



Speech by

Liz Cunningham

MEMBER FOR GLADSTONE

Hansard Thursday, 10 August 2006

EDUCATION QUEENSLAND, EB NEGOTIATIONS

Mrs LIZ CUNNINGHAM (Gladstone—Ind) (6.25 pm): I have had a visit from people in my electorate concerned about the lack of progress on the EB negotiations with Education Queensland. I would like to table a log of claims from the QPSU.

Tabled paper: Copy of Education Queensland log of claims from Queensland Public Sector Union.

There are quite a broad range of concerns that are contained in this document. However, I wish to raise just some specific concerns related to the registrars and staff in my electorate that they felt required particular attention. At the last EB a workload management tool was supposed to have been developed and as things stand at this point in time no progress has been made on that workload management tool. I think everyone in this chamber would agree that education has been one area of government that has undergone substantial change and development. Certainly the ability to effectively and efficiently manage the workload that has been created or extended is vital.

The current allocative model in relation to human resources has not changed since 1990. The allocation of staff to manage the workload is 16 years old. I think all of us would acknowledge that the workload has changed, IT has changed and the level of maintenance for IT equipment has increased substantially. The relief policy for public servant positions is a waiting period for five days. In a school, particularly in the area of administration, that five days means that for a period of time in small schools one staff member has to carry the load of two for a week which means that a backlog of work occurs.

There are intense and growing workloads from Education Queensland changes and initiatives with no review or consideration of the existing jobs. Again that is an increase in workload without an increase in human resources. There needs to be improvement in the classification structures, in particular the progressive career structures for AO2 to AO3 and OO2 to OO3. There is a need for a review of the AO3 in larger primary schools to progress to AO4, after the last review promoted AO2 to AO3 in smaller primary schools.

They are the core issues that were of concern to registrars and others in my electorate. The QPSU log of claims contains a number of matters of concern in this growing area of government responsibility. As I said, the allocative model has not changed since 1990. It is the funding model that is used and it is vital to provide quality service to the community. This model determines whether the phones get answered, the legislation is complied with and the lawns and gardens are looked after.