



## Key Understandings from the SASPA/DfE Rethinking Timetables 2022+ Forum

### Current Context

The secondary school timetable is the organisational structure that we use to control time in ways that balance effective teaching and learning groupings with an efficient use of human and physical resources. Each school's timetable is firmly rooted in its agreed beliefs about curriculum and pedagogy, and how best to organise and actualise these within their local context.

The last major timetable reform work undertaken systemically was in 2009/10, in response to the converging agendas of curriculum change (the introduction of the “new” SACE); industrial reform (specific face-to-face teaching and non-instruction time settings outlined in the 2010 Award) and the re-introduction of per-capita funding to schools.

Multiple curricula, pedagogy and assessment reform agendas are now converging on the secondary landscape and our 2022+ school timetables will reflect how we have settled these agendas locally. From 2022, secondary schools will accommodate the curriculum, learning and well-being needs of Year 7 students, at the same time as they introduce a coherent approach to Career Education and recalibrate how VET access is organised in response to funding changes. Within a similar timeframe, secondary schools will need to strategize how students are given ample opportunities to develop and evidence skills and capabilities within their SACE studies. Alongside these student learning agendas is the need for schools to optimise teacher collaboration time.

On Monday 21<sup>st</sup> September 2020, SASPA and its DfE partners – the Year 7 into HS project team and the Further Education and Pathways directorate - held a forum for secondary leaders from 50 schools to explore the timetabling possibilities emerging from these converging agendas.

[Click here](#) to access the Case Study video and slide-deck materials shared at this forum.

The key understandings that emerged from the Forum have been captured in this paper and organised as 12 inter-related thematic discussions. Analysis of these thematic understandings has helped to produce a set of Key Principles (see below) which we hope will help guide each school's work towards 2022+.

### Key Principles

1. Transforming a school's timetable is a whole-of-school change: it delivers on the school's purposes and impacts what is to be taught and how it is to be taught, every bit as much as when it is to be taught, where it is to be taught and by whom.
2. Settling major changes to a school's timetable requires a transparent and defensible internal process: one which actively calls for targeted ideas from stakeholders (students, staff, and community) and, since there will always be competing demands under consideration, has a clear, articulated procedure for making decisions and communicating the outcome.
3. A school's timetable should be effective, efficient, and equitable: i.e., the “3 E's”. It should deliver the most effective teaching and learning program possible. But, in designing this “fit for purpose” timetable construct, the school will need to address various issues of equity for students and staff and, where possible, achieve efficiencies related to use of funds, use of space and use of human resources.

# Navigating the Future: Thematic Observations and Understandings

## Beliefs About Curriculum and Pedagogy

Forum participants grappled with the question about whether our preparations for 2022+ should focus on a transformation of curriculum and pedagogy in the Middle Years (in particular) or maintain the status quo (but with the addition of Year 7s). Each school will navigate that terrain according to a range of contextual factors unique to their context. That said, some schools were clearly keen to use mandated changes such as the introduction of Year 7s as a vehicle for challenging the existing assumptions and beliefs about what constitutes a high quality learning experience in the Middle Years.

Heathfield High School, for example, shared how it had used the opportunities afforded it as an Entrepreneurial Specialist High School to challenge the traditional learning paradigm and adopt a Problem-Based Learning approach.

Traditional Learning	Problem-Based Learning
Told what we need to know	Problem assigned
Memorize it	Identify what we need to know
Problem assigned to illustrate how to use it	Learn and apply to solve the problem

There seemed to be consensus amongst forum participants that it was important to have the SACE curriculum and assessment settings “backwards mapped” to shape students and teachers work in the Middle Years; albeit, with the Australian Curriculum as its basis. If we are to assess the General Capabilities and work towards students graduating with a Learner Profile (one which recognises the student’s acquisition of knowledge, skills, attribute, and dispositions) then the Year 7-9 program will need to be aligned to the 10-12 program.

One of the key understandings to emerge from the forum was the 80:20 rule: i.e., since the recommended timings for the Australian Curriculum for Years 8-10 adds up to 80%, schools have considerable flexibility around how the other 20% is used.

