

**NSW Primary Principals Association Inc.**

**State Council Meeting, Term 2 2018**

**Speaker Summaries**

*The following notes were prepared for the information of NSWPPA members. They were compiled from the speaker’s address to Delegates or in response to questions posed to the speaker at the NSWPPA State Council Meeting. The notes are not direct quotes nor do they necessarily reflect official DoE policy.*

* **Mark Scott, Secretary, Department of Education.**
* **Hon Jihad Dib MLA. Shadow Minister of Education.**
* **Paul Wood. Early Childhood and Primary Education.**
* **Joyce Low. Director Financial Planning and Strategy.**
* **Rose Connor. Director of Education, BTS Spark Developing Education Leaders (Formerly Coach in a Box*)***
* **APOLOGY - Ken Boston AO Panel Member, Review to Achieve Education Excellence in Australian Schools (Gonski 2*)***
* **Amanda Sheard. General Manager Consulting, Davidson WP. THRIVE.**
* **Murat Dizdar, Deputy Secretary School Operations & Performance and Georgina Harrisson, Deputy Secretary, Educational Services**
* **Transformation Team**
* **Liana Downey, Executive Director Delivery.**

**Mark Scott, Secretary, Department of Education**

Announced a commitment for a Reconciliation action plan. Targets are set to close the gap. Mark reflected on ABC background.

**Key Issues:**

Gonski 2 , Curriculum review, NAPLAN online, budget and new Ed services.

1700 Principals reached on the roadshow. Gave opportunity for Principal feedback.

Mark likes his strategic plan and what it commits us to. Every student in our schools should be known, valued and cared for.

Gonski report- reflects a lot of what is happening in NSW reforms. Challenge: How equipped are we to have the infrastructure to deliver the Gonski intent?

Does the mix of curriculum best reflect what our students need into the future. Into the future – funding deal and the nature of the agreement between State and Federal.

Significantly more money into Education over the next decade. How it works is still being negotiated. What do we commit to in order to get funding. NSW hopes that by the time we get to Term 4 we may have some sense of certainty.

**Curriculum review** is welcomed. The curriculum reviews over the years have not been as rigorous. Engaging in the review K-12 is a good move. The progressions are not a panacea for all learning and will be investigated. How does NSW Curriculum match to the Australian Curriculum. What is the appropriate mix for NSW.

**Senior years of schooling** have been profoundly affected by the change of exit age for students. Gonski says the overwhelming percentage of students should stay until Year 12 but pathways are different.

96% of NSW schools reported a positive engagement with **NAPLAN online**. Discussions will be had on the benefits of NAPLAN. Evidence that students found it more engaging. New opportunities will emerge into the future. NAPLAN will become dated and irrelevant. Rob Stokes wants to review NAPLAN at a national level. More and better assessment tools will become available and teacher need to engage in the development.

PPA feedback was to review the PLAN2 tool. People need time and so we have pulled back from the implementation.

How do we free up Principals to do the best work. We want to make RAM work better. To allow us to feedback what is not impacting on our students' learning. Challenges for a bureaucracy to ask hard questions The calendar was printed out and Exec interrogated the data and the demands on Principals. We need to challenge the choices we make and pay respect to Principals.

New school website is an important way to engage the community. If it takes 18 hours to learn to use/manage the school website – Why?

Looking at current demands and what is in the pipeline and what can be stopped.

Liana Downey investigating how we provide for students with disabilities. More than 100 000 needing support in our system. No consistency across the state.

What does inclusion look like? What do centres of excellence look like?

More Directors on the ground and the hope is that this provides more support for Principals.

Minister has announced a review of mobile phones in school. Dr Genevieve Bell (ANU) said that Intel talks about children from age of 11 becoming engaged in technology and therefore consumers of the product.

State Budget – $17 billion being spent on NSW education:

1. Funding 3 year old children is a profound educational step for our community.
2. $500 million dollars for air conditioning and air quality - flued heaters. Recurrent costs.
3. Assets review - **please participate** . AMU reviews will give us results in coming weeks.

**School Finance** – money needs to be spent this year for this year’s students.

**Principal Health and Wellbeing** – data has been discussed with the Professor in charge. Academics suggest that the hours Principals work impact their. The interpersonal intensity combined with long hours is what most effects Principals.

Thank you for your commitment to our system, schools and students.

**Questions**:

State Budget expectation protects school budgets and frontline services. 1% increase in productivity for the Department. What other work is not about support for schools. Early days and it will be worked through. Principals can do it , so can we.

Support for SLSO's needing training. Given the complexity we are under invested – capability of specialists and training for ALL. More adults in a classroom help, what training is required to support them.

