

Audit of teachers' administrative tasks

Final report

December 2024





Contents

03	Executive Summary
04	Introduction
04	Background
05	Framing administrative and bureaucratic tasks
05	What the administrative audit targeted
06	What the administrative audit aimed to achieve
07	Methodology
07	Policy and procedure review
08	Mapping operational tasks
09	Key findings
09	Operational tasks are a significant aspect of workload
10	Policy is the main driver of operational tasks
11	School context is critical
12	Some 100 tasks have been identified as causing high or very high workload
13	Appendix
13	Map of operational tasks
15	High Workload tasks



Executive summary

In March 2023, the NSW Government committed to reducing teachers' administrative work by at least five hours per week. The reduction will be achieved, in part, by a line-by-line audit of all bureaucratic tasks teachers are required to do. The audit captured these tasks through a policy and procedure review, and the mapping of operational tasks, with an aim to develop a better understanding of how policies and operational requirements influence workload for teachers in NSW public schools.

Key findings

Finding 1: Operational tasks are a significant aspect of workload.

School operations may be organised into nine core functions. These core functions were foundational to understanding the over 300 tasks undertaken in schools.

Finding 2: Policy is the main driver of operational tasks.

There are 361 policy documents for 201 policies, many of which are difficult for schools to access, use and implement. Significant work has been undertaken to address this through the policy and procedure review.

Finding 3: School context is critical.

While there are consistent tasks and drivers causing higher workload, school context – particularly the size, type, location, and needs of students and the community – can drive additional workload volume and complexity.

Finding 4: Some 100 tasks have been identified as causing high or very high workload.

Of these tasks, around 30 were found to cause very high workload and were predominately from three core functions: student learning and development, student management, and legal and governance. It is estimated that around 60 per cent of these tasks directly impact teachers.

Introduction

In March 2023, the NSW Government committed to a reduction of at least five hours of teachers' administrative work per week and to undertake a line-by-line audit of all bureaucratic tasks teachers are required to do and look at ways to remove, simplify or digitise tasks, with a focus on administrative tasks that add no benefit to student outcomes.

To conduct a comprehensive audit of teachers' administrative tasks, the NSW Department of Education (the department) needed to develop a comprehensive view of operational tasks undertaken in a school and the impact of policies and procedures on school operations. To deliver this, two streams of work were completed: a catalogue of all operational tasks undertaken in a school (the 'catalogue') and a line-by-line review of all department policies and procedures (the 'policy and procedure review').

This report presents the findings from the audit of teachers' administrative and bureaucratic tasks.

Background

As parent, community and government expectations of schools have grown over time, so too have the workload challenges of teachers.¹ The consistent reporting of increasing and sustained workload pressures on teachers is a clear signal that more needs to be done to support teachers to keep pace with schools' contemporary roles and responsibilities.

92 per cent of teachers across Australia surveyed by the Grattan Institute for the 2022 *Making Time for Great Teaching* report believe they 'always' or 'frequently' do not have time for effective teaching.² School leaders have highlighted a wide range of barriers in meaningfully addressing their schools' workload issues, including financial limitations, government and bureaucratic requirements, and previous policies that provided greater school autonomy but markedly increased administrative burden and workload.³ Without meaningful action to address these challenges and barriers, efforts to secure any lasting improvements to student outcomes will be subject to uncertainty.

¹ Grattan Institute, [Making time for great teaching: How better government policy can help](#) (2022)

² The 2021 Grattan Institute survey on Australian teachers' time included 6,015 responses, with a total of 5,000 responses included in the teacher survey results. All school types, states and sectors were well represented in the survey.

³ NSW Department of Education, [Local Schools Local Decisions final report](#), (2020)

The NSW Government committed to a line-by-line audit of all administrative and bureaucratic tasks teachers are required to do.

Framing administrative and bureaucratic tasks

The NSW Government committed to a line-by-line audit of all administrative and bureaucratic tasks teachers are required to do. However, there is no set, universal definition of what constitutes teachers' administrative or bureaucratic tasks.

In NSW, school communities have defined excessive administration workload as “tasks that consume time, resources and effort beyond what is reasonable or necessary.”⁴ For the purposes of this audit report, the department identified all operational tasks that contribute to school workload and applied this understanding of administrative workload, to determine the high workload tasks for teachers.

What the administrative audit targeted

The audit of all administrative tasks consisted of a policy and procedure review and the mapping of operational tasks within schools.

