

Briefing Note

Department of Education

Action required: For Noting / Approval / with Correspondence

Action required - Critical – Additional resourcing proposal for South East Region HR

The *Department of Education Certified Agreement 2019* (Agreement) was authorised by the Queensland Industrial Relations Commission on 9 June 2020 and operates formally as of the date of certification.

Part 17.1 of the Agreement *states the Queensland Government is committed to working with its employees and the public sector unions to address workload management issues. It is acknowledged that high workloads can in some circumstances lead to unsafe work practices, therefore entities should ensure safe work environments are not compromised, and that entity responsibilities under legislation including duty of care to all employees are complied with.*

Further, Section 28.1 of the Agreement *states the Department commits to review the functions, activities and service delivery models utilised in Human Resources (regional and central office). The Department will consult with the Union on the terms of reference for the review and will ensure meaningful engagement and consultation with the Union throughout the review.*

Since June 2020, Ms Kate Flanders, Assistant Branch Secretary of Together Queensland Industrial Union of Employees and HR Together members have been seeking consultation and action in regards to reviewing HR workloads, particularly that of regional HR, yet only limited engagement has occurred.

However it should be noted that during the same period significant time and resources has been dedicated to establishing the HR Service delivery model which is being presented as the catalyst for changing regional HR workloads yet very little engagement has occurred with regional staff.

SUBJECT:

Summary of key objectives

- Provide context of the operating environment (internal and external) for HR Services to schools.
- Analysis of the Regional Human Resource Service Delivery for Queensland State Schools – Current State Analysis discussion paper to demonstrate insufficient allocation of HR staff to the South East Region to reasonably expect current service expectations are met as a result of:
 - a. A significant increase in the number of schools and total number of employees in the South East Region since 2009 without an increase to the HR staffing allocation;
 - b. Significant increases in workloads as a result of the introduction of new systems such as SBS and processes including workforce planning, guaranteed transfers, temporary to permanent conversions and reporting requirements resulting in a continual push down of work to regions from corporate HR without any additional FTE to support.

- c. Identify the impacts to service delivery and support to schools as a result of state-wide HR programs and insufficient staffing allocation. Impacts are further compounded by reduced staffing levels effective of 1 July 2020.
- Identify the impact to the health and wellbeing of employees as a result of unequitable work life balance, unrealistic workload requirements and considerable pressure to manage competing priorities and deadlines in order to meet expectations.
- Request urgent consideration and approval of a proposal to realign HR staffing with Regional Services Teams, in line with the intent of the SER HR restructure in 2015. Regional Services Teams have increased from four teams to seven teams since 2015 to accommodate growth and maintain service delivery. The current Regional Service structure includes six teams led by Assistant Regional Directors and the seventh team headed by a Lead Principal.

Key issues

1. The employer is obliged to consider the impacts on workloads when organisational change occurs, particularly those impacts arising from the introduction of new programs and from machinery of government changes.
2. Since 2010, the HR Corporate Services establishment in the South East Region has not increased to accommodate the significant and continual growth due to changing of regional boundaries, the establishment of new schools and/or the introduction of new programs
3. Whilst SER HR has received no additional staffing allocation to account for this growth the regional services team has continually increased staffing allocation to maintain service delivery across the region.
4. Following the corporatisation of HR in 2014 there has been a steady increase in the work required to be undertaken by regions as a result of Central Office implementation of new systems and the significant increase in HR projects and initiatives. The work required of Regional Office staff has occurred without consultation or any additional staffing to support the extra workload demands. This impacts service delivery to our customers, the schools as their first point of contact.
5. Workload concerns of the SER HR team are widely known with matters raised over the last 5 years with a number of HR Executive Directors, including Ms Cathy Heffernan, Mr Desmond Kluck, Mr David Miller. Additionally, Ms Kirsty Payne, Director HR Business Partnering South East Region has tirelessly advocated on behalf of the SER HR Team.
6. The workload of the SER HR team and the lack of staffing allocation was reported within the ***Regional (localised) Human Resource Delivery for Queensland State Schools – Current State Analysis*** document following a review of regional staffing undertaken in 2018.
7. The ceasing of funding to two temporary A07 Project Officer Positions in SER HR from 1 July 2020 and 1 SIMC position as at the end of May 2021, which all other regions bar CQ had converted to permanent establishment, has further impacted the SER HR team significantly.
8. The Health, safety and wellbeing of SER HR staff is a concern. Every member of the team is an extraordinarily dedicated professional with high expectations of themselves to provide high-quality services and support to their group of schools. With the ever-increasing workloads, staff are working longer and longer hours in order to get the work done within CO expected timelines whilst providing the support expected by schools. This is evidenced by high Recreation and Accumulated Days Off (ADO) balances. Work life balance is impacted with

