

Check List

Date Received: 26-07-13

JEMS No.: 13473

Proposed Classification: A04

Title: Business Services Manager

Client: Cooperoo Secondary College + Metro - Coil Stevens

Update <input type="checkbox"/>	EDB Update <input type="checkbox"/>	Title Change <input type="checkbox"/>	Evaluation <input type="checkbox"/>	Validation <input type="checkbox"/>	Classification Change <input type="checkbox"/>	
Establishment Management Schedule		EMS Approval required Y / N	EMS TRIM Date submitted 13/	EMS Approved date / /2013	Position Number Add to bottom of RD	Updated EMS Register and client advised <input type="checkbox"/>
SUPPORTING DOCUMENTS		RECEIVED	COMMENTS			
1. EAF (Approved by Delegate)		<input checked="" type="checkbox"/>	Sch downgraded to band 9 @ Sem 1 2013			
2. Role Description		<input checked="" type="checkbox"/>	BSM downgraded from A04 to A03 @ sem 2 2013			
3. Supervisor RD and Scores		<input type="checkbox"/>	Sch slowly decreasing in enrcls.			
4. Org Chart/Environment		<input type="checkbox"/>				
5. JAQ		<input checked="" type="checkbox"/>				
6. ARF / EOI received		Y / N				
7. Identified role position		Y / N	Liaise with Workforce Relations	Date:		
8. Direct Appointment check		Is position substantively vacant Y / N		Incumbent check could impact on direct appointment. Check with Recruitment Team <input type="checkbox"/>		
CONSULTANT: DATE / INITIALS		COMMENTS				
PH Inray 26/7/13		Notes: Encls slowly decreasing, Gains + losses 2013 ADG HR approved downgrade A04 - A03 from Sem 2 2013				
6/8/13 PH		First complete				
6/8/13 Nat		2nd complete				

TRIM reference: Role Description	1172497
TRIM reference: Approval Schedule	13/
Supersede check: Old role description number and TRIM number refer to new TRIM and update G drive	<input checked="" type="checkbox"/>
Final TRIM approved role description: Save to G drive RD folder	<input checked="" type="checkbox"/>
Move role description: From TRIM Approval Schedule to TRIM Org Structure	<input checked="" type="checkbox"/>
Approval email: Send to Client	6/8/13 <input checked="" type="checkbox"/>
AURION positions: EAF send to establishment.humanres@det.qld.gov.au	<input checked="" type="checkbox"/>
Position Numbers created in Establishment Database: Add to email as a bcc: Establishment.Finance@det.qld.gov.au	<input checked="" type="checkbox"/>
TAFE RD: Complete details in Index of Institute JEMS Profiles - G:\WorkForce Operations\POSITION DESCRIPTIONS\JEMS Profiles\TAFE	<input checked="" type="checkbox"/>
Copy RD to G:\Workforce Operation\POSITION DESCRIPTIONS\ AA TEAMSITE - 1. TO BE UPLOADED folder	<input checked="" type="checkbox"/>
If a school classification upgrade give to Rose Pappalardo for Invoicing	<input checked="" type="checkbox"/>
CLOSE: In the Register of Job Evaluation Activity	<input checked="" type="checkbox"/>

G:\WorkForce Operations\POSITION DESCRIPTIONS\1. 2013 Activity\FORMS\JEMS Checklist 24-05-13.docx

Principal Band 9 = F=3+d+203, D=4+169 E-2=d=203 Total 575

Role Description

Business Services Manager	Job Ad Reference			
	Job Evaluation No.	11242	TRIM No.	11/72497
	Work Unit	State School/State High School or other education institution		
	Location	Various Regions		
	Classification	Education Queensland Division		
	Job Type	Various locations throughout the State		
	Salary Range	A03 QLD Public Service Award 2012		
	Contact Officer	36 ¼ hour week		
	Contact Telephone	Permanent / Temporary / Full-time / Part-time		
	Closing Date	per annum		
		<i>Plus superannuation contributions of up to 12.75% of your annual salary.</i>		

Your employer

The Department of Education, Training and Employment (DETE) is committed to ensuring Queenslanders have the education and skills they need to contribute to the economic and social development of Queensland. The department delivers world-class education and training services for people at every stage of their personal and professional development. We are also committed to ensuring our education and training systems are aligned to the state's employment, skills and economic priorities. DETE is a diverse organisation with the largest workforce in the state. We provide services through three broad service delivery areas:

- Education Queensland Division delivers high quality education to more than 70 percent of all Queensland school students at prep, primary and secondary levels.
- Training and Employment Division works to meet the current and future needs of industry through building a world class training and skilling system to enhance the skills of Queenslanders and optimise employment opportunities through the management of 13 TAFE Institutes, regulation of the state's apprenticeship and traineeship system, strategic investment in training and skills, and building international partnerships and markets. The division also provides whole of government leadership on employment, labour market and migration issues to help drive a strong and healthy labour market.
- Policy and Programs Division leads early childhood development, and education, tertiary education and training and Indigenous policy, regulates the provision of childcare services and Home Education, supports the Australian Music Examinations Board and the Non-State School Accreditation Board, and provides grants to childcare service providers and non-state schooling sectors.

Education Queensland is responsible for ensuring that every day, in every lesson, every student in state schooling is learning and achieving within a safe, supportive, inclusive and disciplined learning environment and supported by strong governance and efficient business operations. Education Queensland provides support for high quality projects and processes to support schools to be united in their pursuit of excellence.

Education Queensland develops the strategic direction for state schools, supported by policies ensuring that there is alignment between these and the implementation in regions and schools. Education Queensland facilitates principal and teacher capability development through the development of resources, delivering professional development and setting standards through teaching and learning audits.



Queensland
Government

Schools are the focus of expertise in learning. They perform a vital role in providing opportunities to students to acquire knowledge and understanding, pursue special interests, strive to achieve excellence and develop social and vocational skills. Their core business is providing a learning program for students to achieve system wide and school based learning outcomes. Schools also aim to facilitate and support participation among parents, students, administrators, teachers and others in the school community and between the school and departmental support structures.

For more information about the department, please visit our website at www.dete.qld.gov.au

Your opportunity

As the Business Services Manager you will:

- Organise and provide general corporate services which support the activities of a school and school community.
- Ensure timely delivery of organisational executive and administrative support including the management and provision of resources and facilities and the supervision of clerical and wages staff.

