

NSW Primary Principals' Association Inc.



State Council Meeting

Term 3 2018

6 and 7 September 2018

Council Kit

CORPORATE PARTNERS



BUSINESS PARTNERS



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NSWPPA
TERM 3 2018 STATE COUNCIL MEETING
AGENDA

*Thursday 6 and Friday 7 September, 2018
Novotel Sydney Central, Thomas St, Haymarket.
Bennelong Point and Farm Cove Conference Rooms (Level 1)*

*Area Council Delegates, Reference Group/Standing Committee/Working Party Chairpersons,
Observer Delegates, State Executive*

AGENDA

DAY 1 – Thursday 6th September 2018
(Sessions chaired by President, Phil Seymour unless otherwise indicated)

8:30am – 9:30am

1. Commencement of Term 2 State Council Meeting

- 1.1. Welcome**
- 1.2. Acknowledgement of Country**

2. State Council Opening Business

- 2.1. Apologies: Karen Mortimer, Sandra Palmer, Jock Garven, Mark Diamond, Shane Fletcher, Pam Crawley, Samantha Rowsell, Narelle Hunt.**
- 2.2. Introduction of new members**
- 2.3. Stewart House – arrangements**
- 2.4. Dinner arrangements – Treasurer, Rob Walker-Old Town, 10 Dixon St.**

3. Agenda

- 3.1. Items as circulated**
- 3.2. Additional items and variations**
- 3.3. Acceptance**
- 3.4. Development of questions for Guests**

4. President's Report

- 4.1. Report as circulated**
- 4.2. Highlighted items in written report**

9:30am – 10:30am CHAIR: Deputy President, Robyn Evans

5. Guest: Mark Scott, Secretary, Department of Education

- 5.1. Welcome**
- 5.2. Presentation**
- 5.3. Questions & discussion**

10:30am – 10:35am Corporate Partner: The School Photographer

10:35am – 10:55am Morning Tea

10:55am – 11:00am Business Partner: MyPLgoals

11am – 11:30am CHAIR: Vice President, Lyn Davis

6. Guest: Joanne Jarvis, Acting Director, School Leadership Institute

6.1. Welcome

6.2. Presentation

6.3. Questions & discussion

11:30am – 12:25pm Chair: Vice President, John Mularczyk

7. Guest: Professor Geoff Masters AO, Chief Executive Officer, Australian Council for Educational Research

7.1. Welcome

7.2. Presentation

- Curriculum Development
- Curriculum Review – NESA
- Gonski v2

7.3. Questions & discussion

12:25pm – 12:30pm Business Partner: Pixevety

12:30pm – 1:15pm Lunch

1:15pm – 1:20pm Business Partner: OshClub/HelpingHands Network

1:20pm - 2:00pm CHAIR: Vice President, Terry Fisher

8. Minutes of Term 2 2018 State Council Meeting

8.1. Corrections

8.2. Acceptance

8.3. Business Arising

CHAIR: Treasurer, Rob Walker

9. Treasurer's Report

9.1. Report as circulated

9.2. Highlighted items

9.3. Acceptance

CHAIR: Deputy President, Robyn Evans

10. Panel Session 1: Reference Group/Standing Committee/Working Party Chairpersons

10.1. Questions on reports (as previously tabled/circulated)

2:00pm – 3:00pm Chair: Vice President, Ian Reeson

11. Guest: Murat Dizdar, Deputy Secretary, School Operations and Performance and Jane Simmons, Executive Director, School Services

11.1. Welcome

11.2. Presentation

11.3. Questions & discussion

3:00pm – 3:05pm Business Partner: Dance Fever

3:05pm – 3:25pm Afternoon Tea

3:25pm – 3:30pm Business Partner: Literatu

3:30pm – 4:00pm CHAIR: Deputy President, Robyn Evans

12. Panel Session 2: Reference Group/Standing Committee/Working Party Chairpersons

12.1. Questions on reports (as previously tabled/circulated)

4:00pm – 4:30pm CHAIR: Treasurer, Rob Walker

13. Guest: Mark Grant, Executive Director, Leadership and High Performance

13.1. Welcome

13.2. Presentation

13.3. Questions

4:30pm – 5:00pm CHAIR: Vice President: Louise Green

14. Guest: Chantal Devereaux, Change Manager, SCOUT

14.1. Welcome

14.2. Presentation

14.3. Questions

5:00pm Meeting adjourned for Day One



NSWPPA
TERM 3 2018 STATE COUNCIL MEETING
AGENDA

DAY 2 – Friday 7th September 2018

(Sessions chaired by President, Phil Seymour unless otherwise indicated)

8:30am – 9:00am CHAIR: Vice President, Diane Robertson

15. NSWPPA Business Session

- 15.1. AGPPA – Vice President, Louise**
- 15.2. APPA – President, Phil**
- 15.3. Professional Learning Officer – Vice President, Lyn**

9:00am – 9:30am CHAIR: Vice President, Louise Green

16. Guest: Glen Carter, Film by...

- 16.1. Welcome**
- 16.2. Presentation**
- 16.3. Questions**

9:30am – 10:00am CHAIR: Vice President, Ian Reeson

17. Guest: Liana Downey, Executive Director, Delivery

- 1.1. Welcome**
- 1.2. Presentation**
- 1.3. Questions**

10:00am – 10:30am CHAIR: Vice President, Lyn Davis

18. Guest: Trina Schmidt, Executive Director, Human Resources

- 1.1. Welcome**
- 1.2. Presentation**
- 1.3. Questions**

10:30am – 10:35am Business Partner: MSP

10:35am – 10:55am Morning Tea

10:55am – 11:00am Business Partner: Lifeskills

11:00am – 11:30am CHAIR: Vice President, John Mularczyk

19. Guest: Ben Barnes, Director, Evaluation in CESE, CESE Evaluation of LSLD

- 1.1. Welcome**
- 1.2. Presentation**
- 1.3. Questions**

11:30am – 12:15pm Chair: Deputy President, Robyn Evans

20. Panel Session 3: Remaining Chairpersons and Observers

- 20.1. Questions on reports (as previously tabled/circulated)**

12:15pm – 12:20pm Corporate Partner: Sentral

12:20pm – 12:55pm Lunch

12:55pm – 1:00pm Business Partner: Academy Photography

1:00pm – 1:30pm CHAIR: Vice President, John Mularczyk

21. Guest: Lila Mularczyk, Leader, Teacher Quality, High Performance

1.4. Welcome

1.5. Presentation

- **DoE Mastery of Teaching Initiative**
- **PL – Gonski Institute**

1.6. Questions

1:30pm – 2:00pm CHAIR: Vice President, Terry Fisher

22. Guest: Leslie Loble, Deputy Secretary, External Affairs and Regulation

1.7. Welcome

1.8. Presentation

1.9. Questions

2:00pm – 3:00pm CHAIR: Deputy President, Robyn Evans

23. NSWPPA Business Session

1.10. Position Papers

1.11. Ratification of Early Childhood Representative

1.12. NSWPPA Awards Ratification – Vice President, Lyn Davis

1.13. Certificate of Meritorious Service – Greg McLaren

3:00pm – 3:45pm

24. Guest: The Hon. Rob Stokes MP, Minister for Education

1.14. Welcome

1.15. Presentation

1.16. Questions

3:45pm – 4:15pm CHAIR: Secretary, Jackie Malecki

**25. General Business and Whiteboard Issues
Wrap up and scheduled closure of meeting**

4:15pm – 4:30pm Afternoon Tea (OPTIONAL)

Next Meeting

Term Four NSWPPA State Council Meeting

Thursday and Friday 15,16 November, 2018

Novotel Sydney Central



President's Report to Term 3 2018 State Council

Welcome to Term 3 State Council and a special welcome to any new delegates who are attending State Council for the first time.

The Term has moved quickly with so many activities in schools and happening around us that have an impact in our schools....but probably none more impactful than the HR Salary tool.