Learning Area		R	1	2	3	4	5	6	7	8	9	10
English (F-10)		27%	27%	27%	22%	22%	20%	20%	12%	12%	12%	12%
Mathematics (F-10)		18%	18%	18%	18%	18%	16%	16%	12%	12%	12%	12%
Science (F-10)		4%	4%	4%	7%	7%	7%	7%	10%	10%	12%	12%
HASS* (F-6/7)	History	2%	2%	2%	4%	4%	4%	4%	5%			
	Geography	2%	2%	2%	4%	4%	4%	4%	5%			
	Civics and Citizenship				2%	2%	2%	2%	2%			
	Economics and Business						2%	2%	2%			
History (7-10)									5%	5%	5%	5%
Geography (7-10)									5%	5%	5%	5%
Civics and Citizenship (7-10)									2%	2%	5%	5%
Economics and Business (7-10)									2%	2%	5%	5%
The Arts* (F-10)	– Dance	4%	4%	4%	5%	5%	5%	5%	8%	8%	8%	8%
	– Drama											
	– Media Arts											
	– Music											
Languages (F-10)										8%	8%	8%
Health and PE (F-10)		8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%
Technologies* (F-10)	– Design and Technologies	2%	2%	2%	4%	4%	6%	6%	8%	8%	4%	4%
	– Digital Technologies										4%	4%
Work Studies (9-10)												

























\*For these learning areas, schools can choose between using a single learning area achievement standard or individual subject specific achievement standards that comprise the learning area.

1% equates to approximately 10 hours per year

Compulsory learning area/subject

Optional learning area/subject

At Adelaide Botanic HS the 20% is dedicated to 3 x 80 minute Studios which operate on a Wednesday and enable students to demonstrate how they are developing the skills and understandings evident within the General Capabilities.

	MON	TUES	WED		THURS	FRI
Connect 9.25-9.35 (10 min)						
Lesson 1 9.35-10.55 (80 min)			Studio 1 10.15-10.55 (40 min)			
Lesson 2 11.35-12.55 (80 min)			Studio 2 11.35-12.55 (80 min)			
Lesson 3 1.00-2.20 (80 min)			Studio 3 1.00-2.20 (80 min)			
Lesson 4 2.40-4.00 (80 min)			Studio 4 2.40-4.00 (80 min)			

**Example provided by Alistair Brown, Principal, Adelaide Botanic High School**

The timetable is the organisational structure used to control time in ways that balance effective teaching and learning groupings with an efficient use of human and physical resources. Each school's timetable is firmly rooted in its agreed beliefs about curriculum and pedagogy, and how best to organise and actualise these within their local context. Reframing a school's timetable, therefore, is a whole-of-school change. It reflects:

- the purposes of education;
- the school's aspirations for what is to be taught and how it is to be taught;
- the pragmatics of when it is to be taught, where it is to be taught and by whom.

### Timetable Reform as a School Change Process

All four of our Case Study schools – Adelaide Botanic, Heathfield, John Pirie, and Seaton – spoke about the internal and external conversations that shaped decisions about their current and emerging timetable models.

Common factors consistent to all four schools' approach to change included:

- seeking the views of students, staff, school leaders and the community
- making the curriculum and pedagogy case ahead of any timetable reform
- being clear about student outcomes and graduate qualities
- thinking creatively and innovatively about interpreting the curriculum and accommodating the industrial limits
- seeing the timetable as adaptable (i.e., reflecting on the impact of timetable changes to refine and improve any next iteration).

In the case of Heathfield High School, a 2018 Curriculum Review produced the following key changes consolidated into a new timetable from 2019:

- 90 minutes per week for an inquiry-based learning curriculum where the General Capabilities would become the “driver”
- extra time for Core Subjects at Year 10
- additional lesson time for Year 11 and Year 12 subjects.

Following that review and a new timetable in 2019, the school enlisted assistance from a consultancy group “education-time” ([www.education-time.co.uk](http://www.education-time.co.uk)) to work with them to develop a more “fit for purpose” schedule. Six options were developed and, of these, a version operating as a 10 day cycle was determined to be the school’s preferred model. This 10 day cycle was piloted and later refined in 2020 with a view to be fully implemented in 2021. Heathfield’s new timetable is unashamedly idiosyncratic, but it is also authentic: reflecting the painstaking work the school has undertaken over the past 3 years towards realising what it means to be an Entrepreneurial Specialist High School.