The Business Services Manager reports to the Principal and liaises with Deputy Principals, Head of Department or Curriculum Coordinators where applicable.

Your role

You will have responsibility for leading the following activities and delivery of the following key tasks:

Finance

- Assist the principal with the preparation of the school budget and administer day to day financial matters. Implement and administer the budget developed by principal / finance committee (providing historical data), ensure procedural integrity, seek external expert advice and recommend solutions to the principal.
- Depending on the size and scope of the school, Business Services Managers at this level will typically work collaboratively with the Principal on budgets (general/ revenue) of on average between approximately \$0.2 million (M) and \$0.5M in a primary setting. In a secondary environment the average budget allocations will be between approximately \$0.5M and \$0.65M at this classification level. In a special school the average budget allocations will be between approximately \$0.2M and \$0.4M.

Human Resources

- Assist the Principal with the day to day supervision and management of non-teaching staff in delivering corporate services including monitoring workloads, and identifying workforce skills and performance issues. ie Management of non-teaching staff is line management only ie signatories/approval of timesheets, leave applications, rosters etc Major staff issues are escalated to the Principal or officer in charge. For teacher aides this does not include professional supervision.
- Assist the principal in leading change within the non-teaching team, by identifying human resource management issues and seeking external expert advice in order to address specific personnel issues.
- Organising, undertaking and coordinating the recruitment, induction and training of non-teaching staff.

Facilities and Asset Management

- Provision of executive and administrative support services including the management and coordination of resources, asset management and facilities.
- Assist in planning and review of minor works projects.
- Seek external facilities management advice where appropriate for the principal, school management team and community as required. The principal manages the overall decision making process.
- Assisting the Principal in maintaining and monitoring facility and grounds maintenance activities including determining minor works priorities and repair schedules, and engaging external contractors.

Administration

- Responsible for day to day office procedures within existing guidelines as determined by the principal.
- Utilising information and management systems to support effective and efficient administration of the school. Adapt to new systems that are compulsory in line with set departmental standards and guidelines.
- Processing of daily expenditure ie TRS claims, corporate card monitoring, reconciliations.
- Provide assistance to parents and the wider community with general enquiries and daily events that are typical in a school environment.

Communication (People and Partnerships)

- Establishing and maintaining effective relationships and networks with internal and external stakeholders including teaching and non-teaching staff, and community representatives to promote and support the school's educational management activities.
- Contributing to and encouraging an environment where high quality is achieved and supported by quality delivery systems and business improvement.
- Establish networks with other Business Services Managers, departmental officers and community representatives to ensure the provision of corporate services within and to the school is appropriate and in accordance with equity, probity and legislative requirements.
- The Business Services Manager builds trust through caring behaviour and identifies and deals with the content and emotion of interactions.
- Relating with the school community, the Business Services Manager recognises and utilises the formal and informal networks and recognises the role of key people.

Outcomes

- The Business Services Manager supports students showing concern for their welfare and development and treating them with respect.
- Working with staff, the Business Services Manager acknowledges and affirms effective performance and is supportive of performance improvement.
- These behaviours facilitate and drive:
 - The development and implementation of work responsibilities to support school personnel;
 - The integration of activity that is connected to future application;
 - The monitoring and review of all services and their operation; and
 - The enhancement of a client service approach.

Accountability

The Business Services Manager understands and follows school directions. Knowledge is usually obtained through an established body of knowledge through guidelines, legislations, directives, set departmental policy for the majority of operational areas. Advice and council is also relied upon as guidance and part-justification for adopting a particular line of action.

The Business Services Manager is accountable *only for information provided* to colleagues on a variety of settings or on request.

How you will be assessed

Within the context of the role described above, the ideal applicant will be someone who has the following key attributes:

1. Supports strategic direction

Capacity to provide effective financial, human resource, facility and asset management services to support educational management. Working knowledge of, or ability to acquire a knowledge of human resource and financial policies, guidelines and processes

2. Achieves results

Effectively manages resources, and associated information and technology systems, to achieve agreed goals and high level organisational skills with the ability to oversee and manage multiple tasks, prioritise work demands and meet deadlines

3. Supports productive working relationships

Consistently achieves the delivery of quality service outcomes

4. Displays personal drive and integrity

Contributes to reviewing and developing systems and services to meet the needs of a changing organisational environment

5. Communicates with influence

Utilises effective interpersonal skills and develops school community partnerships and the ability to coordinate office administration systems and contribute to the effective operation of a team providing quality school services

Additional information

- The duration of this position will be dependent on work demands and the availability of ongoing funding.
- The *Commission for Children and Young People and Child Guardian Act 2000* requires the preferred applicant to be subject to a working with children check as part of the employment screening process. The department is legally obliged to warn applicants that it is an offence for a disqualified person to sign a blue card application form. Further details regarding this check may be obtained by accessing the web site of the Commission for Children and Young People and Child Guardian at the following internet address: www.ccyvpcg.qld.gov.au/ or on the Commission's website at: www.bluecard.qld.gov.au/
- Confirmation of employment is conditional upon the preferred applicant being issued with a Blue Card from the Commission for Children and Young People and Child Guardian.
- A criminal history check will be initiated on the successful applicant by the Queensland Police Service.
- A discipline history check may be initiated on the successful applicant.
- A non-smoking policy applies in Queensland government buildings, offices and motor vehicles.
- If the successful applicant has been engaged as a lobbyist, a statement of their employment is required.
- You may be required to complete a period of probation in accordance with the *Public Service Act 2008*.
- Staff are required to actively participate in consultation and communication with supervisors and management regarding health, safety and wellbeing issues and comply with all provisions of the relevant workplace health and safety legislation and related health, safety and wellbeing responsibilities and procedures developed by the department.
- You will work for an organisation that values its people and promotes leadership and innovation. We respect professionalism, embrace diversity and encourage a balance between work and life commitments.
- DETE employees are required to acknowledge they understand their obligations under the Queensland Government *Code of Conduct* and the department's *Standard of Practice* and agree to align their professional conduct to these obligations.
- All roles in the department are responsible for creating, collecting, maintaining, using, disclosing, duplicating and disposing of information, as well as managing and using communication devices (for example email, internet and telephone) and public resources (for example computers and network resources). Staff must undertake these tasks in accordance with the department's information management policies and procedures (for example recordkeeping, privacy, security and email usage).
- You will be actively supported as an individual and will have access to a range of flexible work options, an employee assistance program and learning and development opportunities.
- All role descriptions and recruitment and selection processes are required to be aligned with the Queensland Government Capability and Leadership Framework (CLF). For more information about the CLF, visit www.psc.qld.gov.au