HR Salary Tool – Back in Term 1 I attended the South East Regional Conference in Canberra & heard directly from our colleagues in the Far South Coast about the HR salary tool trial they were involved in and the litany of issues that had arisen. I passed these on to the DoE and expected the issues would be addressed. The tool was rolled out to the Corporate sector and then just before the end of Term 2 there was a further rollout #3. Another disastrous roll out that had a huge impact on our schools – SAMs & principals alike.

Vice President Ian Reeson and Deputy President Robyn Evans led a spirited campaign to halt the roll out to the next 1100 schools until the support, PL and processes were clear. We involved Federation as casuals weren't getting paid and had meetings with the Project Leader & Deputy Secretary Peter Riordan in an attempt to support Roll out 3 schools, ensure Ed Connect knew how to support schools and "fix the tool" before it went even further. In the end we sought the Minister's intervention, which thankfully put a moratorium on the roll out until November 8. DEL Glen Patterson and retired principal Peter Miles are now working on supporting the roll out.

We apologise to the schools that were getting prepared for the next roll out, but in the end this is a better result as the DoE move to support those schools in Roll out 1 and 3 and prepare for better implementation for the next 1100 schools.

This is another example where schools haven't been involved in the final governance decisions a fact we have reinforced in our discussions with the Secretary & Minister in the last fortnight. We will continue to push for greater involvement in the governance of key initiatives and PCG/ PCB (project Control Group or Boards) membership.

NAPLAN and NAPLAN online have certainly been in the news of late. Along with our Minister & National principal groups (AGPPA & APPA) we have called for a review of NAPLAN and the use of it's data. We know NAPLAN gives a narrow & incomplete picture of a school's performance & a student's performance, however it is being used by politicians, real estate agents & media to compare schools & draw up league tables. The controversy around comparing results of students who have completed NAPLAN online & those that have completed it using paper & pencil continues. We need to encourage parents to support our students & their individual results. We will continue to work with the NSW stakeholders (parents, unions & principals) to sort this out.

Principal Well-Being issues and activities will again be discussed at this State Council. With one of our colleagues being "hung drawn & quartered" by the SMH this week the importance of having strong networks of support and processes has again been illustrated.



In our meetings with the Secretary & Minister this fortnight we again raised our concerns about the processes and timelines that EPAC operate under and the support for principals whilst they are under investigation. Along with the SPC, we have grave concerns that need to be addressed.

Geoff Scott our current Professional Officer has continued to work with Anne van Dartel (chair Principal Support) and Greg McLaren (chair Legal SC) to provide a variety of support for our colleagues again this term.

The Leadership Standing committee will lead discussion at this State Council on a full time **Professional Learning Officer** following our trial of 0.2 position. I strongly believe this is our future – it's our time to bite the bullet and move in this direction. A move to a full-time officer will enhance the role of our Association **by providing quality professional learning and build strong professional learning communities for all of our members**. At an earlier State Council this year we approved the creation of the position at 0.2 with the capacity to increase this and we need to move on this so we can start by 2019. Vice President Lyn Davis, chair Karen Maraga and the Standing committee have been working hard on this.

The Minister announced a **NESA Curriculum Review** and appointed Prof Geoff Masters from ACER to chair the review. We have been involved in determining the Terms of Reference and they have been publicised on Saturday and I have included them in this kit as we have been able to get Prof Masters to our State Council. We eagerly await his discussions and even his view of Gonski2 during his session at State Council.

This photo shows Vice President Di Robertson, Principal of Clarke Rd School after she was just awarded two significant National Awards recently. Not only was she "crowned" Australian Government Principal of the Year, but Di was also awarded the Australian Principal of the Year. I think the smile says it all. It is awesome recognition of Di's work. Just outstanding !



On the **National scene**, our National Associations have been working hard with both the Government & Opposition, to move policy directions & advocate for needs based, sector blind funding with no special deals.

Minister Birmingham listened, was standing up to the continual barrage from Victorian Catholic sector in particular, but obviously fell foul of the plotting & machinations of the Liberal party in Canberra. We have no real idea of the thoughts of the new Federal Minister and have asked for early meetings. We need to watch this space carefully & work hard to support the Fair Funding initiative so our students don't miss out.

I have just returned from an ICP Council meeting in Killarney, Ireland. ICP – the **International Confederation of Principals** meeting was attended by principal colleagues from 15 countries, with many Australian Associations being present as well. I attended as part of an AGPPA delegation with Ian Anderson, President of AGPPA and WAPPA and Leslie Single, President of QASSP. It was great to hear how other school systems operate and we had a great chance to learn more about the Irish system which I will outline in the next What's Hot.



NSWPPA

New South Wales Primary Principals Association President's Report

What is the future of Local Schools Local Decisions as a philosophy and as a unit working in the DoE. We have invited Ben Barnes, Director of CESE to discuss their Interim Report on LSLD. You will also receive at State Council, our submission, authored by Vice President, John Mularczyk, to the Minister & Secretary on where we think it should go.

Hopefully you will have all received your email to join up to your **“dashboard” and the new website**. Vice President Ian Reeson, our webmaster, has worked hours & hours on this to get it to this stage. We just need to now hone some of the processes that will ensure our data base is up to date.

You will all be aware that we have called for nominations for our elections of Executive officers for the NSWPPA for 2018 – 20. The nominations close on Monday September 3. The polling, again under the auspices of returning Officer Mark Pritchard & Elections Australia, will commence on September 12 and conclude September 25. We ask you, as the delegates & chairs who know us most, to encourage our members to vote.

As you realize, all positions are spilled and we have added an additional Deputy President, so there will be vacancies to fill. To my knowledge Terry Fisher, John Mularczyk and Jackie Malecki will not be re-contesting and it would be re-miss of me to not thank them for their service to our Association and colleagues. More on this later at Annual Conference, but we owe them a great sense of gratitude for their selflessness and incredible efforts to support us whilst continuing to lead their schools full time.

Hopefully you can see we have been working intensely again this term supporting you and advocating for you. Looking forward to catching up and hearing your stories.

Phil Seymour

NSWPPA President

Terms of Reference – NSW Curriculum Review

The NSW Minister for Education, the Hon. Rob Stokes, has tasked the NSW Education Standards Authority (NESA) with “a review of the NSW curriculum to ensure it equips students to contribute to Australian society in the 21st century” (the Review).

The Review is conducted in a context of a high performing NSW Education system, which strives to meet the needs of a wide range of students, including those who are Aboriginal, or from culturally and linguistically diverse backgrounds, or living with disabilities.

The Review will undertake a comprehensive community engagement process to seek the diversity of views in the community, including the views of young people, parents, employers and those involved in the delivery of school education. These Terms of Reference have been developed following targeted stakeholder engagement.

The aim of the Review is to enhance the effectiveness of school education in NSW to:

- provide an education that engages and challenges every child and young person in learning, rewards them for effort and promotes high standards, and
- prepare each student with strong foundations of knowledge, capabilities and values to be lifelong learners, and to be flourishing and contributing citizens in a world in which rapid technological advances are contributing to unprecedented economic and social change in unpredictable ways.

The Review will consider the strengths and weaknesses of the current NSW curriculum, its relationship to the Australian Curriculum and its accessibility to all NSW students.

The Review, in developing its recommendations, should:

1. articulate the purposes of the school curriculum, including underpinning philosophies and principles
2. identify essential knowledge, skills and attributes as the common entitlement for every learner, ensuring parity of access to learning that is necessary for success, taking account of:
 - a. the evidence on how skills and attributes are acquired through knowledge-based disciplines
 - b. the extent of overcrowding in the curriculum
 - c. the appropriate scope for school community choices about content
3. explain how the curriculum could be redesigned and presented to better support teaching, learning, assessment and reporting, including consideration of:
 - a. the desirability of identifying priorities for learning at different stages of schooling
 - b. the appropriate level of detail in curriculum documents
 - c. the breadth and depth of study
 - d. ways of improving every learner’s transition into school and across the years of schooling
 - e. ways of enhancing the options and pathways for all students to further education and work
4. identify the implications of any new approach to curriculum design for:
 - a. assessment and reporting (including NAPLAN, the Record of School Achievement and the Higher School Certificate)
 - b. pedagogical practices and teacher workload
 - c. teacher preparation and ongoing professional learning
 - d. school organisation and regulation
 - e. relevant legislation
 - f. measuring the quality and impact of schooling.

