

POSITION PAPER

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School Staffing

The NSW SPC is fully committed to maintaining the benefits of a single state-wide system of employment practices, awards and conditions and ensuring that the teaching service provides permanent employment opportunities for teachers. This continues to be relevant in the current Local Schools, Local Decision climate.

The NSW SPC recognises that public secondary schools, central schools and other schools with secondary enrolments operate in the context of the government meeting its obligation to provide education within the state system for every student up to the age of 17. In this context, "preferred option" is defined as the choice of appointment method chosen by the principal in order to determine the method of selection of staff for individual schools within a state wide permanent staffing system.

It is the responsibility of the Department of Education to ensure that every public school is fully staffed with qualified teachers who are accredited against the standards for teachers (Teacher standard accredited with NESAs).

1. Continued local selection options for schools

It is imperative in a state wide staffing operation that schools are staffed effectively and efficiently to meet the needs of students. It is essential that teacher positions remain permanent and that the teaching service is not casualised, either intentionally or unintentionally. NSW SPC supports more flexibility in the allocation of staffing resources within schools, including determining the mix of permanent and temporary staff to better meet the needs of their students. Principals already find it necessary to manage the staffing mix and needs of their schools and seek greater opportunity to do so

The NSW SPC acknowledges the need for priority transfers (including incentive, immediate/urgent, and affirmative Aboriginal employment) but seeks greater flexibility in the appointment process.

1.1 Classroom teachers

The NSW SPC proposes the principal has the option to fill every second teacher vacancy in each school through local selection procedures to ensure fairness and equity for all schools. This means that up to half of classroom teaching positions could potentially be filled by priority transfer (that is, by incentive or Aboriginal employment) or service transfer and half could be appointed through the principal's preferred option (that is, from targeted graduates, from the Employment Pool, conversion of temporary to permanent within a school, Scholarship holders, retrained teachers, from service transfer or advertisement).

In considering vacancies teachers' vacancies/appointments are to be separate from executive and principal positions.

1.1.1 Resumption from leave should **not** be considered a priority transfer ahead of service transfers. Teachers resuming duty after extended leave should be processed using the service

transfer procedures or encouraged to apply for advertised positions. In the current agreement, *Agreement Between the NSW Department of Education and The NSW Teachers Federation on the Staffing of NSW Public Schools 2016-2020*, applicants for service transfer can be invited to interview for positions; the same procedures should be applied to resumption from leave.

1.1.2 When HR is unable to fill a central appointment and the position is filled by local choice it is still counted as a central appointment.

1.1.3 Principals should, within the 50/50 allocation, be able to negotiate with the School Staffing Unit to postpone a scheduled priority appointment to enable the appointment of a Special Fitness position. These special fitness positions are those that stand outside the current staffing codes and are required to meet the learning needs of students. Where these are approved, they should be filled through the principal's preferred option and the following two vacancies would be filled by central appointment, if matched.

1.1.4 Establishment of New Schools

The SPC requests that all new schools be able to locally select staff for the first three years. Where the new school is the result of amalgamation or closure of schools, then staff impacted by the change at those schools will transfer to the identified school as part of its establishment. After a period of three years the school will be staffed by the agreed state-wide practice at that time.

1.1.5 Temporary Teachers

The SPC strongly supports the retention of permanent positions but recognises that temporary teachers may be appointed to up to 10% of the school's permanent staffing entitlement against an unfilled vacancy in the following circumstances:

1. Where there is evidence of fluctuating enrolments within the next staffing operation and the filling of a vacancy with a permanent appointment is likely to result in a nominated transfer;
2. Where the permanent position is a fractional FTE;
3. In order to meet the specific curriculum requirements of the school or to support the implementation of a specific short term program.

Under Local Schools, Local Decisions, the appointment, at principal discretion, of long term temporary teachers to a full time permanent position should be enabled where such appointments are based on the needs of students and schools and where the temporary teacher has been employed against a vacant position.

The process for a principal to have the option to convert a temporary teacher to a permanent confirmation/position continuation should be a straightforward process, where the temporary teacher was initially engaged by the school following a merit selection process and has given a minimum of 12 months in their current position.

1.2 Executive staffing (including principals)

The NSW SPC continues to support local selection for all executive positions within a state wide staffing system, after priority appointments have been made. Understandably, incentives and Aboriginal employment must be made but when a central appointment has been made to fill an executive position that the principal must have the right to determine the method of filling the next executive vacancy according to the school needs. There remains an expectation that a mix of curriculum and educational support position will be maintained. The NSW SPC supports greater authority for principals and schools in supplementing the curriculum mix according to school needs.

The NSW SPC supports the retention of a formula (based on teacher numbers) for the allocation of Head Teachers, with the proviso that principals, after consultation with the school community can reorganise the executive mix to best meet the needs of the school.