Seaton High School is also an Entrepreneurial Specialist High School. Mapping backwards from its recently crafted 2030 vision of “redefining the nature and boundaries of the educational experience” Seaton’s planned timetable for 2021 seeks to provide students with “richer experiences and more flexible curriculum and assessment measures aligned with the true drivers of success”. Pivotal to the transformational changes being undertaken at Seaton is that, whilst there are very clear differences between its planned 2021 timetable and what it is currently running, there are enough similarities (e.g., the retention of a 6 line system) to help staff and students adjust to the new ways of working.

John Pirie Secondary School is one of three Department for Education schools to pilot Year 7 students in high school (2020-2021). Its evaluation of its 2020 timetable has seen the following refinements planned for 2021+:

- Year 7 Care Group teachers will teach that class for 3 subjects.
- Year 8 and Year 9 Care Group teachers will teach that class for 2 subjects.
- Elective subject rotations in The Arts and Technology to occur for Year 7 and Year 8 classes in 2021-2022 but consideration will be given for Year 8 students to choose elective subjects from 2023.

For the state’s newest secondary school, Adelaide Botanic High School, the timetable is their vehicle for delivering a purposefully connected curriculum, where no teacher plans or teaches alone, and where the Australian Curriculum is given no more time than it requires. The school’s timetable promotes student voice and choice and devotes time to developing the General Capabilities and preparing the path for a Learner Profile to be adopted.

Whilst all four Case Study schools have produced markedly different timetables it is important to recognise that each school has created a timetable that, for them, is uniquely “fit for purpose”.

### **Collaborative Time for Teachers**

All Case Study schools saw the de-privatising of teacher practice and the need for teachers to work collaboratively as fundamental conditions to be reflected in their timetables.

Facilitated by its late start to the school day, collaborative time for teachers at Adelaide Botanic is built into each morning but with a sustained PD period on Wednesday mornings.

Heathfield High School has an early closure on Tuesdays (or Days 2 and 7 in its 10 day cycle) to enable staff PD. John Pirie Secondary School also facilitates its staff PD on Tuesdays with an early closure.

From 2021, Seaton High School’s proposed timetable will see an early closure (from 2:00pm) on a Wednesday to enable sustained PD for staff.

Whilst most metropolitan schools at the forum were creating space for teacher collaboration to occur either through a late start (e.g., ABHS and Glenunga) or an early finish, some non-metro schools

indicated that they were hamstrung by bus routes and schedules servicing more than their own school. One country-based principal indicated that she had to pay \$10,000 annually to have the bus company put on an additional service to accommodate her school's early school closure for staff PD.

Another aspect of teacher collaboration was the role of teacher teams whose work would be with a shared group of students and, in many cases, through either an integrated approach or an inter-disciplinary approach to curriculum and pedagogy. Whilst this collaborative time can be scheduled this is best undertaken earlier in the timetabling process rather than later.

### **Primary – Secondary Transition**

Most of the schools at the forum were secondary (rather than combined primary-secondary) and have an obvious interest in the transition process for Year 7s into high school.

When forum participants were asked in their Table Groups to identify one thing that each of the schools around the table all agreed upon the majority indicated it was improving how primary students transitioned into the high school – i.e., in 2022 Year 7s and Year 8s and from 2023, Year 7s. Many chose to reference the innovative example provided by Seaton High School of creating a Semester 1 timeslot for Year 7 students which is to be dedicated to an inquiry-based curriculum package and called “Induction, Immersion and Connection”.

John Pirie Secondary School has already transitioned Year 7 students into its environment. Like most regional schools, JPSS has a strong relationship with its feeder primary schools all of which are in its local education partnership. Most students know each-other and many have been engaging with Port Pirie's only public high school during their primary years.

A common theme within the various conversations about Primary – Secondary transition was that of the role of Primary schools in preparing Year 7s currently (and Year 6s in the future) for a high school program. One thread focussed on the need for us to better understand each-other's education models and, in doing so, adopting the best features of each to create a common Middle Years culture spanning Years 5-6 (Primary) and Years 7-9 (Secondary).

Another consideration discussed at some tables was the need to have Year 7 students mentored by older students (e.g., Peer Support concept) and their wellbeing through transition monitored. It was noted that 2022 will be a challenge in this regard because of the double intake of Year 7s and Year 8s.

### **Middle Years (including Year 7 into High School)**

Most schools indicated that their 2022+ school would be organised into sub-schools consisting of the Middle Years (conceived by most schools attending the forum as Years 7, 8 & 9) and the Senior Years (conceived by most as Years 10, 11 & 12).

