



# NSW Secondary Principals' Council

*Supporting Principals and Public Education*

## **CENTRAL SCHOOLS POSITION PAPER** **AUTHOR: Central Schools Reference Group**

**RATIFIED: 2025 Term 1 State Assembly (Thursday 6 March 2025)**

**RATIONALE:** Central schools are an integral part of the Department of Education in NSW. They are also an integral part of the smaller communities of which they are a part of. These communities often have minimal outside agencies, both government and non-government, to support families and the schools.

Historically, central schools were seen as primary schools with some secondary students attending as an add on. For this reason, there are a number of areas where central schools were not given the same staffing allocations as standalone secondary schools. With the modern-day complexities and expectations placed on schools, principals are finding it ever more difficult to manage their schools to a legal standard with substandard resourcing.

### **1. Curriculum Guarantee**

Staffing is calculated on student enrolments. Small school supplements help to an extent but with smaller cohorts, even with years joined as stage classes, schools are required to decide which Key Learning Areas do not have a specialty teacher. This issue is often exasperated by the school only having a HT Secondary Studies as the only middle executive, so schools often have subjects being taught by unqualified teachers, unsupported by a subject specialist supervisor.

Schools are also having to use additional non-teaching allocations such as careers allocations, librarian allocations and equity funding to hire enough teachers to be able to staff the whole timetable.

### **Recommendations:**

1.1 A baseline staffing allocation be devised which stipulates the minimum staffing entitlement for any central or high school with secondary enrolments as set out below:

1. Schools with a secondary enrolment below 40 FTE students – 5.575 FTE teachers.
2. Schools with a secondary enrolment above 40 FTE students – 7.45 FTE teachers.

Note that this does not include additional loadings such as executive, careers advisors and teacher librarians.

### **2. Student Support Officers (SSO) denial**

SSOs have been allocated to schools with a secondary enrolment above 100 FTE. This has had a profound impact on student wellbeing outcomes in these schools. SSOs are not allocated to schools with a secondary enrolment less than 100 students. Schools with less than 100 students are often situated in complex communities with high Indigenous population, low SES, high unemployment, high crime rates and a lack of support services in the local towns. These schools also often have an under allocation of school counsellors.

### **Recommendation:**

2.1 An allocation of 1.0 SSO be provided to all schools with a secondary enrolment.

### **3. Deputy Principal (DP) Allocations**

1. Currently DPs are only allocated to all schools with a secondary enrolment above 150 students. This means that for schools below 150 students, curriculum is supervised by a single Head Teacher Secondary Studies (HTSS). This is usually by nature a first-time executive supervising often inexperienced staff of all subject areas with no experience. This HTSS is also responsible for all wellbeing issues, staff supervision and student discipline in often very complex communities with very few services from external agencies.

2. When calculating student numbers for a Central Schools DP, primary students are only counted as 0.58 of a student.

### **Recommendations:**

The SPC recommends that -

The NSW SPC insists that every NSW public school with secondary enrolments should be entitled to a Deputy



We thank and appreciate our business partners - ABN: 69 183 368 075



# NSW Secondary Principals' Council

*Supporting Principals and Public Education*

Principal.

The NSW SPC supports the following formula for central and secondary schools (exclusive of DP Inclusion and Support positions): fewer than 500 students – 1 DP, 500 students – 2 DPs, 1000 students – 3 DPs, 1500 students – 4 DPs.

#### **4. Teacher Librarian**

Currently all secondary schools are allocated a minimum of 1.0 teacher librarian.

Central schools are allocated 0.3 as a start through to 0.6 as a maximum.

#### **Recommendation:**

4.1 That central school staffing entitlements for a teacher librarian reflect our secondary student enrolments and be allocated at a minimum of 1.0

#### **5. Careers Teacher allocations:**

Currently all secondary Schools are allocated a minimum of 1.0 Careers. Most Central Schools receive 0.1, progressing up to 1.0 only when they reach a secondary enrolment of 240.

#### **Recommendation:**

5.1 That Central School staffing entitlements for a career's advisor reflect our secondary student enrolments and be allocated at a minimum of 1.0

#### **6. Support class allocations**

When calculating students to be allocated a support class, Central Schools may only use numbers from either k-6 or 7-12 and not a combination, even if those students would be compatible for the same class.

#### **Recommendation:**

6.1 That Central Schools be recognised as unique settings where students with complex needs and across primary and high school stages can be accommodated in support classes.

#### **7. Equity of allowances between equal positions**

When receiving allowances to work in Central Schools, Deputy Principals (Primary) and APs receive an additional allowance under 5.2.7. This allowance is not afforded to Deputies (Secondary), HTs and the APCI role because they are not viewed as the same role, even though for their respective pay levels they attract the same pay.

#### **Recommendation:**

7.1 That all DPs, HTs, APs and APCIs receive equal additional allowances in Central Schools.

## **NEXT DATE FOR REVIEW: March 2027**

(Position Papers are to be reviewed every 2 years)



We thank and appreciate our business partners - ABN: 69 183 368 075