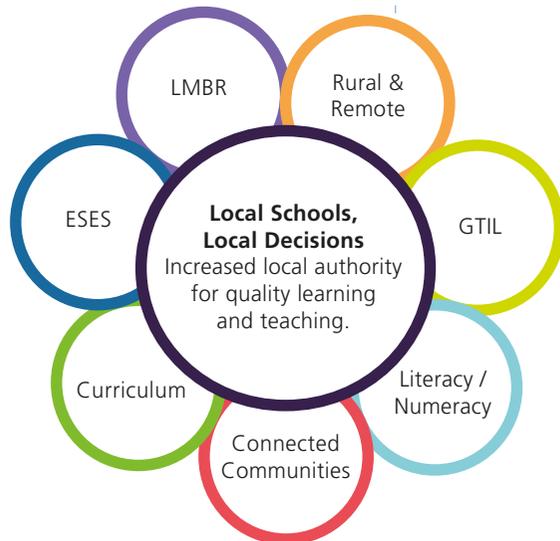# Local Schools, Local Decisions - Staff in our schools

LSLD connecting the reforms

The Local Schools, Local Decisions (LSLD) education reform agenda commenced in 2012 to give NSW public schools more authority to make local decisions to best meet the needs of their students.

The Staff in our Schools reform will provide greater support in enhancing teacher quality, performance management and increased flexibility over staff mix. This reform will enable local decision making across a range of other key reforms currently underway.
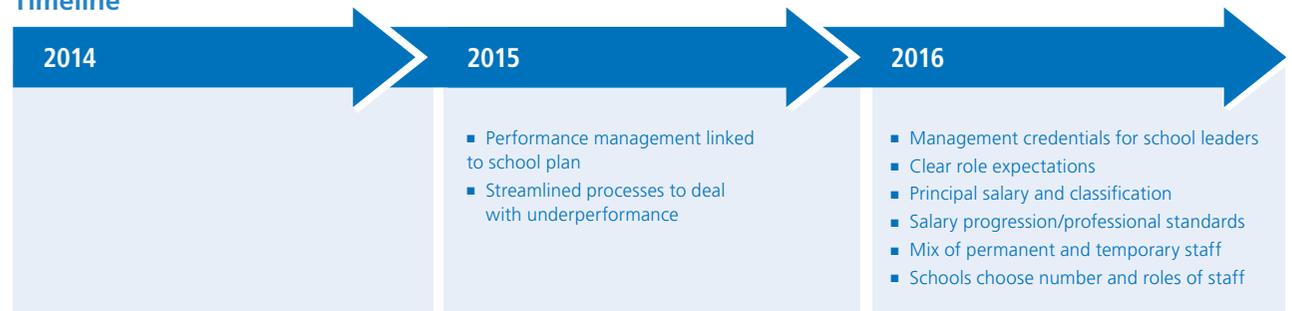
In March 2012

- A rigid staffing formula determined the number and roles of staff in schools based on student numbers.
- Centralised staffing directly placed some transfers and staff returning to duty into vacancies as they arose in schools. This meant that some schools rarely got a say in how vacancies were filled.
- Salary progression was based on years of service not professional standards.
- Performance management processes that linked to professional standards were not consistently applied in schools.

- School leaders had limited authority to deal with underperforming staff because improvement processes were slow and cumbersome.
- Current or aspiring school leaders did not require formal leadership and management credentials before being eligible for leadership positions.
- Principal salary and classification was linked to student numbers, regardless of the complexity of the school or its students.
- The extent of local authority was unclear due to multiple approval levels creating the possibility of local decisions being reversed.

Future State

- Schools choose the number and roles of staff within their budgets to best meet local needs.
- Schools determine the mix of permanent and temporary staff to meet local needs.
- Performance management and professional development for all staff is linked to the school plan and professional standards.
- Salary progression is based on attainment of professional standards.
- School leaders have leadership and management credentials before being eligible for leadership positions.
- Principal salary and classification are linked to school complexity not just student numbers.

- Clear role expectations, capabilities and line management accountabilities are defined.
- Schools choose how they fill at least every second vacancy once incentive transfers and Aboriginal employment applicants are placed.
  Delivered in 2012 ✓
- Incentive transfers remain to ensure teacher supply in rural and remote schools.
  Delivered in 2012 ✓
- Schools can offer local incentives within their budgets.
  Delivered in 2012 ✓
- Streamlined processes enable school leaders to swiftly identify and respond to underperformance.
  Delivered in 2014 ✓

Local Schools, Local Decisions
Increased local authority for quality learning and teaching.