Extra time for implementation of Progressions. Plan 2 needs changing not teachers. Mark believes everyone quite likes PLAN 2 but the product is at fault.

Merit Selection process – most Principals want to be involved. The process is still too bureaucratic. The timing is a problem. Do we have a system that makes it easy to find the best person for the position? Is it easy to use this system? Teachers Federation is involved in discussions.

Support for schools $50 million. Rural and Regional question is being asked.

EOI process for Leadership Institute - gone to Universities and providers to investigate what works for aspiring leaders. Tender process is drawing to a close. In discussions with Minister.

Principal Classification – why 5.1% and not 2.5%. Mark says that it solves some issues. He spoke about the issues. Federation is not that engaged. There are anomalies. Can they be fixed within the funding model we have?

**Hon Jihad Dib MLA. Shadow Minister of Education**

I am a former Principal. I know your complexity. I meet with the NSWPPA often.

It is budget week – it’s the biggest week in house.

I keep hearing about upgrades, but little detail. What has been forgotten about is the curriculum and the workload?

One of the concerns is the way the department has been cut. Area educational support has disappeared. This has been moved onto schools.

The department has been stripped back. The key front line staff. We just have a shell.

The best support is Principals themselves.

The curriculum review: schools are being asked more and more. Today we have a review of mobile phones. Lots of issues associated with this review.

Why don't we use the social mechanisms to help. We need to acknowledge schools should be measured by things other than NAPLAN. Schools builds communities.

I miss being a Principal. I still identify myself as a teacher. This is true in my decision making.

Why are principals spending far too much time on paperwork? Both Rob Stokes and I share the same values about schools?

Is it fair that only Governments have to do 150 hours PD?

No, it should be Catholics and Independents. NESA needs to look at registration processes.

Principal accreditation for Principals.

He found it offensive for principals to be accredited as teacher only.

There has been an explosion of senior executive staff. The Labor opposition is aware of the top heavy areas. 40 directors were nice but was it what Principals wanted?

Are we investing in what teaching needs are?

Invitation to take up the issues that matter to principals.

**Paul Wood. Early Childhood and Primary Education**

An excellent opportunity to temper what he hears with what we as principals hear. Has chosen key things to talk about.

Learning and Teaching has a focus all students have a strong foundation in literacy and numeracy etc. Goal 5.

Want to have teachers with increased skill and understanding around literacy and numeracy needs. Finally on reporting to parents.

There is a Term 2 pause in systemic data collection. Over Terms 3 and 4 want to allow schools to continue to look at 5 –10 kids or as some are (just tackling two sub elements). Want to know what schools are doing. Encourage schools as they are ready to increase their use of the progressions. There is the opportunity for school based decisions but what is there in Week 10 is what will be captured.

Supplementary schools had no systemic data collection this term. It is up to schools if they use PLAN2 etc. Only EaAFS schools and supplementary are the school expected to use PLAN 2.

Only mandatory component is Best Start Kindergarten.

Learning progressions are a national tool and were not necessarily set for use with PLAN 2. **Term 2 PD was designed to focus on the learning progressions.**

**Term 3 PD** will consider how PLAN2 can be used to support the identification of student needs and target teaching.

**Term 4 Focus** will be on Best Start to understand differences. Available on line and face to face. Hopefully PD will be at the beginning of term 4. Students have to be on ERN before they can do Best Start.....this problem is being considered for a workable solution.

Previous timelines do not really apply and feedback may be given more quickly.

Secondary training in Year 7 assessments also Term 4.

**Questions**

Where do the progressions sit in terms of assessment tools nationally developed? Unable to answer but it would not be unreasonable to look at them as the tools.

Mandatory documents – syllabus is what people teach. Best Start is an expectation of all schools in terms of policy.

EaFS ILs will they be there? Were appointed early 2017. 3 year ruling may apply. At this stage commitment is until end of 2020. No discussion at present but are starting HR discussions. EaFS commitment is till the end of 2020.

Most schools are getting **Kindergarten enrolments** prepared from Term 2; planning, transitions etc. Enrolled and in attendance within policy framework means bottom’s on seats; i.e. Kindergarten students must start within five days of the school year starting. Schools can’t access Kinder students in **Best Start** unless they are “enrolled”. Most schools use the first few days for Best Start, to remain compliant with policy will schools need to start Kinder students and then release Kinder teachers to carry out Best Start assessments? We need to know so we can change our plans and budgets. Paul will take this back as an issue.

Thanks for putting on hold EaFS data expectations. How long until data sheets, class analysis etc. are up and operational? Must ensure that the program matches the DoE’s priority. Useful info when talking to developers.