Some of these schools were looking to vertically group their students in Care Group programs: i.e., Year 7, 8 and 9 students in Middle School care groups and Year 10, 11 and 12 students in Senior School care groups. Others were looking to maintain a Year Level based Care Group model.

Some schools indicated they planned to use a House system that would bind students vertically 7-12 but also enable them to operate discrete Middle Years / Senior Years sub-systems.

Most schools indicated that their teachers needed to work in both the Middle Years and the Senior Years which created a concern for some schools with regards to how they would manage the deployment of teachers with a Primary school background.

Many schools were looking to use the introduction of Year 7s as a vehicle for creating collaborative teams of teachers whose work would be with a shared group of students and, in many cases, through either an integrated approach or an inter-disciplinary approach to curriculum and pedagogy.

Understanding how involved upper primary students are in their schools, many secondary leaders at the forum expressed an interest in improving student voice / student agency in their Middle Years program.

Other considerations emerging out of Table Group discussions included:

- Yard organisation (e.g., Should Year 7s have a dedicated area?)

- Building occupancy (e.g., Should Year 7s have a dedicated space within the school or sub-school?)
- Specialist classrooms (e.g., Having Year 7s accessing Kitchens and Design & Technology workshops will be exciting.)
- Career Education / Pathways Planning (There was general agreement that it was important for students to start this work from Year 7.)



### **Senior Years (thriving SACE students)**

In August 2020, the SACE Board of SA launched its Strategic Plan (2020 – 2023). The plan articulates three strategic priorities, two of which speak directly to the work of schools:

- a Connected Qualification (Learner Profile, Capabilities model and recognition of micro-credentials)
- the Thriving Learner (ability to transfer learning, agency, belonging, deep understanding & skilful action, human connectedness, lifelong learning, and zest for life).

The schools represented at the forum were in general agreement that SACE preparation starts in Year 7. If we are to assess the General Capabilities and work towards students graduating with a Learner Profile (one which recognises the student’s acquisition of knowledge, skills, attributes, and dispositions) then our Year 7-9 programs will need to be aligned to our 10-12 programs.

Much of the discussion centred on the “unknowns”.

- How do you teach for transfer?
- How do you assess the Capabilities?
- What will we need to start doing to enable evidence of students’ growth in the various elements represented in a Learner Profile to be submitted to the SACE Board?
- How do you manage a student’s micro-credentialled pathway?

Whilst there was enthusiasm for the direction the SACE Board was taking, there was also a growing realisation of just how much work needs to be done within our schools (and by DfE and the SACE Board in support of schools).

Another topic for discussion was VET. Despite changes to the VET landscape, all schools indicated that they would continue to support academic and vocational pathways in non-binary ways so that students could maintain as much flexibility in their program as possible. To manage and support this desire, most schools indicated that their 2022+ senior sub-school system would group Years 10, 11 & 12 together.

Some schools discussed strategies for differentiating time to cohorts within the senior sub-school system. With an interest in increasing the number of lessons per subject at Stage 2 to six periods per week, one



school will run a model with 4 lessons face-to-face and 2 tutorial lessons. Other schools cautioned that more lesson time does not necessarily equate to improved SACE results.

## Planned Use of Time for 2021 –

	Monday	Tuesday	Wednesday		Thursday	Friday	
8.35 – 8.50	HG	HG	HG		HG	HG	
8.50 – 10.30	1	2	Integrated Packages, VET	8/9 CL 10-12 IL	3	4	
10.30 – 10.50	Recess			Recess			
10.50 – 12.30	6	5		8/9 CL 10-12 IL	6	5	
12.30 – 1.10	Lunch			Lunch			
1.10 – 2.50	3	4	HG/IL		1	2	
			Collaborative Planning (Dismissal 2.00 pm)				
CL – Core learning (divided into 2 groups, each with a double for Ma/Sc and double for Eg/Hist/(Ja))							
IL – Independent learning			HG – Home Group activities				

2021 illustrative weekly schedule for Seaton High School provided by its principal, Richard Abell

### Career Education

*Looking to the Future: Report of the Review of Senior Secondary Pathways into Work, Further Education and Training*, was released in June 2020. Commissioned by the Education Council, the review was led by Professor Peter Shergold. [Click here](#) to access the report.

The report outlined 20 recommendations one of which pertains to the need for career education in Australian schools, a matter which has been accepted as a high priority for the Education Council (which is made up of all of Australia's Education Ministers).

