## Local Schools, Local Decisions

### Report card

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| **Making decisions** | **What:** Schools make most decisions with the move to greater local decision-making authority.  
**When:** 2013–14 | New model of support for local decision making.  
School support strategy to strengthen community consultation and school financial management has successfully resulted in 6,713 principals, teachers and school administrative staff participating in professional learning on local decision making.  
This professional learning will continue to be delivered in 2015 to provide ongoing support and development for school staff.  |
|                      |                                                                                  | Achieved  
2013  
2014  |
| **Staff in our schools** | **What:** Schools choose how they fill at least every second vacancy once incentive transfers and Aboriginal employment applicants are placed.  
**When:** 2012 | New Staffing Agreement was negotiated providing all NSW public schools with the opportunity to recruit every second classroom teacher vacancy once incentive transfers and Aboriginal applicants are placed. Schools have greater flexibility to create temporary positions that target whole of school programs.  
School principals now choose how to fill around 60% of all vacancies.  |
|                      |                                                                                  | Achieved  
2012  |
|                      | **What:** Schools choose the number and roles of staff and the mix of permanent and temporary staff within their budgets to best meet local needs.  
**When:** 2012–16 | First group of schools (229)* have greater flexibility to make decisions about the best mix of staff to meet the needs of students but continue to operate within guidelines and industrial agreements.  
First group of schools (229)* have the flexibility to vary the mix of staff as per Choosing the Mix of Staff 2014 guidelines. Currently, 38 schools have varied the mix of staff affecting 187 staff positions.  
All schools will have greater flexibility to make decisions about the best mix of staff to meet the needs of students.  |
|                      |                                                                                  | Achieved  
2012  
2013  
By 2016  |
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| **Staff in our schools** | **What:** Strengthened performance management and professional development for all staff linked to the school plan and professional standards.  
  **When:** 2015 | Agreement reached with NSW Teachers Federation in Term 4, 2013. There will be strengthened and streamlined processes for performance and development for principals, executive teachers and teachers aligned with the national standards.  
  New teacher, executive teacher and principal improvement procedures were published on the Department’s website on 14 July 2014 following consultation with key stakeholders. | Achieved  
  2013 |
| | | | On track for delivery  
  2014 |
| | | Full implementation by 2015. | |
| **What:** Salary progression is based on attainment of professional standards rather than years of service.  
  **When:** 2016 | Agreement reached with NSW Teachers Federation in Term 4, 2013 to align teacher salaries to the Australian Professional Standards for Teachers from 2016.  
  A standards-based remuneration structure for classroom teachers forms part of the new Teachers’ Award with the NSW Teachers Federation. The award was made in the Industrial Relations Commission on 13 May 2014 with effect from 1 January 2015. Existing teachers will transition to the new pay structure from 2016. | Achieved  
  By 2015 |
| | | Full implementation by 2016. | |
| **What:** Streamlined processes enable school leaders to swiftly identify and respond to underperformance for permanent teachers, executive teachers and principals.  
  **When:** July 2014 | Agreement reached with NSW Teachers Federation in Term 3, 2014 to implement a new improvement process for teachers, executive teachers and principals to manage underperformance.  
  The new procedures reduce the previous lengthy process of resolving underperformance from around six months to 10 weeks. It will consist of five weeks support and guidance and a further 5 week assessment period if required. | Achieved  
  2014 |
| | | | On track for delivery  
  2014 |
| **What:** Streamlined processes enable school leaders to swiftly identify and respond to underperformance for probationary and temporary teachers.  
  **When:** January 2015 | Agreement reached with NSW Teachers Federation in Term 3, 2014 to implement a new improvement process for probationary teachers.  
  New Probationary Teacher improvement processes were published on 22 August 2014.  
  The new Temporary Teacher improvement processes were published on 31 October 2014. | Achieved  
  2014 |
<p>| | | | By 2015 |
| | | Full implementation by 2015. | |</p>
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| **Staff in our schools** | **What:** Principal salary and classification are linked to school complexity not just student numbers.  
**When:** 2016 | Agreement reached with NSW Teachers Federation in 2013 for a new principal classification. Principals, including teaching principals or associate principals, will be paid more if they lead more complex schools. Full implementation by 2016. |  
Achieved 2013 |
|                     | **What:** Clear role expectations, capabilities and line management accountabilities for principals are defined.  
**When:** 2016 | Draft role statements are developed and broad consultation with principal groups has commenced. |  
By 2016 |
|                     | **What:** Schools can offer local incentives within their budgets.  
**When:** 2016 | All NSW public schools have the capacity to determine appropriate local incentives within their budget to either attract or retain staff. |  
By 2016 |
| **Managing resources** | **What:** Schools manage more than 70% of the total public school education budget under a new Resource Allocation Model (RAM).  
**When:** 2016 | On full implementation of RAM, all NSW public schools will manage more than 70% of the state public education budget, up from around 10% in 2012. |  
By 2016 |
|                     | **What:** Schools manage a budget that separates staffing and non-staffing funding.  
**When:** 2014 | Progressive implementation with the first group of schools (229)* receiving a total school budget allocation with separate staffing and operational funding. An accredited course has been developed for NSW public school leaders to assist decision making in core school financial management. An accredited course has been developed for NSW public school leaders in strategic financial management. This course enables principals to deliver a comprehensive school plan and annual report connected to student learning outcomes and resources.  
124 Strategic Financial Management workshops have been scheduled to be held in Term 4, 2014 and further courses will continue to be delivered in 2015 |  
2014  
2014  
2014  
By 2016 |
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| Managing resources | **What**: Funding for schools reflects complexity as well as student numbers.  