The Review will have regard to:

- **National policy developments and reports, including:**
 - the *National Aboriginal and Torres Strait Islander Education Strategy 2015*, and the national *Closing the Gap* strategy
 - *Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools*. The Review will contribute appropriately to any related national processes
 - *Lifting Our Game: Report of the Review to Achieve Educational Excellence in Australian Schools through Early Childhood Interventions*
 - Australia's Chief Scientist, Dr Alan Finkel's report *Optimising STEM industry-school partnerships: inspiring Australia's next generation*
 - the *Independent Review into Regional, Rural and Remote Education* conducted by Emeritus Professor John Halsey
 - the *Review of the Australian Curriculum: Final Report*.
- **Obligations** under the Disability Discrimination Act 1992 and the Disability Standards for Education 2015
- **The 2016 BOSTES Review** (particularly in relation to the crowded curriculum) and the Stronger HSC Reforms introduced from 2017
- Any significant lessons to be drawn from other Australian jurisdictions including in their implementation of the Australian Curriculum, as well as perspectives from international jurisdictions where there have been recent reviews and curriculum revisions
- Corresponding work of the Australian Curriculum, Assessment and Reporting Authority (ACARA) to review and refine the Australian Curriculum, including international research.

Timelines and process

The Review will be conducted over an 18 month period, with a draft report to be provided to the Minister in the second quarter of 2019, and a final report by the end of 2019.

NESA has engaged Professor Geoff Masters as Lead Reviewer, and established a Taskforce to support the work of the Review. The NESA Board will act as a Reference Group for the Review, receive regular reports on its progress, and provide advice to the Government about implementing the Review's recommendations.

NESA will proactively publish advice on its website about public engagement activities throughout the Review period. These will include regional meetings, online feedback, targeted stakeholder meetings, focus groups, and written submissions.



NSW Primary Principals' Association Inc.

Term 3 2018 State Council Treasurer's Report

The balances of the NSWPPA accounts on Wednesday 29th August 2018 were:

Name	BSB	Account number	Account balance
Conference	062 262	1005 0470	\$ 531,739.86
General	062 548	1020 2587	\$ 382,242.71
Business online	062 900	1051 3465	\$ 737,470.44
Term Deposit	062 649	5005 3981	\$ 300,000.00
		TOTAL CREDITS:	\$ 1,951,453.01
		NET POSITION:	\$ 1,973,107.51

The net position is misleadingly high for this time of the year as the DoE has paid their grant 6 months ahead of usual timing. A copy of our transactions for the period May 2018 to July 2018 is included at the sign in table or handed out for your information.

Our general accounts are separated to maximise the interest we can earn, currently our Business Online Saver account holds funds from our four income streams, membership payments, the NSW DoE Grant, corporate sponsorship and professional learning programs. Our general account will have funds transferred from the Business Online Saver to continue to support our day to day operations as required.

Membership Fees

State membership fees are determined at the NSWPPA Annual General Meeting held during State Conference each year, voted on by delegates from each Area Council. At the 2017 AGM, the fees were approved as indicated below. These fees were applied from the first pay period in 2018.

\$500.00 (GST inclusive) for Primary School Principals, SSP Principals and EEC Principals (\$19.23 per fortnight)

\$250.00 (GST inclusive) for Central School Principals (\$9.62 per fortnight).

It was agreed at the 2017 AGM that from 2018 forward membership payment is made via **salary deduction**. Through Area Treasurers, all members who were not paying via salary deduction have been forwarded salary deduction forms. The required form is available on the home page of our website (under Quick Links) and needs to be forwarded to the relevant fax number for your location on the form. This deduction will commence from the first pay period after DoE has processed the request and is for \$19.23 per fortnight (\$9.62 for Central school principals). The amount paid will be noted under Miscellaneous Deductions on the salary slip. The total amount paid for each financial year will be noted on your Group Certificate under Other – PRIPA. Payment from your salary will continue until Salaries are notified in writing that deductions are to cease. The salary deduction option is available at any time throughout the year. If you elect to have the fees deducted during the year and not at the start of Term 1 please contact me and I will send you an invoice for fees backdated to January. Membership payment via salary deduction is contributing over \$29,000 per fortnight to our available funds. Please do not use the Smart Salary option as we experience problems with the process Smart Salary has adopted. **However, members are able to establish a process where they re-claim their fees from Smart Salary.**

Relieving and Acting Principals

Relieving and Acting Principals who are in the role for an indefinite period should complete the salary deduction form and submit it to the email address on the bottom of the form.

Relieving and Acting Principals who are in the role for a known fixed period will have their membership payment calculated for this period based on \$19.23 per fortnight (\$9.62 for central school principals). Membership is considered a personal expense (not school) and stays with the individual if they move schools. Once calculated, the payment should be made via direct deposit to the NSWPPA (account details below). Assistance in making the calculation may be obtained from either the State Treasurer or your Area Treasurer.

Account name: NSW Primary Principals Association

BSB: 062 548

Account number: 1020 2587

Description: Membership <PPC joined> [assuming payment is from personal account]

Principal Welfare

Our association has established a pool of funds available to access support for colleagues when there are no other avenues available. Each application will need to be referred to the NSWPPA State Executive through the Chairperson of the NSWPPA Principal Support Reference Group and can only be accessed through:

- Self-Nomination;
- Nomination from the Area Council President, Regional Support Principal or State Executive; and
- May only be used to support Principals who are financial members of the NSWPPA.

Once the type and level of support has been determined and a relief teacher has been employed, **the standard claim form, available for download from Quicklinks box on the Home page of the association website www.nswppa.org.au is used to claim assistance in the costs incurred.** The current rate is \$400.00 per day (including GST and on-costs).

Transaction advice under SAP

NSWPPA to SAP School (ie Claims Process)

There are two steps to achieving a payment from the NSWPPA.

1. The school needs to submit a correctly completed claim form. No claim form, no payment.

Please check the website for the most current e-version of the claim form (use the Quicklinks box).

- Ensure you complete all relevant sections of the form including, in particular
 - The date of the event for which you are claiming
 - The name of the event for which you are claiming (eg Asset Management RG)
 - Write the Sales Order number (generated when you raise the invoice through SAP) on the claim form in the space provided. This same number needs to appear in the 'Reference Document' section of the Tax Invoice or we cannot readily marry the claim and tax invoice and consequently payment will not be forthcoming in a timely manner.
 - Do not include school bank account details. Schools do not use BSB or account numbers.
- Please contact me if you have any questions about the claim – bank statements should include my reference e.g. *Yourname T1 SC* or something like that depending on what your bank allows.
- Best practice: save the electronic copy of the claim form and type it out with all of your information then save it and use your form each time.
- When emailing the claim to me please ensure you put 'PPA Claim' as the first text in the subject line of email.

2. Raise an invoice (sales order) through SAP.

When a school needs to invoice the NSWPPA through SAP, one of two Business Partner/Customer numbers need to be used. For claims relating to Annual Conference (ie where a school is seeking to drawn down funds

from the Conference account) the NSWPPA BP/Customer number is 8000273. An example of where this may occur is if your school had students performing at Annual Conference, paid for their transport to the venue, and was seeking reimbursement from the Conference Account.

For all other claims on NSWPPA funds (the majority of transactions) our customer number is 8015402.

Please ensure the 'Description' on the SAP tax invoice (sales order) specifies the principal's name, the event (eg Asset Management RG mtg) and date of the event (ie for this example the date of the Asset Management RG meeting).

SAP School to NSWPPA

We have two vendor numbers operating for the association, please use the correct number for the circumstance. Payments for Annual Conference should use the NSWPPA Annual Conference Vendor Number, all other payments through SAP to the NSWPPA should use the NSWPPA General Account Vendor Number.

