

## Workload Reduction Fund

### Action 12 of the National Teacher Workforce Action Plan

FEDERATION FUNDING AGREEMENT – EDUCATION AND SKILLS

Table 1: Formalities and operation of schedule	
Parties	Commonwealth Queensland
Duration	This Schedule is expected to expire on 30 June 2027 or on completion of the initiatives, including final performance reporting and processing of final payments against milestones.
Purpose	<p>The Schedule supports Action 12 of the National Teacher Workforce Action Plan: <i>To pilot new approaches to reduce teacher workload through a Workload Reduction Fund to maximise the value of a teacher's time.</i></p> <p>This Schedule supports the <b>New Support Roles in Schools to Reduce Teacher Workload</b> pilot, the <b>Small Schools Head of Department – Curriculum</b> pilot, and the <b>Mentoring Support Officer Roles</b> pilot.</p> <p>Any further projects are to be determined by mutual agreement between parties and specified through amendments to this Schedule and accompanied by additional implementation plans.</p> <p><b>New Support Roles in Schools to Reduce Teacher Workload pilot</b></p> <p>This pilot seeks to modernise administrative processes and practices, reduce unnecessary contacts, and redirect tasks that could be assessed and responded to without teacher attention through the development and testing of new support roles at schools.</p> <p>Objectives of the pilot are:</p> <ul style="list-style-type: none"> <li>• To develop and test potential new support roles at schools to reduce teacher workload.</li> <li>• To free up teachers to focus on core tasks related to teaching and learning, with other tasks undertaken by positions with appropriate skill set/s as required.</li> </ul>

### **Small Schools Head of Department - Curriculum pilot**

This pilot seeks to trial innovative ways to support small schools with the implementation and development of curriculum, teaching and learning through the provision of a Head of Department - Curriculum (HOD-C) shared across a cluster of schools.

In Queensland, HOD-C educational leadership roles within schools are typically assigned to medium to large sized schools where there are multiple departments or subject areas requiring oversight and coordination. Typically, these positions carry some teaching load.

The shared HOD-C resource will enable small schools to benefit from the educational leadership and expertise of a HOD-C position by providing targeted expertise, support and guidance for clusters of small schools, reducing the need for individual teachers and schools to plan for curriculum implementation and develop resources considerate of the local context. The HOD-C role may also carry a teaching load to further support small school staff workload.

### **Mentoring Support Officer Roles pilot**

This pilot introduces Mentoring Support Officer (MSO) roles to provide expertise and practical support for school leaders and teachers working with and mentoring early career teachers, including preservice teachers with Permission to Teach (PTT).

Identified Queensland Department of Education locations will be allocated a MSO.

This pilot could result in sharing of resources with other jurisdictions and schooling sectors.

Estimated financial contributions	The Commonwealth will provide an estimated total financial contribution to Queensland of \$4.943m in respect of this Schedule.																								
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Additional terms	<p>In addition to Clause 19 of the FFA (Role of the Commonwealth) the <u>Commonwealth will be responsible for:</u></p> <p>A) Providing reporting templates for reports detailed in Table 2.</p> <p>B) Facilitating high level reporting to the Education Ministers Meeting (EMM) on the national implementation and outcomes of the National Teacher Workforce Action Plan Action 12.</p>																								

### Role of Queensland

In addition to Clause 20 of the FFA (Role of the States and Territories) Queensland will be responsible for:

- A) Ensuring that in line with the National Teacher Workforce Action Plan, the project(s) are focused on maximising the value of teachers' time, and where possible have an emphasis on government schools facing systemic disadvantage and/or assist teachers to support students with diverse needs.
- B) Implementing project(s) in accordance with agreed implementation plans.
- C) Providing reports to the Commonwealth in accordance with Table 2.
- D) Undertaking an evaluation of the impact of the project(s) and providing a copy of the evaluation to the Commonwealth in accordance with Table 2.

Queensland will be required to match the Commonwealth's funding contribution to the project(s), noting contributions may be provided in-kind.