- Additional information is available online at: www.smartjobs.qld.gov.au

JEMS Approval Date: July 2004, Reviewed June 2013 JEMS number: 11242
TRIM: 11/72497

Released under the
RTI Act by DETE

Role Description

Business Services Manager

Job Ad Reference	
Job Evaluation No.	11077
TRIM No.	11/31320
Work Unit	State School/State High School or other education institution
Location	Various Regions
Classification	Education Queensland Division
Job Type	Various locations throughout the State
Salary Range	AO4 QLD Public Service Award 2012
Contact Officer	36 ¼ hour week
Contact Telephone	Permanent / Temporary / Full-time / Part-time
Closing Date	per annum
	<i>Plus superannuation contributions of up to 12.76% of your annual salary.</i>

Your employer

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For more information about the department, please visit our website at www.dete.qld.gov.au

Your opportunity

As the Business Services Manager you will:

- Manage the delivery of a range of corporate services that support the educational management activities of a school.
- Lead the development of systemic change within an office environment. This is inclusive of time management and delivery of organisational executive and administrative support including the supervision of clerical and wages staff.
- Encourage an environment in which quality services are delivered by actively supporting the school management team and school community and leading by example.

The Business Services Manager reports to the Principal and liaises with Deputy Principals, Head of Department or Curriculum Coordinators where applicable.

Your role

You will have responsibility for leading the following activities and delivery of the following key tasks:

Finance

- Assist the principal with the preparation of the school budget and administer day to day financial matters. Implement and administer the budget developed by principal/finance committee (providing historical data), ensure procedural integrity, seek external expert advice and recommend solutions to the principal.
- Identify alternative options for managing the school's financial resources and assist the principal and/or schools management team where appropriate to determine appropriate courses of action.
- Undertake day to day financial activities including monitoring and reviewing school expenditure, application of school funds and payroll and purchasing processes.
- Collect information from school management, and ensuring compliance with relevant legislation, policy and procedures, and guidelines.
- Depending on the size and scope of the school, Business Services Managers at this level will typically work collaboratively with the Principal on budgets (general/revenue) of on average between approximately \$0.5 million (M) and \$.95M in a primary setting. In a secondary environment the average budget allocations will be between approximately \$0.5M and \$1.1M at this classification level.

Human Resources

- Undertake the identification of workforce skill needs and make recommendations to the Principal in order to formulate a public service staff (excluding teachers) Workforce Plan.
- Assist the Principal with the day to day supervision and management of non-teaching staff in delivering corporate services including monitoring workloads, and identifying workforce skills and performance issues. ie Management of non-teaching staff is line management only ie signatories/approval of timesheets, leave requests, rosters etc Major staff issues are escalated to the Principal or officer in charge.

- Line management of non-teaching staff consists of teacher aides, cleaners, AO2, AO2/AAEP and schools officers positions and other nominated positions where applicable. For teacher aides this does not include professional supervisions. Dependent of the size of the school, it is likely that the number of staff for line managing at this classification would be greater than 20 to but usually no greater than 35. It should be noted that numbers may include the FTE impact of current casual employment or relief staff but not staff obtained in the future.
- Assist the principal in leading change within the non-teaching team, by identifying human resource management issues and seeking external expert advice in order to address specific personnel issues.
- Undertake recruitment, induction and training of non-teaching staff including vacancy and application processing, organising professional development activities or training in the use of equipment.
- Ensure human resource practices conform to current standards and practices and that Awards and conditions are met for all non-teaching staff.

Facilities and Asset Management

- Monitor facilities and ground maintenance activities including determining minor works and repairs schedules, engaging contractors or facilitating repair projects.
- Oversee the purchasing, maintenance and repair of resources and equipment in accordance with government guidelines and departmental policy and procedures.
- Provide advice and make recommendations to the Principal regarding maintenance, minor and capital works projects.
- Oversee expenditure of both planned and unplanned maintenance budgets that may be held by other agencies.
- Liaise with external contractors. Operationally manage minor works, including negotiating with external contractors. Recommendations and decisions are usually made in collaboration with the Principal.

Administration

- Develop and manage provision of administrative support to school operations in accordance with school guidelines developed in consultation with external sources. Involves identifying problems, conducting research, seeking expert advice (where necessary) and recommending solutions. Also involves interpreting departmental and school policies in accordance with advice from regional and at times, central office staff
- Provide a comprehensive range of executive and administrative support services including preparation of accurate and timely reports, correspondence and other documents.

Communication (People and Partnerships)

- The Business Services Manager builds trust through empathy and identifies and deals with the content and emotions of interactions.
- Establish and maintain relationships with other Business Services Managers, staff and community representatives to ensure the provision of corporate services within and to the school is appropriate and in accordance with legislative requirements.
- Relating with the school community, the Business Services Manager recognises and utilises the formal and informal networks and recognises the role of key people.

Outcomes

- The Business Services Manager supports students showing concern for their welfare and development and treating them with respect.
- Working with staff, the Business Services Manager acknowledges and affirms effective performance and is supportive of performance improvement.
- These behaviours facilitate and drive:
 - The development and implementation of work responsibilities to support school personnel;
 - The integration of activity that is connected to future application;
 - The monitoring and review of all services and their operation; and

- o The enhancement of a client service approach.

Accountability

- The Business Services Manager understands and follows school directions. Knowledge is usually obtained through an established body of knowledge through guidelines, legislations, directives, set departmental policy for the majority of operational areas. Advice and council is also relied upon as guidance and partial justification for adopting a particular line of action.
- The Business Services Manager is accountable *only for information provided* to colleagues on a variety of settings or on request.

How you will be assessed

Within the context of the role described above, the ideal applicant will be someone who has the following key attributes:

1. Supports strategic direction

Demonstrated capacity to provide effective knowledge and experience in administrative, financial, human resource and facilities management practices relevant to an educational institution environment. Knowledge of human resource and financial policies, guidelines and processes.

2. Achieves results

Demonstrated capacity to effectively manage resources, and associated information and technology systems in order to achieve agreed goals. Ability to interpret and apply legislation, regulations, policies, guidelines, standards and procedures within a financial and human resource management environment. Demonstrated capacity to be accountable for the performance outcomes of a financial and administrative service component of an organisation.