Policy and procedure review

Operational policies are critical in supporting the effective and efficient operations of schools and other department work sites. Operational policies help the department to mitigate risk or facilitate compliance. With greater complexity in schools and changing needs and requirements, policies have evolved.

⁴ NSW Department of Education, [Workload reduction overview](#) (2023)



Operational policies and procedures:

- Address a significant issue or risk for the students, staff, parents or carers and the department.
- Translate relevant legislation, regulation, departmental strategy or government priorities into an organised and coherent set of instructions.
- Support staff to perform their roles independently within set boundaries and constraints and discharge their responsibilities confidently.

Mapping of school operational tasks

Operational tasks were mapped as part of the School Administration Improvement Program, which the department introduced in 2023 to improve its efforts to reduce school workload. The program trialled the impact of placing more than 600 full-time equivalent support staff in more than 400 schools to ease the administrative workload for teachers and other



school staff so that they could focus more time on teaching and learning tasks. Approximately 100 schools supported the department in completing the mapping of school operational tasks.

The mapping of day-to-day school operational tasks included:

- the functions, processes and tasks completed in a school
- who undertakes the tasks
- why the tasks are undertaken
- what supports and enablers are leveraged.

What the administrative audit aimed to achieve

Prior to the audit, the department did not have a central, holistic view of the administrative tasks undertaken by teachers, school leaders, and support staff or the key drivers of these tasks.

The department needed to better understand how policies and operational requirements influenced the administrative tasks and workload within schools.

The audit aimed to better understand the key drivers of workload within schools by building a comprehensive overview of the tasks required to operate a school, how often these tasks are performed and by whom.

The audit aimed to:

- Provide a representative view of school operational tasks, co-designed with schools and support services. This includes those tasks undertaken by teachers.
- Understand how policies and procedures impact schools' administrative workload.
- Identify high workload administrative tasks for teachers.

Methodology



The administrative audit consisted of the policy and procedure review and the mapping of school operational tasks. The audit methodologies used for each are set out below.

Policy and procedure review

The first stage of the policy and procedure review approach included:

- 1. Assessment:** Teams were dedicated to reviewing policies, which were grouped into nine areas aligned to Core Functions/Operational Tasks –teaching and learning, student management, community and community engagement, people, assets and facilities management, technology, finance, school management, and enterprise management.
- 2. Discovery:** Engagement with school stakeholders to understand the current state of policies, including what is working and what isn't working. Through this process, instructions outside the Policy Library and over 1,000 resources were found across the Department's intranet site.
- 3. Pilot:** The Work, Health and Safety policy area was selected to provide a proof of concept, to test and validate the approach required to undertake the broader policy review.
- 4. Review:** Each policy document underwent a quality assurance process, including professional editing to improve its readability and user-friendliness and ensure it was written in plain English.
- 5. Consolidate:** Using the findings of the initial review to consolidate policy documents where duplicated instructions existed to ensure a simplified view of instructions.
- 6. Test:** Users, including schools, support staff and education partners, validated and tested the redesigned policy documents to make sure they were user centric.
- 7. Consult:** Engaged and consulted with key stakeholders, including unions and relevant associations. Deep dive sessions with these stakeholders' feedback indicated support for the redesigned policy documents and roll out within schools.
- 8. Roll out:** Introduced redesigned policy documents in stages, starting from March 2024. The rollout of policies was batched to reduce change fatigue, consolidate communications to schools and allow time for schools to understand and apply the redesigned policies.
- 9. Support:** The department developed a policy governance framework to provide rigour and discipline in developing and reviewing operational policies. This ensures the Policy library is the single source of truth for operational policy documents, provides clear and enforceable policy management guidelines and maintains cohesive and consolidated policy instructions. Related initiatives for this review program include the Policy Library's technical uplift, which support schools through any policy changes, by reorganising the information in line with the work they need to get done.



Mapping operational tasks

As part of the School Administration Improvement Program (SAIP), the department engaged with school staff through workshops over 18 months to develop a detailed map of the key tasks completed by schools to better understand the impacts of administrative and policy requirements on schools.

The sample of schools that supported the project to map school operational tasks were part of the SAIP program and were broadly representative of schools across the NSW public education system.⁵

Workshops were used to validate the identified tasks and explore some in detail: who does them, why, and what supports are available to do them. In addition, around 100 education support staff reviewed the mapped tasks, to provide clarity, and identify immediate improvement opportunities.