- NSWPPA General Account – Vendor Number 100038613
- NSWPPA Annual Conference – Vendor Number 100319900

Transaction advice for Individuals

NSWPPA to Individual (ie Claims Process)

Please check the website for the most current e-version of the claim form.

- Ensure you complete all relevant sections of the form including in particular
 - The date of the event for which you are claiming
 - The name of the event for which you are claiming (eg Asset Management RG)
 - The bank account details into which the PPA deposits the claimed funds
- Please contact me if you have any questions about the claim – your bank statement should include my reference e.g. *Yourname T1 SC* or something like that depending on what your bank allows.
- Best practice: save the electronic copy of the claim form and type it out with all of your information then save it and use your form each time.
- When emailing the claim to me please ensure you put 'PPA Claim' as the first text in the subject line of email.

Individual to NSWPPA

- NSWPPA can accept direct deposits to the General and Conference accounts. Upon making a direct deposit, an email should be sent to the State Treasurer specifying the 'Description' included in the transaction which would appear on the NSWPPA statement and the reason for the payment.

Reminders relating to Annual Conference:

1. Each year in Term 4 Reference Groups, Working Parties and Standing Committees have their meetings in conjunction with the Annual Conference. As the primary reason members are travelling is to attend the conference, travel expenses and claims are not paid. The exceptions are members who attend these meetings but are not staying on for conference.
2. A reminder for all voting delegates at the Annual Conference, each year the NSWPPA provides a rebate to each Area Council for registration costs for two delegates to attend State Conference, \$1700 this year.

Accommodation

Accommodation should be booked through our Executive Officer Mark Pritchard. We will assume that you are sharing a room unless you indicate otherwise. If you choose to occupy a single room you will be asked to pay \$105.00 on departure from the hotel. If you choose to stay elsewhere you will be reimbursed \$105.00 towards the cost of accommodation, which you will need to book personally. Rooms with a view, balcony, etc often cost extra and will need to be negotiated with the hotel by you after Mark has made the initial booking. Please contact Mark as early as

possible. The Novotel Sydney Central is often booked to capacity, especially with events in Sydney. There is a reduced rate for full buffet breakfast of \$20.00 for all NSWPPA members. Inform the breakfast staff and reception of your status if there are any queries when you check out.

Clarifying text from State Executive meeting 3-4/11/16:

Single room/ shared room Accommodation for members attending PPA RG/SC/WP meetings or meetings where they are representing the State PPA

The PPA expects two- share accommodation arrangements. In these situations the PPA will pay the full room rate to the set rate*. If a member requests a single room, the PPA covers the cost to half the set rate and the member pays the remainder. This 'remainder' is not claimable through the PPA.*The set rate is documented in the PPA State Treasurer's report each AGM, for 2017 it is \$200/night**. Most of our accommodation is through the Novotel Sydney Central. Novotel staff are aware of the above arrangements. There may be occasions where a member has taken single accommodation because there is no-one else to share with and at check-out they are asked to pay the 'remainder' which, for the Novotel, will be half the room cost. The PPA will pay the 'remainder' in these circumstances. The member will not have to pay the remainder on checkout.

** The set rate for 2018 is \$210/night.

Travel

You will need to arrange your own travel to and from NSWPPA meetings. **Do not use a travel agent (eg Webjet) as they add additional commission.** We will reimburse you when you complete a claim form. You are expected to book at a minimum 6 weeks prior to travel. Once dates for meetings are known you can book for the entire year and I will reimburse you as your claim form is sent. Travel by car is compensated at a rate of 50.0 cents per kilometre. If unable to retain your train ticket, please note this on your claim form. **Please do not purchase travel insurance to cover your air fare.** For the small number of occasions issues occur, the PPA will self-insure the cost of air fares where warranted.

Teacher Relief

A relief day is paid when a teaching principal is asked to represent our Association in any capacity. Non-teaching principals may submit a claim for teacher relief if they believe this is an urgent or emergent requirement for the effective running of their school. Each claim will be assessed individually based on its merit; please attach a brief statement outlining the need for your claim. The maximum daily rate paid for a casual teacher is \$400.00. GST is included in the \$400 paid.

Area Council Affiliation

Thank you all for continuing your roles on behalf of the NSWPPA Membership. The process of the Area Council affiliating with the NSWPPA is undertaken during term 1 each year. It involves reconciling the fees paid by members with grants paid by the NSWPPA to Area Councils to support

- the attendance of delegates at the AGM held at Annual Conference each year (funding to the equivalent of two registrations to Annual Conference is forwarded to the Area Council)
- Area Council Administration (currently \$200 annually)
- Area Council Operations (varies dependent on size and geography of PPC)
- GST collected and paid by the Area Council and GST paid and received from the ATO by NSWPPA

Area Council Bank Accounts

All Area Councils now need to ensure their accounts operate internet banking. Receipt of cheques has been phased out for NSWPPA accounts. Cheques can only be received by special arrangement with a bank branch. Please support Area Treasurers in ensuring Area Council accounts have internet banking.

Area Treasurer's Membership Record

The 'Area Treasurer's Membership Record' is used to assist Area Treasurers in effectively managing membership financial status within the Area Council. The document, which is issued by the State Treasurer to each Area Treasurer early in the year, lists members, schools, and financial status. Given principalship within an area is impacted by principal's changing schools, first time appointments, retirements and periods of time in non-school based positions, the document will assist in keeping track of these movements and the financial status within the PPA of the individuals. Area Treasurers are asked to keep this record up to date throughout the year. It is a key document come time to complete Area Council affiliations with State PPA. It is anticipated this document will be phased out as the new website has had features built within it which replicates the functions of the document. Area Treasurers and the State Treasurer will work to keep membership records up to date by ensuring the membership and financial status website information is current. The State PPA receives fortnightly updates on people paying via salary deduction, as well as those commencing salary deductions and those ceasing for whatever reason – usually retirement. I will update the website information relating to financial status (and effective date) of members as I am advised.

ABN, GST and BAS advice to PPCs

Matters relating to ABNs and Tax Files numbers have been the subject of discussions between the NSWPPA State Executive, our auditor and a tax lawyer. Key aspects of the discussion centred around the Association's "not for profit (NFP)" status and consequent tax arrangements impacting on the finances of the Association. Some of our practices created grey areas with the tax office and resultant difficulties for a number of Area Councils. It has been resolved that we will only use one ABN for the organisation including Area Councils, ie Area Councils should not be operating with their own ABN. Our ABN is 77 527 522 968 used at the state level and by all Area Councils. Similarly the NSWPPA is registered for GST. Individual Area Councils do not need to register for GST. The Area Council is part of the NSWPPA which is registered for GST. Consequently all Area Councils are registered for GST. In order to complete BAS requirements, on a quarterly basis Area Treasurers provide the State Treasurer with Area Council financial information (income, expenditure, GST paid, GST collected) via an online form.

Area Council Business SAP Partner/Customer Numbers and Vendor Numbers

Delegates should be aware that there have been changes to the Business Partner/Customer numbers and Vendor numbers for Area Councils. This change was necessary due to the change in ABN for the Area Council (from their individual ABN to a single ABN for the NSWPPA and each Area Council (PPC).

Area Council Audit Statement

The NSWPPA, and therefore our Area Councils, operate on a financial year 1 September – 31st August. Each PPC is required to have their books audited annually by someone with bookkeeping skills and at arms-length from the PPC. This person could be a SAM, a book keeper, an accountant or an auditor. Any costs relating to Area Council audits rest with the Area Council. The statement by this person should include details of the finances of the Area Council for the preceeding 12 months and include the following words "I confirm the statement of finances described is an accurate reflection of the finances of the Area Council for the period" and "The records of the Area Council have been kept in accordance with standard bookkeeping procedures." This person should be identified by their name and qualification

and/or position. Their phone number and email address should be supplied. This report is required to be submitted to the State Treasurer prior to the Term 1 State Council meeting each year.

