



Key achievements in 2005–06

- Invested \$40 million in professional development for teachers and school-based staff.
- Implemented the *Professional Standards for Teachers (PST)* as the framework for planning learning and development at school and district levels.
- Established the Queensland College of Teachers to continue and enhance work of the previous Board of Teacher Registration, as provided by the *Education (Queensland College of Teachers) Act 2005*.
- Launched the Indigenous Education Leadership Institute.
- Implemented initiatives to further enhance organisational health management systems.
- Negotiated three enterprise bargaining agreements.
- Established the Enhancing Leaders for the Future program to support aspiring school leaders.
- Strengthened and expanded the public service middle management program.
- Developed a draft professional standards framework for public servants to assist them in achieving high-quality outcomes.
- Evaluated the 2002–05 employment frameworks for:
 - women
 - people with a non-English-speaking background
 - people with a disability
 - Aboriginal and Torres Strait Islander people.
- Drafted the *Developing Performance Framework* for all employees in consultation with key stakeholders (unions, parent bodies, principals' associations) for trial in Term 2, 2006.
- Developed a competency framework for the Corporate Administration Agency to ensure that its workforce can deliver effective services to its client base.
- Implemented a fundamental review and reorganisation of Arts Queensland to increase the efficiency and effectiveness of delivering the Government's program for arts and cultural sector.

Key Challenges for 2006–07

- The forecast increase in the Queensland population and demographic changes.
- The ageing of the Australian workforce.
- Skilling the Department's workforce to ensure the delivery of education reforms and to keep pace with technological change.

Objective:

A workforce achieving high-quality outcomes in a changing and challenging environment.

Smart and creative Queenslanders are critical to the state's economic and social success. The Department's focus in education and arts is on maximising every student's potential and making a difference for our clients, stakeholders and partners.

The Department's workforce is the key to a quality education system and active and diverse arts and cultural sector in the state. Departmental success is made possible by creating a work environment that can respond to the challenges of the future. The Department's strategies focus on:

- matching our workforce supply to current and future demand
- providing opportunities for and supporting personal and professional growth
- fostering a culture underpinned by values of respect, trust, accountability, integrity and innovation.

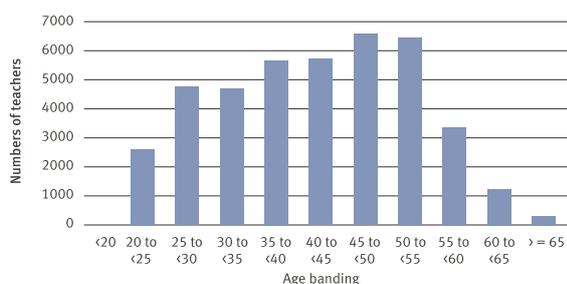
Strategy

Ensure that the workforce is well matched to current and future demand.

Queensland currently has the most favourable age distribution of any teaching workforce in Australia with the average age being 42.

The Department is, therefore, comparatively well placed nationally to maintain a stable teacher workforce. Figure 42 illustrates this.

Figure 42: Age profile of Queensland state school teachers 2006

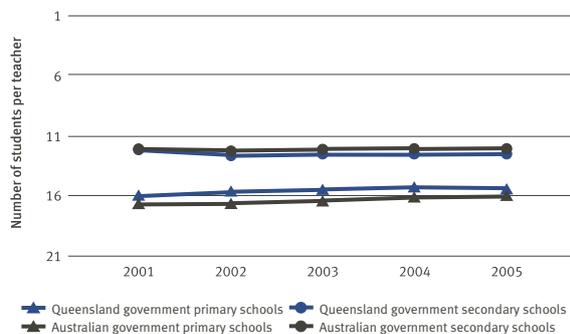


The age spread of Queensland's state school teachers is broadly balanced.

