# 2015 List of current ACLO positions

| Position | Office |
|---|---|
| Aboriginal Community Liaison Officer | Gosford |
| Aboriginal Community Liaison Officer | Gosford |
| Aboriginal Community Liaison Officer | Emerton |
| Aboriginal Community Liaison Officer | Emerton |
| Aboriginal Community Liaison Officer | Emerton |
| Aboriginal Community Liaison Officer | Arncliffe |
| Aboriginal Community Liaison Officer | Arncliffe |
| Aboriginal Community Liaison Officer | Glenfield |
| Aboriginal Community Liaison Officer | Glenfield |
| Aboriginal Community Liaison Officer | Adamstown |
| Aboriginal Community Liaison Officer | Maitland |
| Aboriginal Community Liaison Officer | Maitland |
| Aboriginal Community Liaison Officer | Goonellabah |
| Aboriginal Community Liaison Officer | Grafton |
| Aboriginal Community Liaison Officer | Port Macquarie |
| Aboriginal Community Liaison Officer | Forster |
| Aboriginal Community Liaison Officer | Murwillumbah |
| Aboriginal Community Liaison Officer | Tamworth |
| Aboriginal Community Liaison Officer | Armidale |
| Aboriginal Community Liaison Officer | Moree |
| Aboriginal Community Liaison Officer | Dubbo |
| Aboriginal Community Liaison Officer | Dubbo |
| Aboriginal Community Liaison Officer | Bathurst |
| Aboriginal Community Liaison Officer | Broken Hill |
| Aboriginal Community Liaison Officer | Broken Hill |
| Aboriginal Community Liaison Officer | Coomealla |
| Aboriginal Community Liaison Officer | Wagga |
| Aboriginal Community Liaison Officer | Queanbeyan |
| Aboriginal Community Liaison Officer | Batemans Bay |
| Aboriginal Community Liaison Officer | Warilla |
| Aboriginal Community Liaison Officer | Albury |
| Aboriginal Community Liaison Officer | Deniliquin |



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Aboriginal Community Liaison officers

Positions & salaries

| | | |
|---|---|---|
| **Total Salary Costing** | **$2,277,828** | |
| | | |
| Oncost Rate | 20.28% | |
| Total Oncost Costing | **$461,943** | |
| | | |
| **Total Position Costing** | **$2,739,771** | |
| | | |
| All Permanent positions, located: | | |
| Macquarie Park | 5 | |
| Tamworth | 11 | |
| Ultimo | 4 | |
| Wagga | 12.5 | |
| **Total** | **32.5** | |

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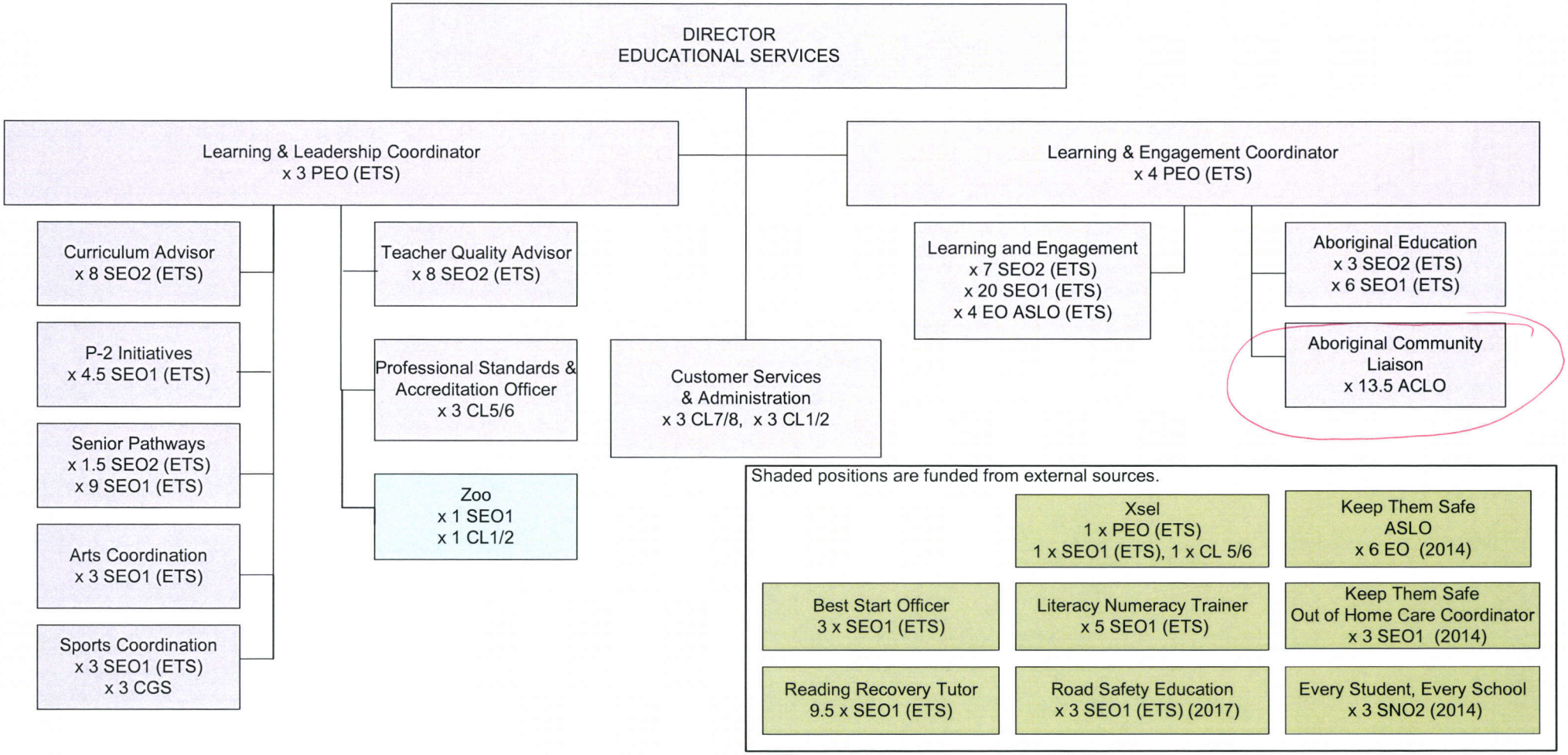
# EDUCATIONAL SERVICES: Executive Director, Wagga Wagga Office




**Directors PSNSW**
Albury, Bathurst, Cootamundra, Deniliquin
Far South Coast, Far West, Griffith, Lachlan,
Macquarie, Orange, Queanbeyan, South Coast,
Southern Tablelands, Wagga Wagga Western
Plains, Wollongong, Wollongong North

**Directors' Admin Support**
10.0 x Administrative Officer (CL5/6)
5.0 x Administrative Support Officer (CL1/2)

**SERVICE LOCATIONS**

Executive Director – Offices in Dubbo and Wagga Wagga
Directors, PSNSW – Albury, Batemans Bay, Bathurst, Broken Hill, Deniliquin, Dubbo, Griffith, Orange, Queanbeyan, Wagga Wagga, Warilla
School Leadership Officers (13FTE) – Locations to be determined
Director, Educational Services – Offices at Dubbo, Wagga Wagga, Warilla
Educational Services – Albury, Batemans Bay, Bathurst, Bourke, Broken Hill, Deniliquin, Dubbo, Griffith, Orange, Queanbeyan, Wagga Wagga, Warilla
Other service locations – Coonamble Public School, Western Plains Zoo

**Executive Director's Unit**

1 x Executive Director PSNSW
2 x Professional Support Officer (PEO)
1 x Executive Assistant (CL7/8)
1 x Finance & Admin Manager (CL7/8)
1 x Administrative Officer (CL5/6)