**Table 2: Performance requirements, reporting and payment summary**

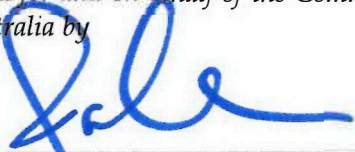
Output	Performance milestones	Report due	Payment
<b>New Support Roles in Schools to Reduce Teacher Workload</b>	<u>Implementation Plan</u> Acceptance by the Commonwealth of an implementation plan that includes: <ul style="list-style-type: none"> <li>• A timeline for completion of key elements of the project</li> <li>• A high-level plan for collecting information about teacher workloads</li> </ul>	28/06/2023	\$0.943m (Paid)
	<u>Progress Report 2023-24</u> Acceptance by the Commonwealth of a report which provides: <ul style="list-style-type: none"> <li>• Location of pilot sites, number and type of support roles being piloted</li> <li>• Details of Queensland’s financial and in-kind contributions to the pilot</li> <li>• Final evaluation methodology, outlining how the impact of new roles on teacher workload, and workload for the new positions will be assessed</li> </ul>	01/02/2024	\$0.0m
	<u>Evaluation Report</u> Provision of an evaluation report by Queensland in accordance with the evaluation methodology agreed in the implementation plan.	15/11/2024	\$0.0m
<b>Small Schools Head of Department - Curriculum pilot</b>	<u>Implementation Plan</u> Acceptance by the Commonwealth of an implementation plan that includes a timeline for completion of key elements of the project and a proposed evaluation methodology to assess the impact of the pilot.	30/06/2024	\$2.0m
	<u>Progress Report 1</u> Acceptance by the Commonwealth of a report which provides: <ul style="list-style-type: none"> <li>• A summary of progress, including:                             <ul style="list-style-type: none"> <li>– the extent to which the pilot has been implemented in relation to the key elements outlined in the implementation plan</li> <li>– details of where and how the pilot has been implemented (including the names of schools)</li> <li>– any successes and/or challenges to date.</li> </ul> </li> </ul>	31/07/2025	\$0.0m

	<ul style="list-style-type: none"> <li>• A summary of risk and issue management, including: <ul style="list-style-type: none"> <li>– key risks and issues associated with the pilot and mitigation strategies, including any new or emerging risks/issues.</li> </ul> </li> <li>• Next steps in pilot implementation.</li> <li>• Details of Queensland’s financial and in-kind contributions to the pilot.</li> <li>• Final evaluation methodology, outlining how the impact of the pilot will be assessed.</li> </ul>		
	<u>Progress Report 2</u> Acceptance by the Commonwealth of a report which provides: <ul style="list-style-type: none"> <li>• A summary of progress, including: <ul style="list-style-type: none"> <li>– the extent to which the pilot has been implemented in relation to the key elements outlined in the implementation plan</li> <li>– details of where and how the pilot has been implemented (including the names of schools)</li> <li>– any successes and/or challenges to date.</li> </ul> </li> <li>• A summary of risk and issue management, including: <ul style="list-style-type: none"> <li>– key risks and issues associated with the pilot and mitigation strategies, including any new or emerging risks/issues.</li> </ul> </li> <li>• Next steps in pilot implementation.</li> <li>• Details of Queensland’s financial and in-kind contributions to the pilot.</li> </ul>	31/07/2026	\$0.0m
	<u>Evaluation Report</u> Provision of an evaluation report by Queensland in accordance with the agreed evaluation methodology in the implementation plan and Progress Report 1.	31/01/2027	\$0.0m
<b>Mentoring Support Officer Roles pilot</b>	<u>Implementation Plan</u> Acceptance by the Commonwealth of an implementation plan that includes a timeline for completion of key elements of the project and a proposed evaluation methodology to assess the impact of the pilot.	30/06/2024	\$2.0m
	<u>Progress Report 1</u> Acceptance by the Commonwealth of a report which provides:	31/07/2025	\$0.0m

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	<p><u>Evaluation Report</u></p> <p>Provision of an evaluation report by Queensland in accordance with the agreed evaluation methodology in the implementation plan and Progress Report 1.</p>	31/01/2027	\$0.0m

The Parties have confirmed their commitment to this schedule as follows:

*Signed for and on behalf of the Commonwealth  
of Australia by*



**The Honourable Jason Clare MP**  
Minister for Education

[Day] [Month] [Year]

28/6/24

*Signed for and on behalf of the State of  
Queensland by*



**The Honourable Dianne Farmer MP**  
Minister for Education and Minister for Youth Justice

[Day] [Month] [Year]

28/06/2024