many staff continuing to complete unpaid work at home after hours and this level is unsustainable.

Background and SER Context

1. In 2010 the department underwent a statewide restructure and condensed from 11 regions to the seven regions in which we currently operate.
2. Prior to the restructure South East Region consisted of 118 schools with total enrolments of approximately 76,472 students
3. With the restructure of regional boundaries, the South East Region gained 48 schools increasing the total number of schools from 118 to 166 and total student enrolments from approximately 76,472 to approximately 105,080. This equates to 37.41% increase in student enrolments and a 40.68% increase in the number of schools.
4. A summary of the growth in student enrolments and establishments is detailed in the following data:

| Day 8 | Enrolment Numbers | Net Change | Number of Schools | Net Change |
|----------|-------------------|------------|-------------------|------------|
| Feb-2004 | 71225.4 | | 112 | |
| Feb-2005 | 72100.2 | 1.228% | 112 | 0.000% |
| Feb-2006 | 72659.5 | 0.776% | 112 | 0.000% |
| Feb-2007 | 74401.4 | 2.397% | 112 | 0.000% |
| Feb-2008 | 74909.8 | 0.683% | 115 | 2.679% |
| Feb-2009 | 76471.9 | 2.085% | 118 | 2.609% |
| Feb-2010 | 105080.1 | 37.410% | 166 | 40.678% |
| Feb-2011 | 104669.9 | -0.390% | 168 | 1.205% |
| Feb-2012 | 106289.3 | 1.547% | 168 | 0.000% |
| Feb-2013 | 108888.3 | 2.445% | 169 | 0.595% |
| Feb-2014 | 111363.9 | 2.274% | 169 | 0.000% |
| Feb-2015 | 113296.2 | 1.735% | 170 | 0.592% |
| Feb-2016 | 115965.6 | 2.356% | 170 | 0.000% |
| Feb-2017 | 118362.6 | 2.067% | 170 | 0.000% |
| Feb-2018 | 120758.9 | 2.025% | 172 | 1.176% |
| Feb-2019 | 122950.4 | 1.815% | 172 | 0.000% |
| Feb-2020 | 127010.6 | 3.302% | 174 | 1.163% |

5. The Regional growth is also reflected in the total Teacher FTE outlined below from the various staffing models.

| Day 8 | Staffing Model | SWD** | WSSSLR | Total | Growth/ Loss | Number of Schools |
|----------|----------------|--------|--------|---------|--------------|-------------------|
| Feb-2007 | 4227.93 | 445.8 | 264.50 | 4938.23 | | 112 |
| Feb-2008 | 4269.30 | 452.4 | 268.90 | 4990.60 | 1.061% | 115 |
| Feb-2009 | 4361.70 | 472.30 | 271.50 | 4834.00 | -3.138% | 118 |