Area Treasurers and Stewart House

Stewart House is the #1 charity of NSW public education. It operates in large part on the basis of salary contributions from NSW public school teachers (in 2017 \$1,881,686; in 2016 over \$1.917m). It is customary for school principals to provide the Stewart House salary deduction form to staff when they commence working at the school. From time to time, presentations relating to the work of Stewart House and the benefit to our children may be made to school staff to ensure there is a strong commitment across the staff to Stewart House. A Stewart House 'video for school staff' is available to assist in such a presentation. This presentation may be given by a fund raising officer from Stewart House or a member of the school staff, including the principal. **Area Treasurers** are asked to adopt a similar approach at PPC meetings, ie ensure that new principals understand the work of Stewart House, that they are making salary deduction forms available to their staff and, where appropriate, ensuring a presentation is given at an Area Council meeting. Area Treasurers may also elect to run the video clip during an Area Council meeting. The video is available from www.nswppa.org.au. Further information about the work of Stewart house is available from www.stewarthouse.org.au. School giving in 2017 was \$326,131 which is \$61,000 less than that contributed in 2016.

State Meeting of Area Treasurers

A State meeting of Area Treasurers was held at the Novotel Sydney Central on 1 March 2018 and subsequently on a number of occasions via VC. Area Treasurers requested an annual State meeting at the equivalent training in 2017. The 2018 meetings covered the following content areas:

1. The role of the Area Treasurer as described in the NSWPPA Constitution (revised AGM 2017)
2. The Area Treasurer's role in the promotion of Stewart House as the charity for NSW Public Education
3. Moving to Salary Deduction
4. Calculation of membership fees for acting & relieving principals, and how they pay
5. Area Treasurer's Membership Record
6. The Affiliation Process – PPCs affiliating with NSWPPA
7. Cancellation of registration of the PPC's ABN, registration for GST and possible associated notifications
8. Transacting with NSWPPA (SAP and non-SAP transactions) – Area Treasurers may wish to replicate these process for their transactions with schools and members
9. Submission of information for the BAS
10. Sharing amongst Area Treasurers – including requests from members to change Area Councils, internet banking arrangements and related processes

Some Area Treasurers were unable to make the State meeting and their training will be completed via VC. All Area Councils need to be represented at these training sessions as they include matters which relate to our legal requirements with the Australian Taxation Office (ATO) and the financial wellbeing of both the individual Area Council and the NSWPPA as a whole.

NSWPPA Sydney CBD Accommodation

The NSWPPA has taken a lease on a one bedroom apartment nearby to our office at UTS. Given the routine need to provide accommodation, the terms of the lease achieve essentially a cost neutral position when considered against our outlay for accommodation at the Novotel Sydney Central. Our outlays for the apartment are for the lease, gas, electricity and water. The apartment is used primarily by the President. The provision of the accommodation enables

the President to operate in a more time efficient and organised manner: operating from a single site as opposed to changing hotel rooms on a weekly, or sometimes more frequently, basis.

Professional Learning Fund

The NSWPPA sets aside a pool of funds to the value of \$10,000 pa to support the representation and engagement of the PPA at professional learning opportunities, and the ongoing professional learning and expertise within the Association. Approaches for access to these funds should be made via the State Executive Liaison aligned with the relevant reference group area. The request is then discussed and decided upon by State Executive.

Executive Officer

Mark works 24 hours per week shared between our UTS Office and home and we have installed call-forward from our office phone to his mobile. Additional general information regarding relief and travel claims is available from either myself or Mark upon request.

Rob Walker | Principal | **Evans River K-12 School** | Cypress St | Evans Head NSW 2473 | [02-6682 6666](tel:02-66826666) W | [02-6682 6777](tel:02-66826777) F | [0419-822 502](tel:0419-822502) M | rwalker@nswppa.org.au | www.nswppa.org.au |

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NSW Primary Principals Association Inc

Balance Sheet [Multi-Period]

April 2018 To June 2018

Po Box 810
Surry Hills NSW 2010

ABN: 77 527 522 968

Email: mark.pritchard@det.nsw.edu.au

	April	May	June	Adjustment Only
Assets				
Current Assets				
Cash On Hand	\$1,456,440.61	\$1,585,187.59	\$1,592,992.74	\$0.00
Savings Funds	\$15,787.50	\$19,787.50	\$151,619.10	\$0.00
Total Current Assets	\$1,472,228.11	\$1,604,975.09	\$1,744,611.84	\$0.00
Donations Clearing Account	(\$2,230.62)	(\$2,230.62)	(\$2,230.62)	\$0.00
Total Assets	\$1,469,997.49	\$1,602,744.47	\$1,742,381.22	\$0.00
Liabilities				
Current Liabilities				
Trade Creditors	\$38,359.30	\$38,359.30	\$81,738.33	\$0.00
GST Liabilities	\$12,248.70	\$37,598.99	\$46,961.73	\$0.00
Payroll Liabilities	\$293,656.87	\$298,895.39	\$302,349.73	\$0.00
Income Tax Liability	\$24,228.10	\$24,228.10	\$24,228.10	\$0.00
Total Current Liabilities	\$368,492.97	\$399,081.78	\$455,277.89	\$0.00
Total Liabilities	\$368,492.97	\$399,081.78	\$455,277.89	\$0.00
Net Assets	\$1,101,504.52	\$1,203,662.69	\$1,287,103.33	\$0.00
Equity				
Retained Earnings				
Opening Balance at 1 September	\$1,026,820.00	\$1,026,820.00	\$1,026,820.00	\$0.00
Total Retained Earnings	\$1,026,820.00	\$1,026,820.00	\$1,026,820.00	\$0.00
Retained Earnings	\$590,555.15	\$590,555.15	\$590,555.15	\$0.00
Current Year Earnings	(\$515,870.63)	(\$413,712.46)	(\$330,271.82)	\$0.00
Total Equity	\$1,101,504.52	\$1,203,662.69	\$1,287,103.33	\$0.00

This report includes Year-End Adjustments.

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Profit & Loss [Cash]

April 2018 To June 2018

Po Box 810

Surry Hills NSW 2010

ABN: 77 527 522 968

Email: mark.pritchard@det.nsw.edu.au

Income

AFFILIATION FEES	
Armidale	(\$4,058.09)
Bankstown	(\$2,052.79)
Batemans Bay	\$2,951.72
Bathurst	(\$2,654.55)
Blacktown	(\$2,953.64)
Bondi	(\$2,360.93)
Bourke	(\$2,163.64)
Broken Hill	(\$2,699.75)
Cambelltown	(\$3,345.25)
Central Coast	(\$3,062.26)
Mid North Coast	(\$2,690.91)
Deniliquin	(\$2,786.94)
Dubbo	(\$2,665.45)
Fairfield	(\$3,196.36)
Granville	(\$2,158.23)
Griffith	(\$3,031.65)
Hornsby	(\$985.45)
Lake Macquarie	(\$2,576.42)
Lismore	(\$3,328.18)
Liverpool	(\$2,697.81)
Maitland	(\$2,140.91)
Moree	(\$2,463.64)
Mt Druitt	(\$3,149.61)
Upper Hunter	(\$2,721.41)
Newcastle	(\$3,687.08)
Northern Beachs	(\$1,799.68)
Orange/Lachlan	(\$2,480.58)
Parramatta	(\$3,444.54)
Penrith/Blue Mts.	(\$2,439.34)
Port Jackson	(\$7,048.40)
Port Macquarie	(\$2,290.41)
Queanbeyan	(\$3,004.55)
Ryde	(\$1,290.50)
Shellharbour	(\$1,619.53)
St George	(\$1,753.99)
Sutherland	(\$2,662.61)
Tamworth	(\$2,807.45)
Taree	(\$2,440.00)
Tweed Heads/Ballina	(\$3,078.88)
Wagga Wagga	(\$4,850.82)
Hawkesbury	(\$2,998.34)
Wollongong	(\$799.27)
Salary Deductions	\$190,872.50
Total AFFILIATION FEES	\$81,384.38
DEC GRANTS	
DEC Grants	\$17,283.57
Total DEC GRANTS	\$17,283.57
ANNUAL CONFERENCE INCOME	
Sponsorship	\$267,409.05

This report includes Year-End Adjustments.