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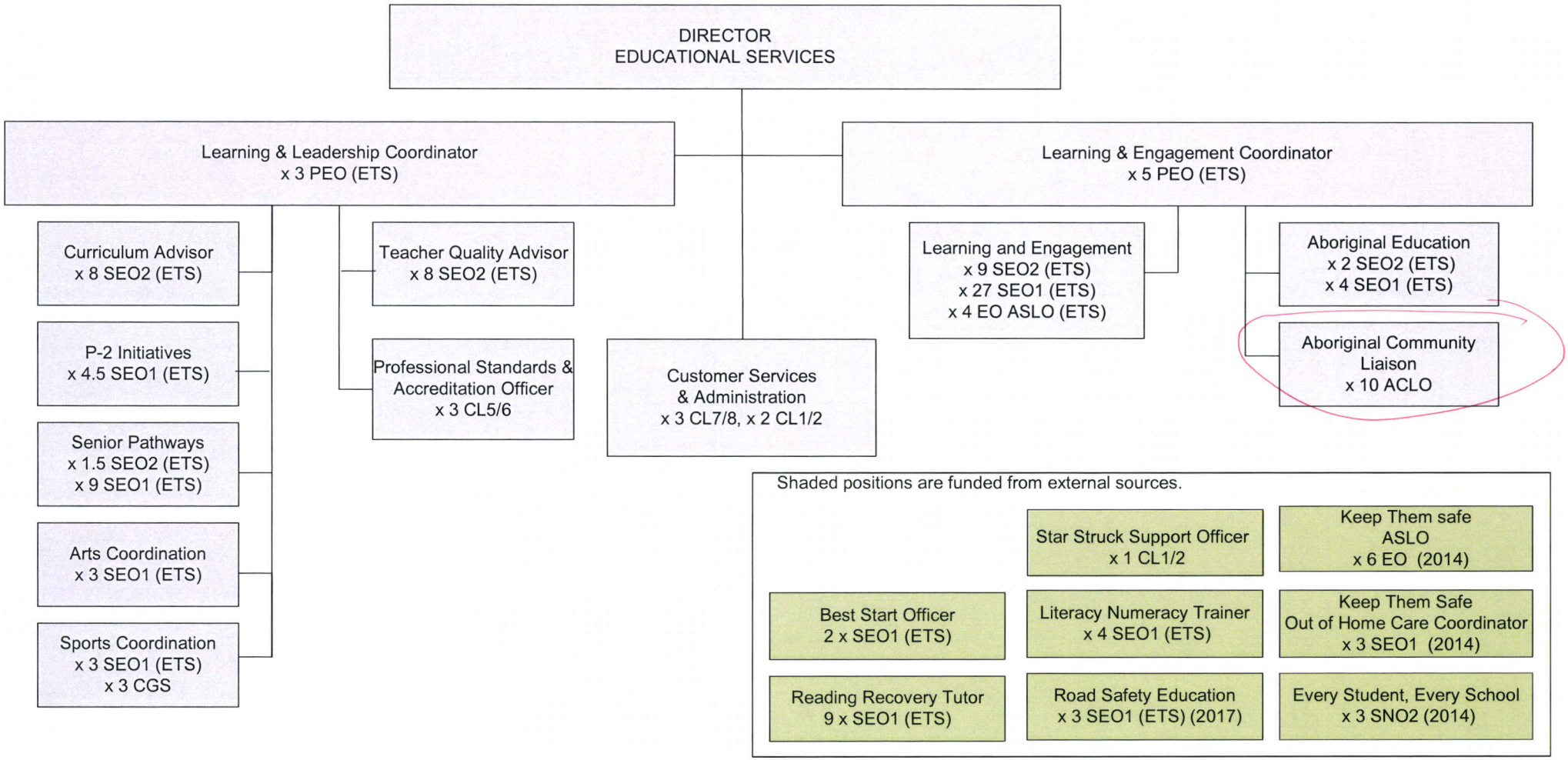
# EDUCATIONAL SERVICES: Executive Director, Tamworth Office




**Directors PSNSW**
Barwon, Callaghan & Port Stephens, Clarence Valley
Coffs Harbour, Great Lakes, Hastings, Hunter
Lake Macquarie East, Lake Macquarie West, Lismore
Maitland, Mid North Coast, Newcastle, Northern
Tablelands, Richmond Valley, Tamworth, Tweed, Wollemi

**Directors' Admin Support**
11.0 x Administrative Officer (CL5/6)
7.0 x Administrative Support Officer (CL1/2)

**SERVICE LOCATIONS**

Executive Director – Offices in Tamworth and Coffs Harbour.
Directors, PSNSW – Adamstown, Armidale, Coffs Harbour, Forster, Goonellabah, Grafton, Maitland, Moree, Murwillumbah, Newcastle, Port Macquarie, Tamworth
School Leadership Officers (14FTE) – Locations to be determined
Director, Educational Services – Offices at Adamstown, Coffs Harbour, Goonellabah
Educational Services – Adamstown, Armidale, Coffs Harbour, Forster, Goonellabah, Grafton, Maitland, Moree, Murwillumbah, Newcastle, Port Macquarie, Tamworth
Other service locations – Nil

**Executive Director's Unit**

1 x Executive Director PSNSW
2 x Professional Support Officer (PEO)
1 x Executive Assistant (CL7/8)
1 x Finance & Admin Manager (CL7/8)
1 x Administrative Officer (CL5/6)

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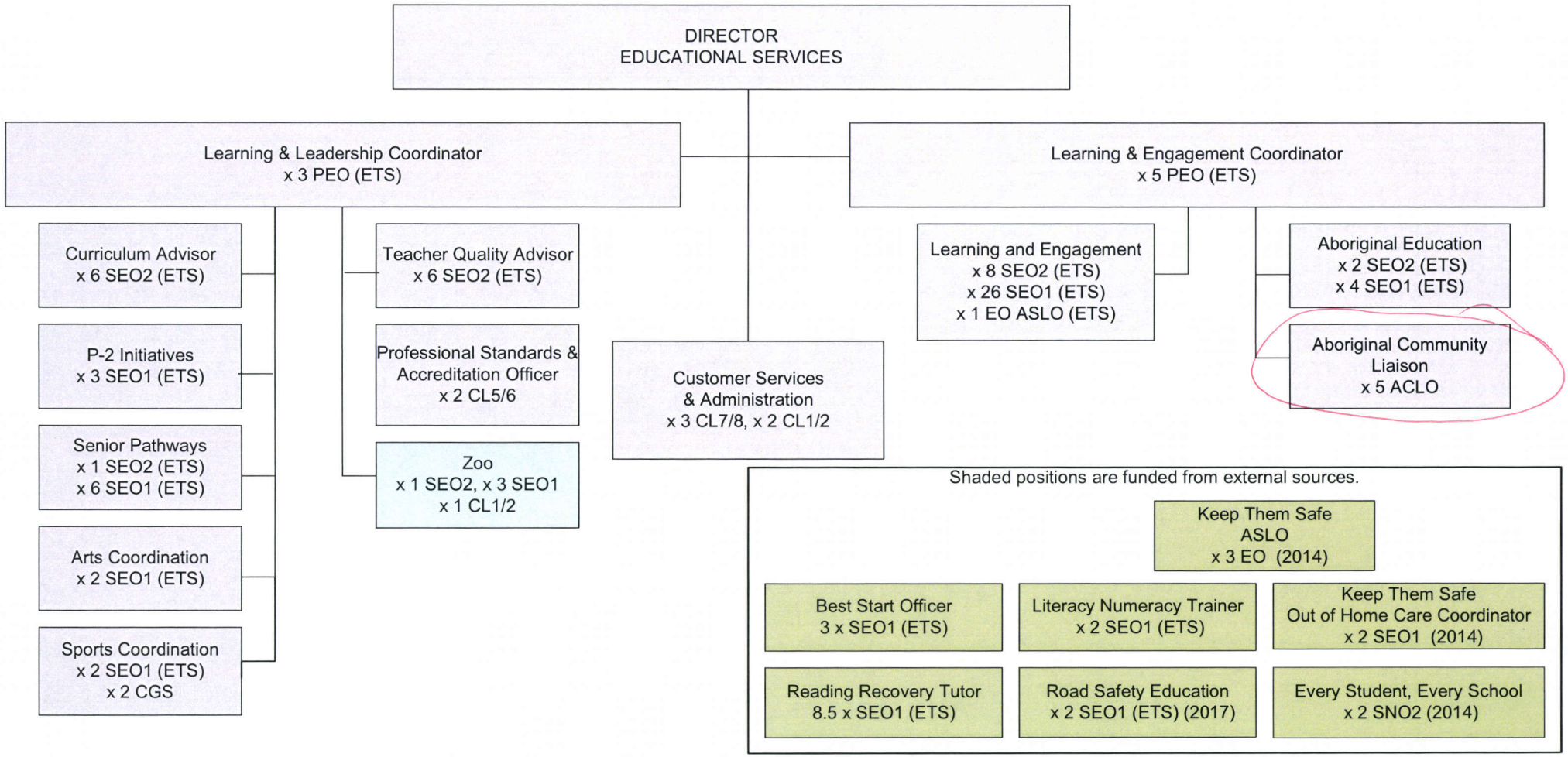
# EDUCATIONAL SERVICES: Executive Director, Macquarie Park Office




**Directors PSNSW**
Blue Mountains, Dural, Eastern Creek
Gosford, Hawkesbury, Holroyd, Hornsby
Ku-Ring-Gai, Nirimba, North Sydney
Parramatta, Penrith, The Hills
Warringah, Wyong

