriginal and/or Torres Strait Islander student; AND
- Received a D, E rating in their latest A – E assessment for English or received exemption and record shows a 'N' rating. A blank or NULL result is invalid.

9.3. Indigenous Education

There is ongoing State Government funded allocations of teachers and teacher aides specifically for Indigenous Education:

Positions	Allocation
Community and Assistant Teachers	Historical allocations
Indigenous Teacher Aides	Proportion of Indigenous enrolments

9.4. Alternative Programs

9.4.1. Hospital Schools and Special Classes

Teacher numbers for hospitalised students and those in Child Youth Mental Health Services (CYMHS) are based on the average FTE number of students per day. The collection period is from Term 4 (the previous year) to Term 3 of the current year. The lowest two weeks of a school's collection period are excluded from the average FTE calculation. Hospital Special Classes are also ensured of a minimum teacher allocation of 1.0 FTE. The following ratios apply to hospitalised student numbers:

Students	Formula for Classroom Teachers
Hospital Programs	Average students per day divided by 8.64
CYMHS Programs	Average students per day divided by 5.94

9.4.2. Specific Purpose Schools and Other Specialised Programs

Student numbers for the two special purpose schools are taken as an average of the three previous census collections (July, February and July). A minimum student number has been determined to ensure both schools have staff to cater for fluctuating enrolments throughout the year. The student-teacher ratio (STR) is applied to the higher of the two options – average or minimum student numbers.

Program	Minimum Student Numbers	Student Teacher Ratio (STR)
Barrett Adolescent Special School	16	1:3.7
Denise Kable Support Unit	N/A	2 teachers (fixed allocation)

Stanton Lodge Secondary Support Unit	N/A	2 teachers (fixed allocation)
Bardon Road Behaviour Support Unit	N/A	2 teachers (fixed allocation)

9.4.3. Teacher Aide Allocations

Teacher Aide allocations for Hospital and Alternative Programs are based on the table below.

Program	Teacher Aide Hours Per Week
Hospital School	Average daily students x 2 hours
Hospital / CYMHS classes	Average daily students x 3 hours
Barrett Adolescent Special School	Classroom teachers x 25 hours
Denise Kable Support Unit	Classroom teachers x 30 hours
Stanton Lodge Secondary Support Unit	Classroom teachers x 30 hours
Bardon Road Behaviour Unit	Classroom teachers x 30 hours

Hospital programs are also allocated a minimum teacher aide allocation of 4.0 hours per week.

9.4.4. Detention Centres

Teacher numbers and teacher aides for detention centres are calculated based on the table below.

Student Teacher Ratio (STR)	Teacher Aides
1:4	15 hours per week per classroom teacher

The educational programs located in detention centres (provide data on enrolments each year for determining an enrolment level on which teacher and teacher aide allocations are based.

9.4.5. ESL Program (Milpera SHS only)

Classroom teacher numbers and teacher aides for Milpera State High School are calculated based on the table below:

Student Teacher Ratio (STR)	Teacher Aides
1:13	20 hours per week per classroom teacher

Milpera State High School is not required to complete the Day 8 Staffing Enrolment Collection. Enrolments and exits from the school are monitored, and an appropriate enrolment level for determining class teachers is agreed. The school also has an allocation of a Principal, Deputy Principal (DP) and two Head of Department (HOD) positions.

10. New School Allocations

10.1. Overview

The allocations outlined in this section apply to resources provided to support new schools during the period leading up to the official opening (pre-opening year); and during the initial years of operation (start-up phase). In this section, Queensland Government Statistician's Office (QGSO) predicted enrolments, is in reference to the data provided by the QGSO in the year prior to the pre-opening year e.g. for a school opening in 2022, the QGSO data provided in 2020 (with predictions for years 2021 to 2025) would be used.

10.1.1. Early Allocations (Pre-opening Year)

Fourth year predicted enrolments provided by the Queensland Government Statistician's Office (QGSO) will be used to determine new school staffing allocations.