3. Supports productive working relationships

Works collaboratively and operates as an effective team member. Well developed communication and interpersonal skills including the ability to liaise, consult and negotiate with internal and external stakeholders.

4. Displays personal drive and integrity

Demonstrated capacity to review and redevelop systems and services to meet the needs of a changing organisational environment. Demonstrated skills in the application of current software packages including word processing and spreadsheets, and information and management systems.

5. Communicates with influence

Demonstrated high level organisational skills with the ability to oversee and astutely manage numerous tasks, prioritise work and meet deadlines.

Additional information

- The duration of this position will be dependent on work demands and the availability of ongoing funding.
- The *Commission for Children and Young People and Child Guardian Act 2000* requires the preferred applicant to be subject to a working with children check as part of the employment screening process. The department is legally obliged to warn applicants that it is an offence for a disqualified person to sign a blue card application form. Further details regarding this check may be obtained by accessing the web site of the Commission for Children and Young People and Child Guardian at the following internet address: www.ccyprcg.qld.gov.au/ or on the Commission's website at: www.bluocard.qld.gov.au/
- Confirmation of employment is conditional upon the preferred applicant being issued with a Blue Card from the Commission for Children and Young People and Child Guardian.
- A criminal history check will be initiated on the successful applicant by the Queensland Police Service.
- A discipline history check may be initiated on the successful applicant.
- A non-smoking policy applies in Queensland government buildings, offices and motor vehicles.
- If the successful applicant has been engaged as a lobbyist, a statement of their employment is required.

- You may be required to complete a period of probation in accordance with the *Public Service Act 2008*.
- Staff are required to actively participate in consultation and communication with supervisors and management regarding health, safety and wellbeing issues and comply with all provisions of the relevant workplace health and safety legislation and related health, safety and wellbeing responsibilities and procedures developed by the department.
- You will work for an organisation that values its people and promotes leadership and innovation. We respect professionalism, embrace diversity and encourage a balance between work and life commitments.
- DETE employees are required to acknowledge they understand their obligations under the Queensland Government *Code of Conduct* and the department's *Standard of Practice* and agree to align their professional conduct to these obligations.
- All roles in the department are responsible for creating, collecting, maintaining, using, disclosing, duplicating and disposing of information, as well as managing and using communication devices (for example email, internet and telephone) and public resources (for example computers and network resources). Staff must undertake these tasks in accordance with the department's information management policies and procedures (for example recordkeeping, privacy, security and email usage).
- You will be actively supported as an individual and will have access to a range of flexible work options, an employee assistance program and learning and development opportunities.
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- Additional information is available online at: www.smartjobs.qld.gov.au

JEMS Approval Date: February 2011. Reviewed June 2013 JEMS number: 11077
TRIM: (11/30544) 11/31320

HARRINGTON, Peta

From: HARRINGTON, Peta
Sent: Tuesday, 6 August 2013 3:53 PM
To: 'rpark24@eq.edu.au'
Cc: DUNCKER, Judith; PATCHING, Kathleen
Subject: JEMS 13473, Coorparoo Secondary College - Outcome of the Upgrade of Administrative Officer

Dear Roslyn

I am writing to advise that an evaluation of the position of Business Services Manager position (AO3), to Business Services Manager (AO4) at Coorparoo Secondary College, has been actioned as per your email request, received 26 July 2013. The information that was provided by the school was sufficient in terms of what is required when doing an evaluation of the work value of a position.

Any evaluation undertaken is assessed on its own individual merit, work value and circumstances pertaining to the position that is to be reviewed. The Administrative Officer position was reviewed based on the content of the School Based Non-Teaching positions Questionnaire, Part A and B, taking into consideration a number of parameters that could impact on the role including complexities that impact upon the school environment and additional program offerings at the school. The position was also compared with other schools that have similar complexities and dynamics as your school.

I wish to advise that based on the information that was considered for evaluating the position, the work value remains unchanged and it is recommended that the position remain at the AO3 classification level. I am aware that whilst this may not be the desired result, I can assure you that the review of this position was undertaken inclusive of all available resource and every avenue explored.

Should you require clarification of the above information, please do not hesitate to contact me.

Kind regards,

Peta Harrington
Senior Human Resource Services Officer
Workforce Recruitment and Employment
Corporate Services Division
Department of Education Training and Employment
Phone: 3234 1622
Fax: 3210 0714
Email: peta.harrington@det.qld.gov.au

Job Evaluation Report

Position: Business Services Manager
Evaluation ID: 13473
Location: Coorparoo
Unit: Coorparoo State College
Division: Education Queensland



SUPERVISOR Role:		Principal Band 9	Supervisor	Evaluated Position			
Factor / Sub factor	Comment	Level	Points	Evaluator 1	Evaluator 2	Moderator	
				Level	Points	Level	Points
EXPERTISE: 3 distinct related sub factors concerned with input elements of job				203	116	116	0
Knowledge and Expertise Assesses the position requirement for knowledge and skills resulting from vocational and life experience, formal education and training.	Whilst some training in the areas of Finance and HR is provided, much of it is learnt while performing the role. Sound knowledge of Finance, HR and Facilities management is required.	F=		D+	D+		
Diversity Focuses on the variety and interaction of job knowledge, skills and work functions. Prime focus is tasks or activities.	Positions are closely focused on one activity.	3=		3-	3-		
Interpersonal Skills Measures extent to which the role's knowledge/skill is applied relating to/for managing people through interpersonal skills.	Position is required to communicate effectively with the school community and external organisations to ensure the school is operating effectively and in line with the schools strategic plan.	d+		c+	c+		
JUDGEMENT: Focuses on organisational framework which structures judgement & thinking req'd				169	76	76	0
Job Environment Identifies the extent, clarity and completeness of organisational objectives, policies, systems, etc and reporting relationships impacting on the position.	Position is required to modify or develop standards, policies and procedures in HR, Finance, Facilities and Admin, some of these include: <ul style="list-style-type: none"> Develop and manage in conjunction with Leadership team, annual budget Design and implement non-teaching induction programme Develop and maintain budgets and facilities replacements and repairs 	D=		C+	C+		
Reasoning Focuses on role's analysis, conceptualisation, interpretation, evaluation and creativity. Emphasises need for judgement to resolve alternative courses of action and its implications.	Position is required to problem solve every day, various HR, Facilities and Finance issues. The position at times needs to think outside the box to resolve issues that arise.	4+		3+	3+		
ACCOUNTABILITY: Outcomes & outputs of position. Primary role & focus & extent of responsibility				203	66	66	0
Identifies the primary role of the position and measures Independence & Influence scope/impact & level of involvement of role's decision making & accountability of achievement of results.	Position is responsible to the Principal for the day to day running of the school's financial and admin functions and manages the administration of all the schools non-teaching staff. Also monitors, manages and were required, reallocates funds. As a member of the school Executive team, position provides advice on the financial and admin planning of school and allocates HR as required.	E-		C+	C+		
Impact Service & Support	Position is delivering services seen as being critical to the schools attainment of specific objectives. Position also provides leadership to other service positions.	2=		1+	1+		
Authority / Responsibility Collaborative (c) Shares accountability or determinate (d) wholly accountable	Position is highly influential with respect to how the overall services, processes or products should be evaluated, delivered or improved.	d=		c+	c+		
			575	258	258	0	