LMBR · Rural & Remote · GTIL · Literacy / Numeracy · Connected Communities · Curriculum · ESES

Timeline

2014	2015	2016
	- Performance management linked to school plan - Streamlined processes to deal with underperformance	- Management credentials for school leaders - Clear role expectations - Principal salary and classification - Salary progression/professional standards - Mix of permanent and temporary staff - Schools choose number and roles of staff

Local Schools, Local Decisions - Managing resources

LSLD connecting the reforms

The Local Schools, Local Decisions (LSLD) education reform agenda commenced in 2012 to give NSW public schools more authority to make local decisions to best meet the needs of their students.
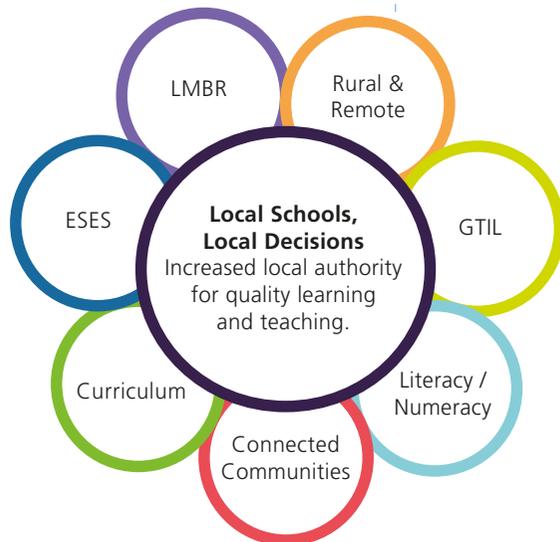
The Managing Resources reform will enable a fairer and more transparent funding model that drives flexible and responsive decision making at the local level. This reform will enable local decision making across a range of other key reforms currently underway.

Local Schools, Local Decisions — Increased local authority for quality learning and teaching.

- LMBR
- Rural & Remote
- GTIL
- Literacy / Numeracy
- Connected Communities
- Curriculum
- ESES

In March 2012

- Schools directly managed less than 10% of the total public school education budget.
- Schools managed up to 600 separate line items and small program budgets.
- Funding for schools was determined by student numbers and central programs.
- Small changes in student numbers led to significant increases or decreases in teacher and support staff numbers under the centralised staffing formula.
- Schools had limited opportunities to manage maintenance.
- Tied grants were allocated to schools for specific programs.

- The number of schools supported by program funds to address disadvantages was limited.
- There was a program-based approach to funding schools to support Aboriginal students.
- Staffing allocated to schools was based on enrolments and managed centrally.
- Schools were charged for a number of short term relief types, including long service leave, parental leave, special leave and military leave.
- Schools maintained and managed local bank accounts.
- Schools were funded by global grants and staffing entitlements were based on enrolment numbers.

Future State

- Schools manage more than 70% of the total public school education budget.
- Schools manage a budget that separates staffing and operational funding.
- Funding for schools reflects complexity as well as student numbers.
- Funding changes gradually based on student numbers and complexity.
- Schools will receive their funding under a model that provides a base school allocation, targeted (individual student) funding and equity loadings.
- Schools will be charged a standard cost for teachers to ensure the quality of the teacher is the primary consideration rather than the cost.
- Some types of leave including long service leave, parental leave, special leave and military leave will be managed centrally at no cost to the school.
- A shared risk model will be implemented to provide protection to schools from low occurrence, high cost instances of leave.