During the workshops, school staff⁶ were asked to provide their perspective and insights on over 100 tasks with processes that were considered by workshop attendees to be frustrating, painful, cumbersome or overly complex.

They also co-designed a list of drivers that influence the volume and complexity of workload in schools. School staff found that the engagement process provided them with an opportunity to input and share ideas on the tasks.

This process helped to build a foundational and comprehensive understanding of the core tasks done across schools, noting that school context influences how and why these tasks are completed. The workshops prompted a re-evaluation of operational tasks and an improved understanding of their necessity and the context-driven variances across schools. Of those school staff consulted, 89 per cent were confident that the exercise could support and improve operational efficiency.

Workshops were used to validate the identified tasks and explore some in detail: who does them, why, and what supports are available to do them.

⁵ There were 53 rural or regional schools, 48 metropolitan, 9 SSPs, and 7 connected / central schools. These schools were already engaged through the School Administration Improvement Project.

⁶ Proportion of school-based staff roles consulted include: 29% school leaders, 6% teachers, and 65% support staff.

Key findings



Operational tasks are a significant aspect of workload

The audit found over 300 tasks are undertaken by teachers, school leaders and support staff.


The audit found that school operations were organised by:

- **9 core functions**
A **function** is defined as a grouping of processes based on the collective function they service.
- **49 processes**
A **process** is defined as a set of tasks that collectively produce an outcome.
- **344 tasks**
A **task** is defined as a set of activities that do something that contributes to a process.

Examples of what a function, process and task is can be found below.

Function 
Student learning and development
Student management
Human resources
Legal and governance
Strategy and planning

Process 
Individual learning support
Student health and wellbeing
Staff recruitment
Compliance
School planning

Task 
Learning strategy differentiation
Wellbeing case management
Casual and relief staff recruitment
School accreditation
Strategic improvement plan

The nine core functions of school operational tasks were foundational in understanding the different tasks associated with higher workload.

The audit provided key data about the tasks, capturing:

- who undertakes the operational task
- why the task is undertaken
- what supports and enablers are leveraged
- drivers of differentiated school workload
- which jobs have a higher workload.



Policy is the main driver of operational tasks

The audit identified 361 policy documents for 201 policies driving over 70 per cent of workload, with schools finding them difficult to access, use and implement.⁷

The audit found 201 documents in the department’s Policy Library and around 160 documents with mandatory instructions for schools on the department website and other channels.

Many of these policy documents are duplicative and overly complex. The vast number and

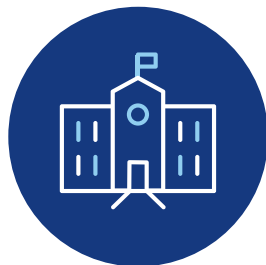
lack of clarity surrounding policy documents make it difficult for schools to access, use and implement policies. The audit also found that more than 70 per cent of operational tasks directly map to a policy. This highlights the link between policy requirements and increased workload.

During consultations, schools expressed uncertainty about the minimum expectations for tasks required by policy. Engagements suggested that for tasks with a policy requirement, greater clarity on what the department considers as being ‘compliant’ may help reduce the complexity of the work that they do.

Schools suggested that they may be overcomplicating some procedures, fearing they would rather overdo something than risk being non-compliant.

To address this, the department commenced work on consolidating policy documents reducing them from 361 to 180 documents to streamline the documentation. The revised documents have been released in batches from March 2024 to reduce the change fatigue and consolidate communication to schools.

⁷The workload reduction team has identified that more than 70 per cent of tasks undertaken within schools are mapped to a policy, thus providing a correlation between policies and workload undertaken within schools.



School context is critical

There are universal drivers that cause workload. However, school context, such as the size, type, location and needs of the students and broader community, drives additional workload volume and complexity.

Modern schools are dealing with growing complexity which is increasing workload. Through engagement with schools, the audit found some common drivers of increased workload across schools. These include:

- Complex administrative and system requirements make it more challenging for schools to meet the differing needs of students.
- Department driven policy changes combined with poor system accessibility and usability.
- Challenges related to school staff profile, staff attraction and retention.

Generally, schools perform the same tasks and are impacted by the same workload drivers, but the volume and complexity involved in the work are largely dependent on the school context.

This is informed by differing student, staff, and community expectations and needs. For example, regional, rural and remote schools are more likely to manage Work Health and Safety tasks relating to wildlife and bushfire management. Schools for Specific Purposes are more likely to spend additional time on the differentiation of the curriculum based on individual student capabilities.