Success in matching teacher supply with current teacher demand

Over the years, the Department has successfully deployed additional teacher numbers to meet teacher demand arising from growth in enrolments (for a comparison of teaching workforce growth compared to enrolment growth, see Figure 9 on page 23). This has meant that, overall, student-teacher ratios in Queensland's state schools have remained low.

Figure 43: Queensland student-teacher ratio 2001 to 2005



Source: Australian Bureau of Statistics Schools Australia (Cat. No. 4221.0)

The student to teacher ratio for Queensland state primary schools remains lower than the Australian average.

Matching teacher supply with future demand

In 2005–06 the Department, together with the Department of the Premier and Cabinet, Queensland Treasury and the Office of Economic and Statistical Research, undertook an investigation of teacher supply and demand issues in Queensland with a particular focus on predicted areas of demand, up until 2015.

The findings indicate that projected teacher supply and demand is generally in balance for the next 10 years. However, a supply shortage is projected in specialist teaching disciplines (secondary Science and Maths, Languages, Industrial Technology, Information Technology and Special Needs). Remote areas are more likely to have supply shortages.

The supply and demand projections factor in the changing trends to the workforce composition. The

average age of retirement for teachers in Queensland has increased over the past decade from 56 years to 58 years and is expected to increase beyond 60 over the coming decade in response to changes to superannuation legislation.

The Department has developed a comprehensive methodology for mapping teacher supply and demand, which will be implemented in 2006–07 by:

- compiling a comprehensive Teacher Supply and Demand Annual Situation Report detailing status and forecasting teacher demand in specialist areas
- developing a risk management plan to map and respond to the cumulative effect of the key factors influencing teacher supply and demand
- enhancing the type of information collected from universities regarding pre-service teachers to better inform teacher supply predictions.

By forecasting teacher supply and demand, the Department aims to keep supply and demand in balance and more effectively inform current and potential university students about career prospects in the teaching profession.

One initiative the Department is pursuing supports the Government's Blueprint for the Bush (see page 60) [www](#). In 2007 the Department will be piloting the provision of financial and mentoring support for pre-service teachers looking to undertake internships in a rural or remote school in their final year of study. It is anticipated that these internships will encourage more student teachers to take up a practical teaching placement in rural or remote Queensland.

Teachers working in rural and remote communities may face professional and personal challenges not encountered in urban locations. One challenge the Department can and does address is the difficulty in finding adequate or affordable private rental accommodation in these areas. In 2005–06 the Department provided \$7.1 million to acquire and upgrade employee housing in centres where there is a recognised shortfall in private rental accommodation or in excessively expensive areas.

Informed decision making

Effective decision making over the Department's workforce depends on the capture and reporting of quality workforce data. In 2005–06, the Department developed a Human Resources Snapshot Report, which captures pertinent workforce data on a six-monthly basis. This information assists principals and managers to better understand workforce dynamics and establish appropriate targets and strategies to improve employment outcomes.

The Snapshot Report also provides a mechanism for measuring progress and identifying emerging

workforce issues. The Snapshot Report includes the following workforce indicators:

- comprehensive workforce profile
- employment equity targets
- organisational health costs and incidents
- professional development expenditure
- absenteeism and leave balances
- qualifications
- age profile
- permanent and temporary employment status
- staff turnover.

Sourcing relief teachers quickly

Workforce issues arise on a daily basis and the Department's Teacher Relief and Contract Employment Register (TRACER) plays an important role in improving school administration. This system not only reduces the time it takes to source and book a relief teacher, with the average time as low as only two minutes, it also provides benefits in the administration and management of staff.

As TRACER interfaces with the Department's HR/payroll system, the payment for the relief teacher and the leave details of the teacher being replaced are automatically recorded on the payroll system. Reports from TRACER are valuable in assisting schools to manage their workforce. It allows schools to monitor and reconcile leave taken, provides information on regular teaching lists, and provides contact details for other teachers interested in teaching at that school.

Principals recognise the benefits offered by TRACER and a further 129 schools subscribed in 2005, bringing the total to 345.