Positions	Classification Level	Positions Allocated (FTE) (pre-opening year)	Commencement (pre-opening year)
Principal ⁽¹⁾	School Leaders (Stream 3), Classification Level 1-10 ⁽²⁾	1.0 FTE	Term 2
Deputy Principals ⁽¹⁾	School Leaders (Stream 3), Classification Level 1	Determined by predicted enrolments in 4 th year of operation (minimum 1.0 FTE ⁽³⁾)	Term 4
Heads of Department (Secondary)	Head of Program (Stream 2), Classification Level 1	Determined by predicted enrolments in 4 th year of operation	Term 4
Business Manager	Administrative Stream, Classification Level AO4-AO8 ⁽⁴⁾	1.0 FTE (minimum AO4 level) ⁽⁴⁾	Term 2
Schools Officer	Operational Stream, SO OO2	1.0 FTE	Term 4

- (1) In the new school's first four years of operation (start-up phase), a teaching load exemption applies to all Principals and Deputy Principal positions at primary and special schools (where not already offset by student enrolments or professional staff numbers). Teaching loads for Deputy Principal positions at secondary schools still apply to new schools.
- (2) The Principal classification level will be determined based on a similar school and reviewed by the Schools Finance Resource Advisory Group. A similar school is determined by using the fourth year QGSO predicted enrolments for the new school and comparing to existing schools in the same sector.
- (3) A minimum of 1.0 FTE Deputy Principal will be allocated to all new schools.
- (4) The Business Manager classification level will be determined by using the fourth year QGSO predicted enrolments for the new school, with a minimum AO4 level.

10.1.2. Initial Years of Operation (Start-up Phase)

During the first four years of operation, the new school allocations (specifically outlined in this section) remain in place unless exceeded by Day 8 enrolment generated allocations.

From the fifth year of operation, new schools automatically change over to the allocative resourcing methodology (ARM) and the special allocations for new schools methodology ceases.

10.2. Classified Teacher Allocations

10.2.1. Principals

New schools are allocated 1.0 FTE Principal position. In the new school's first four years of operation (start-up phase), a teaching load exemption applies to the Principal position, where not already offset by student enrolments or professional staff numbers.

Principals are allocated from Term 2 in the pre-opening year to support the establishment of the new school.

10.2.2. Deputy Principals

New schools are allocated Deputy Principal (DP) positions at School Leaders (Stream 3), Classification Level 1.

The number of Deputy Principal positions (allocated FTE) is determined by using the fourth year QGSO predicted enrolments. A minimum of 1.0 FTE Deputy Principal position will be allocated to a new school for the first four years of operation (start-up phase).

In the new school's first four years of operation (start-up phase), a teaching load exemption applies to the Deputy Principal positions at primary and special schools, where not already offset by student enrolments or professional staff numbers. Teaching loads for Deputy Principal positions at secondary schools still apply to new schools (refer to earlier section 3.1).

The allocation of Deputy Principals resourcing commences in Term 4 in the pre-opening year to support the establishment of the new school.

10.2.3. Heads of Department

New secondary schools are allocated Head of Department (HOD) positions which form part of the leadership and management of the school.

All Head of Department positions incorporate a notional 0.4 FTE teaching load which is effective from the commencement of student attendance. Head of Department positions are allocated as Head of Program (Stream 2), Classification Level 1.

During the pre-opening and start-up phase, the number of Head of Department positions (allocated FTE) are determined by using the 4th Year QGSO predicted enrolments.

Heads of Department are allocated from Term 4 in the pre-opening year to support the establishment of the new school.

10.3. Classroom Teacher Allocations

The number of classroom teachers (FTE allocations) is determined on Day 8 of the opening or relevant year. Please refer to the department's approved allocative resourcing methodology (ARM) (as outlined earlier in this document relevant to the centre type).

Classroom teachers commence Term 1 in the official year of opening.

10.4. Support Teacher Allocations

Support teacher allocations are determined on Day 8 of the opening or relevant year.

In addition to this allocation, all new schools will be allocated an additional 1.0 FTE support teacher to support the establishment of the new school.