- The Department will operate a single banking system with each school retaining control over their budgets.
- More support for low socio-economic students. Schools with students falling within quarters 1 and 2 of the Family Occupation and Education Index (FOEI) being funded.
  Delivered in 2013 ✓
- Every NSW public school with Aboriginal student enrolments will receive funding to support these students learning needs.
  Delivered in 2013 ✓
- Schools can manage annual planned maintenance to fit in with educational needs.
  Delivered in 2012 ✓
- Removal of restrictions for some tied grants.
  Delivered in 2012 ✓
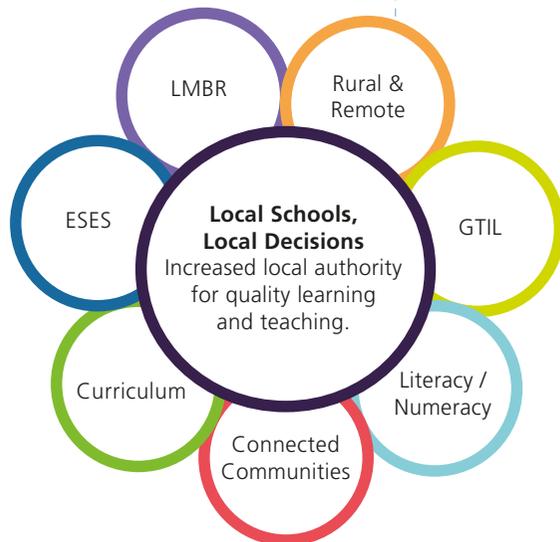- Broadbanding of some equity tied grants.
  Delivered in 2012 ✓

Timeline

2014	2015	2016
	- Single banking system - Shared risk model - Some types of leave managed centrally - Standard cost for teachers - New school funding model	- Manage 70% of school education budget - Manage staffing and operational funding - School funding reflects complexity and student numbers - Gradual changes to funding model

LSLD connecting the reforms

The Local Schools, Local Decisions (LSLD) education reform agenda commenced in 2012 to give NSW public schools more authority to make local decisions to best meet the needs of their students.

The Reducing Red Tape reform allows schools to focus on the priority of teaching and learning by reducing the administrative burden when fully implemented. The Resource Allocation Model (RAM) will provide certainty and sustainable funding for schools from year to year. This reform will enable local decision making across a range of other key reforms currently underway.
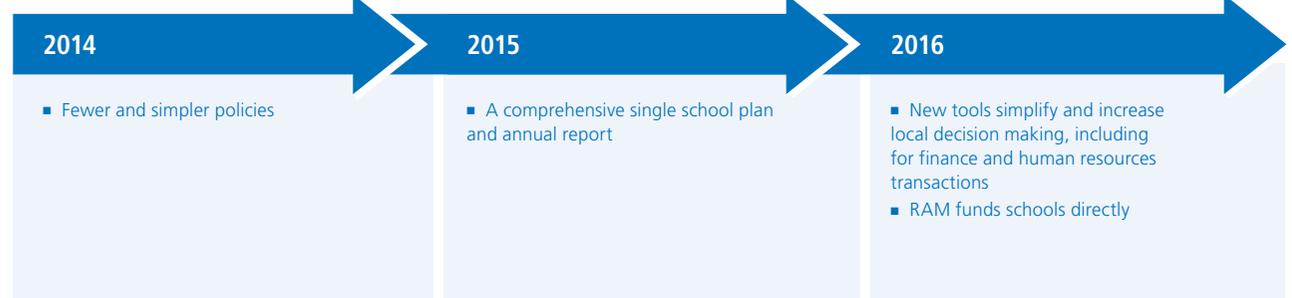
In March 2012

- 200+ policies were organised around central policy units.
- Schools had to report their expenditure and performance to multiple parties, multiple times for multiple allocations of funding.
- Requests for information from and manual work to support decisions by schools were repetitive and time consuming.
- Separate and time consuming application processes existed for centrally run programs.

Future State

- A comprehensive school plan and annual report connected to student learning outcomes and budget.
- Resource Allocation Model (RAM) funds schools directly.
- New tools simplify and increase local decision making, including for finance and human resources transactions. Delivery via LMBR
- Fewer and simpler policies organised around the work of schools. Stage 1 delivered in 2013 ✓

Flower diagram

- LMBR
- Rural & Remote
- GTIL
- Literacy / Numeracy
- Connected Communities
- Curriculum
- ESES

Local Schools, Local Decisions Increased local authority for quality learning and teaching.