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|----------|---------|--------|--------|---------|---------|-----|
| Feb-2010 | 5946.59 | 482.60 | 274.10 | 6429.19 | 32.999% | 166 |
| Feb-2011 | 6008.80 | 647.00 | 327.76 | 6655.80 | 3.525% | 168 |
| Feb-2012 | 6088.95 | 683.40 | 359.24 | 6772.35 | 1.751% | 168 |
| Feb-2013 | 6103.89 | 705.40 | 423.85 | 6809.29 | 0.545% | 169 |
| Feb-2014 | 6222.92 | 744.33 | 409.37 | 6967.25 | 2.320% | 169 |
| Feb-2015 | 6365.93 | 799.33 | 390.10 | 7165.26 | 2.842% | 170 |
| Feb-2016 | 6532.28 | 852.54 | 404.58 | 7384.82 | 3.064% | 170 |
| Feb-2017 | 6715.68 | 887.54 | 415.89 | 7603.22 | 2.957% | 170 |
| Feb-2018 | 6953.32 | 926.93 | 423.18 | 7880.25 | 3.644% | 172 |
| Feb-2019 | 7056.01 | 939.80 | 430.97 | 7995.81 | 1.466% | 172 |
| Feb-2020 | 7258.87 | 999.62 | 446.98 | 8258.49 | 3.285% | 174 |

Please note data does not include FTE to the Region which was redistributed to schools i.e. additional allocations, Instrumental Music Teachers, Advisory Visiting Teachers, Behaviour Management Units, Coaches, EALD Teachers, ECDP Teachers.

** SWD info prior to 2011 - FTE's excludes Prep from SEPs.

6. The non-teaching staff FTE has also increased in line with growing enrolment numbers.
7. **No additional FTE was redistributed to the South East Region HR team to support service delivery and additional workloads generated due to the 40.68% increase in school numbers.**

It should be noted the *Regional (localised) Human Resource Delivery for Queensland State Schools – Current State Analysis* report indicates that Corporate Services establishment numbers, which includes HR, were adjusted to accommodate the change in regional boundaries however this is incorrect. At the time of the regional boundary restructure in 2010, Corporate Services was a regional responsibility and the HR establishment was included in a total regional budget. This is the reason why there are variances in HR delivery models across the regions.

8. **It is also recognised the South East Region is one of the fastest growing regions in the state. Since 2008, 15 new schools have opened within the region with another scheduled to open in 2021. Two more schools were recently announced to open in 2022 and a new school is expected to open in the South East Region every year thereafter for the next 10 years.**

| Year Opened | Name of School |
|-------------|--|
| 2008 | 1. Park Lake SS 2. Coomera Springs SS 3. QLD Academy Health Sciences |
| 2009 | 4. Norfolk Village SS 5. Highland Reserve SS 6. Ormeau Woods SHS |
| 2010 | Change of Regional Boundaries 7. Bay View SS |
| 2011 | 8. Coomera Rivers SS 9. Runaway Bay Sport Centre Oct 2010 |
| 2013 | 10. Pimpama State Secondary College |
| 2015 | 11. Pimpama State Primary College |
| 2018 | 12. Picnic Creek SS 13. Yarrabilba SS |
| 2020 | 14. Foxwell State Secondary College |

| | |
|------|--|
| | 15. Yarrabilba State Secondary College |
| 2021 | 16. New Pimpama North SS |
| | 17. New Special School in Coomera |
| 2022 | 18. New Primary school in Maclean |

9. In 2015 the SER HR team underwent a complete restructure. In this restructure, the SER HR team changed from teaching and non-teaching teams to teams in four groups who were responsible for all staffing matters for an individual school. These HR groups were aligned with the four ARD regional services school groups in order to streamline services and support to schools however in light of the growth across the region and in order to effectively maintain service delivery to schools, the number of Regional Services groups has since expanded to seven (six ARD and one Lead Principal). SER HR continues to operate with the four-group model.

