

FREQUENTLY ASKED STAFFING QUESTIONS SECONDARY SCHOOLS

Legal and audit responsibilities

1. What are the legal and audit responsibilities in terms of staffing?

The student numbers provided on enrolment returns are used to calculate a range of staffing and global funding entitlements for schools.

It is critical that the information on each enrolment return is complete and accurate. The information must be supported by adequate documentation which meets accountability and audit requirements.

Please refer to the *Audit Advice to Principals* on Online Management of School Enrolments and Entitlements (OMSEE) before completing enrolment and staffing forms on the website. There is also a link to the *Preparation of Enrolment Returns Best Practice Statement* on the Secondary Student Enrolment Return.

Reference should also be made to the *Code of Conduct* policy Section 5 - *What does the Department of Education expect of their employees?*

As an employee, you should be aware of the Department of Education's policies, procedures and delegations, particularly those that apply to your workplace.

Many of these are available online; others may be made available to you through induction and training and development programs.

If you are uncertain about the scope or content of a policy with which you must comply, you should seek clarification from your supervisor or the policy owner.

<https://education.nsw.gov.au/policy-library/policies/code-of-conduct-policy>

Staffing calendar

2. How do I access the calendar of events for staffing?

An online calendar of key dates for staffing is published on the OMSEE website at:

<https://www.det.nsw.edu.au/omsee/Logon?Command=Logon>

Counting students for enrolment purposes

3. What is a full-time Year 11 or Year 12 student?

For staffing purposes, a full-time Year 11 student is a student studying 12 or more school delivered units, **or** a combined total of 12 or more school delivered units and non-school delivered VET units.

A full-time Year 12 student is a student studying 10 or more school delivered units, **or** a combined total of 10 or more school delivered units and non-school delivered VET units.

FULL-TIME SECONDARY STUDENTS IN REGULAR CLASSES

Year	M	F	Total
Y7	103	40	143
Y8	90	48	138
Y9	93	58	151
Y10	85	55	140
Subtotal (7-10)	371	201	572
Y11	92	76	168
Y12	80	60	140

Screenshot from OMSEE, showing full-time student enrolment only at Actuals.

Part-time student enrolment for Years 11 and 12 only is collected in the part-time students table that follows below. No student counted in the Full-time table above can appear in the Part-time students table.

*No student in Years 7 to 10 can be counted as a part-time student – all Years 7-10 students in **regular** classes (ie. not support classes) must be included in this table.*

4. Are there any circumstances in which a Year 7, 8, 9 or 10 student can be counted as part-time rather than full-time?

No – for the purposes of generating a school’s staffing entitlement, there is no provision for a student in Years 7-10 to be entered as a part-time student.

5. How are Year 11 and Year 12 part-time students counted and recorded?

Part-time students are those who enrol in **11 or fewer units in Year 11**, and **9 or fewer units in Year 12**, taking the definition of full-time students in Question 3 into account. Those student enrolments are collected in the **Part-Time Students** table on OMSEE.

Note: It is not possible for a student to be counted as both full-time in regular classes and as a part-time student for any additional units.

PART-TIME STUDENTS

Year 11 students studying less than 12 units including VET units delivered by TAFE or other providers.

Number of units studied at this school	Formula FTE per part-time student	Year 11 Male Students	Year 11 Male FTE	Year 11 Female Students	Year 11 Female FTE	Year 11 Students	Year 11 FTE
11	0.924	0	0.0	0	0.0	0	0.0
10	0.848	0	0.0	1	0.848	1	0.848
9	0.772	0	0.0	0	0.0	0	0.0
8	0.696	0	0.0	0	0.0	0	0.0
7	0.620	0	0.0	0	0.0	0	0.0
6	0.544	0	0.0	0	0.0	0	0.0
5	0.468	0	0.0	0	0.0	0	0.0
4	0.391	0	0.0	0	0.0	0	0.0
3	0.315	0	0.0	0	0.0	0	0.0
2	0.239	0	0.0	0	0.0	0	0.0
1	0.163	0	0.0	0	0.0	0	0.0
Total Y11 part-time students		0	0.0	1	0.848	1	0.848

Year 12 students studying less than 10 units including VET units delivered by TAFE or other providers.

Number of units studied at this school	Formula FTE per part-time student	Year 12 Male Students	Year 12 Male FTE	Year 12 Female Students	Year 12 Female FTE	Year 12 Students	Year 12 FTE
9	0.772	0	0.0	0	0.0	0	0.0
8	0.696	0	0.0	1	0.696	1	0.696
7	0.620	0	0.0	0	0.0	0	0.0
6	0.544	0	0.0	0	0.0	0	0.0
5	0.468	0	0.0	0	0.0	0	0.0
4	0.391	0	0.0	1	0.391	1	0.391
3	0.315	0	0.0	0	0.0	0	0.0
2	0.239	0	0.0	0	0.0	0	0.0
1	0.163	0	0.0	0	0.0	0	0.0
Total Y12 part-time students		0	0.0	2	1.087	2	1.087

Sample screenshot from OMSEE

Note: There are no provisions for the counting of part-time students in Stage 5, including the counting of accelerated Stage 5 students, as part-time students for Stage 6 courses. (See Question13)

Example 1

A Year 11 student is accumulating his HSC through Pathways and this year is studying 6 Preliminary units delivered by the school. This student would be entered as a part-time Year 11 male student undertaking 6 units. This student would not be counted in the Year 11 full-time secondary students in regular classes table.

Example 2

A Year 11 student is studying 8 school delivered units, plus 2 TAFE delivered VET units and 2 units through The Open High School. The VET units delivered by TAFE are not deducted for the part-time calculation, however the 2 units delivered by NSW School of Languages School are, so the student would be entered as a part-time Year 11 student undertaking 10 units.

Example 3

A Year 12 student has already completed 4 HSC units the previous year as an accelerated student. This year, she is studying the remaining 8 HSC units of her 12 unit pattern of study. This student would be entered as a part-time Year 12 female student undertaking 8 units.

Example 4

A Year 12 student is studying 6 school delivered units, plus 2 units through Saturday School of Community Languages and 2 units through The Open High School. This student is undertaking 4 units external to the school, so would be counted as a part-time Year 12 student with 6 school delivered units.

Example 5

A Year 12 student is studying 10 school delivered units, plus 2 units through Saturday School of Community Languages and 2 units through The Open High School. Although she is undertaking 4 units external to the school, the school is still delivering 10 units of her 14 unit pattern of study, so the student is considered to be a full-time student and counted in the full-time students in regular classes table. She would not appear in the part-time students table.

