

Question No : 59

Question : Effects of Devolution on Schools and Colleges

Question Date : 13/08/91

Member : Mr EDE

To : MINISTER for EDUCATION

1. Will school principals, head teachers and teachers-in-charge be compulsorily required to undertake those duties should school councils reject devolution as proposed by the Department of Education.
2. Will one-line budgets be introduced; if so -
 - (a) how will one-line budgets be determined;
 - (b) what will the the components of the budget;
 - (c) how will each of these components be determined; and
 - (d) what criteria will be used to determine ERT allocations.
3. Will attendance figures be used to determine aspects of funding; if so -
 - (a) will there be a reassessment within the triennium period for increases and decreases in the attendance; and
 - (b) when will this assessment take place and how frequently.
4. Will there be a provision for 'backstop' funding for schools and TAFE colleges in the event of a major failure of equipment if that failure occurs outside the category of 'catastrophic event' in determining the costs of repairs and maintenance.
5. What compensation will be provided to schools for the increased administrative workload that could result from devolution.
6. Which schools in the Northern Territory do not have school councils.
7. How will schools without school councils be organised to receive devolution.
8. Will regional areas be established; if so -
 - (a) what will be the regional areas established;
 - (b) which geographic areas will this incorporate; and
 - (c) who will comprise the regional council.
9. Will teachers from small schools be given release time to attend regional council meetings.

10. What amount of time does the Department of Education estimate will be spent on administrative duties under the new devolution proposals given that some teachers-in-charge at small rural primary schools already have their teaching time reduced by up to 30% as a result of performing these duties.

11. Will the Department of Education provide additional administrative positions to schools, particularly 'hub' schools in the Southern Region, where in some cases at least 2 full-time positions are taken up with administration, to ensure that more teacher time is not given to administrative tasks.

12. Will ERT time to small schools be increased to compensate for the increased administrative workload resulting from administration.

13. Will the Department of Education staff be allocated to assist with devolution; if so -

- (a) which staff;
- (b) which schools will receive their assistance;
- (c) how many staff will be allocated to these positions in -
 - (i) Operations North; and
 - (ii) Operations South; and
- (d) what will their roles be.

14. In the TAFE sector, will increased devolution be aimed at avoiding duplication and waste by reducing administrative overheads and delays in decision-making; if so, what areas of waste and duplication have been identified under the current system.

15. Are the major new functions of devolution under TAFE personnel management; assets management; and facilities and capital works management; if so, what is the government's intention in these 3 areas.

16. Are colleges to derive a component of funding from entrepreneurial activities; if so -

- (a) at what stage is the development of the operational package; and
- (b) will the recommendations of this paper be available for public discussion.

17. Will teachers bear legal responsibility for financial administration in instances where the principal responsibility for the implementation and administration of devolution is the responsibility of teachers in schools where school councils reject devolution; if so what advice will be given to teachers of the legal implications of their new responsibilities before this is implemented.

18. Will the Department of Education provide inservice training on financial management for teachers who have new responsibilities under the rationalisation of administration as a result of the devolution plans.