

Staffing Methodology Review (SMR) Update

PPA State Council - 13 June 2019

Staffing Methodology Review – Quick Recap

The Staffing Methodology Review is the first comprehensive review of the way in which we staff schools.

Elements in scope

- **Staffing entitlement** – the formula, process and allocation of staff.
- **Recruiting** – how we recruit and who makes recruiting decisions.
- **Supply and mobility** – optimisation of demand and supply across the system

Project purpose

- To ensure that every NSW government school has the staffing resources needed to improve student outcomes. **This requires a transparent, efficient, flexible and effective system that gets the right people, in the right place, at the right time**

Progress

- Since July 2018, we have: interviewed and/or surveyed ~800 stakeholders; benchmarked 17 comparable systems; and held a workshop with over 90 stakeholders to agree key issues.
- In this phase, we are using a hypothesis-driven approach – identifying, analysing and testing potential solutions so we can iterate and improve.
- Analysis continues on these hypotheses, so we can start to dismiss/iterate. We will also work with stakeholders, internal and external, to develop and test options.

Key themes

Current Focus

These are the key themes that have emerged from the stakeholder engagement

Staffing entitlement



Recruitment processes



Staffing supply



Support for schools



Key issues raised by stakeholders

"...my entitlement does not meet the needs of the students in this complex setting..."

Key Streams

Main themes

Stakeholder feedback

Most common stream

Staffing entitlement	1 Inadequate staffing resources	1.1 Unique settings - existing staff entitlement is not adequately tailored to meet needs: SSPs, support classes, hospital schools, juvenile justice, sports high schools, EECs, distance education, small schools, and new schools 1.2 Insufficient entitlement in areas of Executive staff, Executive release time, Teacher RFF and admin support 1.3 Staffing is not needs-based and does not reflect complexities of student need.
	2 Inconsistencies or inequities in the formulae	2.1 Inequities between: Primary; Secondary; Central; SSPs 2.2 In some cases formulae based on wrong drivers e.g. General Assistants, School Counsellors
	3 Uncertainty of funding	3.1 Stepped funding creates uncertainty 3.2 Annual funding cycle is too short to plan
	4 Lack of flexibility to use staffing resources	4.1 Unable to determine staffing mix most suitable for the school
Recruitment policies & processes	5 Recruitment policies & processes (RPP) are too complex & time-consuming	5.1 Panel processes & requirements are too complex 5.2 Vacant positions difficult to fill
	6 RPP don't consistently give me the best person	6.1 Recruitment processes lack rigour e.g. observations, assessments pre-qualified lists 6.2 Transfer points system leads to teachers that are not the best fit
	7 Not enough local choice	7.1 Cannot appoint a long-term temp or SASS staff 7.2 Central appointments - staffing codes used often don't give the best fit for schools. Variable quality.
Staffing supply	8 Lack of supply of key staff	8.1 By location – rural and remote, some metropolitan areas 8.2 By subject – science, maths, TAS, languages 8.3 By role – head teachers, APs, DPs, Principals, counsellors, 8.4 Shortage of casual staff
	9 Weak or variable quality of staff	9.1 Quality of beginning teachers, in some areas, are not up to standard
	10 Things that contribute to lack of supply...	10.1 Teachers are not allocated/attracted to areas of greatest need 10.2 Salaries/incentives on offer are not attracting enough high calibre candidates – SASS, BMs, STEM, R&R
School support	11 Systems are too clunky, complex & unintuitive	11.1 Particularly TALEO – clunky, slow, unintuitive
	12 Inconsistent speed & quality of HR advice	12.1 Poor service quality – multiple call transfers due to unknowledgeable call consultants 12.2 Inconsistent advice 12.3 Long wait time for responses

Staffing Entitlement – 3 Models

There are three broad models proposed in this workstream

Model 1

Current approach with smoothing and adjustments



Mainly driven by enrolments with additional adjustments

Key Changes

- Smoothed funding curve
- Adjusted for key inequities
- Better align to drivers
- Improve allocation and distribution

Features

- Allows analysis of total shifts at school level

Model 2

Needs driven



Student centric approach driven by needs based factors

Key Changes

- Changes will come out of analysis and insight from model 1

Features

Model 1 features and:

- Able to better tailor funding to specific school and student needs

Model 3

Best-practice & 'blue-sky'



Future thinking driven by research

Key Changes

- Changes will come out of analysis and insight from model 1 and 2

Features

- Draws on national and international research and benchmarking
- Future thinking, 'think-tank'
- May lead to research partnerships

Recruitment Policies and Processes

Some potential solutions in-progress or under exploration

Refreshing & raising awareness

- Improve awareness of policies and guidelines to support school principals:
 - ability to declare and submit multiple vacancies for recruitment action
 - ability to convert long term temporary employees to permanent roles

SASS recruitment reforms

- Introduce SASS recruitment reforms **in development since March 2018** (in current consultation with PSA)
- Streamline the merit selection process and panel compositions for SASS recruitment
- Implement new guides, tools and templates, question bank, interview and referee report templates and online guides

Improve recruitment processes

- Simplify candidate selection steps in TALEO
- Implement new guidelines **(in development with NSWTF, since term one 2019)** for applications for advertised positions

Change recruitment policies & process

- Introduce improved certification by principals (for mobility transfer applicants) aligned to teacher quality
- Adjust provisions to allow unmatched central appointments to be counted as a central.

Recruit the best candidate

- Update staffing/skills codes to ensure teacher and executive vacancies provide the best match to meet student and school needs

Next Steps

We are now moving from the discovery into the development and validation phase. Some of the next key activities include the following:

1. Continue to work with stakeholders, internal and external, to develop and test options
2. Meeting with SMR internal reference group the week commencing 17 June.
3. Validate the scope, priorities and high level road map with the Department of Education Executive on 24 June 2019.
4. Strategy and detailed plan in place by the end of 2019 to deliver the agreed recommendations.

Questions