Example 6

A Year 12 student is studying 8 school delivered units and 2 non-school delivered VET units. The non-school delivered VET units are not deducted for part-time purposes, so the student in this case is considered as 1.0 FTE, or a full-time student, and not counted as a part-time student.

6. If a Year 11 or Year 12 student is enrolled in one or more Open High School or Saturday School of Community Languages courses, do I have to deduct those units from their full-time study pattern? Do they automatically become part-time students?

This depends on whether he/she is still studying 12 or more school +TAFE delivered units in Year 11 or 10 or more school + TAFE delivered units in Year 12 once you discount those externally delivered units. See Examples 2, 4, 5 above.

In your calculations for determining whether a senior student is full-time or part-time for the purposes of this enrolment return, start by identifying how many units are school delivered and how many units are VET units which are delivered by TAFE or other VET providers. Add these together and that number will be the basis of your full-time/part-time determination (see Question 3).

7. Our school is delivering a 3+3 compacted curriculum model for HSC study. Most senior classes, both Preliminary and HSC, have both Year 11 and Year 12 students enrolled. How are these students counted?

Focus on each year group separately. The OMSEE enrolment tables asks for information about your cohort of Year 11 students and your cohort of Year 12 students as separate groups, as well as the number of units each student is undertaking that year. Whether the units are Preliminary or HSC units is not relevant for this purpose.

For example, if a student in the Year 11 cohort of students is attending a school delivered Biology class that will complete both 2 Preliminary units and 2 HSC units in that calendar year, then that course will contribute 4 school delivered units in your calculations for that student in this year's enrolment return. If that student is also studying both Preliminary and HSC units in the same year for Drama and English (Advanced), then that student will be enrolled in 3 x 4 unit courses, making a total of 12 units for the year. That student will be counted as a full-time Year 11 student.

- 8. Our school sends 2 Year 12 students to a neighbouring school for their 2 unit Physics course and that school sends 5 Year 12 students to us to join our HSC Chemistry course. Neither school has sufficient students or staffing to enable us to offer both courses. How are those students counted by each school?**

The principle that no student can be counted as more than 1.0 FTE needs to be kept in mind. Each school can include the additional students in their part-time unit count, provided each student is not being counted as a full-time student in their own school and that their own school is not also counting those units.

Both schools will need to keep careful records of this arrangement for audit purposes.

- 9. Our school sends 9 Year 12 students to a neighbouring school to join their 2 unit VET Curriculum Framework Construction course which is delivered by their accredited teacher, and that school sends 12 Year 12 students to us to join our VET Hospitality class which is delivered by our accredited Hospitality teacher. How are those students counted by each school?**

See the answer to the previous question. The same principles apply.

- 10. How do you count and record external Stage 6 VET enrolments?**

Note that there are no provisions for the counting of part-time students in Stage 5 or the counting of accelerated Stage 5 students as part-time students for Stage 6 courses.

VET AND OTHER UNITS						
Units delivered out of school or by TAFE teachers in school						
Type of delivery	Year 11 Students	Total number of units studied by all Year 11 students **	Year 11 FTE	Year 12 Students	Total number of units studied by all Year 12 students **	Year 12 FTE
TAFE*	25	56	4.667	23	50	4.167
Other	6	12	1.0	5	10	0.833
TOTAL	31	68.0	5.667	28	60.0	5.0

**For courses partially delivered by the home school and partially delivered by another provider, th of units =1.0

*Refers to units delivered out of school at TAFE or units delivered in school by TAFE teachers.

Sample screenshot from OMSEE

The following relates only to the counting of Stage 6 students. All Year 11 and 12 students undertaking external VET courses (that is, VET courses that are not delivered by the school) must be recorded in the VET and Other Units section of the Anticipated/Actual Enrolment return on OMSEE.

Step 1

In calculating the full-time equivalent number of VET students, count the number of full-time and part-time secondary students (full-time/part-time is based on the student's total study load, ie units studied at school or VET externally – see Question 3).

Step 2

Calculate the full-time equivalent enrolment (full-time students = 1.0 FTE, for part-time students use the part-time enrolment factors.) **(A)**

Step 3

Calculate the number of units studied externally, eg 10 students studying a 2 unit VET course = 20 units. **(B)**

Step 4

Divide **(B)** by 12 to determine the external FTE enrolment. **(C)**

Step 5

Subtract **(C)** from **(A)** to determine the adjusted enrolment.

Step 6

The adjusted enrolment is used to calculate the General Scale Upper (GSU) staffing entitlement.

Example 1

A student is studying 8 units at school and 2 units of VET externally in Year 12.

(A) Since 10 units is a full-time study load (comprising a combination of school delivered and externally delivered VET units) in Year 12, the student's enrolment is 1.0FTE.

(B) The student is studying 2 units of external VET.

(C) The 2 units of external VET = $2/10 = 0.2$ FTE.

The adjusted enrolment = $1.0 - 0.2 = 0.8$ FTE.

Example 2

A student is studying 12 units at school and 2 units of VET externally in Year 12.

(A) Since 10 units is a full-time study load in Year 12, the student's enrolment is 1.0 FTE.

(B) The student is studying 2 units of external VET.

(C) The 2 units of external VET = $2/10 = 0.2$ FTE.

The adjusted enrolment = $1.0 - 0.2 = 0.8$ FTE.

11. What is recorded in the 'Other' row in the VET and Other Units section of the Anticipated/Actual Enrolment Report on OMSEE?

School based apprenticeships and traineeships are included in this section if they are delivered by an external provider other than TAFE. In some cases, it may be necessary to divide the units undertaken by a student according to whether they are delivered by TAFE or by another external provider. Open High School and Saturday School of Community Languages units do not appear in this table, as it is concerned with recording VET units.

12. How are Year 11 students who are studying more than 12 units, and Year 12 students who are studying more than 10 units, counted?