#### *Recommendation 7*

All students – including those seeking university entry – should be supported to undertake career education and work exploration at school, through workplace learning, work skills courses, and/or undertaking applied subjects such as design and technology.

The SA Government is keen for South Australian schools to lead the way in this initiative and has asked the Department for Education to introduce a 7-12 Career Education program into secondary schools. Whilst the framework for this program is still being informed by practitioner feedback, there are a set of guiding questions and a matrix which are shaping school leaders' initial thinking.

- Does your school provide structured support for Career Education?
- Does your school strategically plan for Career Education to be implemented?
- Is Career Education in your school contextualised in different learning areas?
- Does your school encourage and support students to understand, articulate and follow potential career pathway options?
- Do all students have an e-portfolio that documents their training and learning from years 7 to 12?

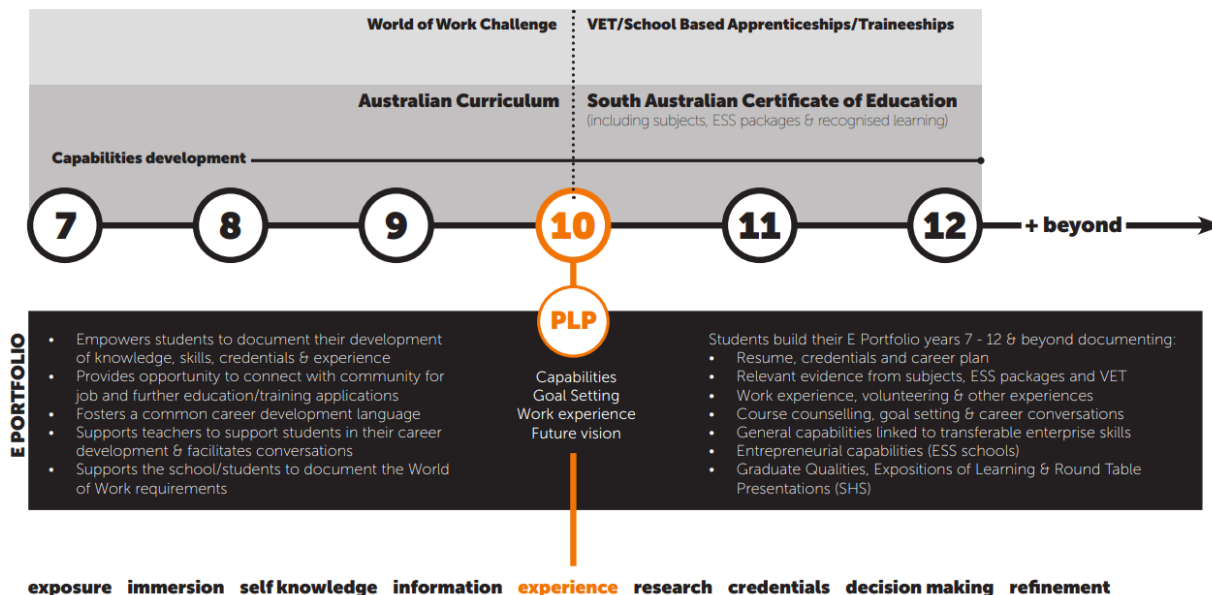
At the 21<sup>st</sup> September 2020 Rethinking Timetable Forum it was generally agreed that, of the 50 participating schools, Seaton High School was the most advanced in its thinking about a whole-of-school approach to Career Education. "Career Central" represents a vehicle for Seaton's students to identify their passion and purpose, and to build a curated e-Portfolio as evidence of their development.

[Click here](#) to view Seaton High School's one-page overview of "Career Central".

## SEATON HIGH SCHOOL CAREER CENTRAL

Helping students find their purpose + passion

Effective career development improves student engagement in school and improves outcomes for students post school. The Personal Learning Plan is only one part of the puzzle. Our vision is that students become life long learners who are resilient and confident navigators of their own career development with adaptive enterprise skills; now and into the future.



Example provided by Michael Huggett, Assistant Principal, Seaton High School

There are timetabling implications for schools introducing a Year 7-12 Career Education program. The forum really only scratched the surface of how such a program might be integrated into the timetable, so this is a topic we should revisit with schools during 2021.

### Vocational Education & Training (VET) in Schools

From 2022, schools will be expected to comply with the SA Government's policy on VET. The major implication for schools is that VET in Schools will be limited to Flexible Industry Pathways (FIP) and Stackable VET.

