

QTU KEY RECOMMENDATIONS STATE BUDGET

2024 - 2025

The QTU makes the following recommendations for the 2024/25 Queensland State Budget, to ensure that Queensland state schools and TAFE institutes can provide excellent and equitable education, to address the teacher shortage, and to reduce workload for teachers and education leaders across the state.

The QTU calls on the Queensland Government to:

- Renegotiate the National School Reform Agreement (NRSA) with the Commonwealth Government to ensure that all state schools receive a minimum of 100 per cent of the schooling resource standard for the beginning of the 2025 school year.
- Increase the proportional share of education funding to at least 25 per cent and sustain this increase across the forward estimates.
- Establish and fully fund a new state school resourcing model that meets the needs of 21st Century educational contexts, improves the retention of experienced teachers and education leaders, and adopts a differentiated staffing and resourcing model, particularly for regional, remote, rural, and hard-to-staff locations.
- Ensure that the resourcing model is responsive to inclusion support and caters for increasingly intense and diverse student learning and health considerations impacting upon student engagement and learning in schools.
- Deliver, with the Commonwealth Government, a capital works program for state schools that ensures that every young Queenslanders can access modern, state-of-the-art school facilities and services in their community, including an increase to the allocation to the School Renewal Fund.
- Guarantee 80 per cent of all government funding goes to the public TAFE system through a reformed funding model that does not require TAFE to directly compete with private providers of VET.
- Provide free initial teacher education (ITE) courses to preservice teachers committed to working in Queensland's state school system in regional, remote, and rural locations.
- Negotiate altered tax arrangements with the federal government that result in \$5,000 - \$10,000 per year reductions in HELP debts for all teachers with current debts, and remove the indexing component of HELP debts.
- Provide well-designed mentoring and induction support for new graduates.
- Invest in professional development and increased resourcing for curriculum development and implementation.
- Address teacher workload by increasing non-contact time and providing additional professional release time to enable professional collaboration and capability development.
- Commit to reducing class sizes to manage the workload impacts of complex and changing class profiles, particularly in special education settings, practical subjects, and in schools in rural, remote and low socio-economic status areas.
- Ensure appropriate consultation with the QTU regarding new policy implementation at the school level, and that timeframes and resources are provided for this implementation.

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- Prioritise support mechanisms for workplace health and safety, including prevention of occupational violence and harassment, both online and in workplaces, for staff and students.
- Prioritise funding to enable schools to proactively support increasingly diverse contexts and the associated demands of meeting engagement and wellbeing needs, including addressing the ongoing educational disadvantage experienced in First Nations school communities.
- Improve access to Culture and Language for First Nations students, through recognition of Culture and Language programs, funding HoD Culture and Language positions, and adequate remuneration of employees who hold cultural knowledge.
- Establish additional positive learning centres across the state for students across all year levels, considering their geographical location to ensure rural and remote locations are included.
- Provide funding to ensure that youth detention centres are resourced so that there are appropriate staffing ratios and capital facilities for modern education environments.
- Provide funding to support alternative learning programs that support at-risk students to continue their education.
- Provide funding for ongoing support of LGBTIQ+ employees and students via expansion of Proud@Work, an expansion of TRUE Relationships programs, and provision for fully-funded rainbow liaison officer roles in every region.
- Fund head of special education services (HOSSES) positions in new schools, those schools with rapid growth, and complex, low socio-economic schools, and guarantee that all schools are allocated one permanent full-time guidance officer per 500 FTE student enrolments, with additional loadings for complexity and geographic isolation.
- Increase investment in teacher housing in more rural and remote locations via increases in the numbers and types of housing options and increases to maintenance of current housing stock.
- Commit to further improvements to the Recognition of Rural and Remote Service (RoRRS) scheme, including advancement through salary scale, accelerated accrual of transfer points, improved leave entitlements, and access to remuneration equivalent to the value of unutilised RoRRS leave.
- Improve gender employment equity in the teacher and school leader workforce through a suite of initiatives, such as paying superannuation on unpaid parental leave and addressing barriers to promotion.



**QTU members can read the
full submission here...**

www.qtu.asn.au/state-budget-submission-2024-25

