



Promotional Position Classification Review

Introduction

The Association is complex by nature in that it represents small P-9 and P-10 through to large urban P-12 colleges and schools from rural and remote locations to SE Qld urban facilities and from extreme disadvantage to affluent communities. Some of the schools represented in this Association are still impacted by the 52 year old decision to provide universal free secondary education, P-9/10 school are resourced as primary schools in spite of their delivery of the secondary curriculum.

It is our contention that it is necessary to remove the model that is informed by the economies of scale that are attributed to P-10/12 schools and provide access to the primary and secondary modelling rather than the current reductionist model which removes classifications as complexity increases.

Background

In compiling this submission, we have surveyed all eighty-three state P-9, P-10 and P-12 schools in Queensland. The following findings are representative of a wide geographical spread and encompass all of our association's contexts.

Changes over Time

1. Introduction of amalgamated and purpose-built P-12 colleges
2. Expectations of leadership within the educational, community and corporate spheres
 - a. Work-value assessments required to accurately delineate these changing expectations and the impact of these on the productivity of the institution

Complexity of roles and position-specific information

1. Leading and managing both primary and secondary sectors in a single school
 - a. Including leading and managing split campuses
2. P-12 Executive Principal position lacks equivalence to single sector school of comparable size despite being similarly remunerated.
 - a. Secondary schools of larger size may well have less complexity than P-12 of similar or less enrolments ignoring the complexity of the P-12 context.
3. Work-value assessments for the leadership roles within P-10/12 contexts to ensure that current role descriptions better address the reality of current school systems and practices
4. Greater recognition for Heads of School into Principalship (scope of accountability)
5. Singularity of leadership in rural/remote P-10/12 schools.
6. Disparity of leadership resourcing for all P-10/12 based on the 'economies of scale' arguments
 - a. Inequity in allocation of middle management structure in P-10/12 in comparison to that allocated to secondary schools. Secondary allocations are based on enrolments which do not apply to P-10/12 which are based on a primary/secondary split allocation.
7. Multiple complexities attached to 'isolated' rural/remote 10-12 where there is a convergence of disadvantage which negatively impacts the efficiency of service:
 - a. diversity of disability;
 - b. low SES
 - c. 'unverified' EALD;
 - d. Low levels of community health;
 - e. Remote access to government agencies coupled with lack of continuity of rotational staffing;
 - f. Educational staff turnover significantly higher than urban and coastal locations and the ensuing difficulties of HR recruitment;
 - g. transitory student population;
 - h. facilities management

Complexity in structure

1. Primary classification of principals of P-10/12 is not reflective of the complexity of the leadership context
2. Requirement for flexibility of leadership/management structures within the P-10/12 context providing greater agility and location-specific decisions.
3. Flexibility of timeframe for workplace reforms removing statutory limitations such as three years then a permanent restructure
4. Lack of recognition of transferability of P-10/12 classified roles for promotion or relocation (eg reality of P-10/12 equivalent classified roles needing justification for promotion/relocation outside of the P-10/12 context)
5. Lack of equivalence in banding HOD Curriculum Band 5, DP 6 and DP 7 although roles are very similar
6. Comparability of HOC and HOD remuneration

Priority Areas

Resolving the disparities of the current promotional classifications to eliminate the disadvantage that is synonymous with P-10/12 schools (rural/remote/urban) in addition to the situational disadvantage of rural and remote schools.

Conclusion

Remove the perception of the economies of scale that are attributed to P-10/12 schools and provide access to the primary and secondary modelling rather than the current reductionist model which removes classifications as complexity increases.