

Staff Establishment Count for Physical Education Teachers by School Type 2014 - 2016

Row Labels	Month											
	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
2016												
Primary												
Head Count	550	552	544	556	553	540	547	539				
FTE	411.48	410.66	403.46	409.46	407.08	399.12	405.02	397.02				
Primary Secondary												
Head Count	146	148	144	147	146	150	155	150				
FTE	135.73	138	135.2	136.9	136	139.4	143.8	138.4				
Secondary												
Head Count	834	831	823	823	827	806	826	821				
FTE	801.36	799.41	791.41	792.31	796.16	774.11	793.61	790.71				
Special												
Head Count	10	10	10	11	10	9	10	9				
FTE	7.4	7.4	7.4	8.4	7.4	7.4	7.4	6.4				
Not Applicable												
Head Count	14	14	14	14	14	13	13	12				
FTE	13.2	13.2	13.2	13.8	13.8	12.8	12.8	11.8				
2016 Head Count	1554	1555	1535	1551	1550	1518	1551	1531				
2016 FTE	1369.17	1368.67	1350.67	1360.87	1360.44	1332.83	1362.63	1344.33				
2015												
Primary												
Head Count	579	583	576	581	579	561	562	576	566	570	567	
FTE	415.73	418.83	414.53	420.23	423.33	412.03	410.63	415.83	409.63	409.23	407.03	
Primary Secondary												
Head Count	147	144	145	141	144	140	139	140	137	135	137	
FTE	139.1	135.9	137	132.7	135.7	132.3	130.5	131.03	127.63	125.03	127.83	
Secondary												
Head Count	838	836	820	824	820	791	807	806	813	829	821	
FTE	806.6	804.2	788.5	789.8	786.2	759.4	776.5	775.3	780.4	795.7	788.3	
Special												

Head Count	10	10	10	10	10	7	10	9	10	10	10
FTE	7.4	7.4	7.4	7.4	7.4	5.6	7.4	6.4	7.4	7.4	7.4
Not Applicable											
Head Count	15	14	13	12	12	13	14	12	13	14	14
FTE	15	14	13	11.8	11.8	12.8	13.8	11.8	12.8	13.8	13.8
2015 Head Count	1589	1587	1564	1568	1565	1512	1532	1543	1539	1558	1549
2015 FTE	1383.83	1380.33	1360.43	1361.93	1364.43	1322.13	1338.83	1340.36	1337.86	1351.16	1344.36
2014											
Primary											
Head Count	571	569	578	574	573	564	560	552	557	565	560
FTE	419.45	415.43	424.93	419.71	417.91	413.23	410.43	403.53	404.83	411.55	408.65
Primary Secondary											
Head Count	153	150	152	145	144	143	145	143	138	139	138
FTE	143	141.2	142.8	135.8	135.2	134.2	136.4	134.5	129.7	130.1	128.8
Secondary											
Head Count	834	826	833	815	823	795	806	796	789	810	776
FTE	804.4	797.2	804	784.3	793	764.7	775.8	764.64	760.8	781.6	749.1
Special											
Head Count	13	14	14	13	13	11	13	13	11	12	13
FTE	9	9.6	9.6	9.2	9.2	7.8	9.2	9.2	7.6	8.2	9.2
Not Applicable											
Head Count	12	13	14	13	13	13	13	11	11	14	13
FTE	12	13	14	13	13	13	13	11	11	12.9	12.4
2014 Head Count	1583	1572	1591	1560	1566	1526	1537	1515	1506	1540	1500
2014 FTE	1387.85	1376.43	1395.33	1362.01	1368.31	1332.93	1344.83	1322.87	1313.93	1344.35	1308.15

Notes

Counts of active permanent and temporary staff as at a monthly snapshot date which excludes school holidays. Employees on long term leave (at least 5 days for teachers and 30 days for non-teachers) are excluded from establishment counts.