Did you know ?

On average, the TRACER system processed 326 teacher bookings per day in 2005.

Pay and benefits

Becoming an employer of choice is about achieving corporate objectives by developing a culture where leadership and best practice attract, optimise and hold top talent.

A key foundation for being an employer of choice is a work environment that remunerates its staff appropriately.

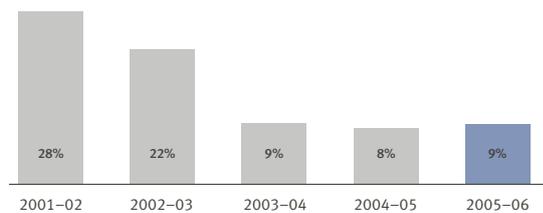
Did you know ?

The total gross salary per fortnight for the Department in 2005–06 was approximately \$110.4 million (this is for nearly 65 000 employees who received a payment).

In 2005–06, successful negotiations, culminating in the certification of separate three-year enterprise bargaining agreements for teachers, teacher aides and school cleaners, were finalised. In addition to increased wages, these agreements also provide for an increase in the paid maternity leave entitlement from 6 weeks to 12 weeks.

The Teachers' Enterprise Bargaining Agreement contains key initiatives that will provide for the delivery of enhanced curriculum in primary and special schools; build a foundation for the attraction and retention of employees; provide more robust career pathways for school leaders and enhance career progression generally.

Figure 44: Proportion of Casual Teacher Aides 2001–02 to 2005–06



As more teacher aide positions have become permanent, the proportion of casual teacher aides has remained low in recent years.

The Teacher Aides Enterprise Bargaining Agreement provides enhancements to the management of teacher aide hours, improved access to professional development, implementation of the new TA 004 classification level and the introduction of a new communication allowance.

The School Cleaners' Enterprise Bargaining Agreement provides for improved access to professional development, introduction of a qualification allowance and funded first aid training.

Outlook 2006–07

The Department will:

- implement strategies to drive increased retention within the existing specialist teaching workforce
- begin a trial of rural and remote internships
- enhance the recruitment and selection process for principals.

Strategy

Develop a workforce that is equipped with the knowledge and skills to meet current and changing demands.

Managing change, managing performance

Change is a key feature in the world in which we live and work. To succeed with changing demands, the Department fosters a performance management culture that is characterised by continuous improvement, knowledge sharing and learning.

In 2005–06, the Department has worked with representatives from unions and employee associations to produce its Developing Performance Framework for implementation in July 2007. The Framework provides a practical approach for employees to review their performance with their team leaders and colleagues, and ensure that their achievements contribute to departmental priorities and deliver agreed results. The framework builds upon current workplace practices that support individuals and teams to enhance their performance by making the best use of professional development options and having regular discussions about professional practice and career aspirations.

Over the next 12 months, the Department will pilot the implementation of the Framework in a range of state schools and departmental work units. The pilot will be evaluated to inform the Department of any necessary improvements prior to the staged implementation of the Developing Performance Framework from July 2007 onwards.

Contemporary teaching standards

Quality educational leaders, competent, dedicated teachers and specialist support staff are critical to the success of schools. The Department has long acknowledged that the relationship between teachers and students and their families can make a real difference to student learning and social development.

The Department's Professional Standards for Teachers (2005) (PST) articulate and support what it means to be a professional practising teacher within state education in Queensland. The standards describe the knowledge, skills and abilities that teachers demonstrate while providing worthwhile learning experiences for students in state schools.

The PST provides a key reference point for teachers to achieve the learning and social outcomes set out in *Queensland State Education – 2010* [WWW](#) and the Education and Training Reforms for the Future. [WWW](#)

Teachers use the standards to devise and implement learning and development plans. The standards also serve as an important guide for those seeking to enter the teaching service.

Teachers from across Queensland continue to strongly endorse the Professional Standards for Teachers (PST) for their work.