**Directors' Admin Support**
6.5 x Administrative Officer (CL5/6)
6.5 x Administrative Support Officer (CL1/2)

**SERVICE LOCATIONS**

Executive Director – Macquarie Park
Directors, PSNSW – Gosford, Macquarie Park, Nirimba
School Leadership Officers – Locations to be determined
Director, Educational Services – Macquarie Park
Educational Services – Gosford, Macquarie Park, Mt Druitt, Nirimba
Other service locations – Macquarie University Innovations Centre, Taronga Zoo

**Executive Director's Unit**

1 x Executive Director PSNSW
2 x Professional Support Officer (PEO)
1 x Executive Assistant (CL7/8)
1 x Finance & Admin Manager (CL7/8)
1 x Administrative Officer(CL5/6)

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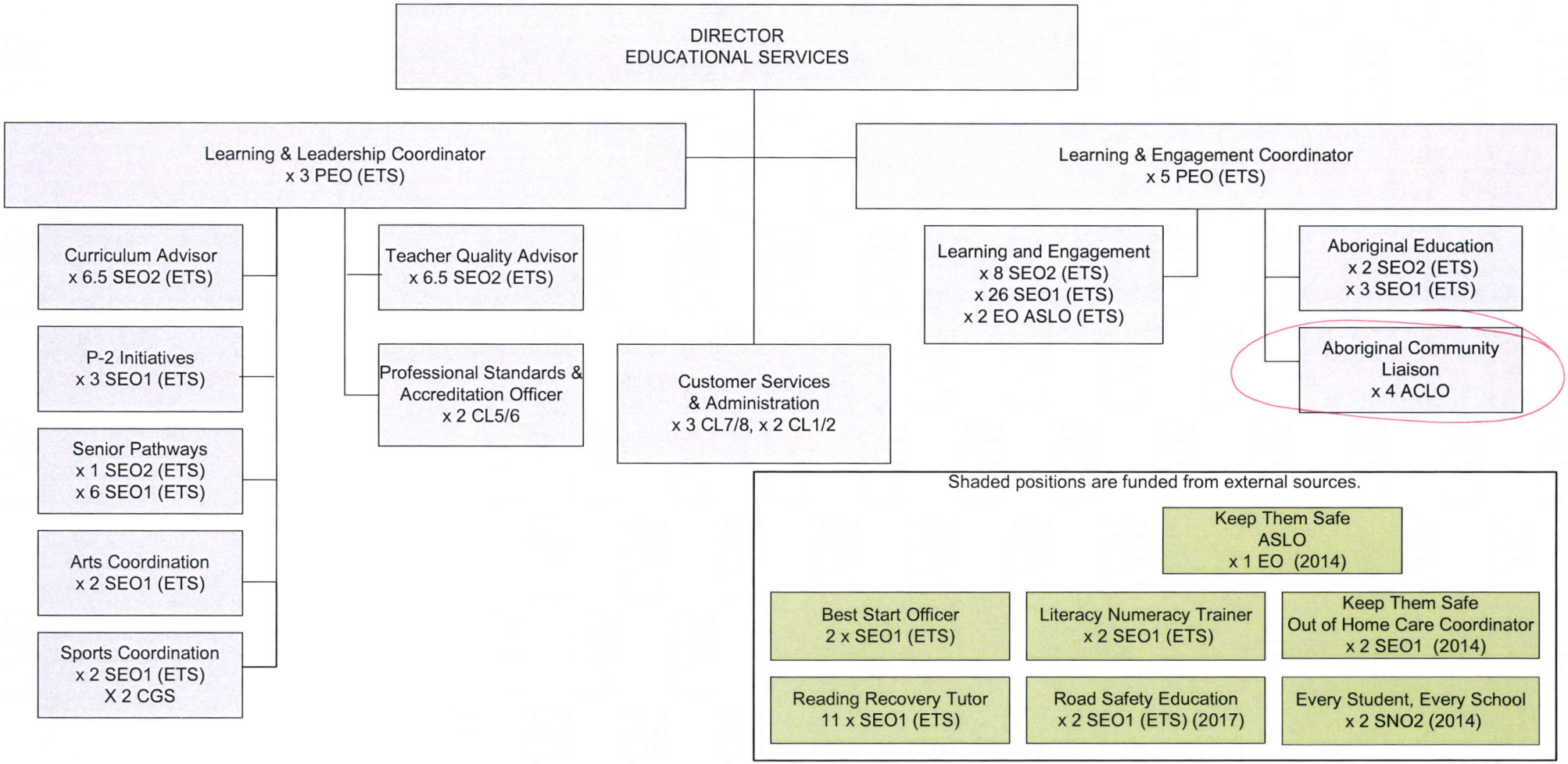
# EDUCATIONAL SERVICES: Executive Director, Ultimo Office




**Directors PSNSW**
Bankstown, Botany Bay, Campbelltown
Canterbury, Fairfield, Georges River
Glenfield, Liverpool, Macarthur, Marrickville
Port Hacking, Port Jackson, Strathfield
Wollondilly, Woronora River

**Directors' Admin Support**
6.5 x Administrative Officer (CL5/6)
6.5 x Administrative Support Officer (CL1/2)

**SERVICE LOCATIONS**

Executive Director – Ultimo
Directors, PSNSW – Arncliffe, Bondi, Glenfield, Miranda, Ringrose, Riverwood, Strathfield
School Leadership Officers – Locations to be determined
Director, Educational Services – Arncliffe
Educational Services – Arncliffe, Miranda, Glenfield, Riverwood, Ringrose, Strathfield
Other service locations – Bankstown North PS

**Executive Director's Unit**

1 x Executive Director PSNSW
2 x Professional Support Officer (PEO)
1 x Executive Assistant (CL7/8)
1 x Finance & Admin Manager (CL7/8)
1 x Administrative Officer (CL5/6)

21 August 2013

**POSITION DESCRIPTION**

Position: Aboriginal Community Liaison Officer

| | |
|---|---|
| **Portfolio** | Public Schools NSW – Educational Services – Learning and Engagement |
| **Position Title** | Aboriginal Community Liaison Officer |
| **Classification** | Aboriginal Community Liaison Officer (ACLO) |
| **Brief Role Statement** | Working as part of a team to support and develop partnerships and understanding between the Aboriginal community and the Department at all levels, thereby helping to improve the outcomes for Aboriginal school students. |
| **Statement of Duties** | Contributing to and when required leading the development of consultative mechanisms to promote understanding between Aboriginal communities and the Department.<br><br>Developing, implementing and evaluating support programs for students and communities.<br><br>Promoting and providing support for the Aboriginal Education Consultative Group (AECG) at a local and state level through participation in local AECG activities.<br><br>Promoting departmental policies and programs through liaison with Aboriginal communities.<br><br>Promoting and taking a leading role in negotiating Aboriginal community use of departmental resources, facilities and personnel.<br><br>Assisting to develop awareness of and skills in Aboriginal education curriculum development in Aboriginal communities.<br><br>Assisting to build the capacity of Aboriginal community members and departmental officers in Aboriginal education curriculum development and implementation.<br><br>Assisting departmental staff, and when required staff from other agencies, to develop awareness of Aboriginal health issues that impact on outcomes for Aboriginal students.<br><br>Informing senior officers on and facilitating Aboriginal community involvement in curriculum implementation and other educational initiatives including student well-being programs.<br><br>Acting as a conduit between local principals and Educational Services |



Final

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| | |
|---|---|
| | team staff on the views of Aboriginal communities, including the local AECG, which have relevance for the Aboriginal students in schools and the Aboriginal education programs. |
| **Selection Criteria** | Aboriginality.<br><br>Proven ability to work collaboratively in teams.<br><br>Knowledge of Aboriginal education programs, departmental communities and external agencies.<br><br>Skills to facilitate change.<br><br>Understanding of Aboriginal Education Consultative Group role.<br><br>Effective interpersonal, oral and written skills.<br><br>Driver's licence or willingness to obtain one.<br><br>Knowledge of and commitment to the Department's Aboriginal education policies. |
| **Note** | Aboriginality is a genuine occupational qualification and is authorised by Section 14 of the *Anti-Discrimination Act 1977.* |

Final



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## NEW MODEL OF SUPPORT TO SCHOOLS – REPORT ON FEEDBACK
## 27 March 2013

### OVERVIEW

In the past weeks I have had the opportunity to see firsthand the passion and commitment that exists at every level for our public schools and the public education system. Over 230 individuals and groups took the time to send feedback on the version of the new model of support to schools that I released on 25 February 2013. Generally these responses were strong in their views. I will report back to you on that feedback and the actions I have taken in response.

At the same time I have had the opportunity to address principals across the state. I have been heartened by the number of principals and senior officers who have expressed their support of the new way of working and the new model.

Let me be very clear. A number of principals, officers and stakeholders in western NSW have voiced their strong concerns about what they see as the loss of Team 5 and the potential impact on schools and local communities. I have listened to and considered these concerns.