List of Position Titles used

POSITION_TITLE_CODE	POS_TITLE_DESCRIPTION
A198E	EST-Health Edn
A223E	EST-Physical Edn
A66	Tch-Health Edn
A21	HOD-Physical Ed
A223C	BASEST-Physical Edn
A65	Tch-Hlth&PhysEdn
A197E	EST-Hlth&PhysEdn
A197	Snr-Hlth&PhysEdn
A198	Snr-Health Edn
A65B	BASTch-Hlth&PhysEdn
A223	Snr-Physical Edn
A95	Tch-Physical Edn
A197C	BASEST-Hlth&PhysEdn

Released under the RTI Act by
DET

5/10/2016

Right to Information Application

Ref: 340/5/3950

Question 2: The number of HPE teacher positions that have been advertised by the Department

Advertised Vacancies for Health and Physical Education or Physical Education teaching areas as one of the required teaching areas for:

- 2014: 54
- 2015: 72
- 2016: 56

Question 3: The process used by the Department to employ HPE teachers.

The Department of Education and Training's standard processes to fill teacher vacancies (permanent, temporary and casual) regardless of the teaching area (ie. employment processes and employment conditions of HPE teachers is no different than for any other classroom teaching vacancy).

The Department operates a statewide applicant pool. Schools are required to draw applicants for casual, temporary and permanent positions from that pool. Best practice is that where an applicant is unable to be sourced from the pool, or for permanent vacancies to be filled via transfer of a permanent employee from another location, the school can seek to create an applicant pool through advertising their vacancy on the Queensland Government Smart Jobs and Careers website (www.jobs.qld.gov.au).

Independent Public Schools (defined number of state schools in Queensland) are able to advertise a vacancy without first reviewing the applicant pool list. They must though participate in the annual teacher transfer process to fill permanent vacancies in the first instance.

Even if a school sources an applicant from advertising the vacancy, the teacher is required to meet the minimum requirements for employment with DET. The Department is the employer, not the school. Advertising of vacancies by schools is for temporary and permanent appointments.

Where a decision is made to advertise a role, this occurs as soon as possible after the vacancy is identified in order to maximise the opportunity to fill the vacancy (eg. 2017 permanent vacancies – offers of employment/transfer and advertising are occurring throughout 2016). The Department seeks to fill vacancies as early as possible in order to secure teachers who demonstrate teaching quality of a level required by the Department. There is no peak time for advertising of vacancies for classroom teaching roles.

Casual vacancies are not advertised. Casual vacancies arise when a permanent teacher takes unplanned leave (eg. sick leave). Additionally schools may engage a casual teacher to replace a permanent teacher undertaking a planned professional development activity. A casual teacher is able to be engaged to fill consecutive days of a vacancy where that vacancy is less than four days duration. Where a permanent teacher takes planned or unplanned leave for four or more

consecutive days there is an industrial requirement to fill that vacancy through temporary employment of a teacher.

It should be noted that not all unplanned or short term leave results in engagement of a replacement (casual) teacher. In a secondary school there is generally timetable flexibility that allows for other teachers (including Heads of Department and other classified teachers such as Deputy Principals) to be used to cover the permanent teacher's absence.

Released under the
RTI Act by DET

PATCHING, Kathleen

From: Shine Lawyers - Sunshine Coast <sunshinecoast@shine.com.au>
Sent: Tuesday, 6 September 2016 3:27 PM
To: PATCHING, Kathleen
Subject: Your Ref - 16/363807

Good afternoon Kathleen,

Further to a letter you forwarded to HWL Ebsworth Lawyers with the above reference, I would be extremely grateful if you could provide some clarification and additional information in respect of your correspondence.

