

Red tape



reduction plan
2025–28



A photograph of a female teacher with long brown hair, wearing a green top and a name tag, leaning over a desk to assist a young male student. The student is wearing a red polo shirt with a school crest that reads 'Windsor State School' and is focused on writing in a notebook with a red pencil. The teacher is also holding a red pencil and pointing at the student's work. In the background, other students and classroom furniture are visible but out of focus. A large blue circle is overlaid on the top right of the image, containing white text.

**Empowering
teachers to focus
on what matters
most: teaching,
learning and
connecting with
students.**

© State of Queensland (Department of Education) 2025. All rights reserved.

Foreword



As the Minister for Education and the Arts, I am proud to present the *Red tape reduction plan 2025–28* (the Plan), a significant milestone in the Queensland Government's commitment to reduce red tape and administrative burden on teachers by 25% across the next four years.

Throughout terms 1 and 2, 2025 teachers, school leaders, and staff across the department shared their time and insights to shape a practical and responsive Plan with actions that will make a real difference in Queensland state schools.

This Plan outlines a roadmap for change, focused on simplifying, reducing and eliminating unnecessary activities and requirements that add to the administrative burden on teachers and school leaders.

Actions are not about altering the core role of teachers or reducing time in the classroom. Instead, they aim to cut unnecessary red tape, giving teachers more time to focus on teaching and learning.

I encourage all school, regional and central staff to engage with the Plan, contribute to its implementation, and stay informed about its progress.

Together, we can create an environment where teachers are supported, and students thrive.

The Honourable John-Paul Langbroek MP
Minister for Education and the Arts

Embedding red tape reduction in our shared ways of working:



in **central office**, we consider how policies and initiatives impact red tape in schools



across our **regions**, we facilitate and monitor the implementation of red tape reduction actions



in **schools**, staff and leaders consider the impacts of red tape in day-to-day work, planning and processes



teachers focus on teaching and learning.

Overarching commitments to reduce red tape

The *Red tape reduction plan 2025–28* (the Plan) outlines the department's approach to cutting through the red tape impacting teachers and school leaders. Delivering a series of targeted actions, organised under nine overarching commitments, this Plan will bring meaningful and practical change in schools.

These nine commitments represent a framework for immediate action while providing scope to address new and emerging issues as they arise. This approach means every opportunity to reduce red tape can be realised and our efforts adjusted to meet the changing needs of schools.

Delivering change: Our commitments for impact

1



Set clear expectations for curriculum implementation and recording supports for students

2



Deliver innovative, integrated and responsive digital systems for schools

3



Simplify processes and expectations for recording incidents including behaviour and workplace health and safety

4



Set clear expectations for communication with and by schools

5



Differentiate support for small schools

6



Streamline and automate routine administrative processes in schools

7



Simplify school infrastructure and facilities processes

8



Develop a modern and responsive workforce strategy

9



Simplify and rationalise policies, procedures and initiatives impacting schools

Measuring our impact

Teacher and school leader feedback and engagement with stakeholders through the Red Tape Reduction Working Group, will continue to play a key role in monitoring progress and guiding the implementation of actions outlined in this Plan.

Success will be measured and evaluated using a range of indicators, including teacher and school leader feedback, time savings, job satisfaction, and staff retention. Progress on the implementation of actions will also be monitored and communicated with schools.

From 2025, new survey questions will be added to the School Opinion Survey to specifically measure the impact of red tape reduction initiatives and monitor progress over time. These questions will give school staff the opportunity to provide ongoing feedback on the extent to which they agree that: the department is taking steps to reduce red tape, initiatives to reduce red tape are making a difference, and, at a local level, their school is focused on reducing red tape.

This feedback will help identify areas where additional support is needed and highlight opportunities to build upon success.





Commitment 1

Set clear expectations for curriculum implementation and recording supports for students

Teaching and planning for learning are central to a teacher's role. That is why, the timeline for implementing the Australian Curriculum will be extended by 12 months. This extension will give schools more time to embed English and mathematics before progressing to other learning areas.