Schools noted that all operational tasks they undertake were represented but not all were performed across every school. These tasks were generally driven by school type. For example, the management of student boarding accommodation is only relevant to boarding schools. Tasks may also be driven by parent and carer or community expectations. For example, some schools host certain fundraising events, whereas others do not.

Tasks not done by some schools do not indicate that they are non-essential but rather that they are not needed due to individual school contexts such as curriculum needs or parent and carer expectations.

The audit found that factors related to a school's context, particularly school size and staffing profile, significantly impact 'who' does a task. For example, teaching principals may need to complete tasks to support student welfare, which might otherwise be done by executive teachers during a time when they are off class. This presents additional workload burdens on teaching staff due to different resource allocations.



Some 100 tasks have been identified as causing high or very high workload

The audit revealed extensive scope to simplify, streamline and digitise tasks.

Consultation with school staff focused on over 100 tasks with processes that were considered frustrating, painful, cumbersome, or overly complex. From these tasks, around 30 were found to be causing very high workload.



Most of these tasks were from the following functions: student learning and development, student management, and legal and governance. Specific examples include wellbeing case management, behaviour support plans, national consistent collection of data reports and annual school reports.

Across the 30 or so tasks with very high workload, those involving teachers had some common or overlapping pain points. This may include complex and manual paperwork, increased curriculum differentiation and resource creation, greater administration required for student wellbeing, and difficulty with staff recruitment. School leadership also felt the burden, with high workload tasks falling under the human resources function, followed by legal, governance and asset and facility management.

The department has already commenced work to simplify, streamline and digitise some of these tasks including rolling out digital PDPs to allow staff

School leadership also felt the burden, with high workload tasks falling under the human resources function, followed by legal, governance and asset and facility management.

to focus on the development cycle rather than the associated paperwork, working with NSW Education Standards Authority (NESA) to streamline the accreditation process to reduce requirements and workload, and implementing a new centralised approach to facilities maintenance to improve response times for work requests and ease administrative work for principals.

The audit found that effective supports and enablers would help simplify, streamline and digitise tasks. Supports and enablers identified in the consultation were technology and improved communications from support services. Technology support would include streamlining and automating manual admin-heavy processes. Additionally, improved communication from support services would ensure schools understand the breadth of support available to them.

Engagement with schools highlighted that there is a range of supports available on the department intranet and Universal Resources Hub that schools are not aware of.

Appendix

Map of operational tasks



Current state catalogue of 'jobs done'