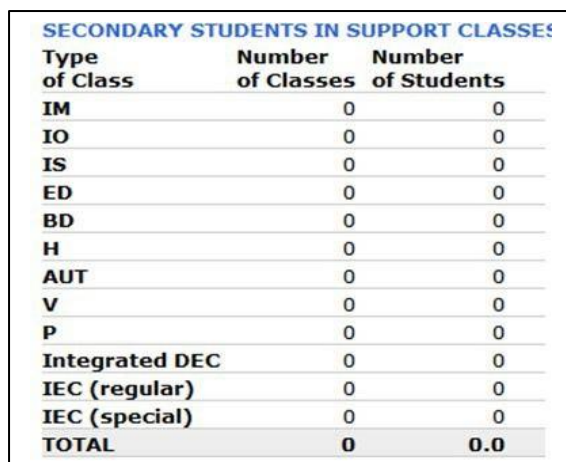
No individual student can be counted as more than 1.0 FTE, even if they are undertaking more than the minimum required for the completion of Preliminary (12 units) and HSC (10 units) credentials.

13. A Year 10 (or Year 9) student is concurrently studying preliminary mathematics and mathematics extension 1 with the Year 11 cohort as an accelerated student. How is she counted?

No individual student can be counted as more than 1.0 FTE and there is no provision for the counting of part-time students in Stage 5, or for the counting of accelerated Stage 5 students as part-time students for Stage 6 courses. This student can only be counted as a full-time Year 10 student.

14. How are support students counted?

In calculating the number of support students, remember that each student can only be counted once. No individual student can be counted as more than 1.0 FTE.



Type of Class	Number of Classes	Number of Students
IM	0	0
IO	0	0
IS	0	0
ED	0	0
BD	0	0
H	0	0
AUT	0	0
V	0	0
P	0	0
Integrated DEC	0	0
IEC (regular)	0	0
IEC (special)	0	0
TOTAL	0	0.0

Sample screenshot from OMSEE

Count the number of full-time support class students and students attending regular classes who are receiving support from a support class teacher. These are all classified as support students.

These students cannot then be counted again as full-time students in regular classes, nor are they counted in the VET enrolments.

15. How is a student in a behaviour class counted?

Students in a behaviour class are counted as secondary students in support classes (see Question 14) and should not be counted again as full-time secondary students in regular classes.

16. How are international fee paying students counted?

International fee-paying students may enrol in NSW public schools. This is managed through DE International.

International fee-paying students can only be counted towards a school's enrolments from the date on which they attend their first class at the school.

It should be noted that while DE International may inform the school of a student's intention to enrol, the student may then need to attend an Intensive English Centre (IEC) for a period prior to attending the school. During this period the student is counted towards the enrolments of the IEC and not the school which they will be attending on completion of their time at the IEC.

Further information can be obtained from the DE International website at:

<https://education.nsw.gov.au/inside-the-department/de-international>

Preparing enrolment returns

17. What should be considered in preparing the anticipated enrolments?

Refer to the *Audit Advice to Principals* published on the [OMSEE](#) home page.

Principals are required to retain written advice from the parent or caregiver, or a formal record of parent interview, to state that a student *will* be returning before the conclusion of Term 1 of the following year. *Returning students* refers only to students who attend the school in the current year and are expected to be absent when the Actual Enrolment Return is due in February.

Please note that for anticipated enrolments, an enrolment form does not constitute such advice.

Details regarding student enrolments are outlined in the Department's enrolment and attendance documents which are located at:

<https://education.nsw.gov.au/policy-library/policies/school-attendance-policy>

All documents used to support the preparation of the *Anticipated Student Enrolment Return* must be retained at the school and be available should the school be audited.

The following points may assist principals to predict their anticipated enrolments:

- Remember that students must actually be attending the school to be counted in the enrolment numbers – ERN records are not sufficient evidence if a student is not also recorded as attending on the school's attendance rolls
- Compare the number of students expected to leave the oldest year cohort in the school, eg: Year 10 or Year 12, with those expected to enter the youngest year cohort, eg: Year 7 or Year 11
- Survey parents of the school to ascertain those students who may be leaving due to family relocation or other reasons
- Compare the number of Year 7 enrolment forms received with the number received at that time in previous years and the eventual enrolment which presented on the first day of the new year. For example:
 - In August 2013, 48 Year 7 enrolment forms were received. However, in February 2014 only 44 Year 7 students presented
 - In August 2014, 45 Year 7 enrolment forms were received. However, in February 2015 only 40 Year 7 students presented
 - In August 2015, 44 Year 7 enrolment forms were received. However, in February 2016 only 41 Year 7 students presented
- Survey local feeder primary schools to ascertain the likely number of students who will be enrolling from those sources
- Compare the number of Year 7 or Year 11 students who attend orientation days with the number who attended in previous years
- Survey students in Years 9-12 about their intentions in order to identify potential leavers and check with year advisers and career advisers, in line with the requirements for the 17 years school leaving age
- Estimate the number of full-time equivalent students who may be undertaking Year 11 or Year 12 studies part-time or undertaking VET courses through an external provider. Year 11 and Year 12 enrolments will need to be discounted by these amounts
- Compare the trend in total enrolments for the past few years with your anticipated enrolment predictions
- Request advice from the local council in relation to any significant housing developments or redevelopments in the school's drawing area. Many councils include on their websites demographic information that may assist in projecting enrolments. It is important to be realistic with housing completion predictions from housing developers and to compare the density and expected price of new housing which may replace existing housing

- Access any relevant community or health services that may have advice in relation to the school's potential enrolments
- Be mindful of any other local factors that may impact on the school's anticipated enrolments, eg. the closure of an industry or large factory, the opening of a new local school, the establishment of a new mine, etc.
- Be conservative with predictions.

18. Why should I be careful not to overestimate anticipated enrolments?

Variations to the staffing entitlements of schools may necessitate the nominated transfer of a teacher.

A nominated transfer may be required because of either a decrease in the total school enrolments or a change in the curriculum offerings in a school.

This action will be needed whenever the reduction or change in the school's entitlement cannot be made by other means, such as teachers deciding to retire, resign, take leave without pay for an extended period, continue temporary appointments, accept promotion or extend maternity leave beyond a period of twelve months.

Overestimating anticipated student enrolments or overestimating the numbers of students electing particular subjects and courses can lead to teachers being nominated for transfer when actual enrolments are submitted.

This may also result in a teacher being appointed when the school is not entitled to that additional teacher.

19. Can I change my anticipated enrolments and if so, up to what date?

Anticipated enrolments for the following year are submitted in August each year and may be revised up to the end of Term 4.

20. Can I count all the students who appear on the Enrolment and Registration Number (ERN) system for my school's Anticipated Enrolment Return on OMSEE?

There is a difference between school enrolments for attendance/welfare purposes and school enrolments for staffing/resourcing purposes. These are two associated but discrete requirements for the counting of students in schools.

