Every student in NSW is entitled to an excellent school education. They are entitled to an education guided by dedicated, well trained and well supported teachers, who are led by highly skilled principals.

If we want this opportunity for every student we have to make changes, and that is why over the past two and a half years some of the broadest and most comprehensive reforms to education in NSW history have been introduced.

These reforms have included:

- Fundamentally changing the governance and decision-making structure across public schools in NSW through Local Schools, Local Decisions.

- Improving the quality of the teaching workforce for all schools, government and non-government, through the Great Teaching, Inspired Learning Blueprint for Action and Implementation Update.

- Targeting reforms to bridge the performance gap between rural and remote schools and metropolitan schools through the Rural and Remote Education Blueprint.

As part of Local Schools, Local Decisions a fairer new Resource Allocation Model (RAM) will begin implementation in 2014, giving principals greater control over how they use those dollars in their school.

- In October we implemented two new equity formulas that will distribute $300 million across all public schools on the two new loadings for socio-economic and Aboriginal backgrounds. $100 million of this is additional funding, made possible by the Gonski Agreement.

- The socio-economic equity loading will fund more than 390,000 students from low SES backgrounds across NSW, more than trebling the number of students currently funded.

- The new loading for Aboriginal students means that for the first time all Aboriginal students in every NSW public school will attract funding support.

Now we are moving to implement more key reforms from Local Schools, Local Decisions, Great Teaching, Inspired Learning and the Rural and Remote Education Blueprint. These changes will support improvements to teaching and school leadership in every public school in NSW.

Adrian Piccoli MP
Minister for Education
Setting high standards for our teachers – paying our best teachers more

As part of the reforms announced in Great Teaching, Inspired Learning and Local Schools, Local Decisions we are focussed on lifting the standard of teaching in every classroom, and giving teachers more professional support so they can continue to develop their knowledge and skills.

Great Teaching, Inspired Learning highlighted the need to recognise and share outstanding teaching practice by moving from a career structure for teachers built around length of service to standards-based pay.

From 2016 all public school teachers in NSW will start to move to a new standards-based pay structure.

The Australian Professional Standards for Teachers clearly show what is expected of a teacher at every stage of their career. Classroom teachers will be paid according to when they meet the standard at the three levels of graduate, proficient and highly accomplished.

In NSW we have many outstanding teachers, but the current pay system for teachers means that even our best classroom teachers have a maximum pay level of $89,050 per annum. This means many outstanding teachers end up taking promotions that move them away from students into leadership and administrative roles if they want a job with a higher salary.

Great Teaching, Inspired Learning highlighted this as a problem and recommended that a higher level of pay be offered to those teachers who can demonstrate they meet the highest professional standards.

From 2016, where teachers can demonstrate they meet the Highly Accomplished standard, they will be paid more than $100,000 per annum.

Professional standards don’t mean anything unless you have clear processes to manage any teacher who fails to meet these professional standards. Great Teaching, Inspired Learning highlighted the need to give principals a simpler way to address underperformance. From July 2014, a new process to manage underperforming teachers will be introduced giving teachers five weeks of guidance and support to improve their teaching, and then five weeks of assessment to ensure they meet the standard required. At the end of ten weeks if the teacher has not been able to lift their performance to meet the standard required, they will be dismissed.

Links to education reforms

<table>
<thead>
<tr>
<th>Local Schools, Local Decisions</th>
<th>Great Teaching, Inspired Learning</th>
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<tbody>
<tr>
<td>Salary progression based on attainment of professional standards. (LSLD - Staff in our schools fact sheet)</td>
<td>All teachers in NSW schools required to be accredited and maintain accreditation against the professional teaching standards. (GTIL - blueprint, Action 10.1)</td>
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<td>Performance management and professional development of all staff are linked to the school plan and professional standards. (LSLD - Staff in our schools fact sheet)</td>
<td>Underperforming teachers dealt with in a fair and timely manner and teachers found unable to meet the standards removed from the profession. (GTIL - blueprint, Actions 13.1 and 13.2)</td>
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<td>Streamlined processes enable school leaders to swiftly identify and respond to underperformance. (LSLD - Staff in our schools fact sheet)</td>
<td>Teacher salary structure and progression should be based on the attainment of the Australian Professional Standards for Teachers. (GTIL - blueprint, Action 14.1)</td>
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Increasing investment in the professional development of teachers and school leaders

The quality of the education we provide to our students will only ever be as high as the quality of the teachers in our classrooms. It makes sense to invest in the professional learning of teachers and school leaders to ensure they are always improving.