1.2.1 Where schools have special fitness appointments and/or funding available they can supplement the executive mix and allocation of executive roles to meet the needs of the school. The NSW SPC position is that all schools with secondary students under Local Schools, Local Decisions must be able to determine the desired mix using their own funding.

1.2.2 Where vacancies occur in schools for Head Teachers of TAS, CAPA, HSIE, Social Sciences, Science and languages, schools can elect to nominate **one** essential subject code in the process of filling these vacancies in order to meet specific school curriculum needs and avoid potential nominated transfers (excess staffing).

1.2.3 Anyone accepting an executive appointment after the commencement of Term 1, either through central appointment or merit selection, will enter on duty at the beginning of the following term, provided a suitable replacement can be found. The appointment date should be negotiated between the current principal and new principal, or Directors of Public Education in the case of principal appointments. If a suitable replacement cannot be found, the appointment becomes effective at the beginning of the next school year or at a time mutually acceptable after negotiations have occurred.

1.2.4 There should be no mandatory requirement for schools to establish a Head Teacher Girls where female enrolments exceed 500 students.

Executive Workloads

1.2.5 In acknowledgement of the increasing complexities of Head Teacher roles, The NSW SPC supports the increase of 0.4 concessional allowances for Head Teachers.

1.2.6 The NSW SPC insists that the school's concessional allowances be increased for each deputy principal to 1.0 to be allocated at the principal's discretion.

1.2.7 The NSW SPC supports the following formula for secondary schools: 600 students – 2 DPs, 1000 students – 3 DPs, 1500 students – 4 DPs and for Central Schools: 150 secondary enrolments or equivalent of 150 when the conversion factor where primary students are equivalent to 0.583 secondary student) – 1 DP.

1.2.8 Business Managers

In recognition of both the significantly increased workload of both principals and deputy principals and the increase in the percentage of the school's total budget to be managed by the principal under Local Schools, Local Decisions from 10% to 70%, the provision of a Business Manager position, additional to current staffing levels, is an essential requirement for every school. It is imperative that school principals are given adequate school-based support and expertise to effectively manage the increased opportunities and expectations for local decision making.

The allocation of an additional Business Manager position needs to be made as soon as possible and in advance of the changes being progressively rolled out across the system over the next year to enable individual schools to be proactive in establishing suitable systems and structures to simplify and support increased local decision making.

1.2.8.1 Every high school (or secondary campus) with an enrolment over 250 students and every central school should have a Business Manager position established at clerk

grade 7/8. Secondary schools with an enrolment below 250 students should receive a pro rata entitlement.

1.2.8.2 The Business Manager role would support the efficient management of a school's business functions, including administration, WHS, assets management, finance and other compliance areas.

1.2.8.3 This position is to be factored into the RAM (Planned School Budget Report) calculations as an **additional** position to schools' current staffing levels, funded by the DoE.

1.2.8.4 Staff appointed to Business Manager positions will be suitably qualified and be granted the appropriate delegations to enable them to perform their duties in supporting the principal to lead and manage the school.

2. Incentives

The development and inclusion of centrally supported and funded incentives is a proactive initiative to attract and retain quality staff. The current raft of incentive packages has not been adequate to attract and retain staff but forms a foundation upon which a more robust incentive program can be built.

In addition to the ability of individual schools to offer local incentives (under LSLD), there must remain a state-wide, consistent model of structured incentives to attract and retain staff in harder to staff schools. The NSW SPC strongly supports this initiative for "hard to staff" and remote schools. This initiative should not only continue to be a priority but be strengthened and guaranteed. Continuing consideration needs to be given to strategies not only to attract but retain quality staff as per the GTIL Blue Print and Rural and Remote Strategy 2015 and of research into effective incentives for executive in rural and remote schools (Halsey, 2010)

2.1 Rural and incentive packages for all positions for specific schools should be advertised when positions are available. These employee-specific packages should be systems-generated activated and visible in ESS within two weeks of the teacher's entry on duty and/or meeting service requirements for the position.

Applicants eligible for incentive transfers should be eligible to apply for those transfers in the term prior to meeting their service eligibility requirements and confirmed permanent in the new position upon completion of their required service.

3. Nominated Transfers

The NSW SPC, in recognition of the costs created by excessive nominated transfers, recommends that any school whose enrolment has declined by 15 students or more for three consecutive years be given the option to appoint temporary teachers to any permanent vacancy until there has been two years growth in total enrolment.

In the case where nominated transfers are necessary, HR are responsible for finding them a position in the state wide staffing system. If after being offered a position and rejecting it they then have a six month period to secure another position otherwise they are considered excess to the system.