Profit & Loss [Cash]

April 2018 To June 2018

Po Box 810

Surry Hills NSW 2010

ABN: 77 527 522 968

Email: mark.pritchard@det.nsw.edu.au

Total ANNUAL CONFERENCE INCOME		\$267,409.05
APPA Conference Sponsorship	\$1,818.20	
Total APPA Conference		\$1,818.20
OTHER INCOME		
Leadership - Credential Ongoing	\$260,809.12	
AOL Ongoing	\$76,363.65	
Master Class Ongoing	\$9,000.01	
Flourish Ongoing	\$49,636.36	
Total OTHER INCOME		\$395,809.14
INTEREST		
Interest - Bank	\$53.26	
Total INTEREST		\$53.26
Total Income		\$763,757.60
Total Cost of Sales		\$0.00
Gross Profit		\$763,757.60
Expenses		
ADMINISTRATION EXPENSES		
Accounting Fees	\$2,276.14	
Bank Fees	\$22.50	
Taxis - All PPA	\$3,192.64	
Administration	\$4,110.27	
Meetings - General	\$532.13	
Website	\$11,689.70	
Phone/Internet	\$1,897.04	
VP - Ian - Release	\$3,636.36	
DP - Robyn - Release	\$7,272.73	
Pres - Phil - Travel	\$1,784.55	
Pres - Phil - Accommodation	\$8,575.68	
SEC - Jackie - Release	\$3,636.36	
SEC - Jackie - Travel	\$408.00	
TRES. Rob - Release	\$7,636.36	
VP Terry - Release	\$3,636.36	
VP Terry - Travel	\$790.54	
VP Lyn - Release	\$3,636.36	
VP Diane - Release	\$3,636.36	
VP Louise - Release	\$3,636.36	
Total ADMINISTRATION EXPENSES		\$72,006.44
EMPLOYMENT EXPENSES		
Superannuation	\$2,787.80	
Wages & Salaries	\$29,345.20	
Total EMPLOYMENT EXPENSES		\$32,133.00
NSWPPA REFERENCE GROUPS		
Aboriginal Education	\$3,488.96	
Asset Management	\$449.24	
Disability Programs	\$2,110.58	
Assessment, Planning & Account	\$1,909.76	
Human Resources	\$2,106.63	
Principals Support	\$4,694.03	

This report includes Year-End Adjustments.

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Profit & Loss [Cash]

April 2018 To June 2018

Po Box 810

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Student Wellbeing	\$2,913.17	
SSP	\$698.15	
Teaching Principals	\$1,091.66	
Technology	\$1,578.25	
Leadership SC	\$616.87	
Legal Issues SC	\$1,427.90	
Rural Education SC	\$5,083.05	
Communications & Engagement SC	\$1,620.53	
Total NSWPPA REFERENCE GROUPS		\$29,788.78
ANNUAL CONFERENCE EXPENSES		
Admin & Sundries	\$270.52	
Speakers	\$13,030.00	
Publications	\$12,960.00	
Social Functions	\$1,352.73	
Advertising	\$2,499.00	
Gifts	\$6,242.56	
Sponsor costs	\$140.45	
Total ANNUAL CONFERENCE EXPENSES		\$36,495.26
STATE COUNCIL		
Albury	\$455.47	
Armidale	\$1,148.65	
Batemans Bay	\$258.18	
Bondi	\$54.55	
Bourke	\$1,908.47	
Mid North Coast	\$441.24	
Deniliquin	\$454.26	
Griffith	\$333.16	
Lake Macquarie	\$126.36	
Lismore	\$1,817.73	
Moree	\$483.08	
Upper Hunter	\$727.27	
Penrith/Blue Mts	\$54.55	
Port Macquarie	\$1,077.73	
Tamworth	\$1,788.00	
Taree	\$324.66	
Tweed Heads/Ballina	\$342.04	
Wagga Wagga	\$453.17	
Wollongong	\$190.91	
Total STATE COUNCIL		\$12,439.48
NAT - INTERNATIONAL CONF		
APPA Conferences	\$14,909.09	
Other Meetings / conferences	\$5,316.50	
Total NAT - INTERNATIONAL CONF		\$20,225.59
NATIONAL AFFILIATION FEES		
AGPPA	\$35,000.00	
APPA	\$52,909.09	
Total NATIONAL AFFILIATION FEES		\$87,909.09
ART OF LEADERSHIP Ongoing		
Speakers Fees	\$79,127.34	
Travel and Accommodation	\$1,752.72	

This report includes Year-End Adjustments.

Profit & Loss [Cash]

April 2018 To June 2018

Po Box 810

Surry Hills NSW 2010

ABN: 77 527 522 968

Email: mark.pritchard@det.nsw.edu.au

Venue Hire	\$19,246.37	
Total ART OF LEADERSHIP Ongoing		\$100,126.43
Principal Leadership C Ongoing		
Venue Hire	\$14,518.18	
Speaker Fees	\$4,465.56	
Travel and accomodation	\$2,138.67	
Total Principal Leadership C Ongoing		\$21,122.41
Master Class (AOL) Ongoing		
Venue Hire	\$3,919.09	
Travel & Accom	\$1,527.28	
Speakers fees	\$19,447.95	
Flourish Ongoing		
Sundry expenses	\$1,600.00	
Venue Hire	\$9,004.23	
Speakers Fees	\$93,471.75	
Travel and Accomodation	\$339.50	
Principals Support Fund		
Principals Support	\$16,568.16	
Total Principals Support Fund		\$16,568.16
NOVOTEL EXPENSES		
State Council	\$49,883.25	
Executive	\$18,475.88	
Reference Groups	\$10,202.26	
Total NOVOTEL EXPENSES		\$78,561.39
Total Expenses		\$636,685.83
Operating Profit		\$127,071.77
Total Other Expenses		\$0.00
Net Profit/(Loss)		\$127,071.77

This report includes Year-End Adjustments.

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New South Wales Primary Principals Association [Inc.]
STATE COUNCIL MINUTES
TERM 2 2018

Thursday 21 and Friday 22 June, 2018
Novotel Sydney Central, Thomas St, Haymarket.
Bennelong Point, Farm Cove and Port Jackson Conference Rooms (Level 1)

**Area Council Delegates, Reference Group/Standing Committee/Working Party Chairpersons,
Observer Delegates, State Executive**

MINUTES

DAY 1 – Thursday 21st June 2018
(Sessions chaired by President, Phil Seymour unless otherwise indicated)

8:30 – 9:30am

26. Commencement of Term 2 State Council Meeting

- 26.1. Welcome**
- 26.2. Acknowledgement of Country. Conducted by Paul Byrne,
Chairperson Aboriginal Education Reference Group**

27. State Council Opening Business

- 27.1. Apologies: Jackie Malecki, Kylie Donovan, Dorothy Dore, Bob Willetts**
- 27.2. Introduction of new members**
- 27.3. Stewart House – arrangements**
- 27.4. Dinner arrangements – Vice President, Louise Green. Dunkirk Hotel, Pyrmont**

28. Agenda

- 28.1. Items as circulated**
- 28.2. Additional items and variations.**
Ken Boston and Minister of Education Rob Stokes are apologies.
We are currently re-arranging the agenda for Friday, which will be updated as soon as possible.
- 28.3. Acceptance.**
Moved: Jude Hayman; Seconded: Greg Grinham; Carried
- 28.4. Development of questions for Guests.**
Phil outlined some of the current issues for us in schools and asked for questions to be prepared that will lead to responses we need.

29. President's Report

- 29.1. Report as circulated**
- 29.2. Highlighted items in written report**
Discussion on NAPLAN and support for Minister's stance on banning the test. We are not in opposition to the test per se but

the way the results are used to compare schools, the use of My Schools Website and the pressure put on the students doing the test.

Discussion took place about NAPLAN on line.

While the students, by and large, gave positive feedback, the Principals are giving the opposite response. The time to set up the tests on line, the use of the technology in schools freezing, other grades precluded from using the technology, the time it takes for administrators to set up the whole procedures

Discussion took place on Learning Progressions.