The first relates to school attendance and the recording of student enrolments on ERN and includes matters such as rolls/attendance registers, enrolment procedures and school attendance requirements. These are student welfare matters and are separate to the counting of students for school resourcing purposes such as staffing. Please see the following policies for further information:

<https://education.nsw.gov.au/policy-library/policies/school-attendance-policy>

School attendance involves the ERN system, not OMSEE. Unfortunately, at this time, ERN and OMSEE do not communicate with each other.

The second counting of students is for school resourcing purposes, in this case for staffing. This involves entering anticipated, actual and revised enrolments on OMSEE. Details on who can be counted, how part-time students are counted, etc, are found on the OMSEE website, the *Advice for Principals* documents as well as in this FAQ document.

There are also vodcast tutorials including *How to submit enrolments* located on the OMSEE home page.

There may be students included on the school's Attendance Register and ERN who cannot be counted on OMSEE. For example, at the beginning of a school year nothing is known about a student who has not reached 17 years of age or returned to school, and whose family has not responded to requests by the school for more information. This student would remain on ERN, but would not be counted in the Actual Enrolment Return on OMSEE. Should the student return to the school at some later time, resulting in an overall increase in student enrolments, then a revised enrolment return can be submitted by the school. The first part of this example is a student welfare/attendance matter and the second relates to OMSEE.

Scenario 1

A student under 17 is attending a full-time program at a behaviour school when the Actual Enrolment Return is submitted. The student has not attended her home school this year. However, it is intended that the student will eventually return to her home school. How is this student counted for staffing purposes?

Answer: The behaviour school would count the student for staffing purposes. As the student has not attended her home school, she cannot be counted in the enrolments submitted by the home school. If the student returns to her home school, the home school can submit a revised enrolment return on OMSEE.

Scenario 2

A student under 17 was enrolled in the school last year but failed to return this year. The school has contacted the student's home and made a HSLO referral. No response has been received, how is this student counted?

Answer: As the student has not attended the school, he/she cannot be counted for staffing purposes and must be excluded from the enrolment numbers submitted on OMSEE. The school can retain the student on ERN and their attendance register until the attendance matter is resolved. Should the student return to school, a revised enrolment return can be submitted on OMSEE.

Scenario 3

A student under 17 is enrolled in the school but has not attended for a significant period of time. The student is under court orders to attend school but to date has not attended this year. Can this student be counted?

Answer: As the student has not attended the school this year, she cannot be counted for staffing purposes and must be excluded from the enrolments submitted on OMSEE. The school retains the student on ERN and their attendance register until the case is resolved. Should the student return to school, a revised enrolment return can be submitted on OMSEE.

Scenario 4

A student under 17 was enrolled in the school last year. This year, the student has been involved in an alternative education program that does not require attendance at the home school. However, the student is remaining on the school's enrolment records as the home school liaises with the alternative program provider regarding the student's progress. How is this student counted?

Answer: As the student has not attended the school this year, he cannot be counted for staffing purposes and must be excluded from the enrolments submitted on OMSEE.

21. Can I enrol mature aged students?

A number of schools enrol mature aged students in courses, often as part-time students. These students should be enrolled in accordance with the Department's enrolment policies and with the intention that they are undertaking courses leading to a Higher School Certificate.

It is not appropriate for current staff who have already attained a Higher School Certificate or equivalent to be enrolled as students. No teaching staff should be enrolled under any circumstances.

It is not appropriate to count for resourcing purposes mature age students who are enrolled at the time actual enrolments are submitted, but who then withdraw from study shortly afterwards. Principals should review patterns of completion of mature age enrolments and only submit those which are likely to require resourcing for the year.

Staffing entitlement calculations

22. How are the entitlements for specialist positions calculated?

The entitlements for specialist positions such as teacher librarian, careers adviser or learning and support teacher are published by Recruitment and Employment on the school's Staffing Entitlement Report.

Some positions, such as teacher librarians and careers advisers, are formula generated. The entitlements for these positions are detailed in the *Teacher Staffing Entitlements* published on the OMSEE website home page.

Some other positions, such as learning and support teacher and English as a second language teacher, are not included in the *Teacher Staffing Entitlements*. They are allocated to schools based on criteria determined and administered by specific program areas, such as Disability Programs.

23. How are concessional periods allocated?

A concession allowance of 0.1 FTE per 100 (or part thereof) of the total school enrolment (Years 7-12) is provided to cover a range of functions undertaken by teachers and executives in schools.

The principal should consider the allocation of concessional periods each year in the light of the changing needs of the school.

Examples of activities/roles for which concessional allowances are often utilised include sports organisation, band, choir, orchestral work, debating coordinator, religious education supervision, computer coordinator, special needs in a faculty such as the implementation of a new syllabus, year advisers, SRC teacher representative, deputy principal, peer support coordinator and anti-racism coordinator.

Above establishment teachers

24. How can above establishment teachers be used?

Schools may at times have teachers who are excess to the school's entitlement or above establishment. As these teachers may be transferred at any time, principals should ensure that their timetabled classes can be readily reallocated with minimum disruption to school organisation.

By agreement with the NSW Teachers Federation, each of these teachers should undertake appropriate professional duties. Each teacher should be allocated at least 50% of his/her load as timetabled lessons within his/her teaching area (which may include team teaching or group work) and the remainder at the school's discretion for special programs, release of other teachers for special programs or relief teaching.

A sponsored teacher in an above establishment position should be allocated at least 80% of his/her load as timetabled lessons within his/her teaching area (which may include team teaching or group work) and the remainder at the school's discretion for special programs, release of other teachers for special programs or relief teaching within his/her teaching areas.

If the school has a long term relief vacancy, this should be advised to Recruitment and Employment, as it may be possible to place the above establishment teacher against this vacancy for its duration.

25. If an above establishment teacher has remained with the school for the current year, what procedure should be followed for the following year?

The status of the above establishment teacher should be checked with Recruitment and Employment. As there is a possibility that the teacher could be placed elsewhere at any time, the principal must ensure that any timetabled classes allocated to the above establishment teacher are able to be covered by other staff at the school.

It should not be assumed that above establishment resources will continue to be available in the following year.

Teachers nominated for transfer

26. How can I find the guidelines for nominating teachers for transfer?

The procedures for the nominations for transfer of teachers are found both on the OMSEE site found through the staff [portal](#) and on the teach NSW website:

<http://www.teach.nsw.edu.au/documents/nomtransguide.pdf>

27. How do I plan for faculty variations?

It is important to consider the anticipated needs of the school for more than one year ahead.