1. Student learning and development	2. Student management	3. Communication and engagement	4. Human resources	5. Asset and facility management	6. Information technology	7. Finance	8. Legal and governance	9. Strategy and planning
1.1 Teaching	2.1 Enrolments	3.1 External communications	4.1 Staff recruitment	5.1 Property management	6.1 Information management and support	7.1 Budget management	8.1 Audit	9.1 Timetabling
1.1.1 Year curriculum planning	2.1.1 Regular enrolments	3.1.1 Personalised external communications	4.1.1 Permanent staff recruitment	5.1.1 Building access	6.1.1 Annual update of student records	7.1.1 Budget development (eFPT)	8.1.1 Asset register	9.1.1 Class planning
1.1.2 Unit and lesson planning	2.1.2 Complex enrolments	3.1.2 Broadcast external communications	4.1.2 Casual and relief staff recruitment	5.1.2 Community facility hire and use	6.1.2 Network access	7.1.2 Budget monitoring	8.1.2 Equipment register	9.1.2 Class timetabling
1.1.3 In-person lesson delivery	2.1.3 Non-local enrolments	3.1.3 Website management	4.1.3 Temporary staff recruitment	5.1.3 Share our Space program	6.1.3 Learning management systems	7.1.3 Budget reporting	8.1.3 Stocktake	9.1.3 Staff playground and bus duty rosters
1.1.4 Online lesson delivery	2.1.4 Authority to enrol (ATE) enrolments	3.1.4 Social media management	4.1.4 Volunteer recruitment	5.1.4 Building and grounds maintenance	6.1.4 External information technology (IT) service support	7.1.4 End of financial year (EOFY) consolidation	8.1.4 External financial audit	9.1.4 Special Religious Education (SRE) and ethics timetabling
1.1.5 Academic performance analysis	2.1.5 Student onboarding	3.1.5 Newsletter and school publications	4.1.5 Allied health contractors	5.1.5 Wildlife management	6.1.5 Digitising paper records	7.1.5 End of year (EOY) consolidation	8.1.5 Work Health and Safety (WHS) audit	9.1.5 School bell management
1.1.6 Distance education	2.1.6 Distance education applications	3.1.6 Video production	4.1.6 External recruitment panels	5.1.6 Equipment maintenance	6.1.6 Archiving	7.1.6 Fringe benefits reporting	8.1.6 Short notice inspections	9.2 School planning
1.1.7 Aboriginal education	2.2 Student health and wellbeing	3.1.7 Mail and postage management	4.1.7 Practical teacher placements	5.1.7 Off-site school facilities	6.1.7 Destruction of records	7.2 Disbursements	8.1.7 Curriculum and policy monitoring	9.2.1 Daily school organisation
1.2 Individual learning support	2.2.1 Administering first aid	3.2 Internal communications	4.1.8 Professional placements	5.1.8 Asset Management Unit (AMU) engagement	6.1.8 Third party programs	7.2.1 Accounts payable	8.2 Compliance	9.2.2 Whole school curriculum planning
1.2.1 Learning strategy differentiation and student interventions	2.2.2 Medication management	3.2.1 School promotional materials	4.1.9 Inductions	5.1.9 Insurance claims	6.2 Software management	7.2.2 Payroll	8.2.1 First aid accreditation	9.2.3 Aboriginal education planning
1.2.2 Personalised learning and support plans	2.2.3 Student food and meal provision	3.2.2 Personalised internal communications	4.2 Staff administration	5.1.10 School security services and management	6.2.1 Software set-up	7.2.3 Casual payroll	8.2.2 Working with Children Check (WWCC)	9.2.4 Annual school calendar
1.2.3 Personalised learning pathways	2.2.4 Wellbeing case management	3.2.3 Broadcast internal communications	4.2.1 Employee record management	5.1.11 Cleaning services	6.2.2 Ongoing software management	7.2.4 Refunds	8.2.3 Teacher accreditation	9.2.5 Strategic improvement plans (SIP)
1.2.4 Learning resource differentiation	2.2.5 Wellbeing support plans	3.3 Engagement	4.2.2 Leave management	5.1.12 Waste management	6.2.3 Software troubleshooting	7.2.5 Interschool account transfers	8.2.4 School accreditation	9.2.6 School improvement teams
1.2.5 Aboriginal education support	2.2.6 Health support plans	3.3.1 Community engagement	4.2.3 Staff travel co-ordination	5.1.13 Chemical waste management	6.2.4 Software license roll-over	7.2.6 Expense reconciliation	8.2.5 Restrictive practice reporting	9.2.7 School behaviour support and management plan
1.3 Internally developed assessments	2.2.7 Student transition plans	3.3.2 Aboriginal community engagement	4.2.4 Staff representative roles	5.1.14 Science labs	6.3 Hardware management	7.3 Purchasing and procurement	8.2.6 Court orders	9.2.8 Positive behaviour for learning (PBL)
1.3.1 Assessment design	2.2.8 Individual National Disability Insurance Scheme (NDIS) student supports	3.3.3 Community memoranda of understanding (MOU)	4.2.5 Union engagement and industrial action	5.1.15 Computer labs	6.3.1 Technology installations	7.3.1 Purchase card (P-card) management	8.2.7 Subpoenas	9.2.9 Student and staff surveys
1.3.2 Learning observations	2.2.9 External health service clinics	3.3.4 Parents and Citizens' (P&C) committee	4.2.6 Key worker housing management	5.1.16 Creative arts facilities	6.3.2 Technology maintenance	7.3.2 Ed-buy vendor management	8.3 External reporting	9.2.10 Staff consultation