The implementation of the one-plan-per-student approach will also streamline the way key information is recorded, accessed and used by schools to support student learning and eliminate the need for multiple plans. This approach will be complemented by simplified case-management processes and clear guidance on evidence and documentation requirements when completing the Nationally Consistent Collection of Data (NCCD) reporting.

Curriculum risk assessments and excursion planning will also be simplified, particularly for routine, low-risk activities, removing unnecessary steps and reducing paperwork.

"Teachers can focus on their core business – teaching and learning."

Actions

- ✓ Introduce a one-plan-per-student approach to reduce duplication and documentation
- ✓ Streamline student case-management processes
- ✓ Simplify the completion of the Nationally Consistent Collection of Data (NCCD) with clear guidance on evidence requirements
- ✓ Determine the common 'core' of the Australian Curriculum
- ✓ Provide more time to embed English and mathematics and extend implementation timeline for other learning areas of the Australian Curriculum
- ✓ Simplify curriculum risk assessments and excursion planning
- ✓ Provide clear expectations and ready-to-go resources including assessment tasks, marking guides and templates across all core learning areas

> Clear and consistent advice on core curriculum

> Reduced number of student plans

> Easy to use planning tools

> More time to implement the Australian curriculum

Teachers and school leaders told us to simplify curriculum planning, reduce the number of student plans, and make excursion planning easier.





Commitment 2

Deliver innovative, integrated and responsive digital systems for schools

Enhancing digital systems and leveraging technologies such as artificial intelligence (AI) will simplify routine tasks for teachers and school leaders.

From 2026 access to Corella, a secure platform enabling safe use of generative AI, will be rolled out to all teachers to assist with planning, teaching and learning as well as completing a range of administrative tasks.

Improvements to the functionality, accessibility, and integration of IT systems such as OneSchool and MyHR will also be made to eliminate the need to duplicate data across multiple platforms.

Simplifying access to approved online services, expanding digital forms and standardising templates for managing consent will further save teachers and school leaders time and make processes more straightforward for parents and carers.

“Responsive IT systems will save teachers time.”

Actions

- ✓ Make it easier to find key information on our IT systems
- ✓ Streamline access to approved online services
- ✓ Improve functionality, accessibility and integration of IT systems to reduce duplication of data entry
- ✓ Provide clear guidance and access to artificial intelligence platforms to simplify routine tasks for teachers
- ✓ Standardise student consent processes and forms

> Upgrade OneSchool

> Simplify student consent management

> Digitised forms and templates

> AI for all schools (Corella)



IT systems will be more intuitive, making it easier for teachers and school leaders to quickly enter, access and locate the information they need.



Commitment 3

Simplify processes and expectations for recording incidents including behaviour and workplace health and safety

Accurate and efficient incident reporting is essential to meeting reporting obligations and driving improvements in safety and wellbeing.

Teachers and school leaders have shared that current systems and processes are often time-consuming, unclear, and require duplication of effort. In response, requirements for recording student behaviour will be clarified, processes for documenting contact records and workplace health and safety incidents simplified, and IT systems integrated.

Almost 140 Workplace Health and Safety Officers are being engaged to enhance safety and assist with related administrative tasks. At the same time, the Return to work procedure will be simplified by consolidating paperwork and refining standardised templates, streamlining the process while ensuring a supportive approach for staff returning to work.

“Recording information will be quicker, easier and accessible.”

> **Standardised templates**

> **Improved data entry**

> **Clear thresholds for recording incidents**

> **More support for health and safety**

> **Simplified processes**

> **Multi-factor authentication for efficient access to IT systems**



These changes are designed to reduce administrative burden while prioritising the wellbeing of staff and students.

