

## Don Wilson

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**From:** Kevin Bates <[s.47\(3\)\(b\) - Contrary to](#)>  
**Sent:** Thursday, 21 May 2015 11:02 AM  
**To:** Don Wilson  
**Cc:** Graham Moloney; Fiona McNamara  
**Subject:** RE: Historic agreement to boost teacher quality

Don

I am not sure what DET may have told you about QTU involvement in this process but at the very least there has been a breakdown in communication around this announcement.

I am advised that the last involvement of the QTU was with a report from a DET employee who left the Department in February 2015 and involved draft documents that had not been approved for distribution at that time.

You will understand my surprise yesterday when I read this announcement by the Minister in the media.

The QTU has been supportive of the general thrust of initiatives in the Fresh Start arrangements through the 2 years of negotiations but we were left out of these specific negotiations under the previous government. At no time were we provided with a final version of the Framework document and it has not been signed off by our Executive. I must note that it is QTU members who will need to implement this new process in schools as they are the supervisors of the professional experience practicum.

We are attempting to remedy this situation and Executive will consider the QTUs formal position in response within the next couple of weeks.

Finally, I must also note that the media release does exactly what we urged should not happen. By continuing the focus on "teacher quality", this message implies that the quality of teachers is the issue when it is not. As we discussed at our meeting with the Minister language is important and teachers, our members, perceive this language to be a part of an ongoing attack on the profession that reached its peak under the previous LNP government. We also discussed at that time the value of sharing information to ensure that such situations could be avoided.

We will provide some formal feedback on the Framework itself in due course.

Kevin

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**From:** Media Statements QLD [<mailto:statements@qld.gov.au>]  
**Sent:** Wednesday, 20 May 2015 4:08 PM  
**To:** QTU President  
**Subject:** Historic agreement to boost teacher quality



## Media release

Minister for Education and Minister for Tourism, Major Events, Small Business and the Commonwealth Games  
The Honourable Kate Jones

### Historic agreement to boost teacher quality

Queensland's teaching graduates will be better prepared for the classroom under new teaching excellence standards released today.

Education Minister Kate Jones said for the first time independent, Catholic and state schooling sectors would adopt common standards to assess and evaluate teaching graduates.

Ms Jones said the Queensland Professional Experience Reporting Framework was developed with higher education institutions and the Queensland College of Teachers.

"The framework is part of *A Fresh Start – Improving the preparation and quality of teachers for Queensland schools* strategy," she said.

"It ensures a consistent approach to performance assessment and evaluation for pre-service teachers during their professional experience, wherever they work in the education system.

"The framework sets common reporting standards and provides a consistent language and understanding of the skills and knowledge that graduate teachers must demonstrate during their final pre-service placement."

Ms Jones said Independent Schools Queensland, Queensland Catholic Education Commission, Department of Education and Training, and higher education institutions had signed up to the framework from Semester 2, 2015.

"This historic agreement will lift teaching standards in Queensland and help deliver better education outcomes for our young people, wherever they live," she said.

"Queensland schools have excellent teachers and we want to ensure our teaching graduates receive the best possible preparation for the classroom.

"*A Fresh Start* complements national and statewide reforms focused on teacher quality and encourages higher education institutions to work more closely with schools and teachers to support the development of our graduate teachers."

The framework lays out expectations for graduates and the key requirements for success gaining teaching employment.

Professor Helen Huntly, Dean of Education and the Arts at Central Queensland University and chair of the Queensland Deans of Education Forum, said she welcomed today's announcement.

"This consistent Queensland-wide approach to and assessment of the performance of our pre-service teachers in their final professional experience placement will no doubt enhance the 'practicum' experience for all stakeholders," Prof Huntly said.

"The collaborative approach to this initiative included the expert input of education academics from a range of Queensland universities.

"I look forward to continued collaboration with the Department of Education and Training as the framework is implemented, evaluated and refined."

**Media contact: Minister Jones' Office 3719 7530**

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## Cheryl Packer

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**From:** Elizabeth Riley <[s.47\(3\)\(b\) - Contrary](#)> on behalf of Graham Moloney  
<[s.47\(3\)\(b\) - Contrary](#)>  
**Sent:** Wednesday, 18 March 2015 5:03 PM  
**To:** Education; Cheryl Packer  
**Subject:** Letter from QTU General Secretary re tomorrow's meeting  
**Attachments:** DOC180315.pdf; FINALVERSION\_Education Brief - Compiled Copy 24 February 2015.pdf

### Attached

1. Letter from Graham Moloney, General Secretary
2. Education Brief

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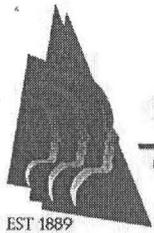


QUEENSLAND  
TEACHERS' UNION  
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IN REPLY PLEASE QUOTE: gjm:ejr

18 March 2015

The Hon K L Jones MP  
Minister for Education and Minister for Tourism, Major Events, Small Business  
and the Commonwealth Games  
Level 22, Education House, 30 Mary Street  
BRISBANE, QLD 4000

Dear Minister

Earlier, the Queensland Teachers' Union (QTU) forwarded a draft brief on the QTU's position on a range of matters currently relevant to QTU members in schools. The draft was subject to QTU Executive consideration and endorsement.

Attached is an expanded and endorsed brief for your information which may provide some background for the meeting with you tomorrow.

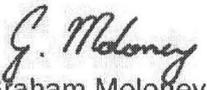
In terms of importance, the QTU hopes to raise (though not necessarily reach agreement on at this stage) the following issues:

- Implementation of government election policies
- Immediate issues such as Australian curriculum implementation, independent public schools and distribution of federal education funding
- Possible delay of enterprise bargaining negotiations to commence on 1 July, 2015
- A planned national campaign to secure "Gonski" funding
- Avenues for the promotion of public education.

In addition, the QTU would like to discuss processes for and the people within your office with whom issues should be raised, and notification of government announcements concerning education.

I look forward to tomorrow's meeting – the first I hope of many in a mutually beneficial relationship.

Yours sincerely

  
Graham Moloney  
General Secretary

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QUEENSLAND  
TEACHERS' UNION  
OF EMPLOYEES

Queensland Teachers' Union

# Education Brief

An overview of key issues in education in Queensland 2015

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Authorised by: Graham Moloney, General Secretary  
March 2015

Introduction:

The QTU has recently developed an "Education Brief" for the new Queensland Government's Ministers to highlight key issues in education, training and industrial relations. The brief contains recommendations that would assist the government in redressing some of the former government's programs regarding teaching conditions and the profession.

The following key issues are discussed within this brief:

1. Curriculum and assessment
2. Teacher professionalism
3. Independent Public Schools
4. Federal school funding
5. Staffing allocation and class sizes
6. School viability and school choice
7. Job security
8. Workload management
9. Professional representation
10. Professional pay
11. Industrial relations and enterprise bargaining
12. State government employee housing
13. TAFE and VET in schools.

While this is a comprehensive overview of the current issues, the QTU recognises that a number of issues are not contained within this brief and can provide more information to the Minister and government as required.

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## 1. Curriculum and assessment

### a) Australian Curriculum

Queensland is the only state in Australia to have adopted and implemented the five Australian Curriculum learning areas of English, maths, science, geography and history.

The workload impacts have been severe; teachers must familiarise themselves with each new curriculum area, undertake professional development and work with their colleagues to ensure that implementation plans and learning resources that suit their classes and schools are ready before implementation can begin. The impact is particularly severe on primary teachers teaching across all five learning areas.

There is also uncertainty about the content of the Australian Curriculum because of the federal review, which the Federal Minister for Education, Christopher Pyne, has referred to ACARA to advise the Education Council.

Due to the uncertainty surrounding changes as a result of the review of the Australian Curriculum, the workload impacts of continuing to implement Phase 2 and 3 subjects, and the major changes to the Queensland education landscape in 2015 with the move of year 7 into high school, the QTU has issued a directive to members banning further implementation of the Australian Curriculum until the review of the Australian Curriculum is finalised and there has been negotiation and agreement on the implementation timeline and process. If there was an announcement by a new government that any further implementation was on hold pending the outcome of the review of the Australian Curriculum, the QTU could remove its industrial directive.

#### *Curriculum 2 Classroom (C2C)*

The department developed curriculum resource materials (Curriculum 2 Classroom, or C2C) to support the implementation of the Australian Curriculum. Aside from initial misinformation that the content was mandated rather than a resource bank to be drawn from and adapted, it is a valuable resource developed in Queensland that has been made available to other jurisdictions and sectors. However, C2C cannot be amended or new subject resources finalised without decisions on the Australian Curriculum.

### b) Secondary assessment and tertiary entrance

Also under review is senior assessment and tertiary entrance. The QTU does not object to the distribution of ATAR scores to 2015 school leavers, in addition to OP scores. The QTU calls for a further period of public consultation following the release of the new government's response to the ACER report.

The QTU response to the ACER report on senior assessment and tertiary entrance is on the QTU website at [www.qtu.asn.au/response-qrsatep](http://www.qtu.asn.au/response-qrsatep) and a copy attached.

### *Key elements of the QTU response.*

The QTU strongly supports the retention of a standards-referenced, externally moderated, school-based assessment model as the primary mechanism for determining Queensland student educational achievement in senior subjects.

The QTU supports a process for endorsing school-based assessment before use in a school, to assist in improving the consistency and reliability of the data derived from the assessment.

The QTU opposes high-stakes, HSC-style external examinations, however we note that the types of external assessment proposed in the report take a different form to an external exam. The QTU recommends that, where appropriate, for some subject areas, external assessment contributes a maximum of 25 per cent of the total mark (as opposed to 50/50).

The QTU strongly supports the recommendation that school assessments should not be statistically scaled against external assessment.

We support the introduction of expert subject groups made up of qualified, registered, practising teacher professionals and believe, if planned and resourced appropriately, these groups may have an expanded role in the senior assessment process.

The QTU is broadly supportive of the need for a re-casting of the Queensland system of senior assessment and tertiary entrance. The QTU also believes that any new initiative should never "throw the baby out with the bathwater".

The QTU (and the IEUA-QNT) have had a number of discussions with QCAA and have supported the creation of subject area working groups with union nominees. In part this recognises that changes are inevitable, even if the new government's response is not yet published. In part it acknowledges that the timeline for implementation is and should be lengthy but processes must commence now to meet that timeline. The QTU has made it clear that at this stage the processes involve consultation, not implementation.

### **QTU recommendations**

- Halt implementation of all new learning areas of the Australian Curriculum indefinitely, pending national agreement and negotiated outcomes around workload and resourcing and support materials, e.g. C2C.
- Use the 2015 school year as a time for consolidation and review of the existing areas.

- Reinstatement pre- and post-Education Council briefings for education stakeholders, including the QTU, at which the department provides a pre-meeting outline of the agenda items and the proposed Queensland position, as well as a debrief following the meeting.
- Continue meetings of QCAA subject area working groups while the new government examines the ACER report “Redesigning the Secondary-Tertiary Interface: Review of Senior Assessment and Tertiary Entrance” and prepares its own response. A period of public consultation should take place once the new government's response to the ACER review has been developed and released.

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## 2. Teacher professionalism

The LNP's major education policy platform was the "Great Teachers= Great Results" plan.