10. An overview of the SER HR establishment:

| | Group 1 | Group 2 | Group 3 | Group 4 | Total |
|--|---------|---------|---------|---------|----------|
| Number of Schools | 39 | 48 | 46 | 41 | 174 |
| Total Employee FTE (teaching and support staff) | 2953.11 | 2457.04 | 2550.98 | 2853.45 | 10814.58 |
| | | | | | |
| Primary Schools | 23 | 41 | 36 | 24 | 124 |
| High Schools | 13 | 5 | 3 | 15 | 36 |
| Special School | 2 | 1 | 1 | 2 | 6 |
| Environmental Ed or Outdoor Ed | | | 5 | | 5 |
| P-12 Schools | 1 | 1 | 1 | | 3 |

Each staffing group comprises:

- Principal HR Consultant (PHRC) (A07)
- Senior HR Consultant (SHRC) (A06)
- Senior HR Services Officer (SHRSO) (A04)
- Corporate Services Officer (CSO) (A03)
- Senior Injury Management Consultant (SIMC) (A06)
- Claims Management Officer (CMO) (A03)

Additional HR Staff include:

- Senior Health and Safety Consultant (A06)
- 0.6 FTE Senior Advisor (A06)
- Senior HR Services Officer (SHRSO) (A04)
- Claims Management Officer (CMO) (A03)
- HR Consultant – Recruitment and Talent

11. In comparison, to support the schools in the SER the Regional Services Structure is:

| Day 8 2020 | ARD 1 | ARD 2 | ARD 3 | ARD 4 | ARD 5 | ARD 6 | LP 1 | Total |
|--|-------------|-------------|-------------|-------------|-------------|-------------|------------|--------------|
| Number of Schools | 25 | 23 | 31 | 25 | 24 | 23 | 23 | 174 |
| Employee FTE (teaching and support staff) | 1282. 87 | 1900. 61 | 2287. 72 | 2123. 34 | 1492. 63 | 1417. 83 | 309.5 8 | 10814 .58 |
| | | | | | | | | |
| Primary Schools | 21 | 13 | 19 | 10 | 20 | 19 | 22 | 124 |
| High Schools | 3 | 10 | 6 | 8 | 4 | 4 | 1 | 36 |

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|------------------------------------|---|--|---|---|--|--|--|---|
| Special School | | | | 6 | | | | 6 |
| Environmental Ed and/or Outdoor Ed | | | 5 | | | | | 5 |
| P-12 Schools | 1 | | 1 | 1 | | | | 3 |

12. Furthermore, in recognition of the growth across the South East Region and the increasing complexity of the school environment, regional services recently restructured Education Services into two distinct teams – Education Services and State Schooling Improvement.
13. The SER HR Team has not been provided with any additional permanent staff to support the continued growth or the additional workload demands due to increased staffing numbers occurring since 2010.
14. Furthermore, since July 1st last year SER HR has lost 2 temporary A07 positions given in recognition of the increase to workloads created by CO projects and an A06 Senior Injury Management Consultant position, which in all other regions bar CQ were converted to permanent establishment. This is despite being one of the fastest growing regions.

Service Delivery

15. In 2018 Central Office reviewed staffing numbers and regional HR structures.
16. The draft ***Regional (localised) Human Resource Delivery for Queensland State Schools – Current State Analysis*** report is a summary of the findings however *the report inaccurately depicts workload realities as it:*
- Portrays that changes to the nature of work and technology have achieved intended results.**

The reality is that some technology has contributed significantly to workload issues. These include the introduction of SBS, IMS, Service Now, Recruitment and Selection Hiring Manager and the changing of My HR reports as processes have become more complex.
 - Outlines the HR establishment was adjusted to accommodate the change of regional boundaries.**

The number of staff in SER HR did not change.
 - Inaccurately identifies that IPS and RoSAS reduced regional HR workloads.**

IPS schools in SER continued to access HR services and support, the SER HR team continued to process their payroll and often sorted out issues when poor staffing decisions were made. Additionally, during the transfer cycle, individual reports for IPS school were required and one line staffing planners needed to be checked annually.

RoSAS was pay related, it did not change the personnel the SER HR was supporting or the support needed.
 - states there has been a refocus of HR Services to Business Partnering, moving from providing administrative support and advice to providing strategic support.**

School support and service needs have increased with expectations of the SER HR team to respond to all queries and needs quickly.

17. **Whilst the analysis is inaccurate in parts, the document still highlights the staffing allocations and workload concerns for SER, stating:**

"The A06 cohort in SER has noticeably fewer staff overall when compared with other regions regardless of whether the region is compared on the basis of total staffing numbers or with number of schools in the regions."