Actions

- ✓ Make clear what detail is required when recording student behaviour and contacts in OneSchool
- ✓ Simplify Return to work processes by consolidating paperwork and developing standardised templates



Commitment 4

Set clear expectations for communication with and by schools

Effective communication between schools and families is essential for supporting student learning, wellbeing and development. Clear and consistent expectations have been established to strengthen these connections and promote positive communication between home and school.

New resources have also been developed with a suite of templates and editable resources available for teachers and school leaders to use within their school community.

Communications from corporate and regional offices will be streamlined and targeted, providing school staff with timely and relevant updates.

The department will continue to work with teachers and school leaders to better understand what information is most relevant to them and how they prefer to receive it.

“Teachers and school leaders have the information they need, when they need it.”

Actions

- ✓ Set clear and consistent expectations to support effective parent communication
- ✓ Improve system-wide communication channels to provide staff timely and relevant information
- ✓ Refine the suite of templates and editable resources for teachers and school leaders to use within their community

> **Clear expectations for communication**

> **Ready to use resources**

> **Improved parent partnerships**

> **Timely and targeted information**

Email templates, social media posts, and ready-to-use newsletter articles save time for teachers and school leaders while keeping families informed.





Commitment 5

Differentiate support for small schools

The Small schools support plan focuses on three key priorities:

- to build a sustainable workforce through capability and career progression
- supporting school leaders to manage and respond to the complexities and unique challenges of leading a small school
- continuing to deliver quality education for students.

A range of actions provide targeted support for teaching principals including on-demand IT assistance, pre-filled templates, trialling a revised approach to infrastructure maintenance and accommodation management and recruitment pools for small school staff.

The Small School Principal Preparation Program provides future leaders the opportunity to build practical skills and knowledge through workshops and on-the-ground experiences in small schools.

Broader actions in the *Red tape reduction plan 2025-28* will also benefit small schools and, where necessary, will be tailored to meet the unique needs of these settings.

“Streamlining administrative tasks, means teaching principals can spend more time with students.”

Actions



Implement the Small schools support plan to address unique challenges faced by small schools



Simplified strategic planning



On-demand IT support



Career progression support



Recruitment pools dedicated to small school staff

Cluster approaches to planning, moderation and delivery of the curriculum are one way we are tailoring support for small schools.



Commitment 6

Streamline and automate routine administrative processes in schools

Where possible routine administrative tasks will be automated, simplified or centralised to save teachers and school leaders time and effort. This includes streamlining enrolment processes and transfers between special schools, clarifying processes when engaging third-party providers, and centralising searches in OneSchool.

A review of OneSchool access levels is also underway to align with current workforce needs. Additionally, the annual safety assessment process is being simplified, making it quicker and easier for school leaders to complete while maintaining compliance.

The number of quotes for low-value, routine purchases, has already been reduced, cutting down on paperwork while maintaining value for money.

Schools can now also access a new simple 'Tradie Pack' making it easier to hire tradespeople for maintenance and single trade services up to \$100,000, while effectively managing risk.

"These changes are designed to make everyday tasks more efficient and less time-consuming for schools."

Actions

- ✓ Make purchasing easier by increasing thresholds, reducing paperwork and simplifying low value purchases
- ✓ Reduce administration for schools engaging third-party providers
- ✓ Simplify enrolment processes and transfers between special schools
- ✓ Centralise information collection where possible and reduce surveys to schools
- ✓ Centralise record requests from state-wide databases like OneSchool where possible
- ✓ Update OneSchool access levels to reflect the needs of a modern school workforce
- ✓ Make easier the annual safety assessment process for schools

- > Fewer quotes for routine purchases
- > Streamlined enrolment processes
- > Simplified annual safety assessments
- > Improved clarity when engaging third-party providers



Less time spent responding to requests, searching for information, and completing routine tasks.



Commitment 7

Simplify school infrastructure and facilities processes

School leaders have said that infrastructure-related administrative tasks consume too much time. In response, processes such as asbestos management, infrastructure and maintenance planning will be streamlined.