4. Section 51A Transfers on Compassionate Grounds

Where classroom teachers and executive have exceptional and compelling circumstances requiring transfer from their current school the SPC supports the current process which involves the Section 51A application being submitted via the principal to the local Director, PSNSW . The

final decision rests with the Executive Director. Principals understand the confidentiality associated with immediate and urgent transfers, however there needs to be an adequate briefing by the case manager to the principal of the new school to ensure that where it is needed, appropriate, coordinated support can be put in place.

5. Teacher Improvement Programs

In addition to any existing restrictions teachers placed on a Teacher Improvement Program or an informal program of support are not eligible for LWOP and/or transfer, until the successful resolution of the program

6. Staffing Codes

Systemic changes in curriculum and/or syllabus must automatically trigger a review of teaching codes. This review should be conducted by a task force comprising DEC, SPC and NSWTF.

6.1 The NSW SPC supports the continued use and development of staffing codes to meet emerging needs, including special interests and skills, for recruitment and for defining specific qualifications for vacant teacher and executive positions.

6.2 The NSW SPC strongly supports an **annual** review by SPC, PPA, NSWTF and Staffing of codes to better meet the needs of students and schools in specialised settings.

6.3 In particular the NSW SPC recognises the need to address the employment of graduate teachers as a special category of teachers who may not have all the codes required.

6.4 The NSW SPC continues to support incentive transfers but seek that all priority transfers be matched to vacancies on no more than three (3) subject codes including extension courses such as mathematics, history and English. The extension Skills and Experience skills/codes are to be considered in the same manner as subject codes.

6.5 NSW SPC recommends that Sports High Schools need to be able to hire external coaches on a 12 month contract. Sports High schools should be able to advertise for classroom teachers positions which include sport specific areas of expertise. Creative and Performing Arts High schools should be able to advertise for classroom teacher positions such as Circus, Dance disciplines. In addition, like Sports High Schools they should be able to advertise for non teaching tutor/coach positions.

6.6 Revision of Codes

All schools need to be able to select/appoint staff with the appropriate qualifications. To this end, NSW SPC proposes an extension of the current codes to include:-

- Circus
- Tumbling
- Ballet
- Wakikirri (to replace Rock Eisteddford)
- Geography 11, 12 Senior
- Geography 7-10
- Athletics – XAT
- Australian Football – XAF
- Baseball - XBS
- Basketball – XBK
- Cricket – XCR
- Golf – XGO
- Gymnastics – XGY

Hockey – XHO
Netball – XNE
Rugby League – XRL
Rugby Union – XRU
Soccer – XSO (I suggest we change this to Football – XFO)
Softball – XSB
Swimming – XSW
Tennis – XTE
Touch – XTF
Triathlon – XTI
Volleyball – XVO
Water Polo – XWP
Cycling – XCY
Surfing – XSF

NB This list is not exhaustive – need to consider additional codes for Creative and Performing Arts.

7 The Recruitment of Teachers

As NSW Educational Standards Authority is now responsible for graduate accreditation, it is recommended that ongoing work be done to ensure that NSW Department of Education (as the largest employing authority) has influence in identifying suitable standards for employment in NSW public schools. The NSW SPC advocates for increased rigour in the teacher recruitment process in order to ensure the suitability of applicants for teaching. Strategies for consideration include psychometric analysis and a review of practicum reports. The Targeted Graduate Program and Permanent Employment Programs are strongly supported by the NSW SPC. Internships are strongly supported by the NSW SPC as a proactive strategy to attract and retain quality teachers to remote and “hard to staff” schools. The NSW SPC strongly advocates the continuation and expansion of the Teacher Training Scholarship Program and the continuation of retraining programs. These high quality programs have provided quality staffing for schools in NSW over a long period of time and with their alignment to the NSW professional standards, ensure that teachers appointed to secondary settings in NSW have to meet higher professional standards than in some other states. All graduates should be at NESA Graduate level. For subjects with practical focus they need to meet standards in the practical side of the discipline.

7.1 Vocational Education (school-based eVET)

The NSW SPC advocates that schools be allocated additional concessional allowances equivalent to 0.1 for each framework delivered by each teacher. This is in recognition of the additional workload and accountability requirements, including the requirement to maintain industry currency, specific to eVET.

8. Merit Selection

Composition of Panels – The NSW SPC supports the processes as outlined in the Merit Selection Process 2016 with the following provisos:

8.1 There is no need to have a Director Representative on each executive panel and this should be abolished.

8.2 The staff representative(s) of the school should continue to be elected by an annual meeting of teaching staff. Each school may choose whether to have a pool of staff from which to select or one elected representative or they may elect a new person for each vacancy.

8.3 The principal representative must be chosen from a current list provided by the NSW SPC for principal selection panels.

8.4 The principal representative on a panel to appoint a principal must have at least three years' experience.

8.5 There should be no distinction in principal classification between the status of secondary principals on a panel to select a principal.