**When**: 2014 | $300 million has been allocated through two new equity loadings for Aboriginal background and socio-economic background. Targeted (individual student) funding delivered through new Resource Allocation Model to NSW public schools.  
Of this funding, the needs based funding allocation delivered $250 million to all NSW public schools to meet additional learning needs of more than 390,000 students from low socio-economic backgrounds.  
Of this funding, the needs based funding allocation delivered more that $48 million to NSW public schools to meet additional learning needs of all students with an Aboriginal background. Funding provided to support all 49,000 Aboriginal students in 1,996 schools.  
The Family Occupation and Education Index (FOEI) developed to measure the socio-economic status of every NSW public school.  
The new English as an Additional Language or Dialect (EALD) Learning Progression Tool has been used to identify student needs for the English Language Proficiency loading.  
New equity loadings have been developed for low level adjustment for disability and English language proficiency.  
In 2015 schools are being funded through the RAM for 5 loadings: Aboriginal background, Socio-economic background, low level adjustment for disability, English language proficiency and location loading. | Achieved 2014  
Achieved 2014  
Achieved 2014  
Achieved 2013  
Achieved 2014  
Achieved 2014 |
| What: Funding changes gradually based on student numbers and complexity.  
**When**: 2016 | The base school allocation components are under development as part of the phased implementation of the RAM.  
New location loading has been developed as the first component of the base school allocation for RAM. | On track for delivery By 2016  
On track for delivery 2014 |
| What: Schools can manage annual planned maintenance to fit in with educational needs.  
**When**: 2012 | All NSW public school principals have more say over decisions such as painting, replacing carpets and repairing roofs. | Achieved 2012 |
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<td>Managing</td>
<td><strong>What:</strong> Removal of restrictions for some equity grants.</td>
<td>Restrictions removed on some specific tied grants worth $5,000.</td>
<td>✓ 2012</td>
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<td>resources</td>
<td><strong>When:</strong> 2012</td>
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<td><strong>What:</strong> Combining some equity grants.</td>
<td>NSW public schools that received equity tied grants have greater flexibility in the use of funding to support the engagement and learning needs of students in their local context.</td>
<td>✓ 2012</td>
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<td><strong>When:</strong> 2012</td>
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<td>Reducing</td>
<td><strong>What:</strong> A comprehensive school plan and annual report connected to student learning outcomes and budget.</td>
<td>School planning information was released to all NSW public schools in Term 3, 2014.</td>
<td>✓ 2014</td>
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<tr>
<td>tape</td>
<td><strong>When:</strong> 2015</td>
<td>A new online tool is being developed for schools to streamline school planning processes.</td>
<td>✓ By 2015</td>
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<td><strong>What:</strong> Fewer and simpler policies organised around the work of schools.</td>
<td>Under Stage 1, 120 existing policy related documents were deleted, merged or identified for amalgamation or review and a refreshed intranet policy page provided easier access.</td>
<td>✓ 2012</td>
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<td><strong>When:</strong> 2012–14</td>
<td>A new approach, including a 3-year cyclical policy review, is being implemented to reflect the new Public Schools NSW culture and increased principal authority.</td>
<td>✓ By 2014</td>
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<td><strong>What:</strong> New information systems and streamlined processes, including finance and human resources transactions.</td>
<td>New budget planning tool introduced to first group of schools (229)* to support increased authority to manage staffing and finance.</td>
<td>✓ 2013</td>
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<td><strong>When:</strong> 2015</td>
<td>Further development underway to provide all NSW public schools with the tools to better manage increased authority over staffing and finances.</td>
<td>✓ By 2015</td>
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| Working locally | **What:** Schools have opportunities to jointly create administrative, management and leadership structures across schools.  
**When:** 2015                                                                                                                                                    | All NSW public schools have some capacity to jointly create administrative, management and leadership structures across schools, depending on their needs and budget.  
Further enhancements are in development.                                                                                                                        | 2013  
By 2015                                                               |
|               | **What:** New processes and templates make it easier for schools to share staff and resources.  
**When:** 2015                                                                                                                                                    | Planning is underway to provide all NSW public schools with access to new processes and tools to facilitate sharing of staff and resources.                                                                                   | By 2015 |
|               | **What:** Principals free to make more local decisions for purchases up to $5,000.  
**When:** 2012                                                                                                                                                    | Changed procurement rules enable all principals to make decisions for purchases up to $5000.                                                                                                                        | 2012 |
|               | **What:** Local contractors will have more opportunities to gain work in local schools.  
**When:** 2012                                                                                                                                                    | All NSW public schools can buy locally and build relationships with local businesses and service providers.                                                                                            | 2012 |
|               | **What:** Schools choose from a menu of community consultation strategies to suit their contexts.  
**When:** 2013–14                                                                                                                                                    | All NSW public schools have access to resources to help build stronger family and community partnerships. These include a principal’s guide and consultative decision-making resource.  
An additional resource to strengthen consultative decision making has been developed and is being used by Directors Public Schools NSW to support principals. This resource will enhance principal’s capacity to develop a comprehensive school plan in consultation with the school community. | 2012–2013  
2014 |

*The 229 schools that participated in the Empowering Local Schools National Partnership.*