"... Metropolitan and South East Regions have the least favourable staffing ratios."

"South East Region, closely followed by Metropolitan Region, have the lowest number of HR staff in relation to the total staffing per FTE allocated to their regions. These areas are also amongst the fastest growing areas of the state with increasing enrolments and subsequently the appointment of additional staff and the opening of new schools."

18. It is acknowledged the analysis undertaken in 2018 resulted in a temporary A07 Project Officer being given to every region to implement and coordinate TQF program outcomes, support change management and stakeholder engagement but the position was not sufficient to ease workload impacts to regional HR created from these initiatives.
19. Furthermore, funding for this and another temporary A07 Project Officer position have not been extended beyond 30 June 2020 whereas funding for centrally located TQF project teams has. Work in these areas continues and regions continue to be required to undertake tasks with less staff.
20. **The recommendation from the analysis was to examine the workload of one cohort of staff in detail and suggested this be the Senior HR Consultant/A06 level as they are the most represented group of employees and work directly with schools. Although the analysis was conducted in 2018 no further action has occurred.**
21. **Corporatisation of HR has resulted in a continual and significant push down of standardised work to regional HR meaning many positions have become more process driven. These processes and increased workload severely impedes Regional HR's ability to provide a consultancy services and support to schools within the limited staffing resources in the SER HR team.**
22. Additionally, changes over the last few years to government portfolios and the rapid increase in HR projects in recent years has also significantly impacted the workload of regional HR. While CO HR teams claim to be responsible for "delivering outcomes" and receive additional staff to implement projects, Regional HR are tasked with the critical, most difficult and time-consuming part which is the implementation in schools. CO teams receive dedicated staff to "deliver" projects and drive processes but this work dramatically impacts regional HR workloads.
23. More recently an analysis was undertaken of 2 regional HR teams, Central Queensland and Metropolitan, as part of the HR workload review. As SER was not chosen as one of the regions to analyse, despite the abovementioned indicating resourcing was an issue, SER HR staff recorded and submitted their own records to be included in the analysis.
24. Whilst we cannot discuss the outcomes of this analysis in full detail as the findings haven't been widely distributed SER HR does not believe this analysis provides an accurate reflection of workloads.
25. The introduction of the School Budget Solution, workforce planning, guaranteed transfers, reporting requirements and temporary to permanent conversions has a considerable impacted on workloads in the regional office.

School Budget solution

26. Whilst automation for recording Credit and Usage entries is being developed, confirmation of the school profile in SBS will be critical. Regional Office staff will continue to scrutinise and approve a school's profile which is a huge task and extremely time consuming with one profile often taking several days to confirm. Furthermore, it is expected the requirements of the profile may change from current practices thereby creating further training needs and support for schools.

Guaranteed Transfers

27. Introducing another "process" instead transfers being 1 process has created additional work for regions despite a project team established in CO to collate candidate information for regions and provide direct to applicant candidate care including managing teacher expectations.
28. While this team was created to "deliver guaranteed transfers" they created additional work for regions by endorsing ineligible applicants into the pool despite the existence of clear and specific eligibility criteria thus resulting in SER HR continually needing to follow up with them.
29. Furthermore, despite transfers being placements that cannot be refused or appealed if in a geographic region applied for the CO team informed candidates they received an "offer" of transfer, creating the perception candidates could reject placements. So, when a teacher did not like their placement, significant pressure was placed on regional HR to locate an alternative placement. At no time was there any consideration of the needs of the school that accepted them in on transfer nor the time and effort of the regional HR consultants to secure the placement.
30. While CO is said to "deliver" guaranteed transfers, it is regional HR working with schools to secure the placements which is the critical, and most time consuming and difficult part of the process. Regional HR also have to do this whilst juggling numerous other priorities including the annual teacher transfer process, deadlines for SBS profiles, temp to perm offers for teachers, TECE grad placements and providing frontline advice and support.
31. To give context the total number of guaranteed transfer applications for the 2020 school year was 154 and for the 2021 school year 205 applications. To put these numbers in context, 2251 applications were lodged in the annual teacher transfer cycle for the 2020 school year and for 2021 school year 2250 applications.