As school numbers and curriculum needs change, there will be variations to faculty staffing needs from time to time. As these become evident, the principal should discuss these changes with the relevant head teacher(s), and if appropriate the faculty, to determine whether some staff may be able to teach in other areas of their expertise.

Any planned long term leave in a faculty should also be taken into account. If alternative arrangements cannot be made, it may be necessary to reduce staff using the Nominated Transfer Procedures (see Question 26), which are found on the OMSEE home page for your reference.

28. What happens when a principal has nominated a teacher for transfer and the teacher does not submit an online form?

The principal should contact Recruitment and Employment to arrange for a transfer to be entered on behalf of the teacher who has been nominated for transfer. The principal will need to inform the teacher nominated for transfer of this action.

Class sizes

29. What are the recommended class sizes?

The [Staffing Agreement](#) between the Department and the NSW Teachers Federation details class sizes for secondary schools.

The principal, in consultation with staff, is responsible for determining actual class sizes on the basis of the curriculum needs of the school, student needs, community expectations and the expertise of the teachers. In the case of vocational education, principals also take account of work health and safety issues when forming classes.

In Years 7-10, no class need exceed 30 students.

When forming classes, principals should also take into account the following:

- organisation of technics, industrial arts in Years 7-10 and Year 7 visual arts on the basis of no class need exceed 20 students
- organisation of food technology and textiles technology in Years 7-10 on the basis of no class need exceed 24 students
- organisation of technology (mandatory) classes in Years 7-8 and design and technology (elective) classes in Years 7-10 on the basis of no class need exceed 22 students.
- in Years 11-12, no class need exceed 24 students.

Teaching loads

30. What are the teaching loads for secondary teachers?

The teaching loads for secondary teachers are listed in the table below:

Classification	Teaching periods* per week	Periods per week, as determined by the principal, for sport (refer to subclause 16.6)
Teachers in High Schools	28	Up to 3
Head Teachers in High Schools	22	Up to 3
Deputy Principals in High Schools	14	Up to 3

*40 minutes or equivalent

Reference: clause 16 of the [Crown Employees \(Teachers in Schools and Related Employees\) Salaries and Conditions Award 2017](#) (Award).

This clause covers teachers (other than teachers in training), head teachers and deputy principals in high schools.

The principal may require a teacher (other than a teacher in training), head teacher or deputy principal in high schools to relieve an absent colleague by working the following alternate periods as defined in clause 2.3:

Classification	Additional Alternate Periods Per Term
Teachers in High Schools	Up to 6
Head Teacher in High Schools	Up to 5
Deputy Principals in High Schools	Up to 3

For further information, please refer to the [Award](#).

Beginning teacher release

31. What release time is available for beginning teachers?

The Beginning Teachers Support Funding Policy outlines the provision of funding support for eligible permanent beginning teachers. For details please see;

<https://policies.education.nsw.gov.au/policy-library/policies/beginning-teachers-support-funding-policy>

Curriculum hours

32. What are the mandatory curriculum hours?

The Department has requirements that are additional to the NSW Education Standards Authority (NESA) indicative hours. These hours (incorporating NESA hours) are provided in the policy standards within the curriculum planning, programming, assessing and reporting to parents K-12 policy, located at:

<https://policies.education.nsw.gov.au/policy-library/associated-documents/policystandards161006.pdf>

33. What do I do if I want to increase hours in a particular curriculum area?

Prior to increasing hours the principal needs to consider the broad curriculum needs of the school and the identified needs of the students.

If, after appropriate consultation, the principal decides to increase hours in a particular curriculum area, decisions need to be undertaken within the guidelines above so that all mandatory requirements, both Department and NESA, are met.

Engagement of casual and temporary teachers

34. When is it appropriate to appoint temporary and casual teachers?

If a teacher is required full-time for a period of four weeks or more, or part-time (minimum one day, up to four days) for a period of two terms or more. The Conditions of Employment for Temporary School Teachers can be accessed online at:

<https://education.nsw.gov.au/human-resources/media/documents/recruitment/ttchguide.doc>

The Temporary Teacher Engagement Notice must be completed online.

Where an appointed teacher does not enter on duty or where there is an unforeseen vacancy at the start of the school year, and that vacancy is a full-time position, a temporary teacher must be engaged pending the appointment of a permanent replacement. This is subject to there being no suitably qualified above establishment teacher within the school, including teachers nominated for transfer.

Where a permanent teacher is appointed to replace a temporary teacher, the temporary teachers is to be given four weeks' notice of the early cessation of his/her engagement, in accordance with the guidelines.

The Department gives priority to the employment of permanent teachers into unfilled vacancies and will take action necessary to fill those positions.

List of permanent staff

35. Where can I find a complete list of my school's permanent staff?

OMSEE4, which is listed under My Applications on the Department's intranet accessed via the staff portal, contains a list of your school's current permanent teaching and administration staff, as well as information on the status of your executive staff and student enrolment history. You can also access OMSEE4 via the Annual Review of Executive Entitlement tab on the OMSEE home page.

Executive entitlement and principal classification

36. Where can I find the latest information on the new principal classification structure?

During 2015 the Department implemented the transition to the new standards based pay for teachers and the new principal classification structure for principals.

The new principal classification structure is based on complexity of schools as detailed in The Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2017. The classification and remuneration of school principals is based on school complexity, as measured through specific funding items in a school's SBAR. Please view information on the Classification structure for Principals at <https://education.nsw.gov.au/about-us/careers-at-education/salary-and-benefits/salary-and-awards/awards-and-determinations/teachers-award-initiatives/principal-classification-structure-fags> which includes the table of the funding items included for the purposes of determining the principal classification.

37. What is the process for reviewing the roles and number of head teachers and deputy principals for my school?

The Secondary Executive Review takes place in the first two terms of each year in preparation for action in the following year. It looks at each school's entitlement to deputy principal and head teacher positions.

An email will be sent to the school to notify the principal if there is a need to review some aspect of the school's executive entitlement. The email will also provide a link to the executive review site, where the principal can select the appropriate menu option to access step by step instructions on completing the required recommendations.

Principals must consult with executive staff, teachers and the school community regarding head teacher classifications and positions. Consultation, in this process, is defined as the seeking of and giving advice, information and opinion prior to a decision being made.

For those schools that have one or more issues needing a recommendation, the email will provide a "due by" date. If the principal has not completed the recommendations three days before the deadline, the school will receive a reminder email. If the principal has not completed the recommendations by the due date, the school will receive a final email reminder.