The Department and the Queensland Teachers' Union confirmed their joint commitment to promoting the use of the revised edition of the PST Framework (2005) as an effective tool for strengthening teacher practice and planning for personal and team professional development.



The Professional Standards for Teachers provides a comprehensive description of the work of teachers.

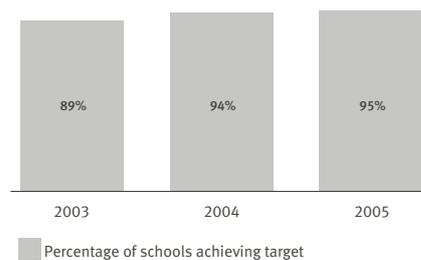
Professional development for contemporary teaching standards

Integrating the PST into the teaching culture and ensuring access for teachers to quality professional development programs was emphasised in 2005–06. The Department:

- trained an additional 92 personnel across 20 districts as PST facilitators. Now more than 240 PST facilitators statewide have the expertise to lead teachers in embedding the PST framework effectively
- provided access for an additional 2400 teachers and administrators to school, cluster and district programs conducted by project staff
- contracted a group of Queensland universities, as part of the Professional Development Pathways initiative, to develop an assessment task that provides teachers with credit towards a post-

graduate tertiary qualification as a result of their successful completion of the *Professional Standards for Teachers Course*. Currently, 17 teachers and administrators are participating in the pilot. The pilot concludes in Term 4 and will become available to all staff in 2007.

Figure 45: Schools where 10% or more of school grant is expended on staff learning and development 2003 to 2005



Results indicate that 95% of state schools expended 10% or more of their school grant on staff learning and development.

The Queensland College of Teachers

The *Education (Queensland College of Teachers) Act 2005* and *Education (Queensland College of Teachers) Regulation 2005* replaced the *Education (Teacher Registration) Act 1988*, following a comprehensive review of the powers and functions of the previous Board of Teacher Registration. The Act and Regulation commenced on 1 January 2006.

The Queensland College of Teachers was established to continue and enhance work of the previous Board of Teacher Registration. At a statewide level, the Queensland College of Teachers will oversee the registration of teachers in state, Catholic and Independent schools and will continue its work in 2006–07 to build the professional standards of Queensland's teaching workforce. Under the new Act, teachers are required to renew their registration every five years. Renewal of registration will confirm that a teacher has recent teaching practice and has maintained professional development to keep their knowledge and skills up to date. This will involve criminal history checks to ensure they remain suitable to work with children. For more information, see Appendix 7 on page 113).

Public sector career planning

Our future depends on the ability of employees to embrace change, achieve high-level qualifications and continue learning throughout their working lives. Staff need to be able to clearly meet the high-order capabilities required of them to deliver high-quality outcomes and ultimately make a difference to the Queensland community.

In 2005–06, the Department developed the *Professional Framework for Public Sector Employees*. The framework outlines the Department's professional expectations of its workforce and provides a strong foundation for non-teaching staff to meet the needs of clients and stakeholders including government, children and young people, and the arts and cultural sector.

It has been developed to support public sector employees in all stages of their employment with the Department and assist them in taking steps towards career goals.



The Department supports the performance and career development of its public sector employees.

Professional development for the new Preparatory Year

In 2005–06, the Department developed and commenced delivery of a \$2.1 million, three-year professional development program for the Preparatory (Prep) Year. This was undertaken in collaboration with the Queensland Studies Authority.

The first stage, “train the trainer” facilitator training for 101 state and 31 non-state staff, was completed in March 2006.

The second stage, induction for 2007 Prep Year staff, has commenced and includes workshops for principals, Prep teachers and teacher aides. In Semester Two 2006, it is expected that over 900 primary principals and over 1400 early years personnel will attend induction workshops to prepare for the Prep Year in 2007.

In the third stage, staff will attend workshops in early 2007 to extend their professional knowledge and skills.