Workforce Planning (WFP)

32. CO established a dedicated workforce planning team of 24 staff to "enhance the workforce planning capability of school leaders and regional HR consultants to support schools to assess and manage their current and future workforce needs". Data captured at a state-wide level was used to inform decisions around attraction, retention and mobility strategies. While this team are required to capture the relevant data from every school in the state that is their only priority.
33. WFP is extremely relevant and should be undertaken by regional HR as while it informs state-wide decisions, it is vital for regions as those responsible for staffing schools. The purpose of the project acknowledges the importance of this being a regional function but the reality is this is just one of many competing priorities for regional HR in Term Two. Other priorities include finalising the management of teacher aide hours process, finalising SBS profiles, negotiating placements for guaranteed transfers and temp to perm teachers and authorising transfers into the pool for the annual teacher transfer cycle. Regional teams also continue to respond to queries and provide support to schools.

34. As a result of the competing priorities and the time-consuming nature of the WFP visits the Senior HR Consultant (SHRC), who due to the nature of their role should be heavily involved in strategic WFP however the reality for SER is that it is not possible as a result of being under resourced and over-burdened with unnecessary standardised tasks and central office deadlines.

In SER it isn't lack of capability but lack of capacity to embed strategic WFP as to do so the time must be afforded to the relevant staff to engage in ongoing and in-depth discussions required to understand each schools current and future staffing needs in order to assist them develop strategies to achieve this i.e. consult throughout the course of the year rather than attend one session. This is not the case and why three years on, the WFP visits continue to have a Central Office focus and the WFP document remains a CO tool used once a year.

Temporary to Perm Conversion and conversion to higher classification.

35. The employment review team was established to determine temp to perm eligibility of non-teaching staff due to the changed Public Service Commission Directive in July 2017, All applications are lodged through and reviewed by a CO employment review team.
36. Despite a designated team being establish in CO to deliver on this directive the CO team does not deal directly with schools but forms and queries are forwarded to the Regional Office for follow up so this is another example of how CO claim they run a process and therefore receive staffing while significant additional work is required by region but no with no additional staff.
37. The rates of conversion have increased in 2020 and 2021 and the introduction of the conversion to higher classification directive has resulted in significant increase in work for PHRS's who are required to liaise with schools and provide a response to the ERT.
38. The recent bulk conversion of permanent has hugely impacted our workloads and will do for some time as there numerous staff who were doing short term backfills at the time of conversion and were converted into these hours/positions when in fact they had been doing considerably less hours in the years prior. The need for conversion arose due to ongoing employment for fewer hours and not the current backfill but as this was not considered regional HR teams have a significant amount of surplus to requirement school based employees to find place commencing 2022.
39. An example of regions having to undertake the work of process said to be "delivered" by CO is temp to perm conversion of Teacher Aide's following maximisation. In 2019, the CO employment review team advised they were the only team able to assess eligibility not Regional staff so schools had to send request to them to manage.
40. In 2020 SER HR were advised regions were to do these conversions again based on reports made available to regions despite being previously advised the reports only provided an estimation of eligibility and the employment review team still had to confirm eligibility. So the advice was questioned with the manager of the team who responded advising there are two options:
- The Region provides the school name to the Temp to Perm team and they conduct an assessment of who would be eligible;
 - The school direct appoints under the *Recruitment and Selection Directive*.
- And further stated:
- I am cognisant of the workload for my team in assessing large schools as it isn't as simple as just producing a list – breaks in service and number of weeks worked as a temp or casual employee need to be considered with eligibility.

d. With the current state of play some of my team are already working from home with limited access to systems it is going to be hard for us to provide accurate and timely info but we will do what we can do.