The principal's recommendations are considered by a tripartite Secondary Executive Review Committee (SERC), with representatives from the Department of Education, Secondary Principals Council and the NSW Teachers Federation. The SERC makes a recommendation on each issue. The recommendations from both principal and SERC are then considered by the Director, Recruitment and Employment.

Affected incumbents, principals and directors are advised of the final decisions and, where appropriate, staffing action affecting those positions is initiated by Recruitment and Employment. Schools that have not been affected are advised that the review process has been completed. The process would normally be finalised by the end of Term 2.

The mix of curriculum and educational support head teacher positions within each school should be based on the following table:

HT Entitlement	0-5	6	7	8	9	10	11	12	13	14	15	16
Min number of curriculum HTs	**	4	5	6	6	7	8	8	9	10	10	11

**by submission to the Secondary Executive Review Committee

38. What can be counted for the head teacher position?

Head teacher positions are allocated on a ratio model in proportion to the number of classroom teachers in a school. Entitlements for the following positions are used in the calculation:

- Agriculture Supplement
- Careers advisers
- College concession allowance
- Priority schools funding
- English as a second language
- Learning and support
- Small school supplementation
- Teacher librarian
- Whole school supplementation
- Concession allowance
- General scale lower (7-10)
- General scale upper (11-12)
- Vocational transition teachers
- Integration teachers
- Support teachers (where there is no HT Support)
- Support class supplement (where there is no HT Support)

Any staff positions not included in the above list are not used in the determination of head teacher entitlement. For example, school counsellors are not included because they are supervised by district guidance officers. Itinerant teachers (such as vision and hearing teachers), home school liaison officers, or other teachers supervised by district personnel, are also not included in the calculation.

The following table details an example of an entitlement of a secondary school. The calculation of the school's head teacher entitlement is detailed after the table.

Staff Type	Staff Function Description	Entitlement
PH1	Secondary Principal >900 Students	1.000
DP	Secondary Non-Teaching Deputy Principal .5	1.000
HTF	Secondary Non-Teaching Head Teacher Faculty	1.800
HTA	Secondary Non-Teaching Head Teacher Administration	0.200
HSU	Secondary Non-Teaching HT Student Support	0.200
GSU	Secondary Teacher General Scale Years 11/12	17.200
GSL	Secondary Teacher General Scale Years 7/10	37.300
CAL	Secondary Teaching Concession Allowance	1.100
TL	Secondary Teacher Librarian	1.000
CA	Secondary Careers Adviser	1.000
LST	Secondary SS Teacher of Learning and Support	3.800
SCS	Secondary Support Class Supplement	2.000
ESL	Secondary Teacher of ESL	0.400
IM	Secondary SS Teacher of Mild Intellect Disabilities	3.000
IO	Secondary SS Teacher of Moderate Intellect Disabilities	1.000
IS	Secondary SS Teacher of Severe Intellect Disabilities	1.000
DSC	Secondary District Counsellor	2.000
Total Teacher Entitlement		75.000

The head teacher calculation for this sample school:

General scale lower (7-10)	=	17.2
General scale upper (11-12)	=	37.3
Concession allowance	=	1.1
Teacher Librarian	=	1.0
Career Adviser	=	1.0
Learning and Support	=	3.8
English as a second language	=	0.4
Total teachers used in head teacher calculation	=	61.8

The head teacher calculation = $61.8 \div 5.98$
= 10.33

Rounded = 10 head teachers

39. Where can the guidelines for the Annual Review of Secondary Executive Entitlement be found?

The Secondary Executive Review Guidelines can be found on OMSEE4 and on the Human Resources Directorate website:

<http://www.teach.nsw.edu.au/documents/execguidelinessec.pdf>

Allowances

40. What are the cut offs for various allowances?

Year Adviser and supervisor of female students allowances are paid to eligible staff in accordance with the [Crown Employees \(Teachers in Schools and Related Employees\) Salaries and Conditions Award 2017](#).

Clause 5 of the Award addresses Allowances for Supervisors of female students and year advisers. As per clause 5.2 of the Award, these allowances shall be paid in lieu of evening work, weekend work, travel time (where applicable) and all additional duties.

A year adviser allowance is payable to a school teacher who is appointed to assist Year 7-12 students in a high school, secondary department of a central school or a standalone senior College on the following basis:

Total Year 7-12 Enrolments	Number of Year Adviser Allowances
1 - 120	1
121 - 240	2
241 - 360	3
361 - 480	4
481 – 600	5
600+	6

For multi-campus colleges, refer to the relevant memorandum of understanding.

A supervisor of female students allowance is payable to a female school teacher who is appointed to advise female school students and to promote their interests in a high school or secondary department of central school where the school or department does not qualify for the appointment of a head teacher (female students). Eligibility for a supervisor of female students allowance ceases where female student enrolments exceed 500.

To ensure timely payment of allowances, the completed nomination form should be submitted to Shared Services HR before the end of a school year.

Death of a staff member

41. Who must be notified if someone in the school is deceased?

The school's Director, Educational Leadership, and Shared Services HR must be notified.

Applying for leave

42. How have the conditions for applying for leave without pay (LWOP) changed since 2012?

New provisions for teachers who proceed on approved leave without pay for personal reasons were introduced from Day 1, Term 4, 2012. There were two main changes.

The first is that while teachers continue to be able to apply for up to three years leave without pay during their service, they will have right of return to their position for up to three years. As a consequence, resumption of duty no longer applies. (Under previous provisions, teachers only had right of return from leave without pay within one calendar year.)

43. What are the arrangements for teachers who had LWOP approved under the previous guidelines and who have lost right of return to their school?

The three year transition period ended on 11 April 2016. Any teachers who have not resumed duty will no longer be considered in the central appointment group. They can:

- Continue teaching in a casual/temporary capacity based on their teaching approval
- Apply for advertised positions and/or
- Resign and submit an application for employment.

44. Is it possible to be approved to take LWOP and relinquish your position at the school, if both the principal and teacher agree?

Even if both the principal and the teacher agree, it is not possible for a teacher to relinquish his/her position at a school.

If a teacher has approved LWOP and does not wish to return to the school, other options can be considered, including:

- Resign and submit an application for permanent appointment
- Apply for advertised positions
- Return to the school pending appointment to another school through a service transfer, if eligible, or while applying for advertised positions.