Please confirm the following:

Classification Stream	Administrative
Organisational Consistency	Yes

Meets the 1/3 rule Yes

Classification Level: **A03**

D+3-c+ 116, C+3+ 76, C+1+c+ 66 Service & Support Total Score: 258

Expertise points are >= Judgement points?	Yes	Yes	N/A
Diversity is hierarchical?	Yes	Yes	N/A
Independence & Infl is lower than Knowledge?	Yes	Yes	N/A
Job Environment & Reasoning are partnered?	Yes	Yes	N/A
Feasibility Check OK?	Yes	Yes	Yes
Total Judgement points less than Supervisor?	Yes	Yes	N/A
Total Accountability points less than Supervisor?	Yes	Yes	N/A

Evaluator 1: Peta Harrington
 Name: Peta Harrington
 Date: 06-Aug-13

Evaluator 2: N Reilly
 Name: N Reilly
 Date: 06-Aug-13

Moderator: _____
 Name: _____
 Date: _____



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Coorparoo Secondary College, Coorparoo, QLD

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School profile

2008 2009 2010 2011 2012

	2008	2009	2010	2011	2012
School comments 2011	<p>School profile At Coorparoo Secondary College (CSC) we are actively "Creating Tomorrow Together". This vision, emanating from our cornerstones, "Creativity, Partnerships and Environment" underpins what we teach, how we teach and even how we operate. The CSC way of teaching and learning to "Create Tomorrow Together" incorporates developing creativity through the teaching of philosophy, inquiry-based learning and extension programs. Extension programs have been successfully implemented in year 8 to tap into student's passions as a vehicle to extend their achievement outcomes across all subjects. (Nautilus Music, Nautilus Marine, Nautilus Mathematics, Nautilus English and Nautilus Science) The College has developed partnerships with industry, community, clubs, parents, support teams, university, TAFE, primary schools, and EEC's to develop Professional Learning Communities. We teach students to appreciate our environment via a Local to Global Perspective and Marine Positioning. CSC diligently and enthusiastically works with each student, parents and the community to deliver a dynamic, world-class secondary education. Such an offering, we recognise, is vital in empowering our students to confidently and competently seek and identify opportunities. They are also better positioned to positively manage the challenges they are bound to face in both their personal and professional lives in the future through insight and the application of skills acquired. 2011 has seen the completion of an extensive building program which has provided state-of-the-art, world class, flexible, learning environments in the following new centres: Science, Arts/Multimedia, Technology/ Hospitality, Library, Electronic Learning Areas and Canteen and includes a state-of-the-art equipment. Students of CSC can expect to enjoy a range of opportunities and experiences in the state.</p>				

School facts 2012	
School sector	Government
School type	Secondary
Year range	8-12
Total enrolments	468
Location	Metropolitan

Student background 2012				
Index of Community Socio-Educational Advantage (ICSEA)				
School ICSEA value	1026			
Average ICSEA value	1000			
Data source	Parent Information			
Distribution of students²				
	Bottom quartile	Middle quartile	Top quartile	
School Distribution	13%	19%	40%	28%
Australian Distribution	25%	25%	25%	25%
Percentages are rounded and may not add to 100				

School staff 2012	
Teaching staff	52
Full-time equivalent teaching staff ³	43.3
Non-teaching staff	26
Full-time equivalent non-teaching staff ³	19.1

Students 2012	
Total enrolments	468
Girls	239
Boys	229
Full-time equivalent enrolments ³	463.2
Indigenous students	5%
Language background other than English ³	28%
Student attendance rate	85%

School finances 2011 ¹	
Total net recurrent income	\$7,103,344
Per student net recurrent income	\$15,863
Total capital expenditure	\$15,101,826

Links	
School website	Coorparoo Secondary College
Sector, system or association website	Department of Education, Training & Employment Queensland

VET in schools 2011	
Vocational Education and Training (VET)	
VET enrolments	464
School-based apprenticeships and traineeships	22

Senior secondary outcomes 2011	
Year 12 results	
Senior secondary certificate awarded	55
Completed senior secondary school	67
Post-school destinations	
Students at university	21%
Students at TAFE/vocational study	45%
Students in employment	28%

^{*} If School ICSEA value^{*} is displayed in the Student Background section, the School ICSEA value is under review by ACARA.

¹ Data presented on this website should be read in conjunction with the notes and caveats provided.

² The table reports student background information that is available for the reported year. For some schools, information cannot be displayed for privacy reasons or because there is an insufficient proportion of data records.

³ Proportion of students who sat NAPLAN tests in this calendar year.



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Schools - Benchmarks

School	Region	Sector	Class	BSM Allocation	Comment
Middlemount Community School	CQ	P12	9 (Stream 3/SL/5)	AO3	P12; Enrol 348; BSEG high; RAIS; rural; additional complexity.
✓ Glenala State High School	ME	SHS	9 (Stream 3/SL/5)	AO3	Enrol 429; BSEG low; NP; additional complexity
✓ Mabel Park State High School	SE	SHS	9 (Stream 3/SL/5)	AO3	Enrol 509; BSEG low; NP; high complexity
* Mitchelton Special School	ME	Spec	9 (Stream 3/SL/5)	AO3	Usual Complexity; 88.2 enrol; BSEG High.
* Hervey Bay Special School	NC	Spec	9 (Stream 3/SL/5)	AO3	Usual Complexity; BSEG Low; enrol 83
* Ferny Hills State School	ME	SS	9 (Stream 3/SL/5)	AO3	Enrol 493.5; BSEG is high; usual complexity.
✓ Camira State School (R&R Trial School)	ME	SS	9 (Stream 3/SL/5)	AO3	Enrol 627; BSEG mid to low; additional complexity
✓ Bli Bli State School	NC	SS	9 (Stream 3/SL/5)	AO3	Enrol 526; BSEG mid to high; Rural; usual complexity
* Kingston State School	SE	SS	9 (Stream 3/SL/5)	AO3	Enrol 598; BSEG low; National Partnerships school; Kindy; additional complexity.