Its misguided focus was on ranking and rating of teachers and school leaders; the introduction of performance bonuses; and contracts for school leaders. Other elements included: changes to access to the experienced senior teacher (EST) award classification; disciplinary processes in schools; the removal of QTU representatives from principal recruitment and selection panels; the further roll out of Independent Public Schools (IPS); a funded mentoring program for beginning teachers; and the introduction of the fixed-term master teacher classification.

QTU members rejected ratings of teachers and school leaders, contracts for school leaders and performance bonuses in two statewide ballots that would have resulted in industrial action. The QTU has been involved in extensive negotiations with DETE to introduce programs that support professional development of teachers and school leaders rather than attacking the profession.

The QTU would support the continuation of the following.

- The annual teacher, school leader and heads of program performance reviews (the ATPR has been agreed and is being rolled out across schools in 2015, while the school leader and heads of program annual performance review is currently being negotiated, with an expected trial in 2015). This is radically different to the original proposals of the previous government.
- The mentoring for beginning teachers program.
- The master teacher program (commenced in 2015 for a three-year period).

In policy announcements during the ALP State Conference in 2014 and in an address to QTU State Council in 2014, Shadow Minister for Education Anthony Lynham committed to taking steps to restore respect for the teaching profession. By taking action around matters in the former LNP agenda, the new Labor government will take a first step in demonstrating its commitment to teachers and school leaders.

### QTU recommendations

- Abandon previous government's plans for performance-based fixed-term contracts for school leaders.
- Reintroduce QTU representation on recruitment and selection panels as a measure of transparency and a recognition of the professionalism of teachers and school leaders.
- Maintain the EST classification in its current form as part of the teacher classification system.
- Abandon performance bonuses and redirect funds to support the implementation of new classifications, the new performance review processes and professional learning that arises as a consequence.

- Introduce a professional pay classification as part of the teacher classification system, aligned to the AITSL Highly Accomplished and Lead Teacher professional standards as proposed in the ALP platform.
- Continue the master teacher program for 2015 – 7, the beginning teacher mentoring scheme and negotiated performance review processes.
- Reinstate access for teachers to quality professional development during school hours, including professional development opportunities provided by QCAA .

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### 3. Independent Public Schools

Attached is the QTU policy on increased school autonomy. Existing research, including by the OECD, indicates that professional autonomy rather than managerial autonomy is likely to improve student outcomes.

When the Independent Public Schools (IPS) program began in 2013, the QTU advised members that the government must guarantee that a number of non-negotiable elements would be protected in an enforceable industrial instrument if the scheme was not to undermine employees rights and weaken Queensland's state schooling system (federally-driven IPS programs have been rejected by most Australian states).

These non-negotiable elements are:

- funds allocated for staffing to be used for staffing (a 1997 Leading Schools guarantee)
- notional rather than real dollar allocations for staffing to schools
- certified agreement guarantees of program
- maintenance of a viable transfer/relocation system
- no spills or contracts.

The QTU's discussions with its principal members have shown that frustration with regional human resources and the subsequent difficulties in achieving the required staffing mix in their schools, as well as regional deductions from staffing, were the most common reasons for principals nominating for IPS status.

After the initial round of IPS, more principals wanted to become part of the program as they had significant concerns about becoming residualised by IPS in the same area, as well as a perception by parents and the community that a school is "better" because it is an IPS, even if data (quantitative and qualitative) doesn't support this.

In 2014, the QTU withdrew support for IPS when the then Minister failed to confirm his stated commitment that no school should be nominated against the wishes of the staff, and changes to industrial legislation threatened a number of necessary guarantees.

There are now 130 IPS (10 more than originally proposed), apportioned in each region as follows.

- Metropolitan region – 61
- North Coast region – 29
- South East region – 25
- Far North Queensland region – 5
- North Queensland – 4

- Darling Downs and South West – 3
- Central Queensland – 3.

Most IPS are located in the south-east corner of Queensland, further highlighting the concerns of the QTU around transfers and relocations. While current data is indicating that teacher transfers are still occurring, data provided to the QTU by DETE has indicated that relocations for classified teachers is a different story. The QTU has been contacted by numerous members who are finding it difficult to obtain relocations back to preferred locations after remote and rural service, or who need to return to a location for compassionate reasons. Increasingly, anecdotal feedback to the QTU from members in classified teaching positions has indicated that they will not consider taking up positions in remote and rural areas due to the difficulty in returning to a preferred location after having done so. A joint DETE/QTU working party is currently looking at writing a set of IPS teacher transfer protocols and is conducting a review of the system. At these meetings, the QTU also raised its significant concerns around relocations.

#### **QTU recommendations**

- Jointly review any demonstrable benefits in being part of the IPS program and extend these features to all schools.
- Ensure that an even playing field is provided for all schools (IPS and non-IPS) with regards to the state-wide transfer system. This is in accordance with commitments given by former ALP education spokesperson Dr Anthony Lynham at QTU State Council in 2014.
- Review relocations so that there are more opportunities for classified teachers to return to preferred locations after working in schools in remote, rural and non-preferred locations.
- Halt further rounds of schools becoming part of the IPS program, pending the review.
- Maintain the school-based management guarantees that existed before IPS, and which are focused on removing unnecessary DETE (and region) control while providing adequate support.

#### **4. Federal school funding**

While failing to sign up to Gonski, the state government continues to receive funds from the federal government. These funds, significantly less than the funding envisaged under the Gonski reforms, are allocated to schools as part of the Great Results Guarantee (GRG).

The current federal government's commitment is for only the first four years of funding with no guarantee of on-going funding, compared to the Gillard/Rudd government's commitment to additional funding in years five and six (the highest increases) and recurrent funding with growth based on anticipated increased costs of education.

The Australian Education Union, of which the QTU is part, resumes the Gonski campaign from 1 July, 2015 in the lead-up to the next federal election, focusing on delivery of year five and six increases in funding, and a commitment to recurrent funding and growth.

The GRG as implemented in Queensland requires schools to publish and develop plans that outline how the additional funds will be directed to address the learning needs of students in individual schools. The focus of the programs is intended to be literacy and numeracy. Schools are also required to complete and publish a report at the end of each year which identifies whether they have met or exceeded expectations, are showing substantial progress towards their targets or have shown limited progress.

The positive of the program is that all funds have been distributed to schools. Other states, e.g. NSW, have withheld some funds for specific programs such as mentoring beginning teachers.

The negatives of the program are:

- the funds have not been distributed on the basis of areas of need identified by the Gonski report
- the funds have been allocated on a different basis in 2014 and 2015, which, combined with future funding uncertainty, means schools are reluctant to put into place longer-term programs.
- some regions have been prescribing programs rather than supporting school-based decisions.

#### **QTU recommendations**

- Continue to provide federal schools funding directly to schools for the support of intervention programs directed to the learning needs of students.
- Implement a review of the methodology of how the money is allocated for 2015 and 2016 (including any necessary adjustments to current levels of funding), aiming for a transparent, consistent, needs-based allocative model based on the funding principles of the Gonski review of schools funding and increased certainty for schools over the longer term.
- Support the Union campaign for the delivery of year five and six funding and on-going recurrent federal funding.

- Urgently investigate, in conjunction with the QTU and other stake holders, the incorporation of specific program payments based on student need into a single integrated allocation model similar to that being implemented in NSW.

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## 5. Staffing allocation and class sizes

Under-resourcing of education in the 2012-13 State Budget had profound effects on DETE's allocative model. The loss of the rounding benefit for primary schools, the abolition of the year 2 net teacher allocation and the removal of the resource teacher allocation from secondary schools, combined with a shortfall of funding for adequate staffing to cover enrolment growth while maintaining class sizes, equaled a total shortfall of 519 FTEs. This shortfall was not subsequently addressed by the LNP government.

Class sizes have increased in 76 per cent of Queensland state schools, and in 2014, more than 58,200 students were trying to learn in oversized classes.

Class sizes are important to teachers for many reasons: not least because the fewer students there are in a class, the more individualised attention and feedback can be given to students, and the more interaction can be had with parents. This benefits not only those children who are at risk of falling behind; it also allows for extension activities for children who would benefit from being given "bigger asks" in the classroom.

The QTU recognises schools have to form classes as best suits their students and local circumstances (given students do not arrive in discrete packages of 25 or 28); but they should not be forced to form oversized classes because of a lack of resources.

QTU members have voted overwhelmingly in two ballots (in 2013 and 2014) to take industrial action if DETE attempts to remove or increase the current class size targets (25 in prep to year 3 and in years 11 and 12, 28 in other year levels).

The ALP policy of an additional 875 teachers over three years, in addition to those required for enrolment growth, dependent on allocation, will restore cuts and significantly assist with class size reduction.

Also of concern is the Whole School Support – Student Learning Resources (WSS-SLR) model of direct-to-school funding. DETE has announced that there will be no centrally funded regional allocation of advisory visiting teachers (AVTs) to support students in state schools, with the future of the service depending on schools opting in and contributing to it from their WSS-SLR allocation. If schools choose not to contribute to the allocation of AVTs, the service will disappear and AVTs will be redeployed into teaching positions in schools. This will reduce the ability of schools to support the teachers of students with intellectual impairment, hearing impairment, visual impairment, physical impairment and autistic spectrum disorder. There are also concerns regarding the future of flexible learning centres (FLCs), which are dependent on schools in their cluster contributing part of their WSS-SLR allocation to fund them.

Current funding for students with disabilities is allocated using a flawed measure; it is tied to general enrolment growth rather than to the actual number of students who have disabilities. Each year more and more students are being identified as having at least one of the six types of disability recognised by DETE. In order for students with disabilities to receive the services they require, funding should be tied to actual enrolment of students with disabilities, rather than the predicted enrolment growth.

#### **QTU recommendations**

- Protect current maximum class size targets in industrial instruments. This includes introducing the additional teacher numbers as per Labor's election commitments.
- Take into account the 2012 staffing cuts in allocating additional staffing according to ALP pre-election policy, particularly in adjustment to primary staffing allocations.
- Review the impacts of other changes to the allocative model, including for students with disabilities, and adjust funding to overcome negative impacts on schools and students.
- Ensure future funding for staffing caters both for expected enrolment growth and the maintenance of class sizes.
- Review staffing allocation for students with disabilities (SWD) to ensure that it is aligned to identified needs of students rather than to population growth, and review support for students with disabilities as aligned with Queensland ALP policy.

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## 6. School viability and school choice

The school closure process undertaken by the LNP government in 2013 was a botched and cynical exercise that damaged local communities – and will have long-term impacts on growing communities after six state schools were closed and most already have been sold.

It is sound for the Queensland Government to actively manage its education assets; however, that management must be set against that same government's obligation to provide free, secular, inclusive government schooling to local communities.

The QTU supports regular reviews of school viability, and would not object to mothballing a school that has fallen to zero, or near zero, enrolments, with little prospect of future growth.

However, the consultation process behind any decision on school closures must be transparent, thorough and responsive to community input, including giving consideration to external factors that have impacted on school enrolments in the short-term (eg accessibility due to roadworks or poor transport planning) and internal factors (eg providing outside school's hours care) that could help schools improve their "viability". Enrolment data should be considered over the long-term, taking into account not only population projections but also the capacity of surrounding schools.

The closure and sale of the Nyanda State High School site to the independent schooling sector showed there is, contrary to the former government's claims, a viable need for a school in the local area – just not apparently for state school students. The proposed partial land sale of Everton Park State High School should not be a process of "privatisation by stealth" by selling parts of the site or buildings to the private education sector (particularly given the projected massive residential development in the surrounding area).

