

DELIVERY AND PERFORMANCE AGREEMENT – KEY POINTS

Introduction

- Agreement between the school (represented by the Principal and School Board Chair) and the Department of Education (represented by the Director General).
- Sets out:
 - performance and accountability expectations of the school; and
 - the resources and support supplied by the Department.
- Lists the suite of accountability instruments and processes.

Section 1: Resourcing and Support

- Resourced in accordance with the Department's allocative mechanism (staffing formula, school grant etc.)
- Key difference – allocated as one-line budget to enable the school to flexibly allocate its resources to implement its Business Plan.
- Additional transition funding and ongoing administration funding due to increased autonomy and responsibility.
- The resourcing schedule will be attached as an appendix.
- Principal required to articulate how the resources are used to deliver the educational program and develop a workforce plan.
- Outlines Department support to the school.

Section 2: Program Delivery

- Stipulates delivery as per the *Education Act (1999)*.
- Outlines specific Specialist Programs delivered by the school or programs for which the school receives direct funding e.g. Gifted and Talented Education, Aboriginal Tutorial Assistance Scheme, Partnership School funding.

Section 3: Compliance

- Various Acts of legislation.
- Whole of Government policy e.g. K-10 - two hours Physical Education per week.
- National Education Agreement e.g. NAPLAN testing and reporting.
- Data for state-wide reporting e.g. attendance, suspensions, exclusions, financial reporting.
- Audit, formal approval processes eg. travel and leave.
- Policy alteration subject to above - contact the School Innovation and Reform Unit.

Section 4: Governance

- Outlines the role of Principal, the School Board and the relationship between both roles.
- Inclusion of community and business/industry members.
- Details the participation of the Board with respect to the Delivery and Performance Agreement; budget; Business Plan; review of school's performance; survey results; annual report and selection of principal.
- Principal to report regularly to the Board.
- Process if there is a disagreement between the Principal and the Board.
- Independent review in final year of agreement.
- School performance monitored through the School Performance Monitoring System.
- Concerns about school performance may result in the Director General initiating an internal review or bringing the independent review forward.

Section 5: Student Achievement

- Principal is accountable for ensuring appropriate standards of academic and non-academic achievement.
- Information on student achievement will be gathered from national and state assessments, the School Performance Monitoring System and the school's own self-assessment.
- Monitoring of student performance will encompass the achievement of relevant student cohorts and subgroups of students.
- Information will be considered in the school's self-assessment process resulting in judgements about the standards being achieved and these judgements will inform the school's improvement plans.
- The school will set specific student academic and non-academic achievement improvement targets relevant to its context.
- School to review school performance and targets annually.

Section 6: Business Plan

- Principal is accountable for developing an effective Business Plan.
- Three-year strategic plan (same time span as the Delivery and Performance Agreement).
- Describes the key focus areas and strategies.
- Outlines the student achievement improvement targets that specify:
 - what is to be improved – which outcomes and which students;
 - the amount of improvement;
 - how this will be measured; and
 - by when.
- To reflect Department and Government direction and specific programs where the school receives additional funding.
- To be endorsed by the School Board and signed by the Chair of the Board.
- The Business Plan will be the major point of difference – distinctive schools.