This additional allocation is available to new schools for the first four years of operation, commencing from the official year of opening (and will not be allocated in the fifth year).

Support teachers commence Term 1 in the official year of opening.

10.5. School Support Allocations

10.5.1. Administrative Assistance Enhancement Program (AAEP)

AAEP is allocated each semester (20 weeks per semester) and calculations are based on the department's approved allocative resourcing methodology (ARM) (as outlined earlier in this document relevant to the centre type).

Allocations commence Term 1 in the official year of opening.

10.5.2. Business Managers

Business Manager (BM) positions are allocated as Administrative Stream with the Classification Level from AO4-AO8 determined by using the fourth year QGSO predicted enrolments for new schools, noting the minimum classification for a new school is AO4 during the pre-opening year and start-up phase.

The allocation of Business Managers commences from Term 2 in the pre-opening year to support school leaders in the establishment of the new school.

10.5.3. Administrative Officers

Administrative Officer (Administrative Stream AO2) are determined using enrolments collected on Day 8 of the opening or relevant year and allocations commence from Term 1 in the official year of opening.

10.5.4. Schools Officers

All new schools, except in special cases like the PPP (Public-Private Partnerships), are allocated a Schools Officer position to support the maintenance of their facilities and grounds. Schools Officer positions are allocated as Operational Stream, Classification Level OO2.

These position/s remain allocated to a new school for the entire first four years of operation (start-up phase), despite enrolments. In the fifth year of opening, if a primary school does not reach the enrolment threshold as specified in the department's approved allocative resourcing methodology (ARM) (as outlined earlier in this document), the Schools Officer will go 'on-notice' for potential loss in the next year. And if lost, Groundscare payments will ensue.

Schools Officers commence Term 4 in the pre-opening year to commence maintenance of the new school and grounds.

Centre Type	Allocation (FTE)
Primary	1.0 FTE Schools Officer (Facilities and Grounds)
Secondary	1.0 FTE Schools Officer (Facilities) 1.0 FTE Schools Officer (Grounds)
Special	1.0 FTE Schools Officer (Facilities and Grounds)
Public-Private-Partnership (PPP)	Resources provided as determined by the contract/agreement

10.5.5. Groundscare Allowance

As all new schools are allocated at least 1.0 FTE Schools Officers, these schools have no entitlement to a Groundscare allowance.

10.6. Review of New School Resourcing

Prior to new schools completing their Start-up Phase, the School Financial Resource Advisory Group (SFRAG) can undertake an annual review of Day 8 enrolments and pre-opening staffing allocations provided and may determine resourcing adjustments required to support the school during this phase.

11. Supplementary Regional Resource Allocations

The Supplementary Regional Resource Allocations (SRRA) outlined in this section apply to approved centrally funded allocations provided to regions (not directly to schools) to support schools, and are not directly attributable to Day 8 enrolments.

11.1.1. LOTE Teachers - Internal

The allocation is determined within the Schools of Distance Education model (refer to section 7.4).

11.1.2. Instrumental Music Teachers

This allocation is determined and approved by State Schools Performance for the instrumental music program carried out at primary and secondary schools and is allocated for management by regions. An allocation of 0.2 FTE instrumental music teacher is allocated each time a new school opens in that region (0.4 for 2 new schools, etc). An election commitment (implemented over 3 years from 2019 to 2021) increased the total state-wide instrumental music teacher allocation by 45.0 FTE (15 each year).

11.1.3. Court Liaison Officers

The allocations for Court Liaison Officers are determined by State Schools Operations. The approved allocations are:

Region	Allocation (FTE)
Far North	1.0 FTE
Metropolitan	2.0 FTE
North Qld	1.0 FTE
South East	2.0 FTE

11.1.4. Other Supplementary Allocations

Allocations are also provided to regions in supporting schools with specific programs such as pathway learnings, LOTE immersions and sports programs. These resources are re-allocated to schools as determined by the region.