41. Assessing eligibility is time consuming and complex but for consistency in determining eligibility, competing priorities of regional HR and significant workload impacts of COVID due to providing direct to school support we chose option a, the employment review team to assess eligibility.
42. Despite, at the time only being responsible for Temp to Perm conversions, providing the option for the request to be sent to them and acknowledging the process was onerous and time consuming, the Employment Review Team sent requests back to SER HR to manage citing an increase in applications and staff working from home due to COVID as the reason. In reality, regional HR was much more affected by COVID as we provide direct to school service, also had a significant portion of staff working from home and have numerous and competing workload priorities.

Central Office Vs Regional Office HR

43. It appears there are inequities in workloads between regional staff compared to CO HR staff.
44. CO HR do not provide direct to school service or advice and have teams dedicated to a specific area of HR or processes/projects (e.g. Teacher Transfer Team, SBS Team, Workforce Planning Team etc). Each team is only required to deliver outcomes for one specific priority area, setting their deadlines for completion without understanding that another CO team has the same expectations and deadlines. Everything is funnelled to down to the regional HR teams to implement thereby creating multiple and competing deadlines for regional HR teams.
45. Regional HR are responsible for direct to school services and support for all HR matters, management of business as usual HR processes such as Day 8, SBS, TA maximisation, teacher transfers, recruitment, temp to perm appointments, teacher payroll functions, responding to queries etc, in addition to implementing every CO HR initiative and project. As such regional HR teams are always juggling multiple business as usual process and projects with competing deadlines simultaneously whilst still providing front line advice to school personnel and employees.
46. As frontline service providers, regional HR teams provide advice and support for all HR matters to schools and employees therefore much of our time is spent responding to queries. The time we spend responding to queries vastly increases during key periods including Day 8, TA maximisation, transfers, at the beginning and end of term payroll cycles or whenever changes and/or unusual circumstances occur. In these instances, regional HR teams can literally spend all day/days just responding to queries and providing advice which severely impedes our ability to perform any other duties. CO appear to have little or no understanding or give little consideration to the time regional HR spend servicing customers or the number of customers when determining processes and timelines/timeframes.
47. **Regional HR teams are not only responsible for providing direct to school support and advice but are also actively supporting schools through processes to adherence to legislative requirements and develop capacity in school-based personnel. Including but not limited to:**
 - a. All HR processes and practices across multiple awards, payroll, EB processes including the management of TA hours, systems, legislative matters, WFP, staffing restructures, developing culture, positive performance management, WH&S, rehab and RTW, recruitment

- b. Conflict/dispute resolution, managing unsatisfactory performance, conduct/behaviour, EB disputes, management of trauma/critical incidences including suicides/attempted suicides, student/staff protection/wellbeing matters, HS&W of employees, and case management of work and non-work related medical/personal issues in the workplace, personal support to principals.
- c. Ministerial briefs and responses, managing employee complaints, investigations
- d. Compounding workload pressures is the increase in matters being pushed back down from ER for regions to manage
- e. Further increased complexity in schools due a broad range of social and economic issues affecting students and staff which had increased workload of PHRC's as these complexities result in schools requiring additional support and can extend the timeframes for dealing with matters. This is of concern as conduct, performance, behaviour and health matters already require in-depth lengthy support by PHRC's so with the added complexities PHRC support is often required indefinitely. This support takes time, PHRC's can spend weeks working closely with schools to support and guide them.

Recruitment

48. As at the 24 November 2019, the SER Recruitment team had processed a total of 726 vacancies:

| Position | Filled | In Progress | Withdrawn or Cancelled |
|----------------------|--|--------------------------------------|-------------------------------------|
| Principals | 32 | 0 | 0 |
| Classified Officers | 206 <i>131 temp</i> <i>75 perm</i> | 3 <i>3 temp</i> <i>0 perm</i> | 7 <i>3 temp</i> <i>4 perm</i> |
| Teachers | 324 | 0 | 8 |
| School Support Staff | 164 <i>119 temp</i> <i>45 perm</i> | 10 <i>5 temp</i> <i>5 perm</i> | 6 <i>4 temp</i> <i>2 perm</i> |
| Total | 726 | 13 | 21 |

