Reform 1: Incentives to attract high-performing teachers and principals

Options are aimed at both attracting and retaining high quality staff and improving the capacity of existing staff. The menu recognises that building and sustaining a school culture of ongoing professional growth is in itself a strategy for attracting and retaining high-performing staff.

Attract high-performing principals

Provide flexible salary packages to attract high-performing principals (which could include pay, fixed term contracts, ‘sabbatical’ incentives).

- Implement a mentoring program which links newly appointed principals with experienced, late career or recently retired principals, or academic partners (e.g. Priority Action School principal mentoring).

Attract high-performing teachers

- Employ a Highly Accomplished Teacher to be an additional high-quality teacher in the school. This teacher would be classroom based but also undertake mentoring and play a lead role in school-based professional learning [Teacher Quality NP].

- Employ targeted high-performing graduates under the New Pathways initiative or teacher interns [Teacher Quality NP].

Other incentives

- Provide rewards for schools that meet the outcomes outlined in their school plans.

- Bolster executive support such as through:
  - the employment of additional executive members to support teaching and lead whole school professional learning in and across clusters of schools
  - enhanced induction for new executives
  - employment of support teachers and Teacher Educators
  - the provision of additional release time

- Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge.

- Provide cross-sectoral professional networks for teachers and principals.

- Provide subsidised housing, rental assistance and remote allowances
for teachers in rural and remote schools.

- Collaborate with the NSW Institute of Teachers and the Professional Learning and Leadership Development Directorate to encourage more teachers to achieve the professional accomplishment and professional leadership accreditation stages of the teaching profession.

- Collaborate with rural universities to link pre-service teacher groups with experienced rural school staff via collaborative technologies to bring about embedded mentoring and engagement of internships with remote rural schools.
Reform 2: Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

Principals will be critical to the reform envisaged in this Partnership. Their role in leading the development and delivery of the school plan will require strong capacities as an educational leader while meeting the challenge of administering a new and flexible set of reforms within the school. Given the scale of the challenge, this reform element also extends the role of leadership to school executives and teachers.

**Performance management**

- Individual professional learning plans for teachers, school executives and principals based on key accountabilities linked to performance reviews (using the NSW Institute of Teachers’ Professional Teaching Standards and other leadership standards).

- Close performance management of early career teachers by more experienced teachers/mentors (using the Professional Teaching Standards). This could include a new teacher spending time in the classroom of a highly skilled teacher.

**Staffing arrangements**

- Trial enhanced decision-making where principals will have extra responsibility for recruitment, staffing mix and budget decisions, within a state-wide and systemic framework [Teacher Quality NP].
Reform 3: School operational arrangements that encourage innovation and flexibility

The success of the Partnership will rely on the ability of schools to put in place clear strategies that will have a direct impact on student outcomes. While schools will have the flexibility and the resources to develop innovative strategies, clear accountabilities will be used to establish whether these strategies are making a difference.

School innovation and flexibility

- Employ paraprofessional staff to provide additional support [Teacher Quality NP].

- Use flexible school organisation practices. This could include working in small groups, team teaching, summer schools, before and after school programs for targeted students, homework centres and adjustments to school hours.

- Use new technologies such as Connected Classrooms and videoconferencing to allow access to, and sharing of, resources.

- Employ additional staff, such as bilingual and Aboriginal School Learning and Support Officers to support newly arrived students in the classroom, and Community Liaison Officers to assist in linking schools with their communities.

- Provide alternative timetabled curriculum programs for refugee students with limited previous education which focus on intensive English language support and further educational and vocational options.

- Develop links with universities to assist in the development of new pedagogy and innovative organisational structures which reflect current international best practice.

Schools working together

Schools may work in networks or clusters to share resources and pool expertise. Clustering will also allow schools achieving positive results and improvement to join with schools making slower progress. Examples of this in practice could be:

- Utilising the Highly Accomplished Teachers within a cluster to create a collegial network.

- Cross-sectoral sharing of resources where local schools identify a shared need.
- Timetabling models across school clusters that help to share expertise and increase curriculum options for students.

- Greater use of technology to assist in developing effective clusters (such as videoconferencing). Schools will be able to expand their curriculum offerings through clustering arrangements and the use of programs such as Connected Classrooms.

