

# PPA State Council

*Deputy Secretary Update – School Performance*

27 November 2020

# COVID guidelines and general update

# School Excellence in Action

# A quality SIP for each unique school context

Planning for effective improvement measures, and evidence-based strategies, considers the diversity and complexity of local school cohorts, and the curriculum priorities for literacy and numeracy.

*School Excellence in Action – Effective improvement measures and strategies*



# Consolidated Schedule



# Consolidated Schools Schedule

## Terms 1, 2020



### Dear Colleagues

Thank you for supporting our school communities through your ongoing dedication and commitment to continuous improvement at a local and system level.

Our priority is to strengthen and streamline our communication at a system level to support the pivotal work in our schools. In response to your feedback we are streamlining our communication to ensure we focus on what really matters. The Consolidated Schedule will only communicate change items. SchoolBiz will continue to be the source of any other general updates or advice.

Description		
Important new items	Changes that are anticipated to save schools time or that we seek an investment of time from schools	12
Existing ongoing items	Reminders of ongoing change activities	10
<b>Total</b>		<b>22</b>

Behaviour Strategy	Policy update
Local Schools Local Decisions	Policy update
High Potential and Gifted Policy and resources	Policy update
High Impact Professional Learning, Core Professional Learning	Policy update
Revised Professional Learning Policy	Policy update
Prioitising learning and school time reflection tool	Process Improvement Anticipated time saver
FMO- Carry Forward Policy	Finance Improvement Anticipated time saver
Principal and Deputy Principal Role Description and School Leadership Policy	HR Change
Implementation of new SASS training	HR Change
Implementation of new staff agreement (2021-2025)	HR Change
New School Counselling Service Professional Practice Framework	System Change
New SchoolBiz	System Improvement Anticipated time saver

# Term 1 School Development Days



# Key points

**In 2021 there will be 2 School Development Days in Term 1 before students return**

- Schools will be offered pre-recorded packages that contain summarised information around key topics. The packages will be between 12-20 minutes duration and will be able to be accessed at any time.
- The packages will cover important information which school staff need to be aware of for the commencement of the school year. They will also cover materials which support key strategic initiatives. It will provide schools with the opportunity, not obligation, to engage with materials which have system wide relevance.
- The packages provided will be accessed via designated website location.

# School Development Days 2021

## Possible introductory sessions

Introductory sessions Day 1 and Day 2 (depending on availability of personnel)

AECG Partnership Agreement

- livestream conversation between Cindy Berwick and Mark Scott

School Success Model update

- livestream conversation Cathy Brennan, Murat Dizdar, Jane Simmons and Simon Breakspear.

# School Development Days 2021

## Possible professional learning session options (12-20 minutes each)

### SESSION

Principal role statement

Deputy Principal role statement

School Excellence in Action overview

School Excellence in Action activity

Professional Learning strategy overview

Professional Learning strategy activity

Behaviour strategy

Attendance overview

The Disability Standards for Education

High Potential Gifted Education

Literacy and Numeracy support

Anti-racism

Strong Start to 2021 (Kindergarten)

PDP process

# Intensive Learning Support Strategy

# Key information

## COVID intensive learning support program

This targeted program is designed to ensure students remain on track in their learning following COVID-19 and other disruptions in 2020.

The information and further detailed information will be provided to as implementation details are worked through by the taskforce.

### Program focus & target students

The focus on small-group tuition reflects the evidence that this is an effective method of 'catching up' students whose learning has slipped (to around 290,000 students across primary, secondary, central and Schools for Specific Purposes)

A core focus will be on boosting students' core knowledge and skills, particularly in literacy and numeracy, although implementation will necessarily vary across schools and primary, secondary and specialist contexts.

Schools will identify students to participate based on student data, including school data such as reports and assessments made available by the Department, as well as teacher judgement.

# Key information

## Resourcing the program in schools

Every NSW government school will receive funding, which will be allocated according to school size and school need (based on level of socio-economic advantage).

Schools will be notified as to their funding allocation in the coming weeks. This will give schools the certainty they need to plan for program delivery in Term 1, 2021.

All government schools will receive funding (excepting those that do not receive low-SES RAM funding because their students' primary enrolments are at another school).

Government schools will receive a baseline amount of \$5,541. Additional funding above the baseline will be allocated based on disadvantaged student numbers.

The median allocation to NSW schools will be around \$80,000, and the average amount provided to schools will be around \$130,000.

The baseline amount should be enough for a school to purchase around 73 hours of tutoring at \$75 per hour (costed on a casual teacher rate of \$450 for a 6-hour day). The average amount (approx. \$130,000) equates to around 1700 of small-group tutoring.

Less than 100 government schools will receive only the baseline amount.

# Key information

## Resourcing the program in schools

HR processes are still being confirmed. It is envisaged that principals will be able to directly engage, e.g. existing casuals or temporary teachers to deliver the program.

To boost supply, the Department is also creating a register of people interested in participating in the program. This will include on-leave, casual, temporary and retired teachers. Teacher education students will be able to express interest, as will university academics or PhD students who have appropriate qualifications and experience. These people will most likely be used to supplement supply in specialist secondary areas.

To make sure rural and remote school leaders can access the expert additional staff members they need to successfully implement the program, flexible options for delivery will be considered where necessary.

## Supporting effective implementation

The taskforce will be reviewing existing resources, including assessment resources, and develop a catalogue of resources to support the program.

Where gaps exist, additional resources and guidance for schools will be developed.

# Term 1 Overview



# Questions