The final stage of the three-year professional development program will commence in Semester Two 2007, and will include workshops to plan for Prep and Prep to Year 3 for continuity of learning and teaching.

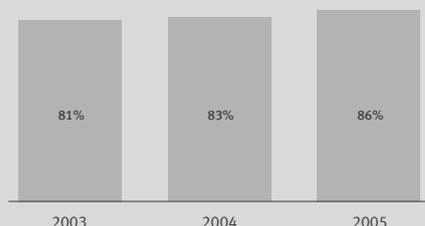
Induction for 2008 Prep teachers, teacher aides and principals commences in Semester Two 2007.

Making a difference ... through the *Early Years Curriculum Guidelines*

Principals from the Wide Bay West District attended a conference on the *Early Years Curriculum Guidelines*. Principals welcomed the opportunity to engage with the Guidelines and left the conference with greater confidence to support school staff to embed a P–3 philosophy into their schools and to assist with the implementation of the Prep Year.

Kirsti Kee, Regional Executive Director for Wide Bay-Burnett Region, said: “The facilitators helped to build an environment of trust that enabled principals to share their understandings and concerns about the Guidelines to collaboratively develop strategies to address issues.”

Figure 46: Percentage of principals satisfied that the workforce has the knowledge and skills to implement school and systemic initiatives 2003 to 2005



Results indicate that the percentage of principals satisfied that the workforce has the knowledge and skills to implement school and systemic initiatives has increased and now exceeds the *Destination 2010* target.

Professional development to implement new syllabuses

In 2005–06, the Department supported the implementation of the Years 1–10 syllabuses for The Arts, Technology, Mathematics and English trial through professional development activities. Over 17 000 teachers participated in professional development programs in order to enhance the delivery of curriculum for students.

Professional development to improve teaching of Literacy

Education Queensland's *Literacy – the Key to Learning: Framework for Action 2006–2008* redefines current literacy intervention strategies and the supporting professional development program. It will ensure that every teacher from Prep to Year 9 and all teacher aides in the Early Phase of Learning receive intensive training in the teaching of reading.

Professional development for teaching, students with disabilities

For educators to effectively teach students with disabilities, it is important to build a resilient, respectful and robust environment in which all children can thrive, succeed and feel safe.

To create a more responsive environment for these children to learn, six highly successful twilight professional development sessions entitled *Encouraging Diversity: Challenging the Concept of Difference* were provided in 2005 to educators and health professionals to better understand the learning difficulties of children with disabilities. These sessions were delivered through a partnership between Education Queensland and the Mater Children's Hospital.



The Department provides professional development for staff supporting students with diverse learning and health needs.

Building leadership capacity among school leaders

To meet the range of challenges faced by principals in delivering outcomes for students, the Department is committed to supporting school leaders at each stage of their career – from aspiring to retiring. The Department's leadership initiatives for principals include:

- the Supportive School Leadership (SSL) program that provides developing principals access to timely advice and support from experienced principals [www](#)
- the Enhancing Leadership for the Future (ELF) program that is specifically designed to strengthen and broaden the pool of capable leaders [www](#)
- the development of Leadership Matters, a framework that emphasises the capabilities required of all state schooling principals and provides a clear focus for those who aspire to the role of principal.

Did you know ?

That 111 new principals were inducted in 2005–06.

Indigenous Education Leadership Institute

The Indigenous Education Leadership Institute was launched in 2006 and is an innovative partnership between the Department and Queensland University of

Technology. The Institute is based in Cherbourg and is designed to:

- deliver quality leadership programs to principals and teachers to enhance the teaching of Indigenous school students
- develop, facilitate and supervise highly innovative Indigenous education research
- strengthen links with governments, schools and universities in other states facing Indigenous education challenges
- nurture and develop stronger, smarter Indigenous leadership in communities.

The Institute also plays a key role in developing succession management programs for Indigenous community schools with a particular emphasis on rural and urban schools.