45. What happens if a teacher does not return to the school after an approved period of leave without pay where the principal does not agree to approve a further period of leave, or where the teacher has reached the three year maximum for approved leave without pay?

Employees who fail to attend for duty or inform the workplace of the reason for their absence or submit leave forms may be placed on unauthorised leave.

The Principal should make every attempt to contact the employee to ascertain the reason for and period of their absence and to inform them of the requirement that they either resume duty or complete a leave application. Refer to EPAC if the employee does not comply with requests and directions to report for work or contact the workplace or submit forms.

46. Can a principal decline to approve a request to take LWOP?

Principals, or Directors, Public Schools NSW in the case of principals, have the discretion to approve or not approve an application for leave, having given the request due consideration. They also have the discretion to approve the total period of leave applied for, or only a part of that total period, based on the circumstances operating in the school.

47. If a principal has previously approved an application for LWOP and there is a request for an extension, would there be an expectation that the extension will be approved?

The principal will take the current and future circumstances in the school into account when considering each application. A previous approval does not commit the principal to approve subsequent applications for leave, as the circumstances in the school may have changed.

48. If a temporary teacher has been engaged for over two years replacing a permanent teacher who is on approved LWOP and that teacher does not return to the position, can the temporary teacher be appointed to that now vacant position?

In cases where a position becomes vacant because the substantive permanent teacher does not return to the school at the end of his/her period of approved leave, the long term temporary teacher cannot be automatically appointed to the position. The codes for this vacancy would need to be submitted on OMSEE by the principal and it would be filled in line with the Staffing Agreement. Please refer to the [Staffing Procedure for the Teaching Service in NSW Public Schools](#) for eligibility provisions for the appointment of a temporary teacher to a permanent position. The temporary teacher may also have an opportunity to apply for the position if the vacancy is filled via local choice and if the principal chooses either the top of Approved to Teach closed merit, or open advertisement local choice options.

49. Can a teacher on approved LWOP work in a non-government school in NSW while on leave?

No. Section 4.8 of the Teachers Handbook outlines guidelines for leave without pay:

<https://education.nsw.gov.au/about-us/careers-at-education/roles-and-locations/roles-at-education/teaching/teachers-handbook>

Section 4.8.6 deals with other employment while on leave without pay:

- a) Teachers on leave without pay for personal reasons may engage in employment, including teaching, while overseas or interstate
- b) Teachers on leave without pay are not permitted to teach in an independent or private school in New South Wales
- c) Teachers wishing to undertake employment in New South Wales, with the exception of relief teaching undertaken in NSW government schools, must make written application for approval in accordance with the Department's Code of Conduct.

Therefore, working in a non-government school in NSW while on LWOP is a breach of Section 4.8.6 (b) of the Teachers Handbook.

50. Has the maximum period of time that a teacher can take leave without pay changed under the new rules?

There is no change to this – teachers will continue to be able to apply to take up to three years career maximum full time leave without pay for personal reasons.

51. Do the same rules apply for teachers on part time LWOP?

There is no three year career maximum for part time LWOP – approval remains at the discretion of the principal.

52. Are these changes applicable to any other kinds of leave, eg LSL, maternity leave?

No, these changes apply only to LWOP for personal reasons.

Additional staffing codes

53. One of my teachers has asked me to endorse several skills and experience codes. I am not sure if the teacher has the right level of expertise for some of them but he is very insistent.

The onus is on the teacher to demonstrate to the principal that he/she has the capacity to lead and manage whole school programs for each skill/experience code applied for. The principal needs to take into account whether the teacher has the capacity to undertake that role in a full range of NSW schools that he/she may be appointed to in the future. The [Staffing Procedure for the Teaching Service in NSW Public Schools](#) outlines the requirements.

Principals should check that the teacher has selected the correct Secondary codes before endorsing them, as the *My Skills* section on Employee Self Service (ESS) does not separate primary and secondary Skills and/or Experience codes. The principal may ask the teacher to provide a written summary of relevant experience and expertise when meeting to discuss his/her application for endorsement of additional staffing codes.

Special care needs to be taken in relation to endorsing English Extensions 1 and 2, Mathematics Extensions 1 and 2, History Extension and Music Extension staffing codes. Teachers applying for these codes must have the capacity to teach these NESA extension course/s. Teachers using these codes must also be willing to accept an appointment to teach the extension courses indicated.

A teacher may demonstrate the capacity to teach the extension course/s through a range of ways, including successful teaching experience with extension classes, completion of related academic study, participation in relevant professional learning activities and/or successful teaching of talented students in the junior years.

54. Where can I find guidelines for approving Willing to Teach codes?

Advice regarding Not Approved but Willing to Teach staffing codes is found in the [Staffing Procedure for the Teaching Service in NSW Public Schools](#) document and on the Department's Careers site, see: [Updating your staffing codes](#). To be eligible, the teacher must have been teaching the subject/teaching area for at least two of the previous five years. In endorsing the staffing code as Not Approved but Willing to Teach, the principal is confirming that the teacher has taught the subject /teaching area successfully. In applying for the code, the teacher is indicating that he/she is prepared to teach that subject/teaching area, will do so if requested by a principal and is confident he/she can do so with an acceptable level of success.

55. Where can I find an overview of how teachers can update their staffing codes and which codes they are able to update?

<https://education.nsw.gov.au/about-us/jobs-and-opportunities/school-careers/teachers/staffing-codes>

Applying for advertised positions

56. I have a number of teachers who intend applying for advertised positions in the near future. Where can they find advice regarding how to develop their applications and how to use the I Work for NSW online system?

The Careers section of the Department's internet site has a range of resources to support teachers in the preparation of their written applications, as well as applicants' guides to using the I Work for NSW system. See: <https://www.teach.nsw.edu.au/find-teaching-jobs/jobfeed/tips-and-tips>. It is strongly recommended that applicants read these guidelines carefully before attempting to apply for an advertised position for the first time.

Selection procedures and selection panel training

57. Where can I find the procedures that a selection panel must follow when considering advertised positions?

The procedures relating to the selection of applicants for advertised positions can be found at: http://www.teach.nsw.edu.au/documents/sel_panelproc2.pdf.

This site also includes a number of related documents for your reference, including the [Staffing Procedure for the Teaching Service in NSW Public Schools](#).

58. Where can I find training materials for selection panel conveners and members?

A number of online training materials are available on the Department's School Careers Resources site: <https://education.nsw.gov.au/about-us/jobs-and-opportunities/school-careers/selection-panel-e-learning>

New panel conveners, or experienced conveners who wish to update their training, are able to access individual self-paced training materials from this site. New panel members are also able to complete self-paced training as required through this site.