1.3.3 Assessment administration	2.2.10 Mandatory child protection reports	3.3.5 School open days and information events	4.2.7 Contractor management	5.1.17 Sports facilities	6.3.3 New laptop provision	7.3.3 SAP vendor management	8.3.1 Nationally Consistent Collection of Data on School Students with Disability (NCCD) reports	9.2.11 Succession planning
1.3.4 Marking	2.2.11 Child Wellbeing Unit (CWU) reports	3.3.6 School orientation days	4.2.8 Staff offboarding	5.1.18 Swimming pool	6.3.4 Bring Your Own Device (BYOD) management	7.3.4 Tender management	8.3.2 ABSTUDY reports	9.2.12 School environment management plan
1.3.5 Data gathering, input and monitoring	2.3 Behaviour management	3.3.7 External community events	4.3 Staff learning and development	5.1.19 Applied technology facilities	6.4 EDConnect helpdesk	7.3.5 Procurement approvals	8.4 WHS	9.3 School reporting
1.3.6 Feedback provision	2.3.1 Phone collection	3.3.8 Parent forums	4.3.1 Performance development plans (PDPs)	5.1.20 Agricultural facilities	6.4.1 IT issues	7.3.6 Equipment purchases	8.4.1 Visitor registration and management	9.3.1 Student enrolment census reporting
1.4 Externally developed assessments	2.3.2 Managing difficult student behaviours	3.3.9 Learning communities' engagement	4.3.2 Staff meetings	5.1.21 Student boarding accommodation	6.4.2 Policy issues	7.3.7 Consumables purchases	8.4.2 Gate management	9.3.2 Annual school report
1.4.1 National Assessment Program	2.3.3 Detentions, reflections and timeouts	3.3.10 Inter-school engagement	4.3.3 Classroom observations	5.2 Fleet management	6.4.3 Process issues	7.3.8 Lifeskills account management	8.4.3 Incident reporting and management	9.3.3 External validation (EV)
1.4.2 Externally developed assessments	2.3.4 Suspensions	3.3.11 Staff network engagement	4.3.4 Staff mentoring	5.2.1 Fleet registration	6.4.4 Human resources (HR) issues	7.3.9 Catering	8.4.4 Hazard reporting and management	9.3.4 DEL reporting
1.4.3 Higher School Certificate (HSC) exams	2.3.5 Expulsions	3.3.12 Director, Educational Leadership (DEL) network engagement	4.3.5 Staff development days	5.2.2 Fleet maintenance		7.3.10 SSTEP purchases	8.4.5 Risk assessment	9.3.5 Ad-hoc department reporting
1.4.4 Check in and other Department developed assessments	2.3.6 Out of classroom student supervision	3.3.13 School leadership institute engagement	4.3.6 Externally developed professional learning	5.2.3 Fleet repairs		7.3.11 Fleet purchases	8.4.6 Risk register	9.4 School policies
1.4.5 Selective schools placement tests	2.3.7 Behaviour support plans	3.3.14 Parent helpers	4.3.7 Internally developed professional learning	5.2.4 Heavy vehicle requirements (school bus applicable)		7.3.12 Purchase orders	8.4.7 Health and Safety Representative (HSR) election	9.4.1 Policy compliance
1.4.6 Opportunity class tests	2.3.8 Behaviour response plans	3.4 Family support services	4.3.8 Informal staff training	5.3 School service management		7.4 Student finance	8.4.8 WHS management action plan	9.4.2 School procedure development
1.4.7 Progressive Achievement Tests (PAT) assessments	2.3.9 Student tailored risk management plan	3.4.1 Translation and interpreter services	4.4 Performance management	5.3.1 Reception and front office management		7.4.1 Fees set up	8.4.9 Emergency management plan	9.4.3 Change management
1.4.8 International tests	2.3.10 Restrictive practice plans	3.4.2 Community and family emergency support	4.4.1 Performance development process reviews	5.3.2 Lost property		7.4.2 Sub-dissection code set up	8.4.10 Lockdowns	9.5 VET planning
1.4.9 International Competitions and Assessments for Schools (ICAS) competitions	2.3.11 Student boarding supervision	3.4.3 Parent helpers	4.4.2 Teacher improvement plans	5.3.3 Print room		7.4.3 Daily payments	8.4.11 Evacuations	9.5.1 Application to run (VET program approval)
1.4.10 Olympiads	2.4 Student attendance	3.4.4 Parent and carer wellbeing support programs	4.5 Staff health and wellbeing	5.3.4 Library		7.4.4 Bank deposits	8.4.12 Workers' compensation and return to work plans	9.5.2 VET school profiled update
1.5 Academic Reporting	2.4.1 Daily and class attendance rolls	3.4.5 Parent and carer education programs	4.5.1 Staff social events	5.3.5 Sick bay		7.4.5 School voucher programme	8.4.13 Animal welfare	9.5.3 VET quality compliance process
1.5.1 Formal written reporting	2.4.2 Late arrivals and early departures		4.5.2 Staff check-ins	5.3.6 Canteen		7.4.6 Financial assistance claims	8.5 Mandatory training	9.5.4 Short term VET programs
1.5.2 Informal / ad-hoc reporting	2.4.3 Non-attendance or school refusal		4.5.3 External wellbeing events	5.3.7 Uniform shop		7.4.7 Student refunds	8.5.1 All staff required training	9.5.5 Work placement organisation and supervision
1.5.3 Parent teacher interviews and student-led conferences	2.4.4 Attendance variation		4.5.4 Health and safety psychological injuries	5.4 Property development		7.4.8 Student payments reconciliation	8.5.2 Individual staff required training	9.5.6 EVET program management