12. Annual Assessment of School Based Positions

(Also referred to as Gains and Losses)

12.1. Overview

When schools commence the year, enrolment forecasts are used to provisionally staff schools until effective enrolments are confirmed through the annual [Day 8 staffing enrolment collections](#). Once the Day 8 collection is completed, models are generated to determine final staffing allocations for schools and are subject to an annual assessment between the current year's allocations and previous year. Day 8 enrolments may vary annually with fluctuating enrolments impacting positions or classification levels. For instance, when enrolments increase from the previous year to exceed a specific threshold, this results in a position being upgraded or an additional position being allocated to the school (gain). Similarly, where enrolments decrease from the previous year below a threshold, it may result in a position being identified to be downgraded or no longer allocated (loss).

12.1.1. Positions subject to an annual assessment

The following model allocated positions are subject to an annual assessment.

- Deputy Principals (Primary, Secondary and Special)
- Heads of Department (Secondary)
- Heads of Department (Curriculum)
- Middle School Heads of Department
- Head of Special Education Services (HOSSES)
- Classroom and School Support Teachers
- Business Managers (AO4-AO8)
- Administrative Officers including AAEP (Primary and Secondary)
- Science Technicians
- Schools Officers (Primary)
- Teacher Aide Hours

12.1.2. Gaining Allocations

Schools may gain entitlement to a position if the school's enrolments, as collected on Day 8, meet the required threshold and/or other criteria in any given year. Potential gains are confirmed in the school staffing models and reflected in School Budget Solution (SBS).

12.1.3. Losing Allocations

Applicable only to classified teacher and nominated public service positions where enrolments collected on Day 8 fall below an enrolment threshold for a position that was previously allocated, the position will be 'flagged' as on notice for a loss to occur. The loss of the position will take effect from the commencement of the following school year, unless enrolments rise sufficiently to again meet that threshold. This twelve month period provides schools with the stability of classified structures and positions for the full school year and avoids disruption to programs and support during that particular year.

12.2. Variations to School Staffing Allocations

Once variations to a school's staffing allocation are identified, notification is provided to regions through the provision of the school staffing models. The process referred to as Gains and Losses is the approach integrated within the models and managed in consultation with Principals, HR regional teams and State Schools regional teams. The management procedures (outlined below) are segregated by position groups to support regional staffing activities and operational requirements.

12.2.1. Teaching Loads of Primary Principals and Deputy Principals

Primary Principal and Deputy Principal teaching loads are assessed annually based on the school's Day 8 effective enrolments. Changes to teaching loads (increases and decreases) are confirmed and released through the school's staffing allocations and take effect in the current year of the Day 8 collection.

12.2.2. Classified Teachers and School Based Public Servants

The annual assessment for the positions of Deputy Principals, Heads of Department, Business Managers, Administrative Officers, Science Technicians and School Officers (Primary) occur as a result of Day 8 activities in the current collection year.

In most instances, where a gain occurs (upgrade or additional position) it is released immediately in the school's approved staffing allocation at the start of the year (centrally funded), as displayed in School Budget Solution (SBS).

When these positions are identified as a loss (downgrade or cease allocation), they can be retained for the school year (12 months) to allow sufficient time for the school to manage down to the new level of resourcing. This period is referred to as "on notice" and the position will still be funded centrally. Principals can consider options for retaining the ceased allocation and should discuss alternative staffing and funding arrangements with their regional HR team.

Where enrolments collected on Day 8, continue to remain lower than the relevant methodology threshold, the loss takes effect the following year and the position will no longer be funded centrally. Where enrolments increase in the following Day 8 collection to meet or exceed the relevant specific threshold, the loss will not occur, resulting in the position being retained by the school and re-issued in the school's staffing allocation (centrally funded).

The [Watch List - Annual assessment school based positions](#) for primary, secondary and schools of distance education identifies positions "on notice". The list is made available annually to support monitoring and workforce planning discussions between Principals and HR regional teams in managing down to the new level of resourcing.

12.2.3. Head of Special Education Services (HOSSES)

Special Education Programs are assessed annually for entitlement for Head of Special Education Services (HOSSES) positions and is based on two consecutive Students with Disability data collections that occur annually during the first semester.