I have continued my discussions with the principals' associations, and appreciate the valuable contribution of the members of the executives. There is much work to be done to develop this final structure into an effective service delivery model, and the principals' associations have agreed to work with me for the remainder of 2013 in readiness for the full implementation in 2014.

Our joint priorities are to develop the full role statements and position descriptions for senior officers, to clearly define the role of the School Leadership Officers and to ensure that operationally the new model meets the needs of schools and school communities.

### SUMMARY

We received approximately 230 emails in the period from 25 February 2013 to 3 March 2013. These ranged from individuals, to groups, associations and included a campaign.

The issues that received the most number of emails, and I need to advise you that the numbers are approximates, were principals' networks (65), support for principals and service delivery to schools in rural and remote areas (45), aspects of the model (30), the role and reporting lines of the School Leadership Officers (20) and support for Sports Coordination Officers (12).



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Other issues that were commented on were the level and type of administrative support for Directors, the ratio of Directors to principals, the redistribution of Aboriginal Education resources, office locations, vocational education and training, Equity and RAM, and early childhood support.

## THEMES AND ACTIONS TAKEN IN RESPONSE

### From 4 to 5

The change from five Executive Directors to four raised significant concerns in some parts of the state. Many saw this as a 'loss' of support and resources. Others raised concerns about the distances involved in accessing directors or services. For others, there was a perceived disruption to long standing, effective local community relationships.

I thought long and hard about the model from a rural and remote perspective, and tested it to see whether or not principals and schools will be disadvantaged.

I believe that the model represents our new way of working in the future – local schools making local decisions – and that for many the opportunities it will bring principals and school communities are not yet a reality.

Some expressed the view that 'if it is not broken, we shouldn't be trying to fix it.'

I don't accept this argument. The principals' associations have long raised concerns about aspects of the regional model, the variability that has been introduced across the State by often having ten different ways of doing business and the difficulties this can cause for principals.

Our reform agenda means that we must work differently in the future.

This different way of working extends to service delivery to schools. Learning and Engagement support and resources, including Aboriginal Education, will be located close to schools and, apart from a new and improved leadership and management structure, I am confident that schools will not see much difference in the way these services are provided.

Learning and Leadership resources in the new model will be responsive to the needs and demands of schools. These team members at times will be facilitators, coordinators, procurers, advisors and managers, and will work closely with principals to secure the services they need.

I am convinced that this model will be equally as effective for principals and school communities in any location across New South Wales. For this reason the new model will have four Executive Directors and four Directors, Educational Services as proposed in the model I released on 25 February 2013.



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## Principals' Networks

I gave a commitment that I would consider changes to networks at the request of principals and on the advice of Regional Directors, with the qualifications that changes would have the potential to impact on other principals and schools and that I would case manage the requests to achieve the best outcomes possible for all principals.

I can advise you that I have approved 31 changes of principals' networks in this final version of the model. The revised list of Principals' Networks is published here on the website with this report.

Those principals who still have concerns should contact their Regional Directors who will follow up with me. There is still some flexibility with principals' networks as we move into the new model during 2013.

There are two changes to the names of networks. At the request of principals in the local area, the Dubbo network of principals has been renamed the Macquarie network. The Goulburn network has become the Southern Tablelands network.

You will see that the information relating to principals' networks has been organised differently in the documents I am releasing today. In the Principals List, every school is listed alphabetically so that a principal can easily find his or her network. In the Networks List, principals can see which other principals are part of the same network.

## Networks – complexities and ratios

One theme that came equally from metropolitan and rural principals was the complexity in networks and the ratio of principals to directors. Rural colleagues argued for additional director positions on the basis of distance and issues confronting schools and students in rural and remote locations. Metropolitan colleagues argued on the basis of large student populations and the issues that principals manage in areas of highly diverse, sometimes low socio economic communities.

The definition of complexity varied, but principals and principals' associations saw this as a significant issue.

I need to be very clear here. These arguments were supporting an increase in resources, or a differentiated distribution of directors and principals across the State. There was limited support for collapsing the School Leadership Officer positions to increase the number of Directors positions and reducing the ratio below 34, although a number of respondents supported the concept of lower ratios.



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I have acknowledged publically many times that every school is complex, and that the complexity varies according to many factors that are part of the fabric of the school and its community.

There are no additional resources available to increase the number of Director positions without reducing resources or support in another area. I believe the distribution is responsive to local factors and will effectively support the work of principals.

### School Leadership Officers

I received interesting and varied feedback in response to the establishment of 50FTE positions drawn from the principal cohort.

Generally principals welcomed this change and saw the role as vital to supporting principals in this changing agenda of school leadership.

Many raised questions about how this role will work. Others raised concerns about the reporting line to the High Performance Unit and questioned whether or not this would be another accountability line for principals.

Some, including the principals' associations, requested a change of name for the position to more clearly identify with the role.

Lastly, a number of principals expressed the view that there would be a loss of expertise and valuable support from School Development Officers.

The development of the School Leadership Officer role is a major task for me with the principals' associations. We have time over the coming months to determine how these positions can be used to the best advantage of principals and to further the implementation of our new school improvement, planning and evaluation processes.

However there is strong support for the maintenance of this role and these positions. They will be an important part of our new model of support to schools.

I considered carefully the concern from the field regarding the potential loss of expertise of our current School Development Officers, along with the need to support the School Leadership Officers as we transition to the full implementation of Local Schools, Local Decisions.

In response, I have decided to develop a transition strategy to support the vital role of the School Leadership Officers in the transitioning period. This strategy will be developed over the coming months.

### Aboriginal Education resources

There was some concern raised by Aboriginal communities that the Aboriginal Education Advisor (SEO2) and the Aboriginal Education Officer (SEO1) positions



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had been redistributed across the state. I took advice from the Aboriginal Education and Community Engagement Unit, working in partnership with the NSW AECG Inc regarding the locations of the Aboriginal Community Liaison Officers (ACLO), the Aboriginal Student Liaison Officers (ASLO) and the distribution of the SEO2 and SEO1 positions. As a result, Aboriginal Education officers will not be redistributed and will continue to work with the same school and local communities.

## Office locations

I am aware that there is some concern across regional staff, principals, school and local communities that the local office will be closing and that in some cases services will be located hundreds of kilometres away from schools.

In response I am providing indicative service delivery locations. I hope that this information will allay some of those concerns.

The organisational charts have been redesigned to identify proposed office locations for services. These locations and the actual positions that will form part of the Educational Services teams will be finalised once the Directors, Educational Services are in place.

The Executive Directors with responsibility for directors in non-metropolitan areas will work out of two office locations. I have taken this decision in response to the feedback that there are additional challenges for many principals in rural and remote parts of the state. I want to ensure that the executive directors are accessible to directors and principals. For this reason, executive directors' units will be based in Dubbo and Wagga Wagga, and Tamworth and Coffs Harbour.

You will see that I have removed the team number from the charts. I felt that these teams and numbers were introducing artificial boundaries that limited the scope of the services and defined service delivery in ways that reflected past models and structures.

Principals can identify their director, the locations of the director's office, and the locations for the services to support their schools from these charts.

While I understand that people want maps and footprints, I am very keen to remove any artificial boundaries that will limit or restrict the work of schools in the future.

## Summary of Actions

- 31 changes to Principals' networks
- The renaming of the Dubbo network to Macquarie network
- The renaming of the Goulburn network to Southern Tablelands network
- The future recurrent funding of the10 Sport Support Officer positions at Clerk General Scale level to remove the need for external funding sources and to ensure equity for the officers across the State who work in these positions.



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## NEXT STEPS

I know many of you will have questions about the process from this point forward. Our immediate priorities are to:

- finalise the position descriptions for senior officers, and recruit the Executive Directors and Directors, Educational Services
- finalise the Change Management Plans, including the placement process so that as many of you as possible will have certainty about the future.

We are still working towards the timeline I released on 25 February 2013. I have included it here for your information.

### *Term 2 2013*

- Executive Directors Public Schools NSW take up their appointments.
- Directors, Educational Services take up their appointments.
- Directors, Public Schools NSW take up their appointments.
- Transition to some aspects of the governance structure of the new model.
- Prepare the role statements and position descriptions for all of the positions in the new structure.

### *Term 3, 2013*

- Work with Human Resources Directorate to plan the processes for placing staff.
- Mid-term 3, the placement process will begin.
  There will not be significant movement of staff at this time. Regional officers will continue to operate in their current roles and locations.
- Regional Office staff will begin preparations for the transition.

### *Term 4, 2013*

- External recruitment through merit to fill any vacant positions.
- Late tem 4, Regional Offices prepare for the amalgamation and relocation of functions and resources to the designated office locations.