School Allocations:		Coorparoo Secondary College	
CENTRE CODE:	2077	BAND:	10 9
SCHOOL TYPE:	SHS	DISTRICT:	Metro Secondary
		REGION:	MER
			Email a Copy
5/08/2013 10:50			
TEACHING STAFF			
Allocations	Primary	Secondary	Total
PRINCIPAL	0.00	1.00	
DEPUTY PRINCIPAL	0.00	2.00	
HOC / HOD ***	0.00	5.00	
Subtotal	0.00	8.00	
Less Teaching Time	0.00	2.20	
Total Administration	0.00	5.80	5.80
TOTAL PREP, PRI & SEC TEACHERS	0.00	21.40	21.40
TOTAL SCHOOL SUPPORT *	0.00	4.12	4.12
TOTAL TEACHING ALLOCATIONS	0.00	31.32	31.32
NON TEACHING STAFF			
Allocations	Primary	Secondary	Total
BUSINESS SERVICES MANAGER	-	AO4	
ADMIN. OFFICER	0.0	0.0	0.0
SCIENTIFIC OPERATIONS OFFICER	0.0	1.0	1.0
SCHOOL OFFICER (Facilities & Grounds)	0.0	2.0	2.0
BOAT OFFICER	0.0	0.0	0.0
GENERAL SCHOOL WORKER	0.0	0.0	0.0
UNIT SUPPORT OFFICER	0.0	0.0	0.0
AGRICULTURAL ASSISTANT	0.0	0.0	0.0
AAEP-AO2 (FTE) *	0.00	1.59	1.59
TEACHER AIDE, PREP & PRIMARY ^{5,6 & 7}	0.0		0.0
Includes 0 Prep TA hrs, 0 P-3 supp TA hrs, 0 PTI TA hrs and 0 LNP			
Prep supp TA hrs			
TEACHER AIDE SECONDARY		108.0	108.0
TRS (Days Per Annum)			
TRS Prep & Primary **	0.0		0.0
TRS Secondary **		69.2	69.2

ENROLMENTS	
FEB EFFECTIVE ENROLMENTS 2012	
PREPREP	0.0
PREP	0.0
PRI 1-7 & UNGRADED	0.0
SEC 8-12 UNGRADED & CCSE	454.0
PREPREP, PREP, PRI and SEC Total	454.0
AUG CENSUS ENROLMENTS 2012	
PREPREP	0.0
PREP	0.0
PRI 1-7 & UNGRADED	0.0
SEC 8-12 UNGRADED & CCSE	463.2
PREPREP, PREP, PRI and SEC Total	463.2
FEBRUARY DAY 8 ENROLMENTS *	
PRE-PREP	0.0
PREP	0.0
YR 1	0.0
YR 2	0.0
YR 3	0.0
YR 4	0.0
YR 5	0.0
YR 6	0.0
YR 7	0.0
PREPREP, PREP, AND PRI TOTAL	0.0
YR 7	0.0
YR 8	43.0
YR 9	62.0
YR 10	65.6
YR 11	84.0
YR 12	84.6
CCSE	63.0
SECONDARY TOTAL	402.2
GRAND TOTAL ENROLMENTS	402.2

PRIMARY & SECONDARY SCHOOL STAFFING PLANNER SUMMARY:
 The Day 8 Staffing Planner is a tool provided to assist with workforce scenario planning. The allocations detailed through the Day 8 Staffing Planner are to be treated as **indicative only** and are subject to confirmation/change on Day 8 by Regional Office. Final allocations will be confirmed by Regional HR staff on the basis of Day 8 actual effective enrolments.
Directions for Use (Region)
 Enter the school number at the top of this screen and press <ENTER>.

Notes:

- The allocation of classified teaching and non-teaching positions are subject to the annual gains and losses processes and must be confirmed by the Regional Office. Allocations shown may not reflect the approved allocation.
- Includes Primary HOC positions (both enrolment driven and approved application HOCs) and Middle School HODS. Primary HOC non-teaching loads are shown as the minimum required. Schools may provide additional HOC release time from the school support allocation. The school support allocation has been debited for the **minimum HOC release time**.
- The school support allocation for Primary and Secondary schools are represented as a single Full-Time Equivalent (FTE) allocation. For primary schools, this includes an allocation for Teacher Librarian, Curriculum Coordination Time, Physical Education, Music, Non-Contact Time and LOTE. For secondary schools, this includes an allocation for Teacher Librarian and Co-ordination Time.
- AAEP entitlement is represented as an FTE, semester 1 allocations are calculated on August census enrolments from the previous year, semester 2 allocations are calculated on February effective enrolments in the current year.
- Teacher-aid allocations are calculated on the basis of Day 8 enrolments.
- Prep teacher-aid allocations in the teacher-aid total include the P-3 supplementation where applicable. Also includes year Pre-Prep teacher-aid hours in approved schools.
- Teacher-aid hours may also include Primary Targeted Intervention Teacher-Aide Hours (formerly referred to as the Bligh election commitment hours) and LNP Prep Teacher-Aide Supplementation hours.
- TRS S is calculated on an annual basis and paid as a semester grant.
- Any anomalies or errors identified should be reported to your regional HR contact officer who will investigate and advise central office.
- The staffing planner itself as well as copies of the planner summary are not to be distributed / released to third parties unless explicitly authorised by the Director, Workforce Modelling.