The Institute has a number of key programs planned for 2006–07 that are designed to build the capacity of principals and teachers to deliver improved education outcomes for Indigenous students. [www](#)

Did you know ?

The Indigenous Education Leadership Institute is an Australian first.

Professional development in Arts Queensland

Major professional development programs have been conducted during 2005–06 in preparation for, and immediately, following the organisational restructure of Arts Queensland. These included:

- Policy Skills Workshops to enhance policy writing and planning processes within Arts Development Division during May–June 2006
- Team Management System Profiling for the Senior Management Team during February 2006 to identify and encourage highly productive team behaviours and communication. This system is planned for all staff during 2006–07
- Job Application Writing and Interview Skills workshops conducted during November 2005 to assist staff through the process of restructuring.

Middle management development

Preparing departmental staff for leadership roles in the future is a key workforce agenda. Fifty-five departmental middle managers from across Queensland undertook postgraduate study in project management through a unique partnership formed between the University of Southern Queensland (USQ) and the Department.

The program, Middle Management, Project Management, was developed to enhance planning, implementation, accountability and evaluation of project-based work across the Department.

Did you know ?

The Department awarded over 160 scholarships and professional development learning grants, totalling in excess of \$800 000, in 2005–06.

Outlook 2006–07

The Department will:

- continue the delivery of professional development to staff for the introduction of the Preparatory Year in 2007
- appoint Literacy managers throughout all regions in Queensland, to facilitate professional development in the teaching of reading, ensure improved student Literacy achievement and build Literacy leadership capacity
- train Years 1, 2 and 3 teachers in the teaching of reading
- train teacher aides to support teachers in focused intervention for students at educational risk
- pilot the Developing Performance Development Framework for all employee groups.

Strategy

Create workplaces that support and encourage individuals and teams to do their best.

Safer workplaces

During 2005–06, the Department of Industrial Relations engaged the services of Du Pont (Australia), a world leader in health and safety management, to conduct a review audit of the Department's current health and safety systems.

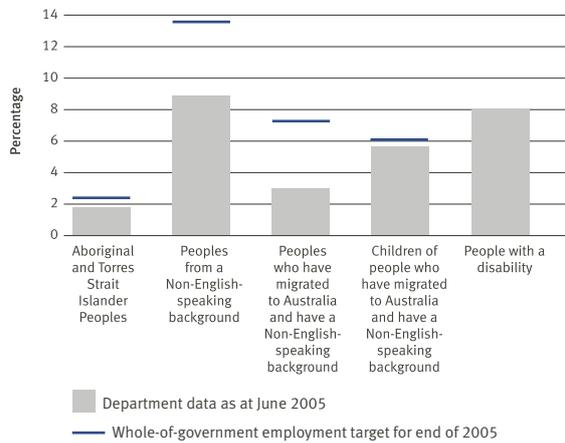
The assessment of health and safety performance will enable the Department to develop proactive strategies. These strategies will create safe and healthy working and learning environments for staff, students and members of the community that regularly visit or use departmental facilities. The audit also provided an opportunity for individual workplaces to gain expert advice to improve safety management systems.

Diversified workplaces and employment equity

Educating today's children and youth requires a competitive and dynamic workforce that is representative of Queensland as a whole. The Department is committed to creating an inclusive work environment that is free from all forms of unlawful discrimination and where people are valued for their diverse culture, experiences, knowledge and abilities.

Figure 47 illustrates the Department's progress towards meeting whole-of-government employment targets for Aboriginal and Torres Strait Islander peoples and people from a non-English-speaking background and the Department's progress towards employment of people with a disability.