Appendix Map of operational tasks

Current state catalogue of 'jobs done'

1. Student learning and development	2. Student management	3. Communication and engagement	4. Human resources	5. Asset and facility management	6. Information technology	7. Finance	8. Legal and governance	9. Strategy and planning
1.5.4 Real-time digital communications and reporting	2.4.5 Attendance exceptions		4.6 Grievance management	5.4.1 Minor capital works		7.5 Grants and sponsorships	8.5.3 Health and medical support training	9.5.7 SBAT approvals
1.5.5 'N' determinations	2.4.6 Toilet register		4.6.1 Community complaints	5.4.2 Major capital works		7.5.1 Grant applications		9.5.8 VET entry requirements
1.6 Vocational Education and Training (VET)	2.5 Student transport		4.6.2 Parent/carer complaints	5.5 Public-private partnership facility management		7.5.2 Sponsorship agreements		9.5.9 VET induction and USI collection/verification
1.6.1 VET programme approvals	2.5.1 Bus pass concessions		4.6.3 Professional and Ethical Standards (PES) reporting and engagement	5.5.1 Work order requests		7.5.3 Donation management		
1.6.2 VET lesson planning and preparation	2.5.2 Assisted School Transport Program (ASTP)		4.6.4 Staff complaints	5.5.2 Capital works and procurement requests				
1.6.3 VET lesson delivery	2.5.3 School-managed bus			5.5.3 Facility manager engagement				
1.6.4 Externally delivered VET (EVET) programs	2.5.4 Ad-hoc student transport			5.5.4 Monthly service review				
1.6.5 Short term programs	2.5.5 Reviewing state transport timetables							
1.6.6 School based apprenticeships and work placements	2.6 Individual student support							
1.7 Extracurricular activities	2.6.1 Transition support							
1.7.1 Variation to Routine (VtR)	2.6.2 Career advisor / guidance officer support							
1.7.2 Excursions	2.6.3 Student Support Officer (SSO) support							
1.7.3 Camps	2.6.4 Counsellor support							
1.7.4 Incursions	2.6.5 School Learning Support Officer (SLSO) support							
1.7.5 Culture and inclusion programs	2.6.6 Aboriginal Attendance Officer (AAO) / Home School Liaison Officer (HSLO) support							
1.7.6 Inter-school events and competitions	2.6.7 Aboriginal Education Officer (AEO) / Aboriginal Education Worker (AEW) support							
1.7.7 District / regional level school sports	2.6.8 Emergency health and wellbeing support							
1.7.8 School representative sports	2.6.9 External therapy coordination							
1.7.9 School productions and musicals	2.6.10 Access requests							
1.7.10 Student clubs	2.6.11 Support for distance learners							
1.7.11 Student leadership councils	2.6.12 Environmental modification asset requests							
1.7.12 Student work experience	2.7 Student offboarding							
1.7.13 Student exchange programs	2.7.1 Student leavers							
1.7.14 Student leadership programs	2.7.2 Pathway transitions							
1.7.15 Externally administered programs or activities	2.7.3 Student transition and integration programs							
1.7.16 Culture and inclusion programs	2.7.4 Schools for Specific Purposes (SSPs) post school options							
1.7.17 International excursions	2.7.5 Graduations							
1.8 Non-academic events								
1.8.1 School assemblies								
1.8.2 Religious / ethics education								
1.8.3 Themed school event weeks								
1.8.4 School photos								
1.8.5 Presentation events								
1.8.6 School disco								
1.8.7 School formal								
1.8.8 Buddy and peer student support programs								
1.8.9 Fundraising								
1.8.10 NAIDOC celebrations								

Note: This catalogue only captures the K to 12 job completed. It does not include pre or post school jobs.