One of the key recommendations of Great Teaching, Inspired Learning was the need to explicitly link annual teacher performance management and development processes with the Australian Professional Standards for Teachers and the Australian Teacher Performance and Development Framework. It also highlighted the fact that the current annual assessment processes for teachers and principals are too cumbersome.

A new annual performance and development process for all public school teachers will be introduced in 2015.

It will mean that teachers will undergo an annual performance and development process based on a cycle of reflection, goal-setting, professional learning and feedback.

Teachers will develop and document a set of professional goals, aligned to the school plan and the professional teaching standards, and will be supported to work towards their goals through relevant professional learning.

We will underpin this reform by increasing the amount of funding for teacher professional learning by 50% to $51 million each year.

This additional funding will be made available to schools so that when principals and teachers map out their professional development needs they have the funds they need to put their plans into place.

Evidence from a teacher’s everyday work, such as data on student performance, feedback from other teachers who have observed their teaching practice and results of collaborative practice with colleagues, will be collected to show how they are progressing towards their goals.

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<td>Performance management and professional development of all staff are linked to the school plan and professional standards. (LSLD - Staff in our schools fact sheet)</td>
<td>Teachers have high quality performance and development aligned to the professional teaching standards that includes professional learning and feedback. (GTIL - blueprint, Action 11.1)</td>
<td>Teachers, school leaders and support staff access an increased range of opportunities for professional learning and collaboration online and face-to-face. (Rural &amp; Remote Education, Action 8)</td>
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<td>Excellence in teaching and professional learning will be identified, shared and developed through professional collaboration and learning. (GTIL - blueprint, Actions 16.1 and 16.2)</td>
<td>Teachers and principals in rural and remote areas access new mentoring and coaching programs, including the opportunity to work alongside high quality, experienced school leaders. (Rural &amp; Remote Education, Action 7.3)</td>
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One of the key findings in *Local Schools, Local Decisions* was that the current way we pay principals was unfair because it was based solely on how many students were enrolled in a school and completely disregarded the fact that some schools have more complex groups of students in them, or are located in challenging communities.

To fix this, and create an environment where principals are financially rewarded for leading the state’s comparatively complex schools, we had to look at reclassifying all of our schools.

There are many reasons why a school can be complex: sometimes it is because there are a lot of students in the school; sometimes it is because the students in the school come from disadvantaged communities and require additional support to help them fulfil their potential; and sometimes it is because the school is located in a remote or isolated part of the state where distance from other schools and professional colleagues can make the job of leading that school immensely challenging. For a range of reasons we know that some schools are simply more difficult to lead than others.

In order to develop the new school Resource Allocation Model (RAM) we had to look very closely at all of the factors that make a school more complex, and based on that information from next year we will be funding schools in a fairer way. It makes sense that we would use the same calculations to determine how we classify schools for allocating funding as we would for how much we pay each principal.

From 2016, the classification and salary of our school principals will be based on school complexity, as measured through the RAM.

Some of our current principals lead smaller schools, and so they also work as a classroom teacher; they are called Teaching Principals. Under the new classification system these Teaching Principals will maintain the same levels of pay and release time. If one of these positions falls vacant, a decision may be made in consultation with the school community to appoint an Associate Principal. An Associate Principal will receive the same salary as a Teaching Principal, but a lot of the administration work they currently have to undertake would be done at a nearby school.

The real benefit of this change will be that the Associate Principal will consistently be able to spend more time in the classroom teaching students and less time dealing with administration and red tape. Schools will also be able to share resources and work together to offer students access to a richer array of extra-curricular activities.

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<td>Principal salary and classifications are linked to school complexity not just student numbers. (<a href="#">LSLD, Staff in our schools fact sheet</a>)</td>
<td>Rural and remote schools are supported to establish education networks that bring together resources across a number of schools to meet local needs. (<a href="#">Rural &amp; Remote Education, Action 2.1</a>)</td>
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