A list of positions identified through this process as potential gains and losses is provided in April to HR regional teams and State Schools regional teams for review in consultation with Principals. Regional teams are required to provide recommendations by May. These recommendations are reviewed centrally with the outcomes approved in June and published in the final [Watch List - Heads of Special Education Services](#). The gain or loss takes effect from Day 8 of the following year. Principals wishing to retain a lost position should discuss alternative staffing and funding arrangements in consultation with the regional teams.

12.2.4. Classroom Teachers

Classroom teachers are allocated in accordance with student teacher ratio based on the agreed class size targets outlined in the [Department of Education Teachers' Certified Agreement](#). Teacher transfer is one process that can be utilised to achieve staffing levels where school allocations change as a result of enrolment increases or decreases. Transfers are arranged in accordance with the [Teacher Transfer Guidelines](#).

12.2.5. Teacher Aide Hours

Teacher aide hours are confirmed through Day 8 activities and made available in the school's staffing allocations at the start of the year. In addition the [Confirmed Teacher Aide Allocations Schedule](#) separately identifies allocations and the funding sources for primary and secondary schools including the core allocation, Preparatory to Year 3 supplementation, Primary Targeted Intervention Hours (PTITAH) and Boosting Prep for Our Children's Future Initiative (Boosting Prep).

Principals need to consult with teacher aides as early as possible where changes in rosters occur as a result of increases or decreases in allocated hours. These allocations are to be managed in accordance with the [Department of Education Teacher Aides' Certified Agreement](#).

12.3. Managing Staffing Arrangements

Principals should liaise with their HR regional team when planning to recruit to ensure that appropriate [recruitment and selection processes](#) are undertaken when filling vacant positions, co-ordinating relieving arrangements and with [transfers and relocations](#).

Employees may be required to transfer and relocate where variations occur to a school's staffing allocation as a result of a decrease in enrolments particularly where positions are lost as a result of the annual assessment process

(gains and losses). While these variations impact the allocations provided to the school, there is no impact to the current permanent incumbent's classification. Employees affected by [workplace change](#) need to be consulted regarding options.

Summary of the Impact of the Gains and Losses Process

Position Category	Criteria	Timing of Gain	Timing of Loss
Deputy Principal (Primary, Secondary and Special)	Day 8 Collection	Start of the current school year	Start of the following school year, if threshold is not regained
Head of Department-Curriculum Primary	Day 8 Collection	Start of the current school year	Start of the following school year, if threshold is not regained (except where coincides with gain/loss of Deputy Principal – in which case loss/gain is concurrent with DP gain).
Head of Department Secondary	Day 8 Collection	Start of the current school year	Start of the following school year, if threshold is not regained
Middle School Head of Department	Day 8 Collection	Start of the current school year	Start of the following school year, if threshold is not regained
Head of Special Education Services	Two consecutive Semester 1 Students with Disability data collection returns	Start of the year following the second Students with Disability data collection. Gain is not automatic, final decision based on regional feedback considering local issues and enrolment trends.	Start of the year following the second Students with Disability data collection confirming ineligibility for this position.
Classroom and School Support Teachers	Day 8 Collection	Start of the current school year	Start of the current school year
Teacher Aide Hours	Day 8 Collection	Start of the current school year	Start of the current school year
Business Manager	Day 8 Collection	Start of the current school year	Start of the following school year, if threshold is not regained
AAEP AO3/AO2 Administrative Officer (Primary & Secondary)	Day 8 Collection	Start of the current school year - Day 8 informs AAEP allocations for semester 1 and 2 of the current year, from which BSM, AO2 and SOO charge rates are deducted	Start of the current school year
Administrative Officer (Primary & Secondary)	Day 8 Collection	Start of the current school year	Start of the following school year, if threshold is not regained
Schools Officer - Facilities & Grounds (Primary only)	Day 8 Collection	Start of the current school year	Start of the following school year, if threshold is not regained
Science Technicians	Day 8 Collection	Start of the current school year	Start of the following school year, if threshold is not regained