Timeline

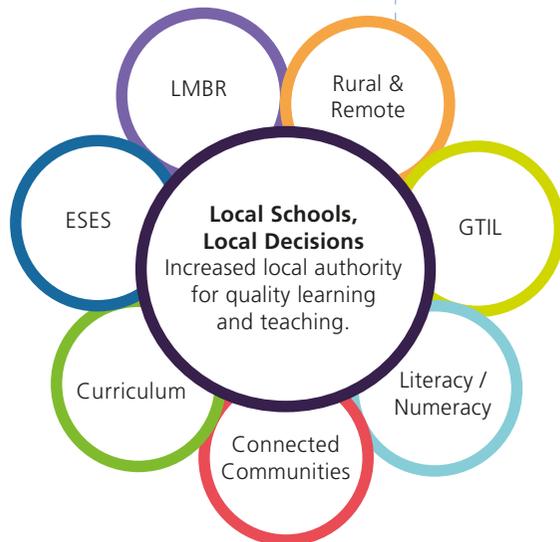| 2014	2015	2016
- Fewer and simpler policies	- A comprehensive single school plan and annual report	- New tools simplify and increase local decision making, including for finance and human resources transactions - RAM funds schools directly

Local Schools, Local Decisions - Working locally

LSLD connecting the reforms

The Local Schools, Local Decisions (LSLD) education reform agenda commenced in 2012 to give NSW public schools more authority to make local decisions to best meet the needs of their students.

The Working Locally reform supports schools to strengthen consultation with local communities, working in partnership to make a positive contribution to student learning. These initiatives create opportunities for schools to meet local needs by sharing resources, including curriculum delivery, facilities and staff. This reform will enable local decision making across a range of other key reforms currently underway.

In March 2012

- Restrictive central procurement policies made it difficult for schools to purchase from local businesses.
- Schools had limited opportunities to share management structures and administrative work which led to duplication of effort and unnecessary workload.
- Schools had limited opportunities to share resources and facilities on a voluntary basis.
- Local governance and engagement was through P&Cs and school councils.

Future State

- Schools have opportunities to jointly create administrative, management and leadership structures across schools.
- New processes and templates make it easier for schools to share staff and resources.
- Principals will be free to make more local decisions for purchases up to $5,000.
  Delivered in 2012 ✓
- Schools will have more opportunities to use local contractors.
  Delivered in 2012 ✓
- Schools choose from a menu of community consultation strategies to suit their contexts.
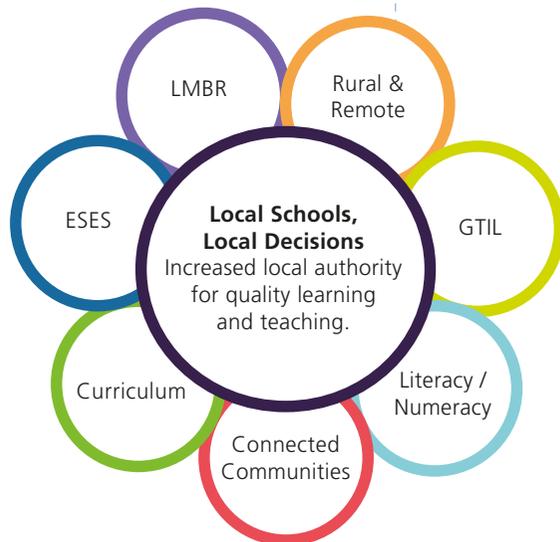 Delivered in 2012 ✓

Flower diagram petals: LMBR, Rural & Remote, GTIL, Literacy / Numeracy, Connected Communities, Curriculum, ESES. Centre: **Local Schools, Local Decisions** Increased local authority for quality learning and teaching.

Timeline

2014	2015	2016
- New processes and templates	- Opportunities to create administrative and leadership roles across schools	

LSLD connecting the reforms

The Local Schools, Local Decisions (LSLD) education reform agenda commenced in 2012 to give NSW public schools more authority to make local decisions to best meet the needs of their students.

The Making Decisions reform enables school leaders to respond directly to the learning needs of their students. School networks, communities of schools and individual schools will have the opportunity to develop responsive, evidence based, local solutions to support their school planning and learning requirements. This reform will enable local decision making across a range of other key reforms currently underway.

LMBR

Rural & Remote

ESES

Local Schools, Local Decisions
Increased local authority for quality learning and teaching.

GTIL

Curriculum

Connected Communities

Literacy / Numeracy

In March 2012

- A relatively large State Office made most decisions about schools.

Future State

- Schools make most decisions.
- Schools are supported by realigned regions.
  Delivered in 2013 ✓

- A significantly smaller State Office develops policies and guidelines for schools and provides transactional shared services.
  Delivered in 2013 ✓

Timeline

2014	2015	2016
		■ Schools make most decisions