Linked to the Gonski Review. We, by and large, support the progressions but we don't support the training, which overall is very poor. PLAN 2 is not working and the huge workload to enter the data is unsustainable.

SLFM and EFPT was discussed

Joyce Low (Director, Financial Planning and Strategy) will be coming in to explain the update. Why was the training for the EFPT so poor? When does the SLFM start in our schools? and many other questions hopefully will be answered.

Professional Support Officers

Announcement made that the two Professional Support Officers appointed by the NSWPPA are Geoff Scott and Wendy Buckley. Hopefully this will lead to swifter resolution of EPAC and other welfare issues.

Welfare of Colleagues

Phil encouraged all of us to look after our colleagues. If you think someone is having issues, having trouble coping, ring up to see if you can help. Point them in the direction of help, maybe you just being a support will help more than you know.

Flourish

If your region is interested to do the Flourish program please see Lyn Davis

Professional Learning

There is a variety of Professional Learning supported by the NSWPPA. Our Principal Credential program had 88 participants and 19 facilitators and is being really well received.

Gonski 2

Workshops will be carried out tomorrow where we will see what the impact is in schools.

Review of Executive Structure

Deputy President Robyn Evans will talk to the members about the review of the executive structure of the NSWPPA, which includes a recommendation for the establishment of an extra Deputy President position on State Executive.

NESA

We have put up a submission to NESA regarding the A-E. When the announcement was made about the curriculum review we wanted to include our A-E submission. We don't support the A-E but support the Learning Progressions.

Assets Review

Phil was disappointed with the number of Principals who have

been part of the asset review. If you get the chance to be part of the review we need to have input. Our voice will be a critical factor in change.

Executive Elections

Announced that this year there will be elections for the NSWPPA State Executive.

9:30 – 10:15am CHAIR: Deputy President, Robyn Evans

30. Guest: Mark Scott, Secretary, Department of Education

30.1. Welcome

30.2. Presentation

30.3. Questions & discussion – please refer to separate Speaker Summary

10:15 – 10:45am

31. Guest: Hon. Jihad Dib MLA, Shadow Minister for Education

31.1. Welcome

31.2. Presentation

31.3. Questions & discussion – please refer to separate Speaker Summary

10:45 – 10:50am Corporate Partner: Sentral

10:50 – 11:15am Morning Tea

11:15 – 11:20am Business Partner: Camp Australia

11:20 – 11:40am

32. Minutes of Term 1 2018 State Council Meeting

32.1. Corrections: nil

32.2. Acceptance: Moved: Lyn Davis; Seconded: Peter Holmes; Carried

32.3. Business Arising: nil

CHAIR: Treasurer, Rob Walker

33. Treasurer's Report

33.1. Report as circulated

33.2. Highlighted items

Constitution requires all Area Councils to be affiliated with the NSWPPA;

Required financial reconciling;

All fees now paid by salary deductions;

Area Councils now do not have ABN numbers and therefore cancellation of registration for GST. We just have one ABN number;

Each PPC will still have their own vendor number;

Information is now being collected quarterly from each PPC.

33.3. Acceptance: Moved: Rob Walker; Seconded: Greg Grinham; Accepted.

11:40 – 12:15pm CHAIR: Vice President, Diane Robertson

34. NSWPPA Business Session

34.1. AGPPA Report

34.2. APPA Report

34.3. Ratification of Early Childhood representative on Curriculum

Reference Group

34.4. Appointment of Returning Officer – Election of State

Executive

Mark Pritchard was nominated as the Returning Officer. Moved:

Ian Reeson; Seconded: Lyn Davis; Carried

Mark indicated the dates for the election process.

20th Aug Nominations open

3rd Aug Nominations close

12th Sept Ballot opens

26th Sept Ballot closes

27th Sept Election results announced

34.5. NSWPPA Vision – President, Phil Seymour and Deputy President, Robyn Evans

A Vision Statement was presented

Our statement tries to capture all that we do well.

Motion: This statement be accepted. Moved: Fiona Senior Conroy; Seconded: Tanya Riley; Carried

34.6. Area Contacts for Standing Committees and Working Parties – Deputy President, Robyn Evans

Robyn presented work done by Ian Reeson, Michael Twist and the Communication and Engagement Standing Committee

34.7. NSWPPA Awards and Recognition

Phil encouraged us to nominate colleagues for our NSWPPA Annual Awards in all categories.

34.8. DoE and NESA Registration: Karen Maraga - Chairperson, Leadership Standing Committee.

Random inspections continuing as previously;

Pilot program for schools participating in cyclical monitoring - here groups of schools share their evidence of curriculum compliance with NESA inspectors observing;

Minister's statement of expectations "Take a more rigorous and risk-based approach to school registration, focusing on the determinants of student learning not minimum levels of compliance"

12:15 – 12:55pm CHAIR: Vice President, Louise Green

35. Guest: Paul Wood, Director, Early Childhood and Primary Education

35.1. Welcome

35.2. Presentation

35.3. Questions and discussion – please refer to separate Speaker Summary

12:55 – 1:00 Corporate Partner: TMBank

1:00 – 1:35pm Lunch

1:35 – 1:40 Business Partner: The Music Bus

1:40 – 2:00pm

36. Special General Meeting

36.1. Constitution Amendments

There are two constitutional amendments to consider:

Section 6.2 and associated references to the establishment of a second Deputy President position;

Section 7.0 and associated references relating to allowing newly appointed Principals School Leadership (PSL) who are no longer a substantive Principal and previously qualified for membership of the Association, to continue their membership and continue to receive all entitlements of membership.

36.2. Motion re 6.2: Moved Brad Hunt; Seconded: Fiona Senior Conroy

36.3. Discussion

Q Can our budget sustain the extra position? Rob Walker responded in the affirmative, with ongoing monitoring.

Q Have we thought of having a non-school based Deputy instead of 2 Deputy Presidents? Rob Walker addressed this - financially this would not be sustainable.

Q Is the workload of the NSWPPA increasing and is that why we need another Deputy President? Phil Seymour responded in the affirmative.

Q This is an emerging need – comment from the floor.

Q. Which Deputy President will step up if the President needs to be replaced? Mark Pritchard responded that this is part of the amendment that the State Executive vote for the replacement.

Q Will this start at the beginning of the next election? Yes.

36.4. Motion moved: Passed unanimously.

36.5. Motion re 7.0: Moved: Jason Ezzy; Seconded: Greg Grinham

36.6. Discussion

Q Was everyone who is a PSL once a financial Principal? Mark Pritchard addressed this by saying that it was carefully worded so that only previous primary school PSLs can be members of the NSWPPA.

Q Greg Wells (PSL representative Delegate) supported this motion.

36.7. Motion moved: Passed unanimously.

36.8. Following Special General Meeting a discussion on forming a group to look at non-executive structure ideas:

Louise Green, Robyn Evans, have been selected to head up this group. Fiona Senior Conroy & Craig Neilson are the Delegate reps, Graeme Ross and Denise Smoother are the President reps and Greg McLaren is the Chairperson representative.

2:00 – 3:05pm CHAIR: Deputy President, Robyn Evans

37. Panel Session 1: Reference Group/Standing Committee/Working Party Chairpersons

37.1. Questions on reports (as previously tabled/circulated)

3:05 – 3:10pm Business Partner: MSP Photography

3:10 – 3:25pm Afternoon Tea

3:25 – 3:30pm Business Partner: LifeSkills Group

3:30 – 4:15pm CHAIR: Treasurer, Rob Walker

38. Guest: Joyce Low, Director, Financial Planning and Strategy

38.1. Welcome

38.2. Presentation

38.3. Questions and discussion – please refer to separate Speaker Summary

4:15 – 4:30pm Chair: Diane Robertson

39. NSWPPA Business Session continued

This session was not needed

4:30 – 5:00pm CHAIR: Vice President, Lyn Davis

40. Guest: Rose Connor, Director of Education, BTS Spark Developing Education Leaders (Formerly Coach in a Box)

5:00pm Meeting adjourned for Day One



New South Wales Primary Principals Association [Inc.]
STATE COUNCIL MINUTES
TERM 2 2018

DAY 2 – Friday 22nd June 2018

8:30 – 9:00am

41. *Review of Day 1 & Outline of Sessions for Day 2*

15.1 Development of questions for guests

9:00 – 10:00am CHAIR: Vice President, John Mularczyk

42. *Agenda Item: Gonski Review*

Dr Ken Boston was an apology due to ill health and President Phil Seymour presented an overview of the meeting between Dr Boston and AGPPA representatives in Sydney on Tuesday 19th June. The presentation took a global view, not a microscopic view such as the teaching of phonics. The presentation showed us Ken's beliefs for the future of public education in - conjunction with Gonski 2.