The former government's Queensland Schools Planning Commission (QSPC) has been touted as the answer to the medium to long-term provision of education in local communities across Queensland – however, the Commission makes no apparent distinction between the need for schooling generally or the right for Queensland parents to choose local state schooling for their children.

### QTU recommendations

- Review the school viability assessment process and associated requirements for public consultation, to ensure any decisions made about school closures are for the public good.
- Cease sales of former or future school sites until the review of the QSPC is complete.
- Review the remit of the QSPC and representation on the QSPC Taskforce to ensure that analyses of future school capacity preserve the right of Queensland parents to have access to quality state schooling.
- That in line with ALP policy, the Barrett Adolescent Centre be replaced and facilities to support at-risk teens and students be provided in Queensland.

## 7. Job security

***Job security was nominated as the most important issue by respondents to the QTU member survey conducted in 2014.***

### a) Principal contracts

The intention to impose “performance-based, fixed-term contracts” on principals and deputy principals was announced – with no consultation with the QTU – by the Queensland Government in 2013. It claimed that: “over time, all principals and deputy principals will be more accountable for improved outcomes in their school through employment on a fixed-term contract basis.”

Imposing insecure employment on school leaders would have no educational benefit – it would lead to more unstable school leadership which would stifle the collegiality and innovation that education systems are purportedly striving for, and fracture schools’ relationships with their local communities. It would also discourage school leaders from taking on schools with more challenging student cohorts.

QTU members have voted overwhelmingly in two ballots (in 2013 and 2014) to take industrial action if performance-based, fixed-term contracts are imposed on school leaders.

The ALP policy rejecting principal contracts is strongly supported by the QTU and its members.

### b) Temporary teacher employment

Another major issue facing QTU members is temporary versus permanent appointments. While the state school system will need a small proportion of temporary appointments to cover temporary absences such as parental or long service leave, the QTU believes those arrangements should be kept to a minimum.

Temporary teachers are doing the same professional job as their permanent colleagues, yet often find it difficult to secure home loans, or plan their own families’ lives with any certainty. This is particularly an issue for beginning teachers, many of whom begin their teaching careers as temporary employees. Short-term temporary engagements, moreover, do not assist the development of professional practice by beginning teachers. If teachers are to continue to be attracted to and retained in the profession, maximised permanent employment is essential.

In 2013, the Newman government legislated to override clauses that had been negotiated by unions into enterprise bargaining agreements, including maximising permanent employment arrangements in teacher agreements that go back to 1997.

The QTU has analysed data from March 2014 (post day-8 figures); the proportion of temporary teachers employed by DETE was 14.9 per cent, up from 13.9 per cent in 2013. The increase is not explained by a

matching rise in permanent teachers on leave; in five of the eight DETE regions, there were more temporary teachers than teachers on leave.

Currently, a memorandum of agreement between the QTU and the Department of Education, Training and Employment states that temporary teachers with three years of continuous service in the same role will be eligible for a permanent employment offer (as long as there has not been a break in service of more than 60 school days).

#### **QTU recommendations**

- Commit to maximisation of permanent employment for all principals and teachers, with temporary employment restricted to replacing short-term absences and risk-managed by the department.
- Abandon previous government plans for performance-based fixed-term contracts for school leaders.
- Retain existing MOA on maximisation of permanency.

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## 8. Workload management

***Rapidly escalating workload is one of the most significant issues facing Queensland's state school teachers and principals: it rated as the second most important issue in the 2014 QTU quadrennial member survey, with 97 per cent saying it was important.*** In a recent pilot workload survey run by the QTU, 92 per cent of respondents reported a significant to drastic increase in workload in the past two years, with 90 per cent saying there had been a significant to drastic increase in computer time spent on administrative tasks.

The "National Teaching Workforce Dataset" analysis report, released by the Australian Government in October 2014, showed that the most common reason for teachers to leave the profession was heavy workload.

The third most common reason (after insufficient recognition or reward) was "changes imposed on schools from outside". Many of these changes have been prompted by a political obsession with data – providing as it does a "dummy's guide" to a highly complex profession. Data should inform teaching and school leadership, not drive it. Yet there has been an explosion of mandatory, data-driven reporting in all Queensland state schools.

As teachers and school administrators have been obliged to undertake heavier workloads, little if anything has been removed from their obligations.

To illustrate just some of the extra demands on teachers and school leaders, the following are just some of the changes which have occurred in state schools across Queensland in the past 10 years.

- Introduction of prep and the move of year 7 into high school.
- NAPLAN testing.
- School annual reports, including information on the school context (distinct curriculum offerings, school income broken down by funding source and the results of parent, student and teacher satisfaction surveys), staff information (expenditure on professional development, unplanned absences and retention) and key student outcomes (attendance rates for each year level, non-attendance strategies and NAPLAN results).
- My School reporting.
- Teaching and learning audits, discipline audits.
- Changes to school assessment methods and practices in senior syllabus areas.
- Data cycles, data reflection, data analysis, increasing expectations around the production and analysis of data: pre-test, test and post-test (plus "data placemats").

- Australian Curriculum, including familiarisation, adaptation and adoption of C2C materials in context.
- Development and implementation of the pedagogical framework.
- Transition to the Australian Professional Standards for Teachers (APST).
- School maintenance, particularly with BAS and direct-to-market processes.
- Community engagement frameworks.
- Mandatory planning, including: school planning, reviewing and reporting frameworks; school plans; annual implementation plans; annual review of enrolment management plans; school-wide behaviour plans; and principal performance plans.
- Increasing expectations of communication with parents and carers, including class e-letters (in some cases, weekly) and diversified homework tasks.
- VET in schools: training package changes, Australian Skills Quality Authority audits, and registered training organisation audits and visits.
- Increased student protection accountability.
- Additional roles and expectations of teachers associated with the loss of specialist support staff.
- Adhering to 33 school management procedures, ten school community procedures, seven student learning and wellbeing procedures and nearly 40 policies.

#### **QTU recommendations**

- Halt implementation of new curriculum areas.
- Review data collection and reporting requirements to ensure data collected is necessary and useful and informs education practice, rather than being an end in itself.
- Ensure that maximum class sizes, workload management and consultative requirements on change management are protected in industrial instruments.
- Increase the allocation of support staff to assist school leaders and teachers with administrative tasks, including data entry.

## 9. Professional representation

Queensland's teachers and principals are the major stakeholders in two government professional bodies – the Queensland Curriculum and Assessment Authority (QCAA, formerly the Queensland Studies Authority or QSA) and the Queensland College of Teachers (QCT). As the major stakeholders, and the practicing experts, they must have strong representation in the governance of these bodies.

Both Queensland education unions – the Queensland Teachers' Union and the Independent Education Union Queensland and Northern Territory Branch (IEUA-QNT) – were represented on the QSA governing body until 1 July, 2014, when the LNP government removed those positions (with no consultation).

The QCTU does not oppose any proposal for the QCAA to oversee the development of Curriculum to the Classroom (C2C) resources, as opposed to the current situation where DETE has carriage of C2C. This would more strongly align with implementing the Australian Curriculum.

However, such significant responsibilities, which affect the workload and professionalism of teachers and principals, should only be undertaken with adequate oversight by practicing educators.

Both the QCTU and the IEUA-QNT reject any change to the governance structures of the QCT, currently under consideration, that results in the board not having a majority of practicing teachers, and excludes key representative organisations such as unions. As teachers' and principals' registration fees are the funding source for the QCT, they have a reasonable expectation of democratic representation.

Education unions developed a joint submission in September last year to respond to proposed amendments to the legislation. The review of the legislation also proposes relaxation for requirements for teacher registration which are opposed by the two unions.

The submission can be found at

[www.qtu.asn.au/collections/submissions-and-responses/submissions-page-list/joint-qtu-qieu-submission-review-education-queensland-college-teachers-act-2005-sept-2014/](http://www.qtu.asn.au/collections/submissions-and-responses/submissions-page-list/joint-qtu-qieu-submission-review-education-queensland-college-teachers-act-2005-sept-2014/)

### QCTU recommendations

- Restore individual education union representation (that is, one QCTU representative and one IEUA-QNT representative) to the QCAA, to ensure accountability, transparency and a strong professional voice.
- Reinstate formal meetings between the CEO of the QCAA and teacher unions. Unions should be consulted prior to any proposed changes to the QCAA structure, role and staffing, either administratively or via changes to legislation.
- Abandon any proposed changes to the governance structure of the QCT that would diminish the representation of practicing teachers.
- Maintain direct election of practicing teachers by the QCT.
- Reject any alternate pathways in to the teaching profession, such as Teach for Australia, where preservice teachers do not have a minimum four-year education qualification.

- Reinstatement of QTU representation on recruitment and selection panels for school leaders and maintain QTU representation on the statewide Vacancy Review Panel, as both a contributing and a quality assurance measure.
- Review and reinstatement of QTU representation on departmental forums such as the “Red Tape Council”, Students with Disabilities Board etc.

Released under RTI Act by DET

## **10. Professional pay**

### **a) Classroom teachers**

The QTU has a long-held policy of introducing a new salary horizon for teachers over and above the existing scale to help retain experienced teachers in the classroom.

The problems posed by teacher salary structures when it comes to attracting and retaining excellent teachers have been talked about for more than 20 years.

- Graduate starting salaries are attractive but soon lose pace compared to other professions.
- Salaries plateau after about 10 years unless teachers are promoted out of the classroom.
- Promotional opportunities are limited in the relatively flat structures of schools.

Expert teachers should be recognised and rewarded for their teaching knowledge and practice – professional pay, above the incremental pay scale, should be available for those who have demonstrated high professional standards. Such a rigorous and systematic approach is the only one that will help retain experienced teachers in classrooms, particularly in the most challenging settings – and is far superior to the LNP's flawed and counter-productive notions of quota-limited, short-term "bonus payments" based on unknown criteria.

The QTU supports the opportunity for teachers to demonstrate that their professional practice meets the standards for Highly Accomplished and Lead Teachers of the Australian Professional Standards for Teachers through a process of certification.

This is consistent with the ALP's pre-election policy, Letting Teachers Teach, although the QTU believes the introduction of these classifications can be achieved more quickly than proposed in the policy, based on implementation in other states and territories. The salaries for these classifications should be determined by the Queensland Industrial Relations Commission if agreement cannot be reached.

This policy is an addition to, not a substitute for, on-going fair increases in salaries through enterprise bargaining. EB negotiations for a new agreement for teachers and principals are due to commence in July this year.

### **b) Principals and other promotional positions**

The classification structure for principals and other promotional positions has been in operation since 1992 and is based on the negotiated implementation of a commercial job evaluation system.

The original classification structure was subsequently modified by the introduction of an executive principal classification for schools with enrolments above 1,600 students.

The increasing size of schools and the transfer of year 7 to secondary schools is leading to schools with enrolments at or more than 3,000 students. The impact of the transfer of year 7 on primary schools also need to be considered.

#### **QTU recommendations**

- Establish new classifications over and above the current classroom teacher pay scale (that is, above the experienced senior teacher classification) and negotiate the manner in which teachers will demonstrate that they have met the required standards. During the 2015 state election campaign, the ALP made commitments to establish these positions in the “Time to Teach” announcement.
- Abandon any plans for teacher or school leader “performance bonuses”.
- Initiate the joint development of a new classification structure for principals and promotional positions as the basis for negotiated implementation in future enterprise bargaining negotiations.

