

# Local Schools Local Decisions

**Richard Briffault, Laurie Reynolds**

Local Schools, Local Decisions ,2020 The Local Schools, Local Decisions reform was launched in 2012 to give public schools more authority to make local decisions about how best to meet the needs of their students. A major element of the reform was the introduction of a new needs-based school funding model. Core elements of the model address staffing and operational requirements, while needs-based elements reflect the characteristics of schools and students within them. This includes equity funding designed to support students with additional needs. The four categories of equity funding are: socio-economic background, Aboriginal background, English language proficiency and low-level adjustment for disability. The objective of this audit was to assess the department's support and oversight of school planning and use of needs-based funding under the Local Schools, Local Decisions reform. To address this objective, the audit examined whether : effective accountability arrangements have been established and effective support is provided to schools. [Executive summary, ed]

**Local Schools, Local Decisions Evaluation** ,2020 This final evaluation report examined the impact of the Local Schools, Local Decisions (LSLD) education reform. Quantitative and qualitative methods were used to identify changes in student outcomes, school spending, school management and decision-making that could be attributed to LSLD. The report drew on a wide range of data, including student performance data (NAPLAN Reading and Numeracy, HSC completion and results), survey data (the Tell Them from Me student survey and CESE principal survey), school system finance data, and interviews with school and department staff. Key findings were that since the introduction of LSLD, there has been no overall improvement on student outcomes measured in the evaluation. Key learnings were that the department needs to provide guidance for schools on effective ways to improve school and student outcomes, and effective financial and administrative processes and tools, to support schools to be accountable for making funding decisions based on evidence and its impact on outcomes. [Publisher summary, ed]

**Local Schools, Local Decisions** ,2011 The NSW Government is committed to giving greater control over school decision making to principals, teachers and school communities. Its about local schools making local decisions, because they are best placed to know about the particular needs of a particular school and community.

**Local Schools, Local Decisions** ,2012 In August 2011 the NSW Minister for Education the Hon Adrian Piccoli MP announced reforms to improve teaching and learning in NSW public schools by increasing the authority of local schools to

make decisions about how they deliver education to students. The Minister proposed eleven reform outcomes ... and requested that the Department of Education and Communities engage in consultation with the educational community to inform the development of next steps in February 2012. This led to a large scale public consultation with principals, teachers, support staff, parents and the community to gather their ideas about how to implement these important educational reforms. This report represents the diverse views of contributors.--Introduction.

**Politicians and Education Policy** Sheridan Dudley,2024-12-30 Based on an in-depth case study, this book reveals how politicians, as policy makers, conceptualise, develop and initiate large-scale education system reform and why it matters for whole system school improvement. Governments all over the world are spending increasing time, money and effort on improving school systems but the evidence suggests that few of them are getting it right. There is much research devoted to educational strategies, policies, reform initiatives and outcomes. However, what is often missing is a generally agreed set of policies or principles which Ministers can draw on as a guiding framework. This book shows how political context impacts the development of education policy and reveals the critical and dynamic relationship between politics, policy and process. This book gives new insights into politicians as leaders in large-scale education system reform, distils lessons and identifies three practical strategic frameworks which provide new ways of understanding and engaging in whole system reform. Offering unique “insider” insights from an Education Minister, their staff, public servants and key stakeholders, this book is written for all politicians, policy makers and educators involved in school improvement, as well as students of educational leadership and policy.

Local Schools, Local DecisionsEvaluation Interim Report ,2018

**Empowered Educators in Australia** Dion Burns,Ann McIntyre,2017-04-03 BEST PRACTICES FROM AUSTRALIA'S HIGH-PERFORMING SCHOOL SYSTEMS Empowered Educators in Australia is one volume in a series that explores how high- performing educational systems from around the world achieve strong results. The anchor book, Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World, is written by Linda Darling-Hammond and colleagues, with contributions from the authors of this volume. The authors of Empowered Educators in Australia take an in-depth look at the policies and practices surrounding teaching quality in two different states: New South Wales (NSW) and Victoria. NSW offers significant support for government schools in areas such as staffing and teacher professional development. Victoria operates a highly devolved school system. Each provides a contrasting view of how federal and state policies combine to shape learning outcomes for students in Australia. The interplay between state and federal policy characterizes an intriguing centralizing decentralization. Initiatives to create national curricular, teaching, and teacher education standards all sit in balanced tension with a movement towards greater devolution of authority to schools. Together the NSW and Victoria case studies provide insights into policies that can support high-quality teaching in a federal education

system. Australia's current educational reforms place increasing emphasis on issues of teaching quality, reshaping teaching as a standards-based, evidence-informed profession, and one that seeks to foster collegiality and professional exchange. These reforms encompass many aspects of a system that supports teaching quality, and highlight: the way teachers are trained, how they are inducted into the teaching profession and supported with mentors, the professional learning they receive, how they are appraised on their work, and the career pathways for teachers.