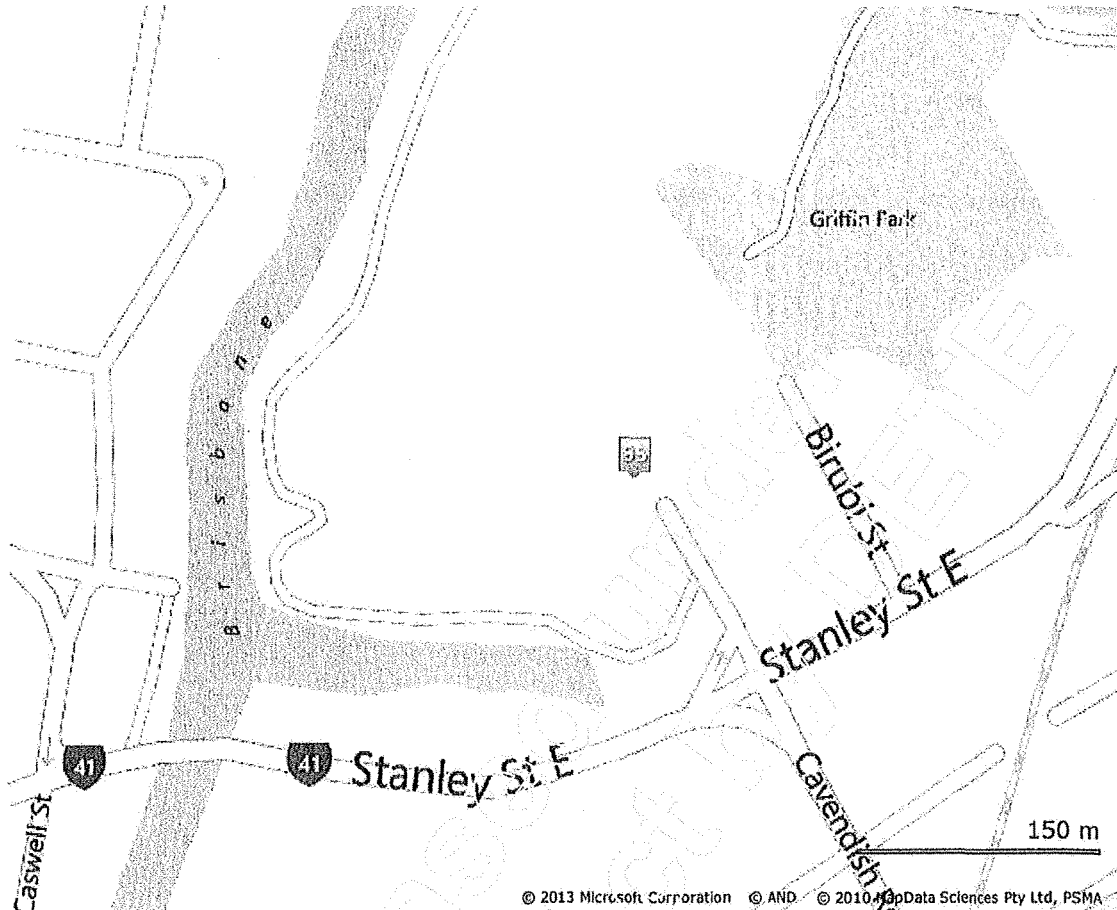
Min of 601 enrolls = AO4 BSM.

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OnePortal

Department of
Education, Training and Employment





- | | | | |
|------------------|--|--------------------------------|------------------------|
| Primary School | Secondary School | Combined (Primary + Secondary) | Special Purpose School |
| Special School | School of distance education | Campus | |
| Educational unit | Environmental / Outdoor Education Centre | Organisational Unit | |

Coorparoo Secondary College

Contact details

Principal/Officer in charge:	Ms Roslyn Parkes (Principal)
Physical address:	Cnr Stanley Street East and Cavendish Road Coorparoo 4151
Postal address:	PO Box 1225 Coorparoo DC 4151
Phone:	(07) 3394 8888
Fax:	(07) 3394 8800

Email: 

Website: 

School details

Centre code: 2077
Centre type: State High School
Status: Open
Year levels: 08 - 12
All student count: 429
Band: 10
Enrolments as at: February 2013
ABN: 41658625244
Transfer rating: 1
Assistant Regional Director: Neil McDonald
Regional Director: Chris Rider

Area details

Geographic region: Metropolitan
EQ Zone: Metropolitan
National zone code: M1
Local government area: Brisbane (C)
State electorate: Greenslopes
Federal electorate: Griffith
Sport region: Metropolitan East
Sport sector: Secondary

Released under the
RTI Act by DETE

PARAMETERS FOR BUSINESS SERVICES MANAGER - WORK VALUE REVIEW

The below tables are to be used in conjunction with the Job Evaluation Questionnaire - How do you use them?? These are designed so that you can identify ADDITIONAL considerations when reviewing a BSM role. It is useful to consider enrolment trends at the school, and how this has impacted on the BSM level at the school. Also by considering other factors in the tables below, ie transfer rating or the complexity level of the school, it is feasible that this will impact on the BSM role and either indicate that there could be additional responsibility at a higher level or the responsibilities would stay the same. There will be schools that will have a different focus than average sites - ie national partnership schools. It is worthwhile looking at this status when reviewing. Other factors outlined in the table will be useful when determining an idea of the remoteness of a school to number of staff the position may have reporting to it. *These tables should be used to aid in determining classification level where enrolments alone will not allocate adequate resources at the appropriate level for any one school.*

Type in the schools location code in order to populate the data fields

Centre Code: 2077 School (SS/SHS/P10:P12): ary College SHS & Coe

SS-SHS-P10-P12 & SDE		ENROLMENT TRENDS										2006 BSEG*	RAIS	Indicative Complexity Eval	Confirmed Complexity Eval					
Class (Princ)	BSM	Enrols		Enrols		Enrols		Enrols		Enrols		2006 BSEG*	RAIS	Indicative Complexity Eval	Confirmed Complexity Eval					
		Day 8 Feb 2007	Aug Census 2007	Day 8 Feb 2008	Aug Census 2008	Day 8 Feb 2009	Aug Census 2009	Day 8 Feb 2010	Aug Census 2010	Day 8 Feb 2011	Aug Census 2011									
10 (Stream 3/SL6)	AO4	660.8	609.7	539.8	465.6	590	497.4	457.6	126 (360 & 76.9	421.8	1	Mid High	0	0	0	0	U	0	A	A

slowly dropping in enrolments

Centre Code: School (Special): #N/A

SPEC		ENROLMENT TRENDS										TFR	Urban/Rural	Urban/Rural	TFR	Urban/Rural	Urban/Rural	BSEG*	RAIS	Indicative Complexity Eval	Finalised Complexity Eval
Class (Princ)	Prog	2007		2008		2009		2010		2011		TFR Rate	Urban/Rural Code	TFR	Urban/Rural Code	TFR	Urban/Rural Code	BSEG*	RAIS	Indicative Complexity Eval	Finalised Complexity Eval
		Enrols	Tch FTE Incl CCT & NCT	Enrols	Tch FTE Incl CCT & NCT	Enrols	Tch FTE Incl CCT & NCT	Enrols	Tch FTE Incl CCT & NCT	Enrols	Tch FTE Incl CCT & NCT										
#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