### *Term 1, 2014*

- The new model of support to schools is implemented and operational.



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**FEEDBACK REPORT**
**25 February 2013**

Dear Colleagues

It is some time since I have reported back to you about feedback provided in response to the new model of support to schools. While I regret the delay, there has been a very good reason.

While the second feedback period closed on 16 December 2012, consultation has been ongoing with the Principals' associations. I know you will agree that it is vital that we develop a model that will provide the support principals and schools need as we move into a future of greater authority and decision making at the local level.

The model that I am providing today for your consideration has a number of important changes to the earlier versions.

This report details those changes for your information. It also provides you with additional information that will explain the context and function.

## Changes to the structure of the model

The model I am releasing today has a significantly increased capacity to provide high quality flexible, responsive and targeted professional support and development for principals.

This increased support has been achieved by changing the governance structure. I want to be very clear that there is no reduction of the services and support provided to schools.

As an outcome of discussions and workshops with the Principals' associations, there are 50.0FTE School Leadership Officer positions drawn from the principal cohort to work closely with colleague principals. These positions replace the School Performance Officer positions and add to the School Leadership Officer positions in the earlier versions.

With this enhanced professional support comes an increased capacity for directors to work closely with principals to build capacity and meet accountability requirements.

The number of Directors' Public Schools NSW has been increased to 65 from 58.

These changes – an overall increase of 8 School Leadership Officer positions and 7 Director, Public Schools NSW positions – have had implications for other aspects of the model.



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Other important changes are:

The number of Executive Directors, Public Schools NSW has been reduced to four. There will be four administrative teams to support these Executive Directors.

The number of Directors, Educational Services has been reduced to four.

The resources and services from the five Educational Services Teams have been redistributed. There has been no loss of any resource for support to schools through this redistribution. In fact there have been a number of additional positions added to the model to increase the support to schools.

The coordination of both the Learning and Leadership and Learning and Engagement teams has been strengthened by the addition of two Learning and Leadership Coordinator positions (PEO) and one Learning and Engagement Coordinator position.

Four Administration Officer positions (CL3/4) have been created and distributed across the four teams to strengthen customer service support. These positions have been funded from the three Customer Service Officer positions CL 7/8 in team 5.

These additional positions will enhance the capacity of the Educational Services Teams to provide effective, timely, localised support to schools.

In Learning and Leadership, the resources from Team 5 have been redistributed equitably across Teams 3 and 4. This is because those schools that would have been serviced by Team 5 Educational Services Teams will now be serviced by either Team 3 or 4.

In the Learning and Engagement teams, the resources have been redistributed using the three formulas of need that were applied previously. As agreed with the NSW AECG, and in recognition of the vital work that these officers do with their communities, the locations of Aboriginal Community Liaison Officers and Aboriginal School Liaison Officers will not change.

There have been changes to the networks of principals. The first task was to increase from 58 to 65. We achieved this with the assistance and advice of the regional directors.

This effectively reduced the ratio of the number of principals working with one director to 34. We received strong feedback that the earlier ratio of one director working with 40 principals was too large.

We then realigned the 65 Directors, Public Schools NSW so that there is an average of 16 directors reporting to an executive director.



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By changing the model so that School Leadership Officers report directly to the Director High Performance, the Executive Director will have the capacity to supervise a slightly larger team of Directors.

In this revised model the key aspects of the Executive Directors role will be to supervise a team of Directors Public Schools NSW, strategically lead the delivery of educational services to schools including supervising the Director Educational Services, and contribute to the leadership of public education across NSW as a member of the Public Schools Executive Group (PSEG).

At the local level the Director Public Schools NSW will develop and maintain effective relationships with key internal and external stakeholders and with the principals will be the local representative of public education.

### Specific actions in response

- 65 Director, Public schools NSW positions at the Senior Officer 2 level.

  This is an increase of 7 positions. Each director will work with an average of 34 principals in a network.

- 50.0FTE School Leadership Officer positions drawn from the Principal cohort.

  These positions replace the 28 School Performance Officers at the Chief Education Officer level and add to the 14 School Leadership Officers that were part of the earlier models.

  I made the decision to increase the number of positions and change the classification in this important role following strong representation and feedback from the Principals' associations.

  With 65 Director Public Schools NSW positions, the addition of this new team of 50.0FTE School Leadership Officers significantly enhances the level and type of support available to principals.

  You will see from the revised chart that principals in these positions work directly with their colleague principals, have a close working relationship with Directors, Public Schools NSW and will report to the Director High Performance in the Learning and Leadership Directorate in State Office.

  Further information about the role of the School Leadership Officers is provided in the next section of the report.

- An indicative higher grading for the Director, Educational Services. I received feedback from a number of sources that the complexity of this Director's role in



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leading and managing the provision of educational services across more than 550 schools should be evaluated so that the positions are established at the correct level.

This evaluation cannot formally be undertaken until both the role statement and position description are completed, and this cannot be done until the new model has been finalised. My early advice from Staffing Services is that the position is likely to be graded at a level higher than Senior Officer 2.

- Two new positions (2.0FTE) of Leader, Systems Analytics and Coordination (CEO ETS) created to be part of the team working with the Executive Director Public Schools NSW. These officers will establish and coordinate systems, manage and analyse data and undertake research into teaching and learning at the school level. This role will provide important professional support to the Executive Directors' roles of leading public education in New South Wales and strategically managing the provision of the Educational Services to schools in the designated networks.

- An indicative grading of the Manager, Finance and Administration position at CL7/8 level rather than at CL9/10. This follows consideration of the functions of the role and the working relationship with the Schools Finance Unit team in the Schools Portfolio.

## Responding to other matters from the feedback

### Principals' Networks

I received a number of emails from principals, as well as representations from Principals' associations that the purpose of the networks continues to cause concern. While in my last feedback report I clarified that the networks will not limit, restrict or interfere with the ways in which schools currently work with their communities, a number of principals expressed concern that the new networks of principals would not accommodate existing local school relationships, management groups or community of schools.

I have agreed to the request from the Principals' associations that the networks should be geographically based and recognise and accommodate existing school community relationships wherever possible.

There were 29 changes made to networks after the first round of feedback to meet the requests of principals.

With the addition of 7 new networks – Dural, Eastern Creek, Glenfield, Maitland, Mid North Coast, Port Hacking and Queanbeyan - there has been some movement of principals in this version of the model.



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For those principals who advise me that they have concerns, I have asked Regional Directors to follow up. Where the Regional Director and principal agree that the network should be changed, I am prepared to make the change. I am mindful however that these changes have the potential to impact on other principals and schools. I will case manage the requests to achieve the best outcomes possible for all principals.

There have also been changes to the names of some networks. These are:

- Georges River – formerly Kogarah
- Port Jackson – formerly Sydney
- Woronora River – formerly Sutherland
- Hunter – formerly Cessnock
- Callaghan and Port Stephens – formerly Port Stephens
- Lake Macquarie East – formerly Charlestown
- Lake Macquarie West – formerly Lake Macquarie
- Lachlan – formerly Parkes
- Far South Coast – formerly Bega
- South Coast – formerly Shoalhaven
- Wollongong North – formerly Wollongong
- Wollongong – formerly Shellharbour
- Wollemi – formerly Upper Hunter

## Services to schools

### Educational Services Teams

A number of respondents were concerned that the number and type of services that support students with disabilities, students with behaviour needs, students from low socio-economic backgrounds, students from language backgrounds other than English, and Aboriginal education had been reduced in the new model.

In response to these concerns, I asked for a comparison of position numbers in the current and new model. I can give you an assurance that Learning and Engagement support services are unchanged, as are VET (Senior Pathways) and Sport positions in Learning and Leadership. In most cases this means that any of these regional positions funded by State Office now will continue to be funded into the future.

There are three exceptions. These are:

- positions that were established by regions from regional budgets for a specific purpose



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- positions that are externally funded where the funding source is no longer available, and
- Equity positions.

The first two are self-explanatory. In relation to Equity positions, support for our teachers and students will be available at two levels.

Schools will continue to be supported in the delivery of Multicultural and ESL Education. In the realigned Schools Portfolio at the State level, there will be teams of curriculum experts with the responsibility for supporting schools in the delivery of the curriculum including Multicultural Education. This expertise will be relevant to early learning, primary and secondary schools, with a clear requirement to work through learning stages. In the Secondary Education Unit, the newly established Senior Pathways team will continue to support schools and young people in accessing tertiary and vocational pathways beyond the school setting.

At the local level, schools will make decisions about the type and level of support needed to meet the needs of their students and their communities.

In 2014 Equity resources, will be distributed directly to schools as part of the Resource Allocation Model (RAM). The RAM is based on a formula that takes into consideration the needs of schools, including the diversity of the student population.