Career Fairs/University Visits/Other Activities

- 10 interstate/NZ teachers placed into SER for Term 1, 2020 start.
- 12 end of year TECE graduates permanently placed for Term 1, 2020 start
- Logan City TECE Leaders of Learning visit – 16 October 2019
- ENABLE Cluster - Bulk Graduate Interviews – 31 October 2019
- Logan City TECE Ready Set Teach visit – 11 November 2019
- Workforce Planning Sessions occurred for all Special Schools – 11 & 12 November 2019

49. As at the 26 May 2020, the SER Recruitment team had processed the following for the 2020 school year:

| Position | Filled | In Progress | Withdrawn or Cancelled |
|---------------------|--------|-------------|------------------------|
| Principals | 9 | 5 | 2 |
| Classified Officers | 46 | 33 | 5 |

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| Teachers | 69 | 28 | 16 |
| School Support Staff | 32 | 37 | 13 |
| Total | 156 | 103 | 36 |

50. Region HR are critical to the success of all teacher mobility projects and embedding any HR initiative in schools as we have the relationships with schools and leverage of these to place teachers and deliver outcomes. These relationships are built by working with and/or supporting schools through all matters including managing
51. The Role Delineations document (Appendix 1) provides an overview of tasks, duties and responsibilities of each role in the HR team in the South East Region.

Health and Safety

52. A key focus for all in our department is a deeper understanding of the effect of well-being, including our own in our workplaces. Our work is demanding, both cognitively and emotionally and requires certain strategies to reduce stress and increase protective factors to make our workplace safer. Every member of the SER HR team is an extraordinarily dedicated professional with high work ethics and expectations of themselves to provide high-quality services and support to their group of schools.
53. With the ever-increasing workloads, staff are working longer and longer hours in order to get the work done within CO expected timelines whilst providing the support expected by schools. This is evidenced by high Recreation and Accumulated Days Off (ADO) balances.
54. Staff are reluctant to take time off as they are concerned about the impact of their workloads when they return and the workloads of their colleagues whilst away.
55. If staff take extended leave, the added workload of training and supporting replacement staff also impacts.
56. Work life balance is also impacted with many staff continuing to complete unpaid work at home after hours.
57. Further impacts are the regional staffing budget. The budget is funded on the notional salaries which is an average pay point however the majority of the workforce in SER HR is at the highest pay point e.g. the Senior HR Consultant role budget is funded as A06 02 however the actual employees are paid at A06 04). There has also been a 5% decrease to the total budget from 2019. Further pressure is exacerbated when staff shouldn't be replaced whilst on sick leave or recreation leave. If staff are absent for a number of weeks, other team members are required to take on extra work or create backlogs.
58. The industry standards for service delivery ratios are **1.4 full-time HR staff per 100 employees**. Within SER HR Groups the service delivery ratios are **1 PHRC/SHRC/SIMC per 2703.5 employees**
59. This level is unsustainable and significant WH&S risk to staff.

Extra staffing required

60. To support growth across the region and to accommodate the increasing expectations from CO, SER regional HR is requesting staff for two additional Groups, one additional A05 for the recruitment team and an additional A03 office assistant.

2 x Principal HR Consultants (AO7)

2 x Snr HR Consultants (AO6)

2 x Snr Injury Management Consultants (AO6)

1 x Snr Hr Services Officer (AO4)

1 x HR Advisor (AO5)

2 x Claims Management Officers (AO3)

2 x Corporate Service Officers (AO3)

While SER HR would have one less team than the regional services teams, we believe six staffing groups with a recruitment team of two and additional AO3 admin support would be sufficient.

Right to information

1. I am of the view that the contents or attachments contained in this brief **are suitable/are not suitable** for publication.

Recommendation

That the Deputy Director-General:

- note
- approve
- sign

NOTED / APPROVED/ NOT APPROVED

**Deputy Director-General
Department of Education and Training**

/ /

Deputy Director-General's comments

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|----------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Action Officer | Endorsed by: CFO | Endorsed by: LALB | Endorsed by: ED | Endorsed by: ADG |
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