Paul is keen to hear more about the PD and how poor it was. Curriculum RG will follow up with Paul. Best Start Version 2 training Term 4 2018 for implementation in 2019.

The **non-mandatory nature of the progressions** is making life very difficult for principals. They have to fight a fight that many find themselves with upset staff and industrial issues. Teachers feel they can say no.

Concerns expressed re **Plan 2 that the data is wrong** because implementation has been rushed. What and how is this data used for?

Looking into support for Instructional Leaders. **Paul requested people be honest, frank and fearless in their evaluations.**

Term 4 training.... Can you identify when in Term 4.....intention is that folders and accompanying resources will be in schools early Term 4. Face to face will be spread throughout the term. Request was made for advice to schools so they can plan both financially and HR wise in Term 3 for training in Term 4.

**Joyce Low. Director Financial Planning and Strategy.**

See PowerPoint for addition detail

Outlined Corporate Finance Leadership Team - Organisational Chart

**eFPT – enterprise Financial Planning Tool** – release 2 integrated into SAP

Support better managed schools to deliver quality learning outcomes for students.

**…. by providing a user friendly system**

BPC despite being very powerful and customisable it was not configured well for schools.

Outline of the SAP integrated eFPT.

**Training approach** – virtual rooms divided into primary and secondary to tailor training to participants setting.

96% of schools enrolled in one or more sessions. 92 schools did not attend any training. 12,000+ participants.

**Training feedback** – percentages from all training sessions shown PowerPoint reflect positive responses.

School usage of eFPT is very high – especially compared to BPC - surprise, surprise, surprise!!

**Issues...**

Why is eFPT so **complicated**? - Seeking to simplify.

Recognition of **disparity** between School Overview vs eFPT AND OMSEE 4 vs SBAR.

**Difficulty** to balance SBAR and identify Equity funded FTEs

**Inadequacy** of training. Shorter training clips are being produced (Bite sized learning).

**Wrong** data loaded from interim tool to Phase 2.

QRG's **not well written**.

**Fixes being applied progressively** (including the evening of 21 June)

**EFPT Coaching support flowchart** – see PowerPoint

**Sick & FACS Leave Model Briefing (SFLM)** – provided to schools in the last week.

Replaces Shared Risk Model (SRM)

Budget model as opposed to reimbursement model **based on last three years of leave taken** NOT relief used.

No budget reimbursements required.

**How it works...**

3 year **rolling average of actual sick and FACS leave days taken per school** moderated against state wide benchmark.

SFLM baseline budget has two components -

1. Operating notional budget for short term relief (in SBAR and access same as before)
2. SFLM budget – replaces the SRM, budget adjustment in 2018 then will be included in SBAR.

Continual monitoring each month for staff taking more than 20 working days of sick or FACS leave across all schools.

Leave cost over and above 15 days will be provided as budget adjustment to top up for schools.

Please thank your school staff and teams for their ongoing wonderful work.

Joyce was thanked for her teams work and responsiveness to improve processes.

**Rose Connor, Director of Education, BTS Spark Developing Education Leaders (formerly Coach in a Box)**

There are multiple options available for PL. There are coaching days for schools and for school leaders. The courses can be personalised for individuals or designed for whole schools.

The Mindset Map was discussed- How do we develop a resilient mindset - Overcoming limitations, finding my power, emotionally in touch. Think, Relate, Inspire and Be.

**Questions**

Can this program be rolled out across NSW? Yes it can!

A pack was provided for all members. It included details on practical kits - 10 to 100 people. One day program

1. From Surviving to Thriving- a one day workshop. It focuses on three aspects of wellbeing- managing your own state, develop your own awareness, what traps can
2. Managing relationships- how do we manage difficult relationships
3. How do find your spark?

"Developing your resilience"- a two hour course. This can be a challenge to deliver in the region due to travel for a 2 hour course.

"Coaching for wellbeing"- this is a personalised three month coaching course. It provides the opportunity to have the conversation with your coach. This can follow on from the coaching resilience course.

Coaching session 1 - A new winning formulae and core skills!

Coaching session 2 - What is holding me back?

Coaching sessions 3 - How do you manage your happiness and wellbeing in the long term?

**Liana Downey, Executive Director Delivery**

3 updates

1. **Reducing administrative burden**

Stop overwhelming us with broken tools and slow down the volume of change. Gathered a lot of data. Identified key pain points. How does the dept make sure it does not happen again.

Imminent rollouts – Scout, Compliance module has been reduced to 20 minutes. Instant access following training. School Website- reduced 3 day program to training optional. Identified – AZT, SPaRO, TALEO also complex issues. School Profile not required. Coordinated school schedule – progress just basic functionality. More discussion around time spent around tasks. Proposed new governance structures. See PowerPoint.