2013 is a transition year. Multicultural and Equity positions will continue to provide support to schools this year while preparing schools for the new context of 2014 when these funds will be rolled out for local schools to make local decisions.

### School Based Services

Not all of the services that provide support to students and schools are part of the regional establishment.

Many of these officers are based in schools – even if they work out of a regional office.

These services, the positions that deliver the services to schools and the executive positions that supervise these positions are not captured in the efficiency savings and will not be affected by the changes to regions. Schools will continue to access these support services in the future.

For your information these services include:

- Assistant Principals Learning and Support
- Support Teachers Hearing



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- Assistant Principals Hearing
- Support Teachers Vision
- Assistant Principals Vision
- Support Teachers Early Learning
- Support Teachers Transition
- School Counsellors
- District Guidance Officers
- Out of Home Care Teachers
- Home School Liaison Officers
- Aboriginal School Liaison Officers
- Aboriginal Community Liaison Officers

I regret that the positions of Assistant Principals Hearing and Assistant Principal Vision were not included in the list that was published on 6 November 2012.

In general, support classes in mainstream schools and special settings will not be affected. Our students with complex needs will continue to have access to special placement if their parents choose this option.

### Corporate Services

Principals and Principals' associations sent a strong message that the delivery of Corporate Services, and the vital support they provide to principals and schools, should be considered in the development of the new model of support to schools. Further, principals asked for assurances around the continuing provision of those services.

Peter Riordan, Deputy Director-General Corporate Services attended the workshop with the Principals' associations and senior officers from the Schools Portfolio and Regions on 21 January 2013

At the conclusion of the workshop, Peter had a very clear understanding of the concerns raised by principals, as well as the value they place on these services. Peter gave an undertaking to the Principals' associations that he and his team would work with the Schools Portfolio to ensure that the delivery of Corporate Services would meet the future needs of principals and schools

### Office locations

I am not releasing new information today. I have made no further decisions about the location of offices and services. These decisions are closely linked to the new model. I will release a revised list of positions and locations once the model is finalised.



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## Timeline for the transition to the new model

I am aware that people would like to have more detailed information about the transition to the new model and some indication of when they will be affected by the changes.

At this stage I can only provide you with indicative timeframes and stress that these are subject to change. I accept that they may assist you with your planning.

### *Term 1, 2013*

- Finalise the new model of support to schools and have the change management plan approved
- Develop the role statements for Executive Director Public Schools NSW, Director Public Schools NSW, Director Educational Services, School Leadership Officer positions.
- Recruit the Executive Directors Public Schools NSW
- Recruit the Directors Educational Services
- Recruit the Directors, Public Schools NSW

### *Term 2 2013*

- Executive Directors Public Schools NSW take up their appointments
- Directors, Educational Services take up their appointments
- Directors, Public Schools NSW take up their appointments
- Transition to some aspects of the governance structure of the new model.
- Prepare the role statements and position descriptions for all of the positions in the new structure.

### *Term 3, 2013*

- Work with Human Resources Directorate to plan the processes for placing staff.
- Mid term 3, the placement process will begin.
  There will not be significant movement of staff at this time. Regional officers will continue to operate in their current roles and locations.
- Regional Office staff will begin preparations for the transition.

### *Term 4, 2013*

- External recruitment through merit to fill any vacant positions.
- Late tem 4, Regional Offices prepare for the amalgamation and relocation of functions and resources to the designated office locations.

### *Term 1, 2014*

- The new model of support to schools is implemented and operational.



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## Functional Descriptions

Many of those who responded to the models provided on the 6 and 30 November requested position descriptions, or felt that their ability to comment on the new model was restricted without a fuller understanding of the roles of the key positions.

I have previously advised that determining the roles and functions is an important part of the feedback process.

The Principals' associations have worked closely with my team and me however to develop a shared understanding about the roles of senior officers. I provide them here for your consideration and feedback.



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## Key Leadership Positions in the New Model of Support to Schools

### Principal

"The role of the principal of the school in the twenty first century is one of the most exciting and significant undertaken by any person in our society. Principals help create the future. Principals are responsible and accountable for the development of children and young people so that they can become 'successful learners, confident creative individuals and active informed citizens'. (National Professional Standard for Principals)

#### Key functions

- Lead and be responsible for maximising the educational achievements of all students to create and sustain cultures of success, learning and achievement underpinned by consistent pedagogical platforms, the development of the whole child and a positive values framework.
- Lead and be responsible for the design and implementation of the school's curriculum, assessment, teaching and learning programs within agreed curriculum frameworks to address the needs of particular student staff and community contexts.
- Sustain strong educational leadership and effective professional learning and development to strengthen and support the profession within and beyond the school.
- Lead and be responsible for recognising and building student and school capacity to develop strong community relationships and work with colleagues to position public schools as the preferred choice for the twenty-first century.
- Lead and be responsible for the planning, organisation, financial management, administration, evaluation and accountability of the school to accommodate diverse school-community contexts.
- Participate as appropriate in the cyclic external validation process of the school self-regulation and efficacy framework.
- Be accountable to the school community and the Director, Public Schools NSW for their performance and delivery on key accountabilities.



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## School Leadership Officer

### Key functions

Work collaboratively with principals and directors to:

- develop skills and abilities required to effectively lead schools in increased local authority environment
- assist in the development of enhanced financial management skills required to effectively manage increased school budgets
- assist the development and implementation of professional learning plans aligned to the National Professional Standards
- participate in the cyclic external validation process of the school self-regulation and efficacy framework
- develop an increased understanding of evidence based trends in education which will improve educational outcomes for students
- support the implementation of leadership programs including induction and aspiring leaders programs
- facilitate access to high quality professional learning, resources and networks of school leaders
- assist in the development of school planning and school improvement processes
- develop the skills and abilities required for effective conflict resolution and the management of workforce health and safety matters.



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## Director, Public Schools NSW

### Key Accountabilities

- Provide educational leadership and support for principals, as appropriate, in ensuring student performance standards are achieved.
- Ensure principal's educational and financial accountability through the effective implementation of the PARS process and through providing clear and constructive feedback on performance.
- Participate in the cyclic external validation process of the school self-regulation and efficacy framework.
- Work collaboratively with principals, School Leadership Officers and Directors of Educational Services in coordinating and facilitating the provisions of appropriate support and resources.
- Provide strategic leadership and support for principals in their management of school based issues including staffing, financial and community matters.
- Work collaboratively with Communities of Schools in the development and implementation of shared initiatives.
- Facilitate the development and maintenance of professional networks of school leaders across communities of schools including aspiring leaders and induction of new leaders.
- Provide educational leadership and support for principals' capacity building and professional learning.
- Develop and maintain effective relationships with key internal and external stakeholders including representative principal groups, P&C, AECG, Members of Parliament, unions, community groups, local and state government agencies.
- Support the development and implementation of localised whole of government initiatives.
- Provide strategic advice in conjunction with corporate services on the future requirements of the school provision in relevant geographic locations.
- Provide high level advice and exercise sound judgement in the management and resolution of emergent and contentious issues.
- Be accountable to the Executive Director for their performance and delivery on key accountabilities of a senior public service officer.
- Demonstrate commitment to core NSW Public sector values of cultural diversity, equity and ethical practice, and a healthy, safe and fair workplace; and capacity to lead staff in implementing these values.



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## Director, Educational Services

### Key functions

- Collaboratively plan, deliver and evaluate the service delivery for schools in the areas of Learning and Leadership and Learning and Engagement.
- Facilitate the implementation of Learning and Business Systems initiatives.
- Lead and manage performance of the education services teams to meet the diverse needs of schools.
- Work collaboratively with principals in coordinating and facilitating the provisions of appropriate support and resources for schools
- Provide a customer-focussed service through the work and processes of educational services team staff with an emphasis on quality communication, timeliness transparency, efficiency and equity.
- Provide strategic support for principals in their management of school based issues including staffing, financial and community matters.
- Provide expert advice to the Executive Director and Directors Public Schools NSW on policy and operational matters related to Learning and Engagement and Learning and Leadership.
- Work collaboratively in a state wide directors team to deliver effective state level policy and programs in
  - Learning and Leadership
  - Learning and Engagement
  - Learning and Business Systems
  - Local Schools, Local Decisions
- Contribute to the effective operations of public schools in NSW by ensuring the provision of high quality educational support services.
- Be accountable to Executive Director for delivery on key accountabilities and providing highly valued educational services to support schools.