Released under RTI Act 2010

## 11. Industrial relations, enterprise bargaining

The LNP government made seven amendments to the *Industrial Relations Act 1999* (Qld), significantly changing the industrial relations landscape in Queensland. The QTU's principal concerns regard the removal of previously bargained and agreed conditions through the process of award "modernisation", unwarranted constraints on collective bargaining, and threats to the independence of the Queensland Industrial Relations Commission (QIRC) in making determinations.

In essence, the changes to the Queensland IR landscape echo the failed attempts of the former federal Coalition government's WorkChoices regime.

A range of matters have been deemed non-allowable in modern awards:

- "contracting provisions" that restrict or set conditions on contracting out of services
- employment security provisions
- union encouragement provisions
- policy incorporation
- training arrangements
- workload management
- delivery of services
- workforce planning.

Such matters include a range of working conditions that QTU members have achieved over 20 years of enterprise bargaining (EB); these include conditions that are fundamental to the operation of the Queensland state schooling sector, such as maximum class size targets, the Remote Area Incentives Scheme, the teacher transfer system and classified officer relocations, school-based management guarantees, specialist teacher conditions, professional development and secure employment for teachers and principals (particularly when principals are defined as "high-income employees" to whom a modern award does not apply – the high-income remuneration is \$129,300 inclusive of wages, annual superannuation contributions, other amounts paid on an annual basis and non-cash entitlements).

Such matters are at risk of losing industrial protection and being subsumed into "policy" that could be changed by the government at any time with no consultation.

Changes to the legislation also curtail what matters can be in an enterprise bargaining claim, the duration of bargaining, the independence of the QIRC and the ability to access protected industrial action in support of EB claims. Additionally, bargaining cannot commence unless an award has been

modernised. This would result in delays to salary increases and improvements to conditions. Members would be unable to take protected industrial action in support of future EB claims if those claims included the non-allowable matters, and those matters could not be considered in arbitration.

The QTU believes that introducing restrictions on the content of awards and agreements has significantly curtailed negotiations and sought to impose changed working conditions on employees without negotiation or agreement.

## **QTU recommendations**

### General

- That a thorough review of IR legislation be undertaken to inform legislation appropriate to the Queensland state government and local government sectors and their employees.
- That the award modernisation process is delayed until further review of the *Industrial Relations Act 1999* (Qld).
- That those certified agreements due for renegotiation (i.e. those with a nominal expiry date in 2015) be carried over through administrative arrangements until such time as the review of the IR legislation is completed. This will enable bargaining for interim improvements in salaries and the protection of existing conditions, until genuine bargaining can occur under the new industrial framework.
- That the sections pertaining to high income employees be repealed.

### Collective bargaining

- That bargaining be permitted to commence on a timeframe agreed by parties in previous negotiations.
- That the conciliation phase be unrestricted. This is particularly important for unions to be able to consult with their membership about progress of claims (it allows for identification of key matters at issue, which is particularly important at the conciliation phase and would ultimately reduce disputation/progression to arbitration).
- That the ability to take industrial action is reinstated in accordance with the act before amendment. Section 148C – asking the commission for conciliation assistance if a party is organising or engaging in etc relevant industrial action – ought to be abolished.
- That the Commission has powers to determine wages and relevant evidence.

### Employment security, union encouragement, organisational change and right of entry provisions

- That sections addressing employment security, union encouragement, and organisational change be repealed and that right of entry be re-instated in accordance with the pre-amended act. This is particularly important for teachers regarding section 691C and organisational

change, as it specifically truncates consultation prior to DETE making the decision for both awards and agreements around resource allocation, policy incorporation etc.

- That sections of the act are reinstated to establish a clear entitlement to be consulted before decisions about significant changes are made.

Released under RTI Act by DET

## **12. State government employee housing**

In 2012 and 2013, rumours circulated that the LNP state government planned to transfer the vast majority of employee accommodation from the Department of Education, Training and Employment (DETE) and other government departments to the Department of Housing and Public Works (DHPW). The plan was confirmed in media reports in June 2013, with an implementation date of 2014. At no time was the QTU, or other unions with affected workers, officially informed of the decision, and no consultation took place.

QTU members in more than 40 schools voted in late 2013 to hold stop-work meetings because of the government's refusal to consult with the QTU about the transfer issue and because of inadequate funding for minor and major capital works. The meetings did not proceed after DETE and DHPW addressed the QTU members' concerns.

Approximately two-thirds of DETE accommodation was transferred to DHPW on 1 July 2014, requiring DETE to pay DHPW lease costs for accommodation it had previously owned and for which it had received no financial compensation. DETE stated that the new process was 'cost neutral' in 2014-15 due to Treasury supplementation for three years, but after that the new model would have to be funded exclusively by DETE. It also appeared that the supplementation would reduce over the three years. DETE informed the QTU in 2014 that it intended to review the rental model because additional revenue would have to be obtained to fund the leasing of accommodation from DHPW after the supplementation period ended. However, DETE would not commence that review before the state election was held.

In 2014-15, the maintenance and minor and major capital works funding appeared to be no different from that under the previous ownership model.

QTU has warned DETE officers of the consequences of raising rents to cover the costs of a new accommodation model that has not improved the standard of accommodation as promised by the LNP government.

### **QTU recommendations**

The QTU is not opposed to the new model subject to the following conditions being met.

- DETE should not have to increase rents in order to increase revenue to fund the leasing of accommodation it owned up to 1 July 2014.
- DETE should have its budget increased to cover the above cost.
- DHPW must have an increased maintenance and minor works budget to show employees the new model is delivering a better outcome for tenants.
- Employee accommodation and land for future teacher accommodation should not be sold unless there are exceptional circumstances and there has been consultation with the QTU.
- DETE's model of local management of accommodation should be retained. The QTU is opposed to the management function being allocated to the private sector as recommended in the Costello Commission of Audit, as this would only likely lead to increased rental (to cover the cost

of administration and profit) and a model of external management with no connection to the actual tenants of the housing.

- The current rental model is based on a number of variables, including standard of accommodation, and rent can be increased if the standard of particular units of accommodation improves.
- Regional and central QTU/DETE committees should be reinstated to genuinely engage the QTU on employee accommodation matters.
- DETE should recommence the review of employee accommodation that was stopped in 2012 with the election of the LNP government.

Released under RTI Act by DETE

### 13. TAFE and VET in Schools

Over the previous term of government, the TAFE system has been severely undermined as the quality public provider of vocational education and training across Queensland. Misguided policies, already shown to have failed in other states, have already put TAFE education physically and financially out of reach for many Queensland students. TAFE has already felt the following negative impacts; these impacts will worsen if the current policies continue.

- Reduced government funding and a flawed agenda of contestability have increased costs to students, making many courses unaffordable.
- Funding has been withdrawn from literacy and numeracy courses for people with disabilities.
- The government has abdicated responsibility for quality control of RTOs accessing state training funding.
- The transfer of assets from TAFE Queensland to the Queensland Training Assets Management Authority (QTAMA) has forced TAFE to withdraw services from communities and subsequently pay exorbitant rental to retain access.
- More than 1,400 TAFE workers, including 600 teachers, have lost their jobs across TAFE Queensland.

#### QTU recommendations

- Abolish QTAMA and return TAFE assets and facilities to TAFE to manage, utilise or, if appropriate, dispose of. Any rental or disposal of TAFE assets/facilities should generate revenue to be used to build/support TAFE. There should be a specific focus on ensuring regional access to TAFE facilities, including re-opening regional campuses where appropriate.
- Inject at least \$34m over three years into TAFE. Abandon the fully competitive funding model for VET and provide direct funding for TAFE. This should include at least 100 additional TAFE teachers. At least 70 per cent of VET funding should be specifically directed to TAFE as the public provider, with the rest provided on a competitive basis to address skills shortage areas.
- Abandon the “race to the bottom” approach to industrial/employment relations in TAFE, where employee conditions are slashed to force TAFE to compete on cost with private providers. Establish a model of cooperative industrial relations based on securing TAFE’s role as the quality benchmark in VET. This should include support for professional education of TAFE teachers, removing education managers from onerous employment contracts (containing inappropriate performance incentives) and back into award-based employment, re-invigorating consultation provisions in the award and certified agreement, establishing academic and local advisory boards for each TAFE institute (with QTU, community and industry representation), and investing in student support, foundation and equity programs.

- Review the role of TAFE Queensland as a statutory authority, including revision of its base legislation (the TAFE Queensland Act), to ensure that its aims and operation reflect a commitment to the provision of quality VET, not merely to commercial competitiveness.
- Reform the TAFE Queensland board and include a QTU representative on it.
- Establish a fully independent training ombudsman. The creation of a risk-based insurance policy for RTOs (similar to that which exists in relation to international students) should be explored.
- Reform the TAFE/VET course funding model that has shifted costs on to students and led to dramatic increases in fees and a reduction in the range of courses available. Address the lack of funding for Certificate IV courses. Ensure that all students have equitable access to quality VET.
- Re-invigorate and expand the program of ensuring that at least 10 per cent of total labour hours on government-related infrastructure projects are allocated for apprenticeships/traineeships and an additional 10 per cent are allocated for Indigenous apprenticeships/traineeships. Expand apprenticeships/traineeships in the Queensland public sector generally.
- Reform the Ministerial Industry Commission; include union representation on the reformed body.

#### VET in Schools

- Re-establish and fund TAFE's role in supporting delivery of vocational programs to secondary school students so that:
  - the training is affordable and accessible to students and families
  - the programs delivered cover a broad range of industry areas, such that students who are "at risk" of disengaging from school are able to find a program of interest that schools might not usually deliver
  - the programs are at a range of certificate levels, including Certificate II, recognising that students who complete entry-level training at school have an increased likelihood of pursuing further higher-level post-school training.
- Reintroduce a targeted funding allocation to schools to support delivery of VET programs in the school context.
- Reintroduce the previous funding for post school-based Certificate II Career Start courses.
- Remove the provision that restricts access to training for students with previous qualifications

## QTU Response to Redesigning the secondary-tertiary Interface: Queensland Review of Senior Assessment and Tertiary Entrance Processes

The Queensland Teachers' Union is the professional and industrial voice of more than 43,000 teachers and school leaders in state schools and TAFE institutes across Queensland. The QTU, as a key stakeholder in education in this state, believes that it is important to provide a response to the key recommendations outlined in the Australian Council for Educational Research report : *Redesigning the secondary-tertiary interface: Queensland Review of Senior Assessment and Tertiary Entrance*.

### Preamble

The QTU strongly supports the retention of a standards-referenced, externally moderated, school-based assessment model as the primary mechanism for determining Queensland student educational achievement in senior subjects. It is a system that is highly regarded for its quality assurance of educational standards and one which affirms the role of teachers as highly skilled professionals. Assessment that is devised by teachers to form an integral part of the learning process is the most powerful assessment.

It is imperative that any changes be made in consultation with the QTU. The QTU recommends the formation of a genuine 'stakeholder reference group' with QTU nominated representatives to oversee implementation that is able to be properly supported. There will be a strong need for the involvement of practising teachers and curriculum leaders in further decision making about the recommendations.