- With the exception of your comments in respect of registration, your letter speaks only to the Department's processes and numbers and does not relate to independent and private schools - is this correct?
- We note that whilst an applicant pool exists to be used for casual, temporary and permanent positions (page 1), it is not clear whether schools must draw from that pool for all appointments (and in particular casual appointments) - are you able to clarify?
- It is not clear whether the 57 HPE jobs advertised in the 2016 calendar year to date includes each of the Full Time, Part Time and Casual jobs - please clarify.
- What does the 57 HPE jobs advertised mean in context. For example, how does that compare to other subject areas?
- Are most HPE jobs advertised at the end of the year (for example when principals are planning for the year ahead) such that by the end of 2016, the number of advertised positions will be greater?
- Please could you confirm how many HPE jobs were advertised for the whole of calendar year 2014 and 2015
- In addition, it is not clear whether casual positions can be filled without any need for a school to advertise - please clarify.
- If a teacher has obtained casual experience, would this help their resume and mean they are more likely to be successful for permanent positions?
- We note that you advise that HPE is not a high demand for the Department because supply of graduates and teachers seeking employment "adequately meet(s) demand" - would this be the case for MOST teaching areas?
- Which teaching areas are "high demand"? Are there any?
- Please could you confirm the number of HPE teachers in Queensland (broken down by both state and private sectors, and by primary and secondary).
- Please could you confirm the number of HPE jobs advertised per year on average in both the state school sector and the private sector (for both primary and secondary).
- Please could you confirm the number of HPE jobs that are available but not advertised per year in the state school sector (for example where casual HPE teaching work may be available), or if not number can be put on it, how common is it that casual HPE teachers are sought?
- In practice, how do state schools fill HPE positions?
- Is it common, and if so how common, for graduates to begin their teaching careers working in casual positions (for example by filling in when a school's permanent PE teacher is sick)?

Thank you in advance for your reply to this email and for your continued assistance in this matter.

Kind regards,
Susan Gaskell

Shine Lawyers - Sunshine Coast

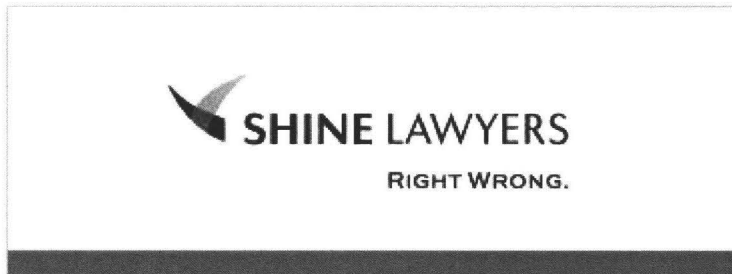
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PATCHING, Kathleen

From: PATCHING, Kathleen
Sent: Thursday, 8 September 2016 12:29 PM
To: 'Shine Lawyers - Sunshine Coast'
Subject: RE: Your Ref - 16/363807

Importance: High

Dear Susan

Response to your additional questions inserted against each question. Some of them we have previously discussed by phone, so this email confirms that discussion.

As mentioned on the phone, the Department does not guarantee employment to any applicant, even those willing to consider employment statewide or qualified to teacher subjects for which an undersupply of applicants exists.

The information provides general/broad responses to your questions and should not be taken as a definitive response with respect to an individual teacher applicant.

Please let me know if you have any additional questions.

- With the exception of your comments in respect of registration, your letter speaks only to the Department's processes and numbers and does not relate to independent and private schools - is this correct?

As indicated in the letter, the department is only able to provide information relating to DET recruitment processes. Whilst for employment in non-state schools in Queensland the requirement for registration with the Queensland College of Teachers is also a requirement, for information specifically relating to employment in a Queensland non-state school you need to direct your enquiry to that employing authority

- We note that whilst an applicant pool exists to be used for casual, temporary and permanent positions (page 1), it is not clear whether schools must draw from that pool for all appointments (and in particular casual appointments) - are you able to clarify?