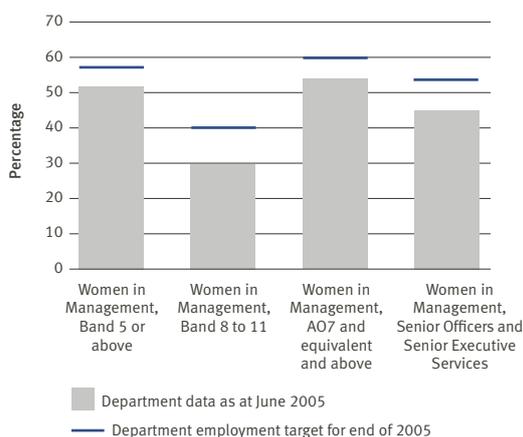
Figure 47: Percentage of staff by target groups 2005



Note: There is no whole-of-government employment target for people with a disability.

The Department's women in management employment profile and 2005 targets for the related workforce diversity and equity program are outlined in Figure 48.

Figure 48: Percentage of women in management within the Department 2005



Making a difference ... through professional development opportunities

Charmaine McKirdy is an experienced teacher aide who supports and is implementing a Reading program. Having completed her Diploma of Education Support and undertaken telephone and panel interviews, Charmaine has reached the state finals of the "Vocational Student of the Year" in the Queensland Training Awards 2006.

"The Diploma was a rich learning experience for me," said Charmaine. "I regretted not completing Senior Vocational study in the Diploma provided me with an opportunity to develop academically. I found it very rewarding. It taught me behaviour support and leadership skills. I now have a greater understanding of our school's collaborative decision-making processes and I would encourage every teacher aide to take on all the professional development they can."

The Department, in consultation with employees and relevant unions, conducted a review of current workforce diversity strategies during 2005–06. The review identified barriers to the promotional progression of women, including limited access to part-time and flexible work arrangements, as well as work-shadowing and/or mentoring opportunities.

In 2005–06, the Department delivered a range of initiatives designed to facilitate improved employment equity outcomes, for example:

- establishing the Flexible Work Arrangements Working Party to work with key stakeholders to identify and respond to the key issues for accessing part-time work and for encouraging greater awareness and support for work–life balance strategies for employees across the organisation
- offering 16 Education to Employment scholarships to support Aboriginal and Torres Strait Islander Year 10 students to consider careers in education
- conducting the fifth annual *Herstories* event, celebrating the achievements of women
- delivering Valuing Diversity training in central office, regional and school locations to educate staff on workforce diversity matters.

Did you know ?

The Department provides twelve weeks paid maternity leave to permanent female employees who are pregnant.

Teacher aide career pathways

The Department has initiated the revision and reaccreditation of three qualifications (Certificates III, IV and the Diploma of Education Support) designed to support professional development and career pathways for teacher aides. These qualifications were originally developed in 2001 to meet the needs of teacher aides working in state schools, and have been adopted by the non-state sector.

In 2005–06, 287 teacher aides gained the Certificate III in Education Support. In addition, 25 teacher aides have gone on to complete Certificate IV and five have completed the Diploma of Education Support.

Review of Arts Queensland – implementation

The new Arts Queensland corporate structure was implemented on 6 March 2006. Sector representatives were involved in the selection processes of the new senior executive team and are continuing to be involved in the development of the strategic vision for the agency. The establishing of a new organisational

structure and the re-focusing of resources provides the operating framework to deliver on recommendations of the review of Arts Queensland in 2005, enabling Arts Queensland to deliver better services to the arts and cultural sector. [WWW](#)

The new structure includes three divisions to coordinate and deliver the Government’s mandate for Arts Queensland – Arts Development; Arts Strategy Coordination; and Arts Infrastructure and Services – and has been well received by Arts Queensland stakeholders.

Outlook 2006–07

The Department will:

- implement outcomes of the statewide workplace health and safety audit
- increase the number of Education to Employment scholarships awarded to school students who are interested in pursuing a career in education as a teacher or paraprofessional
- develop strategic plans for the employment and career development of women, people with a disability, people from a non-English-speaking background and Aboriginal and Torres Strait Islander people.