Furthermore, the QTU also calls on the Government to ensure QTU nominees are present on all committees, panels and the like, composed of state school teachers from metropolitan, regional and remote areas of Queensland. Representation on these bodies must reflect the proportion of state school teachers working in classrooms and no one individual schooling sector should have more influence over another.

The QTU believes it is essential that any new system of senior assessment and tertiary entrance be funded by additional investment in education by the government and not re-allocated from current resource allocations. Additional funds must also be provided to improve and strengthen moderation processes. The QTU notes the exorbitant costs of developing, setting and marking external exams in other states and calls on the Queensland government to increase funding to schools and to the QCAA to ensure that adequate resources will be available.

The planning for the rollout of any new system of senior assessment and tertiary entrance must bear in mind the significant workload pressures in schools, particularly those such as the roll-out of the new National Curriculum in senior secondary and must be over an extended time period of time to allow a high quality and resourced professional development program for teachers, curriculum leaders and principals, and be accompanied by an education program for students and parents of future Year 12 cohorts.

Dedicated professional development during school time must be provided to teachers and administrators in the lead up to implementation of any new system, in order for teachers to become familiar with and confident to work within a revamped senior assessment system.

Any new system should be introduced no earlier than 2018, which will affect students who are currently in year 8 in high schools.

## Assessment

The QTU is concerned at the movement from a criteria/standards-based approach to a mark out of 10 for knowledge, understanding and skills.

The QTU notes the recommendation that school assessments be marked on a scale of 1 to 10, based on five levels with accompanying descriptions of performance developed by the QCAA. Apart from the logic behind a simple addition of school-based and external assessments, the QTU questions why a total score of 60 is chosen for any individual student subject result.

The QTU supports a process for endorsing school based assessment before use in a school to assist consistency and reliability of the data derived from the assessment. However, this process should be more collaborative with schools and not be reliant on the approval of a single person, an Assessment Supervisor. For example, it may be that there is a role for Expert Subject Groups to preview school-based assessments and provide the necessary feedback.

The QTU opposes high-stakes, HSC-style external examinations, however we note that the types of external assessment proposed in the report take a different form to an external exam. The types of suggested assessment pieces include a multiple choice test, an essay, a practical performance etc. We note the recommendation that an external assessment may contribute 50% of the student's individual subject result and that three other school-based assessment contribute the remaining 50%. The QTU recommends that, where appropriate, for some subject areas, external assessment contributing a maximum of 25% of the total mark (as opposed to 50/50). The QTU believes that teacher-developed school-based assessment should form the majority of the overall subject result.

The QTU supports the trial of external assessments in particular subject areas, where schools can volunteer to participate and provide feedback to the QCAA. The trials must be properly evaluated and the results used to further refine processes and protocols. Such participation must not disadvantage the student cohort in terms of their overall result at the end of year 12.

The QTU notes the report recommendations that External Assessment may be introduced on a graduated basis to particular subjects only, such as high enrolment and/or university pre-requisite subjects. The QTU agrees with the Report observation that *"developing External Assessments for some subjects but not others risks creating two classes of senior subjects which may be treated differently by users"* and so the QTU urges that measures be taken to prevent this occurring.

The QTU strongly supports the recommendation that school assessments should not be statistically scaled against external assessment.

We support the introduction of Expert Subject Groups made up of qualified, registered, practising teacher professionals and believe, if planned and resourced appropriately, these groups may have an expanded role in the senior assessment process. For example, their recommended role of determining the percentage of external assessment (EA) in each subject area and the development of marking schemes for external assessments may be extended to involvement in the moderation process.

## The moderation process

A moderation process involving school-based teachers similar to the current review panel process is supported by the QTU. The report recommends a departure from a process of consensus of a group of teachers and then collaboration and negotiation with schools to one of investing considerable power in the decision of a single entity, the Assessment Supervisor. The QTU believes measures involving groups of teachers such as Expert Subject Groups should be considered to support Supervisors.

Under the "Confirmation" stage of the three level moderation process, the QTU is concerned at "where a problem is identified, all student work in that subject in that school is re-marked." This has the potential for very significant increased workloads on teachers; The QTU believes a process of negotiation and re-consideration similar to the current process represents a more professional mechanism.

QTU Position Statement | Queensland Review of Senior Assessment and Tertiary Entrance Processes | November 2014

The QTU supports a strong and collaborative model for moderating standards of student work between schools, which invokes professionally respectful dialogue between all involved and results in high standards of quality assurance and consistency of decision-making. It is important that collaborative processes are adequately funded to ensure their effectiveness.

### **Tertiary selection**

The QTU notes that the recommendation that tertiary institutions may choose to construct an ATAR using an inter-subject scaling of Subject Results based on four not five subjects. In essence, this would appear to override the apparent desired effect of removing the OP system, as in this instance; OPs will be replaced by ATARs.

The QTU remains very concerned that university responsibility for student selection to tertiary courses will have significant 'backwash effects' on the senior curriculum taught in schools,

Disbanding the OP system and replacing it with two systems of student result certification and tertiary entrance must ensure that there is equal importance is given to all QCAA subjects.

A new system must ensure that all subjects maintain academic rigour, and that all subjects are equally valued.

### **Conclusion**

The QTU is broadly supportive of the need for a re-casting of the Queensland system of senior assessment and tertiary entrance. The QTU also believes that any new initiative should never 'throw the baby out with the bathwater'. The existing system of externally-moderated school-based assessment by a system with the significant and active involvement of classroom teachers and a system of tertiary entrance (OP) that has sought to ensure equity for students across Queensland has many positive aspects. The QTU believes the positive aspects of the existing system should be brought forward to any proposed new system. The QTU remains enthusiastic and ready to assist this process.

## Funding and organisation of education policy 2013 - 2015

### 3.8.5 Increased school autonomy

The Queensland Teachers' Union is aware of the majority of educational research that has not established a causal link between increased levels of school accountability and improved student learning outcomes.

However, the Queensland Teachers' Union also understands that some Queensland public schools may wish to utilise varying degrees of autonomy of school governance and accountability, as manifest in initiatives such as Independent Public Schools.

The QTU recognises the failure of school autonomy schemes in New Zealand, Victoria, WA, the United States and other jurisdictions to deliver any improvement in the quality of education. Indeed, autonomous public schools can create:

- A two tiered public system that concentrates students from disadvantaged backgrounds in the same school
- Unacceptable accountability measures for teachers
- Precarious industrial conditions

In Queensland autonomous public schools may significantly undermine the transfer system and consequently the integrity of public education in rural areas.

The Queensland Teachers' Union supports schools wishing to exercise increased school autonomy within the following parameters:

- schools wishing to move to models of higher degrees of school-based management and decision-making, do so only after a thorough process of consultation with and approval by the school community, including endorsement by the Local Consultative Committee
- school funds that are allocated to the school for staffing must be used for the employment of staff
- notional allocations for staffing should be used rather than real dollar allocations to schools for staffing
- all state schools should remain a part of a continuing viable transfer system for classroom teachers and relocation system for classified officers
- where schools move to a model of governance incorporating school councils, the role of those councils will focus only on broad strategic direction
- the government retains responsibility for funding of specific systemic imperatives eg. workers compensation, workplace health and safety requirements
- school decision and actions are compliant with existing industrial agreements and conditions within certified agreement or established memoranda of agreement
- any scheme must be the subject of negotiation and agreement between the QTU and the department, and the agreement must be in an enforceable form.

Released under the RTI Act by DET

## Don Wilson

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**From:** Elizabeth Riley [s.47\(3\)\(b\) - Contrary to](#) on behalf of Graham Moloney  
[s.47\(3\)\(b\) - Contrary to](#)  
**Sent:** Thursday, 16 April 2015 11:29 AM  
**To:** Don Wilson  
**Subject:** FW: Letter from QTU General Secretary\_Urgent pls  
**Attachments:** DOC160415.pdf

fyi

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**From:** Elizabeth Riley **On Behalf Of** Graham Moloney  
**Sent:** Thursday, 16 April 2015 11:28 AM  
**To:** 'education@ministerial.qld.gov.au'; 'Cheryl Packer'  
**Subject:** Letter from QTU General Secretary\_Urgent pls

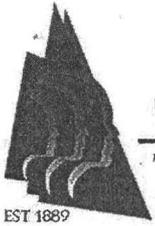
See attached.

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QUEENSLAND  
TEACHERS' UNION  
OF EMPLOYEES

IN REPLY PLEASE QUOTE: gjm:lmm:mjh

13 April 2015

Hon Kate Jones MP  
Minister for Education and Minister for Tourism, Major Events,  
Small Business and the Commonwealth Games  
PO Box 15033  
CITY EAST QLD 4002

*Kate*

Dear ~~Ms Jones~~

The QTU is requesting a decision from the government that:

- a) halts implementation (including familiarisation) of new learning areas of the Australian Curriculum pending consideration of the federal government review by the Education Council and any subsequent amendments to the curriculum;
- b) undertakes to re-negotiate timelines and resourcing for implementation following that consideration and amendment.

The QTU currently has an industrial directive in place, issued by QTU Executive and supported by a ballot of over 17,000 QTU members, to halt any further implementation (including familiarisation) of new learning areas of the Australian curriculum until further notice. The rationale for the directive is outlined in the Members' Newsflash- 21 January 2015 which is attached. This directive was issued in response to the increasing workload demands on our members which coupled with the uncertainty surrounding the review of the Australian curriculum, led to the ballot of members which overwhelmingly supported this action. The directive was only issued after your predecessor failed to adequately address those issues.

Given that Queensland is more advanced than many of the other states in terms of its implementation of Phase 1 and 2 of the Australian Curriculum, and schools have already begun to teach, assess and report on the Australian curriculum learning areas of English, Maths, Science, History and Geography, it is unreasonable to expect teachers to commence familiarisation and/or implementation of the remaining learning areas of the Australian Curriculum when many of them may be substantially revised and rewritten, to provide a greater focus on 'social sciences'.

Address all correspondence to:

**The General Secretary, Queensland Teachers' Union**  
PO Box 1750, Milton Qld 4064 • 21 Graham St, Milton  
Ph: (07) 3512 9000 • Fax: (07) 3512 9050  
ABN 62 408 519 861  
Email: qtu@qtu.asn.au • Website: www.qtu.asn.au

Given the uncertainty surrounding the proposed changes to the Australian Curriculum that are proposed for the commencement of 2016, the QTU believes that the best course of action would be for the State Government to immediately suspend further implementation of these learning areas until the extent of the revision of the learning areas of the Australian Curriculum is known.

Once known, the QTU calls on the Department of Education and Training to renegotiate the state school implementation schedule for F-10 Australian Curriculum Phase 2 & 3. The current implementation schedule (below) for state schools is contained in the P-12 Curriculum Framework on the DET website at: <http://education.qld.gov.au/curriculum/framework/p-12/docs/policy-implementation.doc>

For 2015, the schedule provides an option for schools to 'familiarise or implement', however, anecdotally, in many schools, we are aware that there has been hurried implementation of these new areas this year, as opposed to a timeline which would see these subjects implemented "by the end of 2016". Such rapid implementation poses significant workload pressures on teachers, which is the reason that the QTU have directed members to halt any further implementation including familiarisation of the remaining learning areas until further notice.