To shape school leaders' thinking, a set of guiding questions have been developed by the Department for Education's Pathways team.

- Does your school ensure VET is accessible to all students through flexible timetabling?
- Does your school ensure funding for VET is sustainable?
- Does your school provide funding support for students who need it?
- Does your school promote and offer VET as an equally valued alternative to university?
- Does your school have the systems and processes in place to ensure quality VET outcomes?

At the time of writing this report, there were still too many uncertainties about the VET in Schools landscape including the funding model for schools to access. A more considered piece of advice relational to the timetabling of Flexible Industry Pathways (FIP) and Stackable VET will be undertaken during 2021, once the full policy and policy implementation details have been settled.



## **Student Inclusion and Wellbeing**

There was not enough time for forum participants to go too deeply into the issues of student inclusion and wellbeing that will be impacted by the multiple reform agendas converging on 2022+. Some of the groups who did get to discuss the issues made the following comments:

- We need to take a holistic approach – whole student (not just academic learning).
- Importance of having a wellbeing for learning/extended home group session (particularly for Middle School students)
- Wellbeing is an important condition for setting Year 7s on a pathway for success in high school.
- Aligning Care Group teacher to 2 of the group's subject classes is important to build strong relationships.
- Our school will start with building staff capacity to build quality class/sub-school/House relationships.
- We recognize the need for play equipment being available to Year 7s.
- We have Year 7s at our school and we did dedicate yard spaces for them, but the use was not long lived. As the students grew in confidence, they moved out of the designated space. Integration with the rest of school occurred naturally.
- Good idea to disperse lockers through a range of physical locations rather than consolidate them in one designated area.
- Taster courses will help students to engage with Career Education.

## **Timetable (Lines or No Lines?)**

In South Australian secondary schools, most timetables in use operate with a lined structure. That is, students' curriculum is organised into classes and these classes are spread across a set of lines. It is thought that this makes it easier to manage students' curriculum experiences and teachers' deployment. The two most common lined timetable models operating in our secondary schools are the 7 line timetable and the 6 line timetable.

As mentioned elsewhere in this report, Heathfield High School has decided to run a non-lined timetable from 2021. Its approach is probably most accurately labelled as a "learning blocks model" scheduled across a 10 day cycle. One of the attractions of this model is that Heathfield can apportion time for each of the Learning Areas within the Australian Curriculum quite differently. This is relevant given the school has a collective agreement that "Maths and English are the foundations from which everything else grows". For example, at Year 7 and Year 8, Heathfield's students will have 10 lessons per 10 day cycle for Maths and English, whereas Science will have 6 lessons and H&PE will have 4 lessons. However, by agreeing to this non-parity model of time allocations per subject, some teachers – particularly those teaching the elective curricula (e.g., The Arts, Design & Technology and H&PE) – will be teaching more than the 5 classes which had previously constituted their load.

The other key interest for the school was to achieve optimal efficiency in the deployment of teaching staff. This new timetable model will enable teachers to be fully loaded – i.e., 1260 minutes face-to-face teaching – by taking Home Group daily (90 minutes per week) and 22.5 lessons per week (1170 minutes). The 22.5 lessons per week is derived from the first week and the second week in the 10 day schedule having a one lesson difference (e.g., Week 1 = 23 lessons and Week 2 = 22 lessons).

[Click here](#) to see the Heathfield non-lined timetable.

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*“Moving away from a fully blocked timetable structure allows for more manipulation of lesson placements, allowing us to better accommodate part-time staff and carefully place teaching teams for middle school interdisciplinary learning.”*  
**Roy Page, Principal, Heathfield High School**

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Beyond the debate between whether a school is best advised to operate a 6 lined timetable or a 7 lined one across Years 7-12, a handful of schools expressed an interest in creating a hybrid version consisting of a high number of lines in the Middle School (some were considering 8 lines) with a reduced number of lines in the Senior School (e.g., either 5 or 6 lines). It was acknowledged that one of the impacts of having a hybrid model is the reduction in the school’s capacity to deploy staff flexibly in both the Middle and Senior Years.

Whilst the curriculum is the key driver for each school’s timetable, the efficiency, effectiveness, and equity of teacher workloads is the other big factor. (See **Staff Deployment** elsewhere in this report.)