Only Principals and Directors, Public Schools NSW, who are already trained, are able to provide training to other panel members. Training materials for this purpose, including presenters' notes, are available through a link on this site.

Conflict of interests

59. Where can I find advice on managing conflict of interests?

Conflicts of interests can include financial or other material benefits and may involve the interests of a staff member or immediate family or relatives, friends or close work colleague.

Section 8 and Appendix 4 of the Department's [Code of Conduct](#) explain that all members of staff are responsible for declaring any conflict, or reasonably perceived conflict of interests, that may arise from their work. Animosity as well as friendship can give rise to actual or perceived conflict of interests. Appendix 4 (page 34) makes the following comments with regard to potential conflicts of interests in the area of recruitment:

Where you are on an interview panel, you must disclose to your line manager and the other members of the panel (and in particular the independent member) at the time of reviewing the applications if the applicant is your personal friend or past or present close work colleague.

It is not appropriate to be on an interview panel, or to ask a close colleague to replace you, where any applicant for the position is your relative (including a parent, sibling, child or past or present partner). It is acceptable to be a referee for somebody being interviewed, provided other referees are contacted prior to that person being appointed to the position. You should give the last reference.

Within the broad context of the Code of Conduct, further advice is provided in relation to the staffing of schools. The [Advice for Principals – Actual Enrolments](#) on OMSEE includes the following statement on page 6:

Conflicts of interest, particularly where a relative, friend or partner might gain financially from attaining a position, need to be avoided. In making decisions about staffing needs in your school, a Principal may believe that a family member or personal acquaintance is best suited for the position. While this may be the best option given the circumstances, you must make sure that the process of employing them is transparent and would satisfy any perception of conflict of interest. If you are considering employing a family member or acquaintance, you must declare your conflict of interest under Section 8 of the Department's [Code of Conduct](#), by notifying your Director, Public Schools NSW and seeking approval for the employment of that person.

The [Merit Selection Procedure](#) also includes a number of comments regarding conflict of interests:

- *In cases where a relative, spouse or partner of the principal or director intends applying for the vacant position, the principal or director must seek advice from the Director, Recruitment and Employment (or nominee) before forming a selection panel (page 3).*
- *The two pages relating to Responsibilities of Selection Panel Members (pages 10-11) include the requirement that all panel members declare the extent of any prior personal knowledge of, involvement with, or interest in, any of the applicants before the panel begins the shortlisting process:*
 - *If any panel member does declare an interest in an applicant, then the selection panel needs to make an assessment as to whether the panel member has undue positive or negative views about the applicant such that those views would unduly influence that panel member in the selection panel deliberations*
 - *Where a relative, spouse or partner of any panel member is applying for the position, the panel convener must seek advice from Recruitment and Employment before proceeding*
 - *If any panel member believes that another panel member, including the panel convener, has a conflict of interest which could prejudice the outcome, this must be referred immediately to the Director, Recruitment and Employment (or nominee) who will decide whether the membership of the selection panel should be changed.*

60. Is it OK for me to employ my brother in a temporary position? He has great skills and would be perfect for the role and I feel my school should not be disadvantaged just because he happens to be related to me.

Great care needs to be taken in ensuring that any employment of staff or contractors is transparent and satisfies any perception of conflict of interest. Engaging a family member or close personal acquaintance is clearly a conflict of interest, and that must be declared. See Section 8 and Appendix 4 of the Department's [Code of Conduct](#) for guidelines. If you believe that a family member or close friend is best suited for the role, you should contact your Director, Public Schools NSW and seek approval for that engagement. You should also document your declaration and Director's approval, if provided.

Employing family or friends can be perceived as nepotism and possibly corrupt conduct. Doing so without following proper procedure or managing the conflict of interest is a breach of the Code of Conduct and could lead to formal disciplinary action.

Note: It is also not appropriate to be on an interview panel, or ask a close colleague to replace you, where any applicant for the position is your relative (including a parent, sibling, child or past or present partner).

Other Issues

61. Can I submit a vacancy earlier than Term 4 if I want the Entry on Duty date to be from the start of next year?

Yes you can. The staffing of schools operates throughout the year and principals are encouraged to submit vacancies as they arise during the year, rather than waiting until Term 4. The advantage of submitting vacancies as early as possible is that principals are better able to plan ahead and provide continuity for their staff and classes for the current year, knowing what their staffing appointments will be well in advance. Teachers who are appointed earlier are also able to more effectively plan ahead. In some cases this can involve major changes such as moving house, so several months' notice can be very helpful. It is possible to submit a vacancy from Term 2, with an entry on duty date for the start of the following year. In most cases this can be accommodated, although an earlier entry on duty date may need to be negotiated where vacancies are to be filled by some central appointment categories. For teachers appointed to promotions positions, however, best endeavours should be made to arrange for the entry on duty date to be as soon as practicable for the schools involved.

66. My Actual entitlement means that I have to reduce by one teacher, which in my school's case will mean terminating a temporary teacher engagement. Does this mean that I have to give the temporary teacher 4 weeks' notice of cessation from the time I receive my Actual entitlement?

You should not engage any temporary teacher against an unfilled vacancy beyond an initial 4 weeks in Term 1. Those engagements should be made pending confirmation of your Actual staffing entitlement. If you have to reduce your staffing by ceasing a temporary engagement to bring your staffing in line with your entitlement, there should be no need for notice of an early cessation if you have only engaged the temporary teacher up to the date of the Actual entitlement being published. If there are other temporary engagements which you can sustain within your entitlement and in line with the Staffing Agreement, then you are able to extend those temporary engagements once you have your Actual entitlement for the school year.

Index**Page**

Above establishment teachers	13
Additional Staffing codes	24
Allowances	20
Applying for advertised positions	25
Applying for leave	21
Beginning teacher release	16
Engagement of casual and temporary teachers	16
Class sizes	14
Conflict of interests	26
Counting students for enrolment purposes	1
Curriculum hours	16
Death of a staff member	21
Executive entitlement and principal classification	17
Legal and audit responsibilities	1
List of permanent staff	17
Teachers nominated for transfer	14
Other Issues	28
Preparing enrolment returns	8
Selection procedures and selection panel training	25
Staffing calendar	1
Staffing entitlement calculation	12
Engagement of casual and temporary teachers	16
Teaching loads	15