#### State Schools implementation schedule for F-10 Australian Curriculum Phase 2 and 3

	2014	2015	2016	2017
<b>Geography</b> Humanities learning area	Implement			<b>All F (Prep) – 10 - Australian Curriculum Implemented</b>
Health and Physical Education	Familiarise	<i>Familiarise or Implement*</i>	Implement	
<b>Civics and Citizenship (from Year 3)</b> Humanities and Social Sciences learning area	Familiarise	Implement		
<b>Economics and Business (from Year 6)</b> Humanities and Social Sciences learning area	Familiarise	Implement		
<b>Languages</b>	Familiarise	<i>Familiarise or Implement*</i>	Implement	
<b>The Arts</b> (subjects: Dance, Drama, Media Arts, Music, Visual Arts)	Familiarise	<i>Familiarise or Implement*</i>	Implement	
<b>Technologies</b> (subjects: Design and Technologies, Digital Technologies)	Familiarise	<i>Familiarise or Implement*</i>	Implement	

At the March meeting of QTU State Council, more than 100 delegates unanimously called upon the state government to immediately suspend any further implementation of Australian Curriculum in Queensland state schools and to negotiate with the QTU to address workload and resourcing concerns.

The QTU calls on the state government to review and extend the current implementation schedule of the Australian curriculum for Queensland's state schools. Any revised timetable for implementation must be accompanied by better resourcing so that it is realistic and achievable.

Our members will require time to familiarise themselves with the content of any revised learning areas, time to access quality tailored professional development, and also have the opportunity to work collaboratively with their teaching colleagues to, rewrite units and work plans prior to implementation.

The QTU looks forward to your urgent action on this matter. The next meeting of our Executive is on Monday 20 April, and the QTU hopes to be able to table the government response at this time. Once the implementation schedule has been halted by the state government, the QTU will be in the position to lift its industrial directive to members.

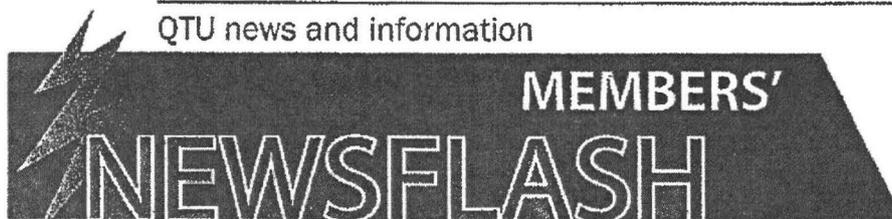
Please contact Leah Mertens, QTU Research Officer- Professional Issues, in the Milton office on 3512 9000 should you wish to discuss any aspect of the correspondence.

Yours sincerely



Graham Moloney  
General Secretary

Released under RTI Act 2009



TO: QTU MEMBERS

## Halt curriculum implementation – take control of your workload

**QTU members are hereby directed to halt implementation (including familiarisation) of any new learning areas of the Australian Curriculum until further notice.**

Members were advised on 10 December 2014 by email, that the ballot to halt the further implementation of the Australian Curriculum was overwhelmingly carried, with 93 per cent of members who voted supporting the directive. More than 17,000 members participated in the ballot.

### What does "further implementation (including familiarisation)" mean?

New learning areas are those that the school had not yet commenced implementing. For example, most schools will have implemented Australian Curriculum English, maths, science and history. Some schools may have commenced implementing Australian Curriculum geography this year. In these circumstances, the new learning areas referred to in the directive are Australian Curriculum learning areas other than those listed above. If a school has not commenced implementing Australian Curriculum geography, this would be considered a new learning area. The directive is intended to halt implementation of new curriculum areas - implementation includes familiarisation, planning, teaching and reporting. If schools have already started "implementation" (as defined above) of these curriculum areas (e.g. a school has written programs, familiarised itself with the curriculum, developed lesson plans etc) they are therefore not new learning areas. If, however, a school has not started implementation, they are new learning areas.

### Background

In the face of increasing teacher workload and given the uncertainty surrounding the recent review of the Australian Curriculum, the QTU held a ballot of members in November last year to gauge membership support for a directive to halt further implementation of new curriculum, from the start of this year.

The ballot followed a passionate discussion at the November meeting of the QTU State Council, 110 elected delegates from around the state. The Donnelly-Wiltshire review of the Australian Curriculum and the initial government response was released in October. It foreshadowed substantial changes to the structure, content, time allocations and materials associated with the curriculum.

Given the 2014 QTU member survey showed workload as the second most important issue, why continue implementing curriculum that you already know is going to change?

Despite two letters to the Queensland Education Minister, no response was received by the end of the school year.

The Education Council, the committee of Australian education ministers, met on 12 December. The issue was on the agenda but no communique of a decision was released.

On Monday 5 January, when QTU Officers and staff returned to work after the shut-down period, there was a response from the Queensland Education Minister, dated 18 December. With respect to the implementation of new learning areas, the Minister writes:

*"Since 2012, schools have worked collaboratively, devoting considerable time and energy to implement the Australian Curriculum in English, Maths, Science, History and Geography. I believe now is the time for consolidation, and during 2015, schools will continue familiarisation with the remaining subjects of the Australian curriculum."*

The QTU concurs with the Minister with respect to his view that this year should be a year for consolidation of the curriculum already implemented. However, he stops short of issuing a halt on the implementation of new learning areas, and encourages

familiarisation with the remaining subjects of the Australian Curriculum. Despite departmental advice that there be consideration of school capacity and teacher workload, the QTU is aware that in some schools, this advice is being overlooked in favour of hurried implementation.

In our view, implementation includes the familiarisation, planning, teaching, assessing and reporting of new learning areas. A new learning area is one where classroom teachers have not yet commenced implementation.

Consequently, in light of the ambivalent response from the Education Minister, and the ballot result carried at the end of 2014, the QTU issues the directive at the top of this Newsflash to QTU members in schools and education workplaces.

A set of frequently asked questions has been prepared to help members understand the implications of the directive. Members with further questions should contact the QTU for clarification.

### **Familiarisation comes first**

The QTU view in relation to new curriculum has always been that teachers should first be given a year to familiarise themselves with the new curriculum, attend professional development opportunities, have the opportunity during school hours to meet and plan for modifications to programs and units of work. Teachers may wish to familiarise themselves with the curriculum in the future, however the directive is designed to halt implementation of any new learning areas, and implementation includes familiarisation.

Once revised curriculum is available, the QTU will seek to negotiate a new implementation timeline. The directive is likely to be in place for some time given the extent of the changes proposed, ensuing debate and the time required for revision.

### **State election - voting has begun**

With the opening of pre-polling, voting in the 2015 state election has begun. This is a critical election for QTU members - it will decide who will be their employer for the next three years, just before negotiations for the next enterprise bargaining agreement begin. Member feedback shows that job security, workload and class sizes are important issues for members in schools and TAFE; to find out how these issues would be affected by the election outcome, and to compare the education and IR policies of the major parties, visit the QTU website [www.qtu.asn.au](http://www.qtu.asn.au)

### **QTU iShop**

For more than 125 years the QTU has represented professional and industrial interests of state school teachers and principals and strived to advance public education in Queensland.

More than just an industrial Union, it is a professional community of educators of which to be proud: assisting individual teachers, campaigning for professional pay conditions and standards, campaigning for funding and promoting the best possible education for Queensland state school students. The QTU's aim is to be the most democratic and representative voice of the teaching profession in this state.

While members have been wearing QTU "livery" for many, many years, the QTU has now established an iShop via the [QTU website](http://www.qtu.asn.au) where members can buy QTU badged products online. This is not a money-making venture. Rather it is an opportunity for you to show justifiable pride in your profession and, equally, pride in your QTU membership.

### **Outcomes of ballots for industrial action continue to apply.**

In August and September last year, members reaffirmed the decision to take industrial action should the Department of Education, Training and Employment attempt any of the following:

- a) an annual performance review process that has not been negotiated and agreed with the QTU
- b) "performance-based fixed-term contracts" for principals and deputy principals
- c) performance bonuses for teachers or school leaders
- d) any other infringements of conditions and entitlements flowing from the Great Teachers = Great Results action plan
- e) negation or increase of class size targets, as proposed by the Commission of Audit.

It is important that members remember that, while the directive has not yet been issued, these ballot outcomes continue to apply. It has been due to QTU members' strong resolve to take industrial action in light of any of the issues outlined above that the government has stalled in introducing contracts and performance bonuses.

As we enter a new year of school we cannot become complacent.

Authorised by

Graham Moloney  
**General Secretary**

## Frequently asked questions

Q. Teachers in our high school spent an inordinate amount of time last year preparing for the year 7 students coming this year. We have a modified junior secondary program as a result. Does the directive mean that we have to discard these revised work programs?

A. No. The directive applies to those learning areas that have not yet commenced. If your school became familiar with new learning areas, such as the arts, HPE etc, in 2014, and teachers have changed work programs accordingly, then the directive does not apply in this instance.

Q. Draft C2C materials are now available in civics and citizenship, economics and business and HPE. Should we be using these materials in class this year?

A. Not if the teachers at your school did not become familiar with the Australian Curriculum that they are designed to supplement during 2014. Just because these materials are now available does not imply that you have to automatically integrate them in to your work programs and units of work. If the school has not commenced familiarisation with these Australian Curriculum learning areas during 2014, then teachers should not commence using the C2C units in the respective subject during 2015.

Q. We are one of the few schools who have not implemented geography in 2014. We intend to modify our units on the student free days and start teaching Australian Curriculum geography from day 1, 2015. Are we able to do this?

A. No. If during last year, your school did not take the time to become familiar with geography, attend any professional development, or spend any time planning changes to units of work, then it should be considered a new learning area, and as such, the directive applies and teachers should halt its implementation.

Q. I thought Italian was supposed to be fully implemented in 2015. Our school has not started to look at it yet. I suppose that the directive would apply in this instance?

A. The ACARA website states: *"The Australian Curriculum: Languages for Chinese, French, Indonesian and Italian has been published on the Australian Curriculum website as 'Available for use; awaiting final endorsement'. State and territory curriculum and school authorities will advise schools of their implementation plans."* The QCAA P-10 Phase 2&3 implementation schedule lists languages for implementation by the end of 2015, and therefore, in our view, language teachers should not implement the subject from the start of 2015. Again, if the school has not looked at it, then the directive applies.

Released under RTI Act 2009

## Cheryl Packer

---

**From:** Annette Mifsud <[s.47\(3\)\(b\) - Contrary](#)>  
**Sent:** Wednesday, 29 April 2015 3:19 PM  
**To:** Education  
**Cc:** Cheryl Packer; QTU Records  
**Subject:** Letter to the Minister from the Queensland Teachers' Union  
**Attachments:** DOC290415.pdf

Dear Minister

Please find attached a letter from the General Secretary of the Queensland Teachers' Union in relation to a request for a review of the Independent Public Schools program.

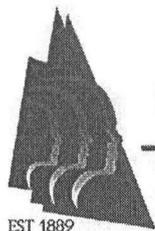
The original letter will be posted today.