Level	Group	Definition
1	Function	Grouping of processes based on the collective function they serve within a school
2	Process	A set of tasks that collectively produce an outcome
3	Task	A set of activities that do something that contributes to a process
4	Activity	A self-contained step that, when combined with other activities, collectively forms an activity. An activity is typically completed by one person and usually, in a single effort. <i>(Not displayed on this catalogue)</i>

105 Priority tasks (identified through workshops in late 2022/early 2023)

1. Student learning and development	2. Student management	3. Communication and engagement	5. Asset and facility management	8. Legal and Governance
1.1 Teaching	2.1 Enrolments	3.1 External communication	5.1 Property management	8.1 Audit
Unit and lesson planning	Regular enrolments	Personalised external communications	Cleaning services	Asset register
Lesson delivery	2.2 Student, Health and wellbeing	Website management	Building and grounds maintenance	Equipment register
1.2 Individual learning support	Medication management	Social media management	Community facility hire and use	Stocktake
Learning strategy differentiation and student interventions	Wellbeing case management	Newsletter and school publications	5.3 School service management	External financial audit
Personalised learning and support plans	Wellbeing support plans	4. Human resources	Sick bay	8.3 Compliance
Personalised learning pathways	Health support plans	4.1 Staff recruitment	5.4 Property development	First aid accreditation
Learning resource differentiation	Student transition plans	Permanent staff recruitment	Major capital works	Working with Children Check (WCC)
1.3 Internally developed assessments	Individual NDIS student support	Casual and relief staff recruitment	5.5 Public-private partnership facility management	School accreditation
Assessment administration	External health service clinics	Temporary staff recruitment	Work order requests	8.4 WHS
Data, gathering, input and monitoring	Child wellbeing unit reports	Allied health contractors	6. Information technology	Visitor registration and management
1.4 Externally developed assessments	2.3 Behaviour management	Practical teacher placements	6.1 Information management and support	Gate management
National Assessment Program	Phone collection	Professional placements	Digitising paper records	Incident reporting and management
HSC Exams	Managing difficult student behaviours	4.2 Staff administration	6.2 Software management	Hazard reporting and management
Check-in and other Department developed assessments	Detentions, reflections and timeouts	Employee record management	Software set up	Risk assessment
Selective schools placement test	Out of classroom student supervision	Leave management	6.3 Hardware management	Risk register
1.5 Academic reporting	Behaviour support plans	Staff onboarding	Technology installations	Emergency management plan
Formal written reporting	Behaviour response plans	4.3 Staff learning and development	6.4 Ed-Connect helpdesk	Lockdowns
Informal / ad-hoc reporting	Restrictive practice plans	PDPs	HR issues	Evacuations
1.7 Extracurricular activities	2.4 Student attendance	Staff development days	7. Finance	Workers' compensation and return to work
Variation to routine	Non-attendance or school refusal	4.4 Performance management	7.1 Budget management	9. Strategy and planning
Excursions	Late arrivals and early departures	Teacher improvement plan	Budget development	9.2 School planning and 9.3 School reporting
Camps	Attendance exemptions	4.6 Grievance plan	Budget reporting	Annual school reports
Inter school events and competitions	2.5 Student transport	Parent/carer complaints	7.2 Disbursements	School Improvement Plans (SIP)
	ASTP assisted transport	Community complaints	Payroll	9.4 School policies
	2.7 Individual student support	PES reporting and engagement	Casual payroll	Policy compliance
	Career advisor / guidance officer support		7.3 Purchasing and procurement	School procedure development
	SSO/Counsellor provision and coordination		Purchase card management	Change management
	SLSO provision and coordination		Procurement approvals	
	ASLO/HSLO provision and coordination		Consumables purchase	
	External therapy coordination		SSTEP purchase	
	Access requests			

Those in red indicate tasks identified as causing very high workloads.

We acknowledge the homelands of all Aboriginal and/or Torres Strait Islander people and pay our respect to Country.

Say hello

© 2024 NSW Department of Education

 @NSWDepartmentofEducation

 @NSWEducation

 @NSWEducation

education.nsw.gov.au



© State of New South Wales through Department of Education 2024. You may copy, distribute and otherwise freely deal with this publication for any purpose, provided that you attribute the Department of Education as the owner.

The information contained in this publication is based on knowledge and understanding at the time of writing and may not be accurate, current or complete. The State of New South Wales (including the NSW Department of Education), the author and the publisher take no responsibility, and

will accept no liability, for the accuracy, currency, reliability or correctness of any information included in the document (including material provided by third parties). Readers should make their own inquiries and rely on their own advice when making decisions related to material contained in this publication.

All images are owned by the NSW Department of Education under the Copyright Act 1968 (Cth) or licensed under the iStock Getty Images Content License Agreement.