Updates to School Strategic Infrastructure Plans (SSIP) will be paused until June 2026 to allow for a comprehensive review. During this time, critical investments will continue through the current prioritisation processes.

This review will clarify the role of SSIPs in infrastructure planning and prioritisation, while simplifying the approach to minimise administrative impact on schools. Alongside other initiatives this will also provide schools with greater transparency around the department's infrastructure investment prioritisation approach.

Accommodation and asbestos management processes are also under review to make them easier for schools to navigate and complete.

"Steps and processes will be easier to follow."

> Streamline planning

> Simplify processes

> Clarify guidance

> Improve efficiency

> Reduce complexity while maintaining compliance

> Security concerns can be addressed promptly with minimal impact on staff



Reduced administration for school leaders will allow more time to lead teaching and learning.

Actions

- ✓ Review and simplify school strategic infrastructure and maintenance planning, and accommodation management
- ✓ Provide clear guidance for schools to engage security providers as responders to security alarms
- ✓ Simplify asbestos management processes



Commitment 8

Develop a modern and responsive workforce Strategy

Providing quality education for students begins with having the right people and systems in place within schools. That is why, the department is developing a modern and responsive workforce strategy providing schools with greater flexibility to address and respond to local need.

As part of this commitment, almost 140 new Workplace Health and Safety Officers are being employed to improve safety and provide additional support for related administrative tasks.

The department is also simplifying teacher recruitment by introducing a single point of contact for schools and providing more targeted support for remote schools to attract, retain, and develop high-quality staff.

“Developing a responsive workforce will help schools access the roles and skills they need.”

> **Single point of contact**

> **Simplified recruitment templates**

> **Workforce planning tools**

> **Improved recruitment efficiency**

> **Simplified certification processes for Highly Accomplished and Lead Teachers**

Actions

- ✓ Simplify recruitment processes by streamlining documentation and providing a single point of contact for schools
- ✓ Simplify the certification process for Highly Accomplished and Lead Teachers (HALTs)
- ✓ Modernise school staffing models to provide greater flexibility for schools and clarify teacher roles and responsibilities

Simplified recruitment and broader workforce strategies make it easier to attract and retain the staff schools need.



Commitment 9

Simplify and rationalise policies, procedures, and initiatives impacting schools

Policies, procedures, and initiatives will be simplified to reduce administrative burden and assist with clear decision-making.

To achieve this, senior executives will spend time in schools to gain a deeper understanding of the work of teachers and leaders and identify ways to make policies and procedures more practical, realistic, and feasible.

School reviews will also be paused at the end of 2025 to undertake consultation and consider the outcomes of the *Review of the differentiated support and supervision model*. Frameworks such as the School performance procedure, School Improvement Model, and the department's education strategy will also inform this work to improve targeted reviews to deliver school and system improvement.

The department will also adopt a consistent approach to implementing system initiatives while also introducing a framework for de-implementation. This framework will focus on removing unnecessary tasks and practices that have accumulated in schools over time. Change leadership will be embedded in capability programs, equipping school leaders with the skills and knowledge needed to lead this work in schools.

“Simple, clear policies remove unnecessary complexity.”

Actions

- ✓ Immerse Senior Executive Service staff in schools to support informed policy decisions and implementation
- ✓ Provide clear guidelines and expectations for targeted school reviews and audits
- ✓ Simplify policies and procedures to reduce administrative impact and communicate when changes are made
- ✓ Improve functionality of the department's Policy and procedure register
- ✓ Consider workload impacts when designing and implementing system initiatives
- ✓ Develop an approach to de-implementation

> **Implement targeted reviews and audits**

> **Implement a framework for de-implementation**

> **Build skills to lead change**

> **Simplify policies and procedures to help support decision making**

Functionality of the Policy and procedure register is being enhanced to make it more user-friendly, accessible and easier to search.