Regards

Annette Mifsud | PA to the General Secretary and Coordinator Senior Officer Secretaries  
Queensland Teachers' Union  
T: 07 3512 9000 | F: 07 3512 9050  
E: [qtu@qtu.asn.au](mailto:qtu@qtu.asn.au) | W: [www.qtu.asn.au](http://www.qtu.asn.au)  
21 Graham St, Milton Q 4064  
PO Box 1750, Milton BC Qld 4064



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**QUEENSLAND**  
**TEACHERS' UNION**  
OF EMPLOYEES

IN REPLY PLEASE QUOTE: gjm:amm IPS

29 April 2015

The Hon KJ Jones MP  
Minister for Education and Minister for Tourism, Major Events, Small Business  
and the Commonwealth Games  
PO Box 15033  
CITY EAST QLD 4002

Dear Minister

**Re: Review of Independent Public Schools (IPS) program**

The Queensland Teachers' Union (QTU) is seeking a short-term deferral of the advertisement of the 2015 round of independent public schools and a review of the program.

The purpose of the review would be to:

1. assess the benefits and problems associated with the implementation of the scheme
2. identify any benefits that might be made available systemically
3. identify the impacts of the IPS program on the state education system.

The QTU is conscious of the project agreement for the independent public schools initiative between the Commonwealth and the State of Queensland, signed by your predecessor and the requirements associated with it. The QTU is not therefore seeking an extensive review and seeks only a deferral of the advertisement of the next round of independent public schools rules pending the conduct of the review.

For the sake of independence, the QTU requests that the review be chaired by an academic, with other members of the review to be agreed between the government and the QTU after consultation with other stakeholders.

The Union's principal concern in seeking this review is the danger of the independent public schools initiative to create a two tier system of state schooling in Queensland and to undermine the capacity of state schooling as a system to deliver free secular education throughout the state. Given the geographical concentration of schools designated as independent public schools, the Union is already seeing an impact on the relocation of classified officers and some impact on the transfer system of classroom teachers. Ultimately this will undermine the capacity to deliver high quality education and school leadership in rural and remote Queensland and disadvantaged communities. The operation of the independent public schools program has to occur within an ongoing framework of systemic commitments that apply to all state schools.

I have attached for your information a copy of the QTU policy in relation to school autonomy. Though the academic research concerning the benefits for students arising from school autonomy are at best inconclusive, the QTU does not oppose increased school autonomy per se, however any changes to levels of school autonomy should be subject to a series of safe-guards designed to protect the professional and working conditions of teachers and the education of state school students.

Address all correspondence to:

**The General Secretary, Queensland Teachers' Union**  
PO Box 1750, Milton Qld 4064 • 21 Graham St, Milton  
Ph: (07) 3512 9000 • Fax: (07) 3512 9050  
ABN 62 408 519 861  
Email: qtu@qtu.asn.au • Website: www.qtu.asn.au

The QTU would oppose any move that, under the guise of increased autonomy, allowed governments to abrogate its responsibility, for instance, to properly resource schools.

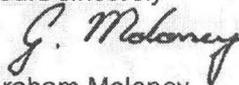
Feedback from numerous discussions with QTU principal members, indicates that the attractions of the IPS program are relatively limited:

1. a performance agreement directly with the Director-General that bypasses regional directors
2. the provision of full staffing allocations without deduction by regions
3. an increased say in staff appointed to the school
4. an additional cash allocation of \$50,000 per annum.

There is no reason why some of these enhancements should not be made available systemically and the additional cash allocation should be considered in the context of additional federal funding arising from the Gonski review, which the Union is asking to be established on a continuing basis related to the factors of disadvantage identified in the Gonski review, as opposed to the changing and to some extent adhoc distribution that occurred in 2014 and 2015.

I would be happy to have further discussions with you or your delegate in relation to a review.

Yours sincerely



Graham Moloney  
General Secretary

cc: Director-General  
encl.

Released under RTI Act 2009

Section 3.8.5 of the *QTU funding and organisation of education policy 2013-2015* (Policy Booklet F)

### 3.8.5 Increased school autonomy

The Queensland Teachers' Union is aware of the majority of educational research that has not established a causal link between increased levels of school accountability and improved student learning outcomes.

However, the Queensland Teachers' Union also understands that some Queensland public schools may wish to utilise varying degrees of autonomy of school governance and accountability, as manifest in initiatives such as Independent Public Schools.

The QTU recognises the failure of school autonomy schemes in New Zealand, Victoria, WA, the United States and other jurisdictions to deliver any improvement in the quality of education. Indeed, autonomous public schools can create:

- A two tiered public system that concentrates students from disadvantaged backgrounds in the same school
- Unacceptable accountability measures for teachers
- Precarious industrial conditions

In Queensland autonomous public schools may significantly undermine the transfer system and consequently the integrity of public education in rural areas.

The Queensland Teachers' Union supports schools wishing to exercise increased school autonomy within the following parameters:

- schools wishing to move to models of higher degrees of school-based management and decision-making, do so only after a thorough process of consultation with and approval by the school community, including endorsement by the Local Consultative Committee
- school funds that are allocated to the school for staffing must be used for the employment of staff
- notional allocations for staffing should be used rather than real dollar allocations to schools for staffing
- all state schools should remain a part of a continuing viable transfer system for classroom teachers and relocation system for classified officers
- where schools move to a model of governance incorporating school councils, the role of those councils will focus only on broad strategic direction
- the government retains responsibility for funding of specific systemic imperatives eg. workers compensation, workplace health and safety requirements
- school decision and actions are compliant with existing industrial agreements and conditions within certified agreement or established memoranda of agreement
- any scheme must be the subject of negotiation and agreement between the QTU and the department, and the agreement must be in an enforceable form.

## Don Wilson

---

**From:** Sam Pidgeon <[s.47\(3\)\(b\) - Contrary to Pub](#)>  
**Sent:** Monday, 18 May 2015 11:32 AM  
**To:** Don Wilson  
**Subject:** RE: QCAA representation issue

Thanks Don

I've just looked at our calendars and Kate is presenting training to members on the Gold Coast and I am travelling back to Brisbane from Charleville on the afternoon of 3 June! We may have to try for July...

Cheers

*Sam*

Sam Pidgeon | Vice-President  
Queensland Teachers' Union  
T: +61 7 3512 9000 | F: + 61 7 3512 9050  
E: [qtu@qtu.asn.au](mailto:qtu@qtu.asn.au) | W: [www.qtu.asn.au](http://www.qtu.asn.au)

---

**From:** Don Wilson [<mailto:Don.Wilson@ministerial.qld.gov.au>]  
**Sent:** Monday, 18 May 2015 11:19 AM  
**To:** Sam Pidgeon  
**Subject:** RE: QCAA representation issue

Thanks Sam. Pretty sure we have Chris in soon for QCAA heads up. Will make sure the Min has this on the agenda.

Will try and schedule a meeting for you and Kate on Wednesday 3<sup>rd</sup> June during parliament. Most probable time will be around 4.30/5.00pm.

Will raise with my COS and get back to you. Cheers Don



**Queensland**  
Government

Education Building, Level 22, 30 Mary Street, Brisbane QLD 4000  
PO Box 15033 City East QLD 4002

**Don Wilson**  
Senior Policy Advisor  
Office of the Hon. Kate Jones MP  
Minister for Education and Minister for Tourism, Major Events  
Small Business and the Commonwealth Games

P 07 3719 7540 M [s.47\(3\)\(b\) - Cd](#)

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**From:** Sam Pidgeon [[mailto:s.47\(3\)\(b\) - Contrary to Pub](#)]  
**Sent:** Monday, 18 May 2015 11:12 AM  
**To:** Don Wilson  
**Subject:** QCAA representation issue

Hi Don

It was great to see you on Saturday. I thought the Minister did a great job and the messages around curriculum and IPS were most welcome. Im looking forward to Executive being able to lift the industrial action once we receive the written confirmation of the Ministers announcement.

Just before you left, I raised with you the matter of QTU representation on the board of the QCAA and its committees. Executive has requested that Graham write to the Minister to request that the QTU be returned to the Board and I am drafting that letter this week. I understand that this would require a change of legislation. However

in the meantime, I think it would be possible and is necessary, for both unions to be represented on committees of the QCAA. At the moment, on the two main committees (K-6 Committee and 7-12, Assessment and Certification Committee) we have one Joint Union Representative. This means that state primary school teachers are represented via the Independent Education Union on one committee and that teachers in private schools are represented by the QTU on the secondary committee. As we discussed, the experience of teaching and implementing curriculum is very different in state school settings to independent school settings. My understanding is that the previous government did not want union representation at all and that Chris Rider was responsible for pushing for a joint union representative on the committees. Chris has indicated to me that he has no problem with both unions being represented on the committees and I believe that such a move would very much improve trust, goodwill and support our members have for the work of the QCAA.

You will see below a question which a member forwarded to Kevin after the Minister left as time did not allow for it to be asked. I look forward to hearing your thoughts about the best way to take this forward.

*Sam*

Sam Pidgeon | Vice-President  
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**From:** COOK, Allan (acook80) [<mailto:acook80@eq.edu.au>]  
**Sent:** Saturday, 16 May 2015 12:23 PM  
**To:** Barry Welch; Graham Moloney; SWADLING, Jennifer (jswad2); Kate Ruttiman; Kevin Bates; Sam Pidgeon  
**Subject:** Question for Kate Jones

Kevin

You said that delegates who did not get the chance to ask a question to Kate Jones at Council could provide it to you for forwarding.

My question is:

QTU Representatives have had a long history of making a valued contribution to the leadership and management of the Queensland Studies Authority and before it the Board of Senior Secondary School Studies, now known as the Queensland Curriculum and Assessment Authority. This has been to the advantage of curriculum implementation generally, as the QTU has owned the decisions made and worked in partnership with the QCAA on implementing curriculum with members. Regrettably, the previous LNP Government saw union representation on QCAA committees cease, and only recently in its term was it partially established.

***When will the Government restore appropriate representation by union representatives of the key group with responsibility for implementing QCAA decisions (i.e teachers) by:***

- ***adding a union representation to the QCAA Board;***
- ***on subsidiary QCAA Committees allowing union representatives of BOTH the Queensland Teachers Union and the Queensland Independent Education Union.***

Regards

*Allan*

Allan Cook  
QTU Executive Member

QTU Chair Educational Leaders Committee  
QTU Trustee

Principal Isis District State High School, Childers Q 4660  
M: s.47(3)(b) - c (by text)

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*Regards*

*Allan*

**Allan Cook**

QTU Executive Member  
QTU Chair Educational Leaders Committee  
QTU Trustee

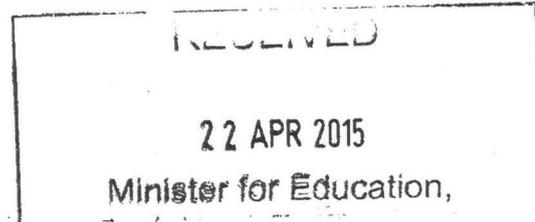
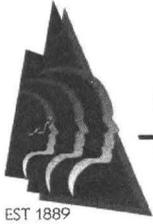
Principal | Isis District State High School, Childers Q 4660

M: s.47(3)(b) - C (by text)

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IN REPLY PLEASE QUOTE: gjm:ejr

21 April 2015

The Hon K J Jones MP  
Minister for Education and Minister for Tourism, Major Events, Small Business  
and the Commonwealth Games  
PO Box 15033  
CITY EAST QLD 4002

*Kate*  
Dear ~~Minister~~

**Re: Enterprise bargaining for Queensland State School teachers**

A nominal expiry date of the Department of Education, Training and Employment State School Teachers Certified Agreement 2012 is 31 August 2015. Under current legislation, negotiations are scheduled to commence no earlier than 1 July 2015.