1. **Disabilities** –

How can DoE become the best system for children with disabilities– have we got the right system, have we got the right supports in place, outside the school gate.

65 people participated in information gathering. 7 emerging priorities. (see PowerPoint)

1. **Staffing methodology review**

Schools have resources they need, less staffing issues for Principals. Schools want more flexibility to make staffing decisions.

Congratulations to the Deliverables unit for their work.

**Thrive - Davidson HR Consulting. Amanda Sheard, general Manager Consulting Davidson WP, Thrive.**

Thrive looks to drive behaviour change.

Programme impact was discussed- 6 hours increased capacity back into your week. A boost to stress threshold of 20%.

Wellbeing Quotient Questionnaire (WQ)- self rated 75 questions questionnaire- It looks at and measures 4 areas. Productive Score, Recovery score Psychological score and physiological score. The goal is to provide Increased energy, Positive Mindset, Increased resilience and increase productivity.

Delivery- Davidson HR consulting. Leadership programmes.

* One to one
* Leadership acceleration programme
* Stakeholder management
* Leading and managing change
* Career transition to and from education.
* Working different styles.

The program has been delivered to over 2000 leaders across Australia and have over 25 years experience.

Questions- What are the numbers you required for group delivery?- Based on groups of 25.

What are the areas of evidence? The evidence is based on the number of executive evaluations.

What are the costs? Some elements can be done virtually. This would impact costs- $2500 per person for 8 weeks.

**Murat Dizdar, Deputy Secretary School Operations & Performance and Georgina Harrisson, Deputy Secretary, Educational Services**

**Transformation Team**

**Georgina**

**Focus on Curriculum delivery**, Ed services review. Trying to change how we work. 1500 people in Educational Services division

**Quality teaching to improve every student.** Tailored support for all schools, prioritising teaching time, leading the improvement journey. Four areas to work on. Minister has asked to take some policies away to streamline.

**Murat**

**Leadership Strategy** – released in September 2017. Looking to provide customised support for school leaders. Coordinated Schedule will continue to improve. Committed to School leadership Institute, stronger collegial support for school leaders.

**DEL's** - still have a way to go to build confidence. We want to position ourselves as first point of contact for support. Trust and credibility is still being built. Differentiated professional support, contextualised support for schools.

Operating Model School Services – how to provide line support? Confusion for Principals in how we access support. **Week 8, DEL's will discuss with Principals what we need.**

**Georgina**

New model video (time well spent? money well spent?) Video talks about the change in the relationships. Asked each DEL to review what is already happening.

Progress of new Anti-Bullying Policy in SchoolBiz today. They have requested feedback.

Pathways for TP's – Murat says we have an obligation across the system to change this. 560 Teaching Principals. Work with the Principals and also work with the panels. Could the School Leadership Institute also have a contextual offering for TP's? Retirement rate of 200 Principals per year.

**A-Z Tool** – pausing for 2018. Then a clear expectation for forthcoming years (2-3). Decision on this to be finalised and communicated.

**DEL's still inconsistencies in practice**. Murat wants the DEL role to be shoulder to shoulder with Principals. Did not answer question.

**CESE report on TIPS.** Mark Grant will provide report. Refugee support leadership positions – Commonwealth funding. NSW funding will continue. May relate to Gonski conversations.

Process for selection of three schools DEL's discuss and PEO's.

**Principal Statement of Duties** – needs alignment with PDP and Improvement process, EPAC, HR and IR. Positive discussion with NSWTF.

**Staffing Entitlement Review** – QTSS allocation for SSP. This has been labelled QTSA and does not contribute to principal classification! Committed to a full and thorough review and will require 12 months work. Phil represents us in the consultation.

**Georgina** - One should know the system in order to get service.

**Cheryl Best** – 3 syllabus in 2019 implementation. Plan support from Term 3 this year. Focus on quality experiences. Seeking feedback and suggestions.

What does good curriculum support look like.

**Robyn Bale:** Consistency in Wellbeing Services. Robyn spoke about the issues and what they are looking at. Projects underway but no completion. Access Requests – project next term. 2 issues – the IT problem and also the workflow issues. They are working with IT on this but more to do.

Establishing a governance group with Principals School Service, Disability.

**Chloe Read:** Analysed data 25% of course well prescribed. Developed a rubric to assess what is good quality professional learning with PPA input. Looking at Priority areas. Using expertise and third party vendors.

We will review and adjust fast. NESA has responsibility to provide professional learning. There is a danger of duplication. We all need a clear view of what NESA has responsibility for.

**MyPL** – hard system to get to understand, too much work. No result as yet.