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## Executive Director, Public Schools NSW

### Key functions

- Lead a team of professionals in the development, implementation and review of strategies, systems and processes to achieve the department's priorities.
- Plan, implement and manage strategies, initiatives and programs to achieve positive change in educational outcomes for students in the state's public schools.
- Lead and manage the performance of Directors, Public Schools NSW and Director Education Services.
- Contribute to systems thinking and strategic planning to ensure the Department of Education and Communities continues to deliver high quality educational services.
- Work collaboratively with colleagues across the organisation, in particular Executive Directors in the Schools Portfolio, to harness departmental resources to provide learning, leadership and engagement support for schools.
- Guide schools compliance with legislative requirements relating to Aboriginal education, diversity, disability and child protection.
- Provide strategic leadership to and oversight of Educational Services teams. Contribute to the effective operations of public schools in NSW by ensuring the provision of high quality educational support services.
- Contribute to the development of policies and procedures on a wide range of issues pertaining to engagement, learning and support, particularly in the context of State and Commonwealth government educational reform initiatives
- Work as part of a collaborative, consultative executive leadership team to support the Director-General and Deputy Director-General, Schools and provide leadership for the department in the development, implementation and review of strategies, systems and processes to achieve the department's corporate strategic directions.
- Manage key relationships and communication with internal and external stakeholders, ensuring effective liaison and maintaining strategic relationships with key stakeholders in education policies, key central government agencies and organisations at the State level such as principals' organisations, the NSW Teachers' Federation, the NSW Institute of Teachers, the NSW Federation of Parents and Citizens' Associations, the NSW Aboriginal Education Consultative Group Inc..
- Be accountable to the Deputy-Director General, Schools for planning, leading and managing public education across the state.



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## NEW MODEL OF SUPPORT TO SCHOOLS

## FEEDBACK REPORT – 30 NOVEMBER 2012

### OVERVIEW

The proposed new model of support to schools was released on 6 November 2012. The first feedback period ended on 20 November 2012.

### SUMMARY

I can advise you that we received approximately 900 emails in response. These ranged from individuals, to groups to campaigns. Responses were received from the NSW Aboriginal Education Consultative Group as well as from a number of local AECGs, from principals' associations, unions and stakeholders. Approximately 2% were related to Human Resources processes or enquiries.

The issues that received the most number of emails were equity, multicultural/ ESL education, principals' networks, office locations, and administration support for Sports Organisers. A large number of emails provided feedback on a range of aspects of the model.

A smaller number of emails related to Vocational Education and Training, Reading Recovery, Aboriginal education, regional schools promotions officer positions, the ratio of directors to principals and administrative support for directors.

### THEMES

Many respondents raised concerns about what they saw as a lack of clarity for 2013. This included functions and positions that are not shown on the organisational charts and a lack of specific and detailed information about aspects of the model.

You have heard me refer many times to the concept of 'line of sight' between the newly realigned Schools Portfolio at the State Office level and the services in the new model. These connections were not clear for many respondents. There was concern that if a function was not evident from the chart, it would not exist in the new model.

Some thought the new model represented 'bigger regions'. In considering the model, many applied current practices and ways of working to the proposed structures and were concerned about the capacity to deliver the support needed by schools.

Others interpreted the network of principals as a structure that would limit or constrain the way their schools worked in their local communities. Many felt that the network would disconnect them from their long held and valuable partnerships and relationships.

This theme continued with concerns raised that physical access – of principals to directors, of schools to services and office locations - would be made more difficult in the new model.



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Many expressed uncertainty about the future of regional Corporate Services positions and functions and lack of clarity about how schools will access these services such as assets, workplace health and safety, legal services and employee performance and conduct support in the future.

**RESPONSE**

In light of this feedback, I need to provide you with information that will inform your consideration of the revised model.

The model is based on strong professional relationships between principals, directors and executive directors. It is about authority and accountability, supervision and support and professional relationships.

Networks are groups of principals (not schools) that have a line of accountability to a director. Networks are not limiting or constraining structures for principals or schools.

I want to make it very clear that the dynamic, interactive, professionally enriching connections, relationships and partnerships between principals, teachers, schools and school communities are not to be restricted in any way by the principal/director relationship.

The second important point I want to reinforce with you is that the revised model represents our end state for 2014.

I've talked about 2013 as a transition year. In many ways it will be business as usual, particularly for semester 1, 2013.

I can advise you that:

- Reading Recovery will continue in 2013.
- Regions should proceed with planning for 2013, including principals meetings and conferences, professional learning opportunities, and services to provide support to schools
- High profile events at the regional level including sports and performing arts will continue in 2013

Our focus for 2013 must be to position our non-school based structures for the full implementation of the new model in 2014.

We will need to work through issues such as the delivery of VET and the new structures for RTOs.

We will work together to determine how best to deliver programs such as Reading Recovery and Positive Behaviour for Learning beyond next year.



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We will implement a transition strategy to continue to provide support to schools for Equity and Multicultural /ESL education while preparing schools for the new context of 2014 when these funds will be rolled out for local schools to make local decisions.

We will work closely with our colleagues in Corporate Services to ensure that services to schools are not disrupted by changes to Departmental structures and to develop processes for accessing these services in 2014 and beyond.

Finally, we will continue to work together to develop a model that is focussed on achieving the best possible outcomes for the students in our public schools from preschool to year 12.

## SPECIFIC ACTIONS IN RESPONSE

The following actions have been taken in response to feedback.

### Administration support:

- The level of support to Directors Public Schools NSW has been increased from a CL3/4 position to CL 5/6 position.

- Executive Directors have been provided with Finance support from a Manager, Finance and Administration at the CL9/10 position level.

### Educational Services teams

- One Learning and Engagement PEO position has been allocated to the Learning and Leadership team to strengthen the leadership of that team. This means that every Learning and Leadership team will be led by two Coordinators.

- Support for the delivery of Vocational Education and Training and meeting the requirements of the RTO has been strengthened by the addition of two Senior Pathways Officers at the SEO1 level to each team.

- Administrative support (CGS) for Sports Coordination has been adjusted and is now showing correctly on the charts. The method of funding this support varies across the current regions. This variation can be seen in Teams 3, 4 and 5 where 0.8FTE of the support is funded from other funding sources.

- The number of Professional Standards and Accreditation Officers has been reduced from 4 to 2 in each team. This position will be supported by the Administrative Officer (CL5/6) supporting the Director PSNSW.

- The Disability, Learning and Support Officers and the Student Engagement Officers have been generically renamed as Learning and Engagement Officers. Aboriginal Education positions will continue to be identified by maintaining the current titles.

- There have been changes to the proposed locations of Aboriginal Community Liaison Officers (ACLO) and to the distribution of Aboriginal Education positions.



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Based on feedback from the NSW AECG, ACLOs will remain in their current locations working with the same communities. Aboriginal Education positions have been distributed more equitably across teams 3 and 4. These changes are reflected in the charts.

- Aboriginal Student Liaison Officers (ASLO) have been clearly identified in two categories – those that are recurrently funded, and those that are funded under the *Keep Them Safe* initiative. The overall number of ASLOs has not changed.

- Literacy Numeracy Trainers (supporting the Literacy Numeracy Action Plan) have been redistributed across the Educational Services teams so that each team will include trainer positions.

- Out of Home Care Coordinator positions are now showing on the charts. These positions are funded under the *Keep Them Safe* initiative.

- There are no National Partnership positions showing on the revised charts. The funding for these positions is not guaranteed for 2014.

**Equity, Multicultural/ESL support**

A transition strategy will be implemented in 2013 to continue to provide support to schools and prepare schools for the new context of 2014. The number of positions will reflect the needs of the schools in each region.

**Networks of Principals**

The number of Directors PSNSW has increased from 57 to 58. This additional Director position is located in the north-west of the State. The new network of principals is called Western Plains.

Overall, there have been changes to 29 networks of principals based on feedback or other adjustments.

Two networks have been renamed. Blacktown has been renamed Nirimba. Armidale has been renamed Barwon.

**Office Locations**

There are changes to the proposed office locations in response to feedback. While all feedback was considered, some did not result in change.

- Educational Services will be located at the Arncliffe Office, not at St Peters.

- Services will be located in Coffs Harbour, rather than Toormina.

- Mt Druitt will be retained as a focal point for Aboriginal Education services for the Aboriginal community.

- Services will be located at Kingswood, rather than Penrith.



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**Office Locations – Executive Directors**

In response to feedback that the proposed office locations appeared centralised and removed from rural and remote parts of the State, Executive Directors in the non-metropolitan locations will work out of two offices.

The proposed locations for ED offices are:

- Ultimo
- Macquarie Park
- Wollongong and Wagga Wagga
- Bathurst and Tamworth
- Newcastle and Coffs Harbour



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## GUIDELINES FOR THE EMPLOYMENT OF TEMPORARY PUBLIC SERVICE STAFF IN SCHOOLS

These guidelines outline the basic employment requirements and conditions of temporary public service staff in schools. These will be different from that of school administrative service staff and teachers.