Some other considerations discussed included:

- Physical space (e.g., a 7 line timetable makes it easier to schedule access to specialist rooms)
- Team teaching (e.g., this sounds like a great option for Years 7 and 8 but very costly)
- Lesson length (e.g., many schools are looking to run extended sessions of 100 minutes, others wanting at least one day of the week to have shorter lessons of 50 minutes...*note*: there are implications for pedagogy within these delivery models)
- Various permutations for the number of lessons per week/per day (e.g., a 6 lined timetable works efficiently with 3 x 105 minutes lessons per day, 15 lessons per week, and a teacher load of 12/15 lessons or 1260 minutes).

### **School Day/Week**

Almost all schools at the forum indicated that they would be running a 5 day school week for all students from Years 7-12, although some schools were planning to use one of these days flexibly. Of these, most plan to use this flexible day to enable VET to be accessed or to provide tutorial sessions for those who missed general lessons elsewhere in the week because of VET. Another potential use of this flexible day is to run a range of more elective-style programs that can be customised to the needs of students not undertaking VET.

In at least one school, a 4 day week for Year 12s is being planned. Part of the reasoning is that a Year 12 student accumulates the equivalent of one day per week in study periods and, if this were to be concentrated into a single day for the entire cohort, it would take some pressure off the need to run supervised study (since all students would be essentially studying at home). For the Year 12 students doing VET (but not on this day) it will provide the flexibility needed for tutorial “catch-ups” to occur.

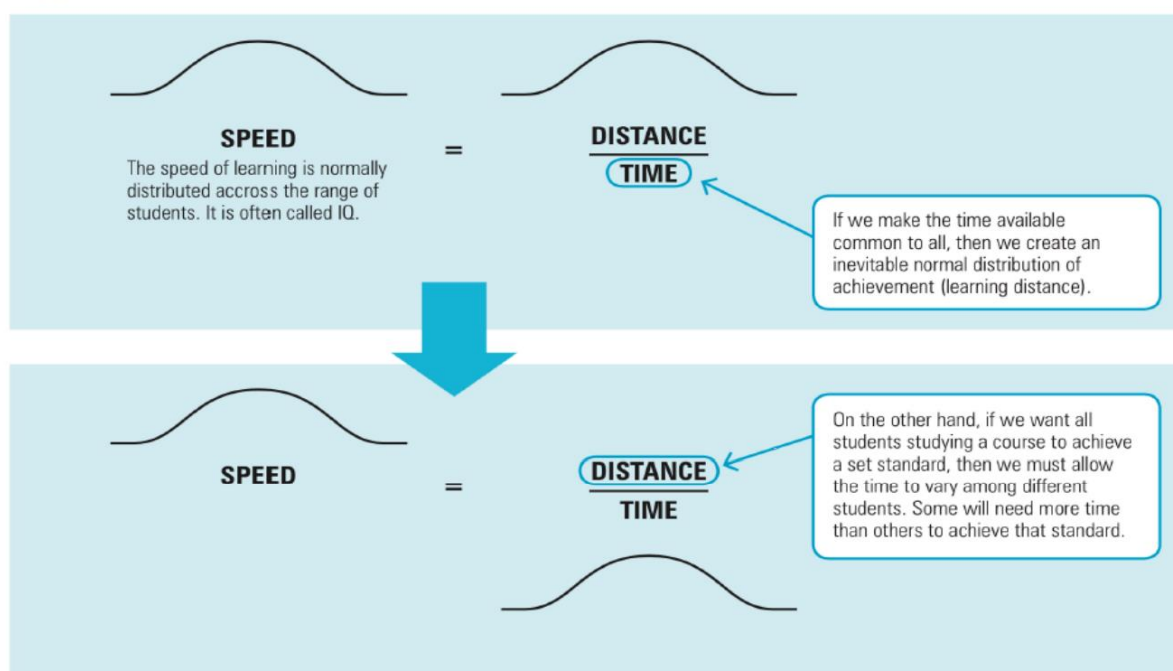
The experience of having to provide remote learning options earlier this year has led many schools to question “who must be, or will be, physically at school?”. Responses to the COVID 19 pandemic have opened a pandora’s box and it will have implications for how we best deliver secondary education (particularly senior secondary) in what remains of the 3<sup>rd</sup> decade of this century.

It is worth listing here the key limits that have guided our decisions about scheduling secondary student learning and teachers’ work since 2011.