The Department operates a statewide applicant pool. Schools are required to draw applicants for casual, temporary and permanent positions from that pool. Best practice is that where an applicant is unable to be sourced from the pool, or for a permanent vacancy via transfer of a permanent employee from another location, the school can seek to create an applicant pool through advertising their vacancy on the Smart Jobs website.

Independent Public Schools (defined number of state schools in Queensland) are able to advertise a vacancy without first reviewing the applicant pool list.

Even if a school source an applicant from their advertising, the teacher is required to meet the minimum requirements for employment with DET. The Department is the employer, not the school. Advertising of vacancies by schools is for temporary and permanent appointments.

- It is not clear whether the 57 HPE jobs advertised in the 2016 calendar year to date includes each of the Full Time, Part Time and Casual jobs - please clarify.

The 57 advertised roles relates to temporary and permanent positions only. These are broken down as follows:

- Permanent full time – 10
- Temporary full time – 46 (these vary from one month duration to one semester duration)
- Temporary Part time - 1

- What does the 57 HPE jobs advertised mean in context. For example, how does that compare to other subject areas?

For the same period that the 57 HPE jobs were advertised (commencement of 2016 school year to 8/8/16), 713 classroom teaching vacancies in total were advertised. The HPE vacancies therefore account for only 8% of all advertised vacancies during this period. It should also be noted that all the advertised HPE vacancies were for schools outside of South East Queensland with the majority in Central Queensland, North Queensland and Far North Queensland schools.

- Are most HPE jobs advertised at the end of the year (for example when principal's are planning for the year ahead) such that by the end of 2016, the number of advertised positions will be greater?

All roles are advertised as the vacancy is identified. There are roles to be filled for 2017 that are advertised during 2016. The Department seeks to fill vacancies as early as possible in order to secure the highest quality teachers in schools. There is no peak time for advertising of vacancies for classroom teaching roles.

- Please could you confirm how many HPE jobs were advertised for the whole of calendar year 2014 and 2015

During 2014 and 2015 the Department was not advertising vacancies to the same extent as schools have chosen to from the commencement of the 2016 school year. In 2014 for example 30 roles which included physical education subject combinations were advertised for state schools in Queensland (ie. primary, secondary, special and schools of distance education) It cannot be concluded that the difference in total number advertised reflects an increase in job vacancies.

- In addition, it is not clear whether casual positions can be filled without any need for a school to advertise - please clarify.

Casual vacancies are not advertised. Casual vacancies arise when a permanent teacher takes unplanned leave (eg. sick leave). Additionally schools may engage a casual teacher to replace a permanent teacher undertaking a planned professional development activity. A casual teacher is able to be engaged to fill consecutive days of a vacancy where that vacancy is less than four days duration. Where a permanent teacher takes planned or unplanned leave for four or more consecutive days there is an industrial requirement to fill that vacancy through temporary employment of a teacher.

It should also be noted that not all unplanned or short term leave results in engagement of a replacement (casual) teacher. In a secondary school there is generally timetable flexibility that allows for other teachers (including Heads of Department and other classified teachers such as Deputy Principals) to be used to cover the permanent teacher's absence.

- If a teacher has obtained casual experience, would this help their resume and mean they are more likely to be successful for permanent positions?

It is not possible to state that a teacher with casual experience is more likely to obtain an offer of permanent employment. Offers of permanent employment are made to approximately 2100 graduate teachers every year. A graduate teacher is a teacher who has completed less than 200 days teaching service since graduating from

University. The majority of offers to graduate teachers are made to individuals with no teaching experience. An experienced teacher (teacher with greater than 200 days teaching service since graduation) may have any combination of teaching experience (casual, temporary, permanent) prior to accepting an offer of permanent employment made by to them by the Department.

- We note that you advise that HPE is not a high demand for the Department because supply of graduates and teachers seeking employment "adequately meet(s) demand" - would this be the case for MOST teaching areas?