Please consider the below questions and duties as part of your assessment:

- Is the school a Special Purpose School (SPS)? Yes No
- Does the school have a Special Education Unit (SEU) attached? Yes No
- Does the school offer an Early Childhood Development Program (ECDP)? Yes No
- English as a Second Language (ESL) level? High Low

The below outlines expected duties of the Business Services Manager role at each classification level. You should consider these when scoring the work value for those positions being reviewed.

DUTIES:	Business Services manager (AO6)	Business Services manager (AO5)	Business Services manager (AO4)	Business Services manager (AO3)
<input type="checkbox"/>	Provide leadership to a multi-disciplinary team including coordination of a comprehensive range of executive and administrative support services.	Provide support and leadership in the provision of a comprehensive range of executive and administrative support services including the ability to manage multiple tasks with conflicting priorities and timeframes.	Provide a comprehensive range of executive and administrative support services including preparation of accurate and timely reports, correspondence and other documents.	Provision of executive and administrative support services including the management and coordination of resources, asset management and facilities.
<input type="checkbox"/>	Provide strategic advice and manage the development and delivery of a range of corporate services that support the educational management activities of a school.	In consultation with the Principal, contribute to financial planning processes including developing, planning, monitoring and reviewing the annual school budget and regularly reporting to the school management team.	Encourage an environment in which quality services are delivered by actively supporting the school management team and school community and leading by example.	In consultation with the principal, assisting with the preparation of the school budget and ensuring that the application of school funds are in accordance with school operational plans, legislation and departmental policy and procedures.
<input type="checkbox"/>	Coordinate and implement administrative and information management systems and processes for the efficient and effective planning, monitoring and delivery of financial processes including preparation and reviewing of school budgets and performance reporting.	Administer day to day financial activities including payroll, purchasing and performance reporting, ensuring compliance with relevant legislation, directives and departmental policy and procedures.	In collaboration with the principal, preparation of the school budget by ensuring that funds are dispersed according to and in compliance with relevant legislation, policy and procedures, and guidelines.	Utilising information and management systems to support effective and efficient administration of the school.
<input type="checkbox"/>	Proactively administer day to day financial activities ensuring compliance with relevant legislation, directives and departmental policy and procedures.	Coordinate and oversee the day to day activities of non-teaching staff including recruitment, induction and training to ensure provision of an effective quality service.	Undertake day to day financial activities including monitoring and reviewing school expenditure, application of school funds and payroll and purchasing processes.	Organising, undertaking and coordinating the recruitment, induction and training of non-teaching staff.
<input type="checkbox"/>	Oversee and coordinate the day to day operations of non-teaching staff including recruitment, induction and training and ensuring human resource practices conform to current standards and practices and that Awards and conditions are met for all non-teaching staff.	Ensure human resource practices conform to current standards and practices and that Awards and conditions are met for all non-teaching staff.	Undertake recruitment activities, induction and training of non-teaching staff including vacancy and application processing, preparation of professional development activities or training in the use of equipment.	Assisting the Principal with the day-to-day supervision and management of non-teaching staff in delivering corporate services including monitoring work loads, and identifying workforce skills and performance issues.
<input type="checkbox"/>	Ensure human resource practices conform to current standards and practices and that Awards and conditions are met for all non-teaching staff.	Develop, implement and maintain administrative and information management systems and databases to effectively support school operations.	Ensure human resource practices conform to current standards and practices and that Awards and conditions are met for all non-teaching staff.	Assisting the Principal in maintaining and monitoring facility and grounds maintenance activities including determining minor works priorities and repair schedules, and engaging external contractors.
<input type="checkbox"/>	Undertake facility projects including concluding negotiations with external contractors, overseeing school maintenance and maintaining assets registers.	Monitor facilities and ground maintenance activities including determining minor works and repairs schedules, engaging contractors or facilitating repair projects.	Monitor facilities and ground maintenance activities including determining minor works and repairs schedules, engaging contractors or facilitating repair projects.	Monitor facilities and ground maintenance activities including determining minor works and repairs schedules, engaging contractors or facilitating repair projects.
<input type="checkbox"/>	Proactively participate in fostering a positive team culture focused on service delivery and based on collaboration, efficient work practices and encouragement of innovation.	Oversee the purchasing, maintenance and repair of resources and equipment in accordance with government guidelines and departmental policy and procedures.	Oversee the purchasing, maintenance and repair of resources and equipment in accordance with government guidelines and departmental policy and procedures.	Establishing and maintaining effective relationships and networks with internal and external stakeholders including teaching and non-teaching staff, and community representatives to promote and support the school's educational management activities.
<input type="checkbox"/>	Establish and maintain strong working relationships and networks with other Business Services Managers, internal and external stakeholders, and community representatives to ensure efficient and effective corporate services in a school environment.	Participate in fostering a positive team culture focused on client service and based on collaboration, efficient work practices and encouragement of innovation.	Establish and maintain relationships with other Business Services Managers, staff and community representatives to ensure corporate services within and to the school is appropriate and in accordance with legislative requirements.	Contributing to and encouraging an environment where high quality is achieved and supported by quality delivery systems and business improvement.
<input type="checkbox"/>	Encourage an environment in which quality services are delivered by actively supporting the school management team and school community and leading by example.	Establish and maintain relationships with other Business Services Managers, internal and external stakeholders, and community representatives to ensure efficient and effective corporate services in a school environment.	Participate in fostering a positive team culture focused on client service and based on collaboration, efficient work practices and encouragement of innovation.	Ensure timely delivery of organisational executive and administrative support including the management and provision of resources and facilities.

Reviewed by: Nicky Logue Jacqui Hall Sharon Abbott Dennis Orr Is further information required from school? Yes No If yes, via: Teleconference Interview at School