1. Total weekly instruction time = 1575 – 1650 minutes per week <sup>1</sup>
2. Total daily instruction time = 315 – 330 minutes per day
3. Face-to-face teaching = 1260 minutes maximum per week (on average)
4. Teacher non-instruction time = 340 minutes minimum per week
5. Number of classes that constitute a teacher's load
6. Year 12 full-time equivalence = 500 contact hours per year
7. Year 11 full-time equivalence = 600 contact hours per year.

These parameters reflect the intent of the Education Regulations and the industrial conditions for teachers' work set in the 2010 Award.

**FIGURE 4**



In this slide Alistair Brown, Principal, Adelaide Botanic High School reminds us that the challenge of differentiating and/or personalising the education experience for young people remains on our "To Do List".

## Staff Deployment

Operating solely from an efficiency principle (which is never a good thing) it is possible to have teaching staff loaded to 1260 minutes (or very close to it). This can be achieved through a variety of means including lined and non-lined timetables.

Illustrative Example: Six Line Timetable					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:45am	1	4	6	2	3
9:35am	2	4	6	2	3
10:25am	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>
10:45am	Care Group	Care Group	Care Group	Care Group	Care Group
11:05am	3	1	5	4	6
11:55am	4	1	5	4	6
12:45pm	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
1:25pm	5	2	3	1	5
2:15pm	6	2	3	1	5

<sup>1</sup> Because maximum face-to-face teaching time is set industrially at 1260 minutes and non-instruction time is set at 340 minutes minimum, the most efficient instruction week is 1600 minutes.



- have 5 x 52 minutes and there are 10 x 18 minute H/Group periods for 1598 minutes instruction per week and a teacher load of 22.5 lessons/week (on average) + H/Group per week or 1260 minutes.

Wisdom suggests that it is better to consider staff deployment or staff loads through the lens of the “3 E’s”: i.e., effectiveness, efficiency, and equity. By working within the tensions of their inter-relationship, schools can still work towards the efficiency of having teachers loaded near or on the recommended maximum face-to-face teaching time but recognise that the core purpose of the timetable is to deliver the school’s teaching and learning program effectively and with the full-range of equity factors addressed for all stakeholders (students, teachers and SSOs).

For a timetable to be “fit for purpose”, staff deployment needs to be geared to school agreements about the purposes of education and what is to be taught and how it is to be taught, as well as when it is to be taught, where it is to be taught and by whom. Related to the student’s learning program is the teacher’s professional growth, so timetables should be clear about how teacher collaboration is to be accommodated.

Some of the concerns related to issues of Staff Deployment raised at the forum were:

- Teaching loads for Band B-1 Leaders
- Time allocations for Teacher Team planning
- Number of classes constituting a Teacher’s Load (relational to 1260 minutes/week maximum)
- Part-Time teachers (accommodating need for day(s) off is difficult)
- Teachers being deployed outside areas of expertise because of curriculum contraction
- Succession planning for those teachers with a unique skill set who move on.
- Change is messy (How do we manage conflict when implementing such significant change?)
- A timetable can either help or hinder a school’s ability to use staff across the Middle and Senior sub-schools.
- High ratio of permanent teachers (i.e., there is a disconnect between our HR profile and our students’ curriculum needs.)
- Should we still be allocating staff to supervise senior students’ study lines?
- The relative value of under-loading teachers to deploy them to provide relief lessons (thereby decreasing the need to bring TRTs into the school).
- Composite classes (e.g., 10/11 or 11/12). How should such a load be calculated?
- Important to have SSOs work on administration tasks to enable School Leaders to focus on instructional leadership.

These are common, long-standing, local (and, in some cases, systemic) issues we must navigate our way through. There are no easy solutions, simply a range of ways to manage complexity without diluting the ambition for a high quality secondary learning program within our schools.

## Final Remarks

How each school settles its timetable should reflect the relationship between its agreed beliefs about curriculum and pedagogy, and how best to organise and actualise these in an organisational structure that balances effective teaching and learning groupings with an efficient use of human and physical resources.

Settlement of any timetable produces a series of trade-offs; for example, time distribution for each Learning Area, accommodating the needs of part-time teachers, and the number of classes that teachers are assigned.

There is no perfect timetable... But, in your context, there should be a highly effective, efficient, and equitable settlement for how time is used and distributed so that the agreed beliefs you have about curriculum, pedagogy, assessment and well-being in your school are strongly in evidence.