This would not be the case for most teaching areas. The oversupply of HPE teachers (or other PE related teaching combinations) is a statewide issue. Not only is there an adequate supply of graduates and experienced teachers seeking employment with the department who are qualified in these teacher areas, but the Department also has a large pool of permanent employees qualified in these teaching areas (whether currently teaching HPE or other subjects) who at any time may request transfer to another school location. Due to the limited number of permanent HPE teaching vacancies arising each year, the majority of HPE teachers who receive a successful transfer do so on the basis of their other teaching areas. In some cases these teachers then seek to move back to HPE timetables in their school at a later date. As an example, for the 2015 teacher transfer process of the 24 defined geographic areas in Central Queensland Region, only four experienced HPE permanent vacancies that were filled through transfer of a permanent teacher from another region in the state.

- Which teaching areas are "high demand"? Are there any?

STEM (Science, Technology, Engineering and Maths) teachers are in demand in locations throughout the state. Special education teachers (especially those qualified in specific teaching areas) are also in demand in special education programs and schools throughout the state. For individual locations there are also other areas that may from time to time be considered to be of high demand based on student needs and the workforce profile of the school at that time.

- Please could you confirm the number of HPE teachers in Queensland (broken down by both state and private sectors, and by primary and secondary).

Unable to provide this information. Teachers are employed as Teacher-Generalist and then a school determines the timetable to which they are allocated depending on the combination of teaching areas for which they are qualified

- Please could you confirm the number of HPE jobs advertised per year on average in both the state school sector and the private sector (for both primary and secondary).

Unable to provide this information

- Please could you confirm the number of HPE jobs that are available but not advertised per year in the state school sector (for example where casual HPE teaching work may be available), or if not number can be put on it, how common is it that casual HPE teachers are sought?

Unable to provide this information. It should be noted that schools are more likely to request a general teacher to meet their replacement teacher requirements rather than a specific HPE qualified teacher. This is especially the case where the vacancy is in a primary school setting.

- In practice, how do state schools fill HPE positions?

Refer responses above with respect to the statewide applicant pool, teacher transfer, timetabling of teachers and advertising of vacancies.

- Is it common, and if so how common, for graduates to begin their teaching careers working in casual positions (for example by filling in when a school's permanent PE teacher is sick)?

It is equally common for a graduate to commence their teaching career in either a casual, temporary or permanent capacity. How a teacher's career commences can depend on a variety of factors including, but not limited to, their willingness to undertake employment in locations throughout the state, willingness to accept offers for all types of employment (casual, temporary, permanent), the teacher's match to the identified vacancy, workforce needs of an individual school, fit of the teacher to that school location, number of teachers seeking employment with the same or similar teaching areas and location preferences, quality of the teacher's skills, knowledge and demonstrated abilities and the teacher's alignment to the Australian Professional Standards for Teachers (APST) and ability to deliver the Australian Curriculum in a variety of settings.

Please refer to note above regarding filling of HPE vacancies.

Regards

Kathleen Patching | Manager



**Queensland
Government**

Kathleen Patching

Manager

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Department of Education and Training

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To: PATCHING, Kathleen
Subject: Your Ref - 16/363807

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Kind regards,
Susan Gaskell

Shine Lawyers - Sunshine Coast

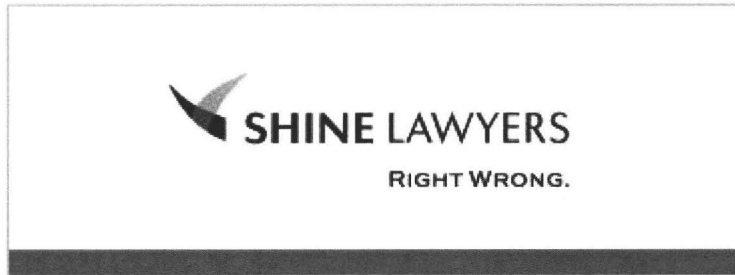
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