**Local Schools, Local Decisions** New South Wales. Department of Education and Communities, New South Wales. Department of Education, 2014 Publications issued by the NSW Department of Education and Communities, later the NSW Department of Education, in relation to their Local Schools, Local Decisions education reform. Includes Report card, The reform agenda, Factsheet, Schools list, and 2016 resource allocation model.

*Local Schools, Local Decisions* NSW Dept. of Education and Communities, 2011 This Discussion Paper sets out some ideas and questions for consultation with principals, teachers, school and other staff, parents, students and the broader community on how to achieve the best outcomes for students. It is intended to facilitate a conversation about who is best placed to make decisions in and about our schools. It is designed to elicit feedback about how to increase the quality, flexibility and relevance of public education in NSW.

International Journal of Innovation, Creativity and CHange, Volume 1, Issue 2, November 2013 Editor IJICC.net, 2013-12-07 The International Journal of Innovation, Creativity and Change publishes scholarly work that promotes and fosters innovation, creativity and change in all fields of endeavour. The focus is on papers that will be influential in their field or across fields and will significantly advance understanding in those fields. All submission are peer reviewed.

**Local Schools, Local Decisions** ,2018 This is an interim report from the Centre for Education Statistics and Evaluation's evaluation of the 2012 New South Wales Department of Education's education reform, Local Schools, Local Decisions (LSLD). The evaluation included a process evaluation that investigated the implementation of LSLD, and an outcome evaluation focussing on the impact of the reform on school and student outcomes. Data sources in this report include qualitative and quantitative analyses using the following data sources: equity funding data (2016); school annual reports (2016); CESE principal survey (2017); staffing data (2012-2017); SEF self-assessment surveys (2016-2017); student engagement measures: attendance (2011-16), suspensions (2012-16) and 'Tell Them From Me' survey items on social engagement, institutional engagement and aspirations to complete year 12 (2013-16). [Executive summary , ed]

**Funding Public Schools** Kenneth K. Wong, 1999 This book examines the fundamental role of politics in funding our public schools and fills a conceptual imbalance in the current literature in school finance and educational policy. Unlike those who are primarily concerned about cost efficiency, Kenneth Wong specifies how resources are allocated for what purposes at different levels of the government. In contrast to those who focus on litigation as a way to reduce funding gaps, he

underscores institutional stalemate and the lack of political will to act as important factors that affect legislative deadlock in school finance reform. Wong defines how politics has sustained various types of rules that affect the allocation of resources at the federal, state, and local level. While these rules have been remarkably stable over the past twenty to thirty years, they have often worked at cross-purposes by fragmenting policy and constraining the education process at schools with the greatest needs. Wong's examination is shaped by several questions. How do these rules come about? What role does politics play in retention of the rules? Do the federal, state, and local governments espouse different policies? In what ways do these policies operate at cross-purposes? How do they affect educational opportunities? Do the policies cohere in ways that promote better and more equitable student outcomes? Wong concludes that the five types of entrenched rules for resource allocation are rooted in existing governance arrangements and seemingly impervious to partisan shifts, interest group pressures, and constitutional challenge. And because these rules foster policy fragmentation and embody initiatives out of step with the performance-based reform agenda of the 1990s, the outlook for positive change in public education is uncertain unless fairly radical approaches are employed. Wong also analyzes four allocative reform models, two based on the assumption that existing political structures are unlikely to change and two that seek to empower actors at the school level. The two models for systemwide restructuring, aimed at intergovernmental coordination and/or integrated governance, would seek to clarify responsibilities for public education among federal, state, and local authorities—above all, integrating political and educational accountability. The other two models identified by Wong shift control from state and district to the school, one based on local leadership and the other based on market forces. In discussing the guiding principles of the four models, Wong takes care to identify both the potential and limitations of each. Written with a broad policy audience in mind, Wong's book should appeal to professionals interested in the politics of educational reform and to teachers of courses dealing with educational policy and administration and intergovernmental relations.

The Nation's Schools Michael Vincent O'Shea, 1928

**Cases and Materials on State and Local Government Law** Richard Briffault, Laurie Reynolds, 2004 Includes a wide range of textual material, both excerpts from other writings, and wide-ranging notes written for this book. Many areas of emphasis in earlier editions have now become individual courses in many schools, such as Land Use and Regulation, Constitutional Law, and Civil Rights. While retaining important material in those areas, this casebook expands its coverage of the materials customarily allocated to Local Government Law and emphasizes areas not the focus of separate law school courses. Offers the choice in areas of emphasis which meet interest and experience without sacrificing important and necessary basic exposure.

Noyola V. Board of Education of the City of Chicago , 1996

**Judicial Decisions of the State Superintendent of Common Schools, State Superintendent of Public**

**Instruction, State Commissioner of Education, from 1822 to 1913** University of the State of New York, Thomas Edward Finegan, 1914

Carr V. Koch ,2011

**Webster V. Redmond** ,1974

**The Legal Status of Religious Instruction in the Public Schools** Alexander Edmond Cance, 1906

**California. Court of Appeal (2nd Appellate District). Records and Briefs** California (State).,

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In this digital age, the convenience of accessing information

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