Temporary public service staff are employed under the Government Sector Employment Act 2013. This includes the following classifications:

- Community Liaison Officers (CLO) including Aboriginal Community Liaison Officers (ACLO) and Defence School Transition Aides (DSTA)
- Clerks
- Youth Outreach Workers

### Prior to Appointment

Prior to the appointment of temporary public service staff Principals should ensure that funding is available to cover the salary, oncosts and leave provisions. The appropriate employee screening is required as per the Working with Children Check Policy.

### How will they be paid – Permanent Employment Payroll System (PEPS) or Casual Employee Payroll System (CEPS)

Staff employed for a period in excess of 10 to 12 weeks and generally working the same days and hours each fortnight are paid on the Permanent Employee Payroll System (PEPS).

Staff employed for short periods or irregular hours are paid on the Casual Employee Payroll System (CEPS). Staff initially employed for a short period who have their employment extended beyond 10 to 12 weeks should be moved to PEPS to ensure that the correct conditions are applied. Those who work irregular hours should remain on CEPS.

An exception to this rule is the Defence School Transition Aide Program (DSTA) Community Liaison Officers. For funding reasons they are all paid through CEPS using account code 302.

### Documentation required

Schools are to provide a Corporate Temporary Engagement Form when employing temporary public service staff. This should also be completed for extensions of employment, cessations of employment and other variations to employment.

If employed for the first time the following also needs to be provided:

- taxation declaration form
- direct deposit account details form
- superannuation fund details if requesting a fund other than First State Super
- Birth certificate
- Proof of name change
- Evidence of approval to work in Australia
- Working with Children Check



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**Important notes on completing the Appointment/Variation Form**

To avoid delays in payment the form should be completed in full, clearly indicating:

- period of employment
- classification (not the job title)
- account code
- hours to be worked

Additional Information required for clerk positions include:

- grade and level on payment scale (e.g. clerk grade 3 minimum)
- details of if the employee is working through school vacations

**Conditions of Employment**

The salaries and conditions of employment for public service staff differ from that of the School Administrative Services Staff and Teachers. They are employed in accordance with the Crown Employees (Public Sector Conditions of Employment) Award and the Crown Employees (Administrative and Clerical Officers – Salaries) Award.

Community Liaison Officers

CLOs in schools are seasonal temporaries, they usually work during school term only and are not paid for school vacation periods.

Clerks

Temporary clerks and clerical officers in schools are either employed during school term only and are not paid for school vacation periods, or are employed during the school term and working through the school vacation.

Rates of Pay

Temporary public service staff are paid at a rate of pay determined by the Crown Employees (Administrative and Clerical Officers – Salaries) Award.

Community Liaison Officers have one salary rate set out in the award while clerks and clerical officers each have a number of different grades of which most will have has two salary rates (i.e. 1st year or 2nd year). Increments for clerks are payable after 12 months satisfactory service.

Hours Worked

Hours worked are in multiples of 15 minutes with a paid maximum 7 hours per day, 35 hours a week. Additional hours worked are paid at the normal rate of pay up to 7 hours per day. Hours worked in excess of 7 hours can be accrued as per the Flexible Working Hours Agreement 2001.

Leave

Public service staff are **not** entitled to vacation leave or stand down pay.



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Recreation leave will accrue based on the hours worked. Staff employed through vacation periods must either work during vacations or apply for leave for the periods.

There may also be an entitlement to other leave types in accordance with the Crown Employees (Public Service Conditions of Employment) Award.

An application for leave must be made for any absences during the period of employment. In some cases staff will be able to apply for leave via the Employee Self Service System accessing eLAPS, if this is unavailable an approved application form should be sent to the HRSSC, Blacktown – Corporate Payroll email HRSSC.Corporate@det.nsw.edu.au to allow leave records to be maintained.

**Staff also employed by DET in another classification**

As temporary appointments of school administrative service staff and public service staff are processed in different HR Shared Service Centres it is preferable that separate forms are completed and directed to the relevant Service Centre. This will help to reduce any processing delays.

Schools should be aware that if existing school administrative service staff work in CLO positions that they will not be entitled to school administrative service conditions for the proportion of period worked as a CLO.

Public service staff – HRSSC Corporate Payroll
ph: 1300 338 000 fax: 9836 9191 email HRSSC.Corporate@det.nsw.edu.au
School administrative service staff – HRSS Bathurst
ph: 1300 338 003 fax: 1300 338 123 email HRSSC.Bathurst@det.nsw.edu.au

**Useful Links**

**Forms**

Temporary Employment – Non Teaching School Based Corporate Employee
Salary Deposit and Deductions

https://detwww.det.nsw.edu.au/lists/directoratesaz/humanresources/adminclericalst/employeeforms/index.htm

**Awards and Policies**

https://detwww.det.nsw.edu.au/lists/directoratesaz/ires/indrel/index.htm

Refer to the DET Intranet – Industrial Relations page for information on the below:
Crown Employees (Public Service Conditions of Employment) Award
Salary Rates
Flexible Working Hours Agreement

**Contacts and Enquiries**

HRSSC Corporate Payroll tel 9836 9893 HRSSC.Corporate@det.nsw.edu.au



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| | |
|---|---|
| **Directorate** | Region |
| **Title** | Community Information Officer, Non English Speaking Background (NESB) |
| **Classification** | Community Liaison Officer (CLO) |
| **Position Number/Location** | |
| **Brief Role Statement** | Providing information and strengthening links between NESB communities and the Department of Education and Training (DET) at school, district and state levels. |
| **Selection Criteria** | Highly developed communication, interpersonal and negotiation skills suitable for working within a linguistically and culturally diverse context.<br><br>Oral and written fluency in English.<br><br>Demonstrated understanding of public education and NSW government schools.<br><br>Ability to work interactively with schools and linguistically and culturally diverse communities.<br><br>Demonstrated ability to implement community education programs, work independently and as part of a team.<br><br>Knowledge of community organisations and service providers.<br><br>Current driver's licence or willingness to obtain one.<br><br>Knowledge and understanding of ethical practices, EEO and OH&S policies and the Ethnic Affairs Priorities Statement. |

POSITION NUMBER/LOCATION

| | |
|---|---|
| 90513 | Armidale |
| 90521 & 101553 | Bankstown |
| 101753 & 101754 | Blacktown |
| 96077 | Clarence/Coffs Harbour |
| 90602 & 102264 | Fairfield |
| 102529 & 102532 | Granville |
| 90619 | Griffith |
| 90627 & 102593 | Hornsby |
| 90707 | Liverpool |
| 96076 | Newcastle |
| 90762 | Orange |
| 90834 & 103342 | St George |
| 90865 | Tweed Heads/Ballina |
| 90881 | Wollongong |



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| | |
|---|---|
| **Directorate/District** | School Education Area Office |
| **Position Number/Location** | |
| **Title** | Community Information Officer, Non-English Speaking Background (NESB) |
| **Classification** | Community Liaison Officer |
| **Brief Role Statement** | Providing information and strengthening the links between the Non-English Speaking Background communities and the Department at the school and state level. |
| **Statement of Duties** | Promoting empathy and inter-cultural understanding between the Department and Non-English Speaking Background communities.<br><br>Liaising extensively with Non-English Speaking Background communities and organisations to establish their specific and general needs for information about education in New South Wales.<br><br>Assisting schools to identify and address specific issues in relation to the education of Non-English Speaking Background students.<br><br>Providing information about the cultural background of NESB students and cross-cultural communication to assist schools to deliver an inclusive curriculum.<br><br>Communicating information about educational policies and practices to Non-English Speaking Background communities.<br><br>Working as a member of student services equity teams to assist schools to identify solutions to issues concerning Non-English Speaking Background students.<br><br>Assisting schools and state office in identifying Non-English Speaking organisations and agencies and their locations.<br><br>Promoting Department activities to Non-English Speaking Background communities directly, and through the ethnic media.<br><br>Promoting intercultural understanding in school communities and among Department personnel.<br><br>Assisting schools in the identification of strategies to involve Non-English Speaking Background parent and communities in education.<br><br>Commitment to implement ethical practices, EEO and OH&S policies and commitment to the Principles of Cultural Diversity.<br><br>Performing other related duties as required. |

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| POSITION NUMBER/LOCATION | |
|---|---|
| 90513 | Armidale |
| 90521 & 101553 | Bankstown |
| 101753 & 101754 | Blacktown |
| 96077 | Clarence/Coffs Harbour |
| 90602 & 102264 | Fairfield |
| 102529 & 102532 | Granville |
| 90619 | Griffith |
| 90627 & 102593 | Hornsby |
| 90707 | Liverpool |
| 96076 | Newcastle |
| 90762 | Orange |
| 90834 & 103342 | St George |
| 90865 | Tweed Heads/Ballina |
| 90881 | Wollongong |



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