8.6 The option of having an additional member of the panel from outside the school should be available to the principal at their discretion, where expertise is not available on the panel. This additional person should be at the same or higher level than the position advertised. While the option of having an additional member of the panel is outlined in the Merit Selection process 2016, it is currently only for specific needs requiring central approval rather than at the principal's discretion.

9. Staffing of Central Schools

The NSW SPC supports a review of staffing provisions applying to Central Schools to ensure equitable provision including the allocation of a DP for 150 (or equivalent of 150 when the conversion factor where primary students are equivalent to 0.583 secondary students) secondary enrolments.

10. Staffing of SSPs and Hospital Schools

The NSW SPC supports a review of staffing for SSPs and Hospital Schools. Where such schools have a secondary enrolment component they should be staffed in a manner similar to Central Schools.

11. School Leaving Age

The following formula should be extended to all high schools:

Classes from Years 7-10 are generally based on the need not to exceed 30. The General Scale entitlement for Years 11 and 12 should be extended to Years 10 – 12 to enable high schools to better meet the needs of students in the now compulsory senior years. However, the NSW SPC is not seeking a reduction in class size in Year 10, but is seeking the option for schools to use the resource to reduce class sizes, create transition programs, offer additional electives and create pathways solutions for students.

The NSW SPC requires that student enrolments in the senior school be resourced to support the delivery of curriculum to accommodate the minimum School Leaving Age, which should accommodate NESA developed courses, NESA endorsed courses AND programs developed by schools and teachers to best meet the needs of their students.

Schools should be staffed according to the programs that the school delivers up to a maximum of 12 units or equivalent house (Year 11) and 10 units or equivalent hours (Year 12). Where students are completing a full pattern of study at a school, the school should not be deducted staffing if the student is also studying eVET courses external to the school.

Schools should not have staffing deducted through the full-time/part-time calculation or the TAFE/eVET and other units calculation where the students are undertaking a full-time pattern of study at school.

12. Staffing at Education Training Units, Intensive English Centres and Schools for Specific Purposes.

The NSW SPC supports a review of staffing provisions applying to ETUs. The NSW SPC

acknowledges the particular requirements of these specialised and unique settings require flexible staffing arrangements.

13. Principal Classification/Remuneration Principal Classification 3 years period – opt in/out. No loss of income

The NSW SPC supports a single classification of secondary principals and proposes such a classification be remunerated not below the current P3 level for secondary principals. No secondary qualified principal should be disadvantaged due to these changes. This also applies to central schools with secondary enrolments.

Principals in particular settings may be eligible to receive special allowances in recognition of the complexity of their school. These allowances should be clear and transparent and should be reviewed to reflect current scales of economy and then linked with CPI.

It is expected under the RAM model that classification will be transparent and that principal classification is awarded on the complexity of the school (which still includes student enrolments and staffing).

14. Resource Allocation (Salaries/HR)

14.1 NSW SPC supports the maintenance of centrally managed permanent and temporary staffing, leave and HR budgets.

14.2 The resource allocation model must be guaranteed to cover the entitlement costs over which the school has no control.

14.3 The NSW SPC supports the retention of staffing formulas which specify the entitlement of classroom teacher and executive positions, as a minimum guarantee of curriculum executive leadership and student welfare.

14.4 NSW SPC wishes to retain and improve the following secondary formulas:

Base and complexity formulas – fairness, transparency and equity

- Class sizes 7 to 9 (1:30) and 10 to 12 (1:24)
- School Counsellor allocation – 1.0 entitlement for every secondary school with enrolments 0-500 with an additional 1:500 (on a pro rata basis) thereafter
- Librarians and specialist staff
- Executive 1:5.98 teachers
- HT Special Education to be allocated on the following basis 1: 4.6 FTE support staff . HT to be upgraded to DP upon establishment of a seventh (7th) class.

15. Entitlement Report

15.1 The Entitlement Report is a valuable document in informing the Principal; however it could be a more concise document. A simple count of staff including the Principal would be useful. Eliminate the confusing executive and secondary general count. LST should be listed in one area (entitlement or RAM).

15.2 HR Officers: NSW SPC proposes that the HR Officer should be fully cognizant of the school, current staff and future staff to ensure appropriate staffing for every school.

15.3 The NSW SPC supports the re-introduction of a secondary principal liaison person attached to HR at Blacktown who can be directly contacted by principals.

16. **Secondment**

16.1 The NSWSPC recommends that a principal has the right to refuse a staff member taking up a secondment if that is contrary to the school's needs.

16.2 Staff being seconded must have their application endorsed by their principal.

17. **Staffing Formula**

The SPC supports a full review of existing staffing formulae and entitlements in order to better represent the changes in curriculum and intensification of staff workload.