The Queensland Teachers' Union (QTU) Executive considered the issue of negotiations for a replacement agreement at its meeting on Monday 20 April 2015. The QTU proposes as an alternative:

1. A 10 month extension of the current agreement to 30 June 2016.
2. Negotiation of a suitable pay increase to cover the period of the extension of the agreement.
3. Negotiations for a replacement agreement to commence in the first half of 2016.

The QTU, together with other unions, campaigned strongly against numerous unfair changes to industrial legislation during the term of the Newman Government. The QTU acknowledges and appreciates the commitment of the new government to review industrial legislation and to restore fairness for Queensland public sector workers. The Union is aware, however, of the extent of what is required in reviewing the legislation and the time that will likely be required.

If negotiations for a replacement agreement were to proceed according to the current timelines, then it would inevitably be under current legislation which limits the content allowable in certified agreements and which provide fundamentally unfair processes for negotiation of agreements and resolution of any disputes. In practical terms, this would mean that iconic clauses such as class size targets and maximisation of

Address all correspondence to:

**The General Secretary, Queensland Teachers' Union**  
PO Box 1750, Milton Qld 4064 • 21 Graham St, Milton  
Ph: (07) 3512 9000 • Fax: (07) 3512 9050  
ABN 62 408 519 861  
Email: qtu@qtu.asn.au • Website: www.qtu.asn.au

permanent employment, to name but two examples which the Union defended in enterprise bargaining negotiations in 2012, would be unlikely to be allowable in a replacement agreement. That is unacceptable to the QTU and its members.

The proposal being put forward by the Union allows time for a review of the industrial legislation and the legislation of amendments so that the next round of bargaining for state school teachers proceeds under fair legislation rather than that imposed by the previous government arrogantly exercising its majority in the previous parliament.

The QTU proposes a 10 month agreement so that if future negotiations are successful a replacement agreement can take effect from 1 July 2016. 1 July, is a significant date for teachers covered by QSuper's defined benefit scheme who retire.

The Newman Government which sought to remove conditions like class sizes and maximisation of permanent employment by negotiation in the last round of bargaining refused to concede on its demand for removal of conditions and reach agreement until after QTU members voted for protected industrial action under the complicated and difficult processes imposed by that government for protected action ballots. The QTU was the first union to successfully carry a ballot under that legislation across its membership as opposed to individual workplaces.

The previous government refused to concede the operative date of the agreement, which commenced on 1 September 2012. The nominal expiry date of the previous agreement was 30 June 2012. By delaying the agreement, the government saved \$57m a month in salary costs, but they also disturbed the retirement benefits of five to six thousand teachers who have retired over the last three years, simply because of the commencement date of the agreement.

The Union understands that the number of teachers and other public servants who are on the defined benefit scheme is reducing. However, the Union would hope it could be possible by negotiating a 10 month extension of the current agreement to restore a 1 July operative date for a replacement agreement to remedy this mischief to the retirement benefit and income of retiring teachers.

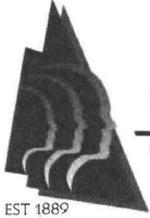
I am happy to discuss this proposal and the mechanisms for its implementation with you or anyone whom you nominate. Please contact me at the QTU on 3512 9018 or mobile s.47(3)(b) - Contra, to arrange a mutually agreeable meeting time.

Yours sincerely



Graham Moloney  
**General Secretary**

cc: The Hon Curtis Pitt



QUEENSLAND  
TEACHERS' UNION  
OF EMPLOYEES

EST 1889

IN REPLY PLEASE QUOTE: gjm:amm IPS

29 April 2015

The Hon KJ Jones MP  
Minister for Education and Minister for Tourism, Major Events, Small Business  
and the Commonwealth Games  
PO Box 15033  
CITY EAST QLD 4002

Dear Minister

**Re: Review of Independent Public Schools (IPS) program**

The Queensland Teachers' Union (QTU) is seeking a short-term deferral of the advertisement of the 2015 round of independent public schools and a review of the program.

The purpose of the review would be to:

1. assess the benefits and problems associated with the implementation of the scheme
2. identify any benefits that might be made available systemically
3. identify the impacts of the IPS program on the state education system.

The QTU is conscious of the project agreement for the independent public schools initiative between the Commonwealth and the State of Queensland, signed by your predecessor and the requirements associated with it. The QTU is not therefore seeking an extensive review and seeks only a deferral of the advertisement of the next round of independent public schools rules pending the conduct of the review.

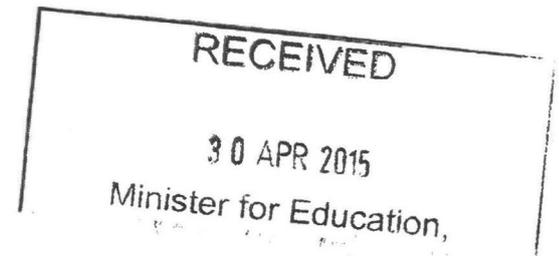
For the sake of independence, the QTU requests that the review be chaired by an academic, with other members of the review to be agreed between the government and the QTU after consultation with other stakeholders.

The Union's principal concern in seeking this review is the danger of the independent public schools initiative to create a two tier system of state schooling in Queensland and to undermine the capacity of state schooling as a system to deliver free secular education throughout the state. Given the geographical concentration of schools designated as independent public schools, the Union is already seeing an impact on the relocation of classified officers and some impact on the transfer system of classroom teachers. Ultimately this will undermine the capacity to deliver high quality education and school leadership in rural and remote Queensland and disadvantaged communities. The operation of the independent public schools program has to occur within an ongoing framework of systemic commitments that apply to all state schools.

I have attached for your information a copy of the QTU policy in relation to school autonomy. Though the academic research concerning the benefits for students arising from school autonomy are at best inconclusive, the QTU does not oppose increased school autonomy per se, however any changes to levels of school autonomy should be subject to a series of safe-guards designed to protect the professional and working conditions of teachers and the education of state school students.

Address all correspondence to:

**The General Secretary, Queensland Teachers' Union**  
PO Box 1750, Milton Qld 4064 • 21 Graham St, Milton  
Ph: (07) 3512 9000 • Fax: (07) 3512 9050  
ABN 62 408 519 861  
Email: [qtu@qtu.asn.au](mailto:qtu@qtu.asn.au) • Website: [www.qtu.asn.au](http://www.qtu.asn.au)



The QTU would oppose any move that, under the guise of increased autonomy, allowed governments to abrogate its responsibility, for instance, to properly resource schools.

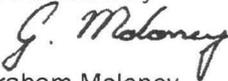
Feedback from numerous discussions with QTU principal members, indicates that the attractions of the IPS program are relatively limited:

1. a performance agreement directly with the Director-General that bypasses regional directors
2. the provision of full staffing allocations without deduction by regions
3. an increased say in staff appointed to the school
4. an additional cash allocation of \$50,000 per annum.

There is no reason why some of these enhancements should not be made available systemically and the additional cash allocation should be considered in the context of additional federal funding arising from the Gonski review, which the Union is asking to be established on a continuing basis related to the factors of disadvantage identified in the Gonski review, as opposed to the changing and to some extent adhoc distribution that occurred in 2014 and 2015.

I would be happy to have further discussions with you or your delegate in relation to a review.

Yours sincerely



Graham Moloney  
General Secretary

cc: Director-General  
encl.

Released under RTI Act 2010

Section 3.8.5 of the *QTU funding and organisation of education policy 2013-2015* (Policy Booklet F)

### **3.8.5 Increased school autonomy**

The Queensland Teachers' Union is aware of the majority of educational research that has not established a causal link between increased levels of school accountability and improved student learning outcomes.

However, the Queensland Teachers' Union also understands that some Queensland public schools may wish to utilise varying degrees of autonomy of school governance and accountability, as manifest in initiatives such as Independent Public Schools.

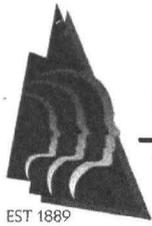
The QTU recognises the failure of school autonomy schemes in New Zealand, Victoria, WA, the United States and other jurisdictions to deliver any improvement in the quality of education. Indeed, autonomous public schools can create:

- A two tiered public system that concentrates students from disadvantaged backgrounds in the same school
- Unacceptable accountability measures for teachers
- Precarious industrial conditions

In Queensland autonomous public schools may significantly undermine the transfer system and consequently the integrity of public education in rural areas.

The Queensland Teachers' Union supports schools wishing to exercise increased school autonomy within the following parameters:

- schools wishing to move to models of higher degrees of school-based management and decision-making, do so only after a thorough process of consultation with and approval by the school community, including endorsement by the Local Consultative Committee
- school funds that are allocated to the school for staffing must be used for the employment of staff
- notional allocations for staffing should be used rather than real dollar allocations to schools for staffing
- all state schools should remain a part of a continuing viable transfer system for classroom teachers and relocation system for classified officers
- where schools move to a model of governance incorporating school councils, the role of those councils will focus only on broad strategic direction
- the government retains responsibility for funding of specific systemic imperatives eg. workers compensation, workplace health and safety requirements
- school decision and actions are compliant with existing industrial agreements and conditions within certified agreement or established memoranda of agreement
- any scheme must be the subject of negotiation and agreement between the QTU and the department, and the agreement must be in an enforceable form.



QUEENSLAND  
TEACHERS' UNION  
OF EMPLOYEES

IN REPLY PLEASE QUOTE: *gjm:ps:mjh*

14 May 2015

Hon Kate Jones MP  
Minister for Education and Minister for Tourism, Major Events, Small Business and  
the Commonwealth Games  
P O Box 15033  
CITY EAST QLD 4002

*Kate*  
Dear ~~Minister~~

Re: QTU 2015 Peace Awards

The Queensland Teachers' Union has proudly conducted an annual peace competition in state schools in Queensland since 1990. This competition is known as the QTU Peace Awards.

Each year a different theme is appointed to the competition.

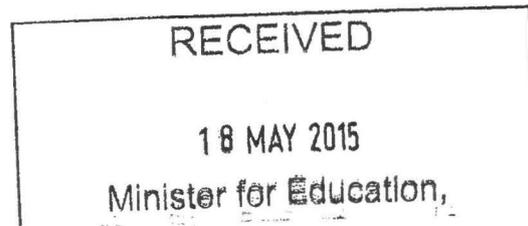
In 2015 the theme of the QTU awards will be "Shining a light on peace".

Entries are able to be submitted by students in the following categories:

1. Prep to Year 1
2. Years 2 - 3
3. Years 4 - 6
4. Years 7 - 9
5. Years 10 - 12
6. Special Education

It is proposed that entries be called for in the Queensland Teachers' Journal and through the QTU web site. The closing date for the 2015 awards will be Friday, 30 October.

The award in each category will be presented to students by the end of November.



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The QTU peace awards aims to encourage and promote the peaceful resolution of conflict in classrooms and schools, in the community and society, nationally and internationally. The awards are designed to promote those qualities which make for better citizens and a better society.

Each year the QTU is delighted with the response from the students and the success of the competition. We are confident that 2015 should be no different.

The Union therefore seeks the approval of the Department of Education for the proposed Awards in 2015.

Yours sincerely



Graham Moloney  
General Secretary

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