- The development of partnerships between clusters and local community groups, Aboriginal community organisations, government bodies and non-government organisations involved in meeting the social, wellbeing and learning needs of Aboriginal, NESB and students with a disability in low SES schools.
Reform 4: Providing innovative and tailored learning opportunities

Identifying and targeting specific student needs will be essential if schools are to make measurable improvements. The ability to use student assessment and other data to identify individual, class and school needs will be critical to the success of the reforms.

Targeted approaches

Implement focussed interventions to lift results for identified students. These would include direct student interventions and professional development for teachers to implement particular evidence-based approaches. As a first priority these would be from those programs to be implemented in the Literacy and Numeracy NP, such as:

- **MULTILIT**
- Personalised Learning Plans
- *Focus on Reading 3-6*
- *Reading to Learn*
- *Accelerated Literacy*
- *QuickSmart Numeracy*
- *Taking Off with Numeracy*

- Put in place transition plans for students (such as primary to secondary and post-school plans that lead to successful movement into further learning and employment).

- Implement new models to ensure achievement of syllabus standards such as:
  - Vertical curriculum models especially in the middle years
  - Project based learning
  - Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks
  - Delivering curriculum using technology such as online resources and videoconferencing across sites
  - Producing online learning modules which are available to students and parents outside regular school hours
Provide whole school professional learning in ESL pedagogy for classroom teachers and school executive such as:

- Teaching English Language Learners (TELL) for mainstream teachers of ESL
- Teaching Refugee Students in My Class
- ESL Scales training

**Professional development**

Provide professional development opportunities for school executives and teachers to help them use and analyse student data (e.g. NAPLAN) to cater to student needs.

- Utilise data sources such as socio-cultural data provided by Local Government Authority, surveys with parents and community surveys.
Reform 5: Strengthen school accountability

Underpinning this reform direction is the use of transparent planning and reporting mechanisms that clearly outline the goals to be achieved, the strategies to be implemented and the methods to be used for assessing outcomes against the plan.

- Implement a new accountability process for school executives in Government schools.

- Strengthen school development and accountability mechanisms linked to school planning processes. Strengthened accountability could include:
  - interviews with members of the school community
  - monitoring of school performance
  - rigorous assessment of teachers and school leaders
  - external evaluation
  - publicly available annual reports to report on progress against outcomes.

- Develop specialist teams within school clusters to visit schools regularly to assess outcomes in terms of the School Plan.

- Develop case studies of individual students and class cohorts that describe the impact of individual and whole school strategies on learning outcomes to share within school clusters.
Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)

This reform direction will strengthen schools' ability to address identified needs through ongoing engagement with the broader community.

Schools working with communities

Extend the “Schools as Community Centres” concept linking schools and families with government and non-government services, and encourage parents to get involved with a range of local programs for young children and their families. For example, Families NSW initiatives, community based preschools, supported playgroups and Koori Kids, Koori Smiles (a dental health program for Aboriginal students run in partnership with NSW Health).

- Engage parents, community members and community organisations to fully participate in the development and implementation of a school plan that would determine future directions and ensure every child moves forward and can achieve success with appropriate support from school, home and the community.

- Provide professional learning for new principals, executive members and teachers in low SES school communities to create and drive whole-of-school initiatives around student wellbeing.

- Develop and implement strategies to lift parental expectations for their children's education.

- Provide training for Aboriginal Elders and Aboriginal community members to provide support inside the classroom in relation to key areas such as attendance, literacy and numeracy.

- Offering ‘parent education’ classes on a range of issues to help parents and carers engage more fully with their child’s learning at school and at home. These classes would increase and improve home-school communication and could include:
  - Family reading and writing – including helping your child with their learning
  - Family numeracy – including helping your child with their learning
  - Positive parenting classes
  - Reading and understanding reports and student data.
Expanding schools’ services

- Offer extended transition to school programs in school communities where K-2 attendance is poor. Partnering with local preschools and community services, transition to school programs could be offered to children aged from 0-8 years (such as play groups for children starting school in the following year).

- Employ specialist support services, including allied health services, counselling services and home school liaison officers.

- Employ partnership officers within communities of schools to strengthen links between schools and their local Aboriginal communities [Teacher Quality NP].

- Develop links with Adult Migrant English Service and TAFE to provide English language courses for parents.

- Develop links with NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors to provide counselling and support for newly arrived families.

- Provide before and after school care, homework centres and other services at school.

- Broker services such as a youth worker to provide integrated family case management and settlement services for newly arrived migrant families or other targeted groups.