

# STAFF IN OUR SCHOOLS

## DESCRIPTION

### CURRENT STATE

### FUTURE STATE

Description

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• A rigid staffing formula determines the number and roles of staff in schools based on student numbers</li> <li>• Centralised staffing directly places some transfers and staff returning to duty into vacancies as they arise in schools. This means that some schools rarely get a say in how vacancies are filled</li> <li>• Salary progression based on years of service not professional standards</li> <li>• Performance management processes that link to professional standards are not consistently applied in schools</li> <li>• School leaders find processes to deal with staff underperformance slow and cumbersome</li> <li>• Current or aspiring school leaders do not require formal leadership and management credentials before being eligible for leadership positions</li> <li>• Principal salary and classification are linked to student numbers, regardless of the complexity of the school or its students</li> <li>• The extent of local authority can be unclear due to multiple approval levels creating the possibility of local decisions being reversed</li> </ul> | <ul style="list-style-type: none"> <li>• Schools choose the number and roles of staff within their budgets to best meet local needs</li> <li>• Schools determine the mix of permanent and temporary staff to meet local needs</li> <li>• Incentive transfers remain to ensure teacher supply in rural and remote schools</li> <li>• Schools can offer local incentives within their budgets</li> <li>• Schools choose how they fill at least every second vacancy once incentive transfers and Aboriginal employment applicants are placed</li> <li>• Salary progression based on attainment of professional standards</li> <li>• Performance management and professional development of all staff are linked to the school plan and professional standards</li> <li>• Streamlined processes enable school leaders to swiftly identify and respond to underperformance</li> <li>• School leaders have leadership and management credentials before being eligible for leadership positions</li> <li>• Principal salary and classification are linked to school complexity not just student numbers</li> <li>• Clear role expectations, capabilities and line management accountabilities are defined</li> </ul> |
|--|---|

## NEXT STEPS

### NOW

### SOON

Description

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Introduce limits on central appointments and transfers, except incentive transfers and Aboriginal employment applicants, from Day 1, Term 4, 2012</li> <li>• Progressively increase flexible local decision making within the state-wide staffing system and simplify existing processes</li> <li>• Refine policies so that schools have more flexibility to vary the mix of staff as vacancies arise</li> <li>• Professional learning and transition support</li> <li>• Current school leaders have access to professional development in the transition to greater local authority starting from Term 3, 2012</li> </ul> | <ul style="list-style-type: none"> <li>• New tools to simplify and support increased local decision making</li> <li>• Strengthen performance management, planning and development processes for all staff, including school administration and support staff by Day 1, Term 4, 2012</li> <li>• Gradually transition to standards-based career progression for teaching staff</li> <li>• Review classification of principal positions to include complexity for progressive implementation from 2013 as schools adopt more local authority</li> <li>• Schools can buy the professional learning support they need from internal or external sources</li> </ul> |
|---|---|

## TIMELINE

Timing