Treasurer Rob Walker then presented an overview of the Gonski Review outcomes, including the 23 recommendations. Rob introduced a Workshop for State Council engagement and input. State Council table groups each considered three columns. 1. The recommendation. 2. What it means and 3. Our preferred implementation. Google docs used and Rob will be collating the responses.

10:00 – 10:30am CHAIR: Vice President, Ian Reeson

43. *Workshop: How we use the \$50m to support Principals*

Vice President Ian Reeson took us through the results of the Survey Monkey regarding how schools use their allocation from \$50m package to support principals in schools

10:30 – 10:35am Corporate Partner: The School Photographer

10:35 – 10:55am Morning Tea

10:55 – 11:00am Business Partner: Edplan

11:00 – 11:30am CHAIR: Vice President, Lyn Davis

44. *Guest: Amanda Sheard, General Manager Consulting, Davidson WP. THRIVE*

11:30 – 12:00 CHAIR: Deputy President, Robyn Evans

45. *Panel Session 2: Reference Group/Standing Committee/Working Party Chairpersons and Observers continued*
Business Session 2 continued

12:00 – 12:30pm CHAIR: Vice President, Ian Reeson and Treasurer, Rob Walker

46. *Workshop: What tasks can be removed from a Principals' desktop?*

This workshop was completed and results will be tabled at the next State Executive meeting

12:30 – 12:50pm CHAIR: Vice President, Terry Fisher

46.1. Area Council Issues for State Council.

Issues presented and allocated for appropriate responses.

46.2. Report on progress of other issues

Principal Classification Paper held over until next meeting.

46.3. Position Papers for ratification

Merit Selection Paper was presented for ratification. It was moved Estelle Southall and seconded Greg Grinham that the Position Paper be taken back to the next PPC meetings for input / feedback / alterations and amendments. Final Paper ratified at the next state council meeting.

12:50 – 12:55pm Business Partner: OshClub/HelpingHands

12:55 – 1:25pm Lunch

1:25 – 1:30pm Business Partner: Academy Photography

1:30 – 2:00pm CHAIR: Vice President, Terry Fisher

47. Guest: Murat Dizdar, Deputy Secretary School Operations & Performance and Georgina Harrison, Deputy Secretary, Educational Services

47.1. Welcome

47.2. Presentation

47.3. Questions – please refer to separate Speaker Summary

2:00 – 3:00pm CHAIR: Vice President, Ian Reeson

48. Guests:

Karen Hodge, Director, Transformation

Richard O'Neill, Director, Communication & Stakeholder Engagement

Michele Hall, Executive Director, Aboriginal Education & Communities

Robyn Bale, Executive Director, Learning & Wellbeing

Chloe Read, Director, Office of the C.I.O

Jenny Donovan, Executive Director, Centre for Education Statistics & Evaluation

Kay Smith, Director, School Services Macquarie Park

Ed Services Review – Update by Transformation Team

22.1 Welcome

22.2 Presentation

22.3 Questions and discussion – please refer to separate Speaker Summaries

49. Wrap up and closure of meeting

There was a whiteboard issue that suggested that a working group within the Asset Management Reference Group be formed to formally support

principals who are going through major new builds. From dealing with builders, architects and department personnel, through to supporting the staff who are going through these difficult times. NSWPPA Executive indicates that we think this is a good idea and Phil Seymour is looking to form a sub-group help Principals going through major rebuilds.

50. *Meeting closed*

Next Meeting:

Term Three NSWPPA State Council Meeting

Thursday and Friday 6, 7 September, 2018 - Novotel Sydney Central

NSWPPA State Council Term 2 2018– Executive Attendance 21 & 22 June 2018		
STATE EXECUTIVE	EXECUTIVE DAY 1 21 June 2018	EXECUTIVE DAY 2 22 June 2018
PRESIDENT	Phil Seymour	Phil Seymour
DEPUTY PRESIDENT	Robyn Evans	Robyn Evans
VICE PRESIDENT	Terry Fisher	Terry Fisher
VICE PRESIDENT	Louise Green	Louise Green
VICE PRESIDENT	John Mularczyk	John Mularczyk
VICE PRESIDENT	Dianne Robertson	Dianne Robertson
VICE PRESIDENT	Ian Reeson	Ian Reeson
VICE PRESIDENT	Lyn Davis	Lyn Davis
SECRETARY	Jackie Malecki	Jackie Malecki
TREASURER	Rob Walker	Rob Walker
EXECUTIVE OFFICER	Mark Pritchard	Mark Pritchard
PROFESSIONAL SUPPORT	Geoff Scott	Geoff Scott

NSWPPA State Council Term 2 2018– Chair Attendance 21&22 June 2018		
REFERENCE GROUPS	CHAIRPERSON DAY 1 21 June 2018	CHAIRPERSON DAY 2 22 June 2018
ABORIGINAL EDUCATION	Paul Byrne	Paul Byrne
ASSET MANAGEMENT	Brent Kunkler	Brent Kunkler
CURRICULUM	Norma Petrocco	Norma Petrocco
DISABILITY PROGRAMS	Graeme McLeod	Graeme McLeod
ASSESS, REPORTING & ACCOUNTABILITY	Bob Willetts	Bob Willetts
FINANCE & ADMINISTRATION	Karen Mortimer	Karen Mortimer
HUMAN RESOURCES	Glen Walker	Glen Walker
PRINCIPALS' SUPPORT	Anne van Dartel	Anne van Dartel
SCHOOLS SPECIFIC PURPOSE	Mark Gosbell	Mark Gosbell
STUDENT WELFARE	Helen Craigie	Helen Craigie
TEACHING PRINCIPALS	Bec Zadow	Bec Zadow
TECHNOLOGY	Clint White	Clint White
STANDING COMMITTEES		
ANNUAL CONFERENCE	Apology	Apology
LEGAL ISSUES	Greg McLaren	Greg McLaren
COMMUNICATION & ENGAGEMENT	Michael Trist	Michael Trist
LEADERSHIP	Karen Maraga	Karen Maraga
RURAL EDUCATION	Sue Ruffles	Sue Ruffles
WORKING PARTIES		
SCHOOL VIABILITY	Grant Schaefer	Grant Schaefer
OBSERVER GROUPS		
CENTRAL SCHOOLS	Michael Windred	Michael Windred
ENVIRONMENTAL ED. CENTRES	Apology	Apology
RETIRED PRINCIPALS	Apology	Apology
PSL	Greg Wells	Greg Wells

NSWPPA State Council Term 2 2018- Attendance 21&22 June 2018		
AREA COUNCILS	DELEGATE 21 June 2018	DELEGATE 22 June 2018
ALBURY	Andrew McEachern	Andrew McEachern
ARMIDALE	Brad Hunt	Brad Hunt
BANKSTOWN	Sandra Palmer	Sandra Palmer
BATEMANS BAY	Carolyn Nugent	Carolyn Nugent
BATHURST	Jaime Medbury	Jaime Medbury
BLACKTOWN	Tracy Anderson	Tracy Anderson
BONDI	Craig Neilson	Craig Neilson
BOURKE	Lisa Wright	Lisa Wright
BROKEN HILL	Michael Fisher	Michael Fisher
CAMPBELLTOWN	Dawn Dallas	Dawn Dallas
CENTRAL COAST	Trish Peters	Trish Peters
DENILIQUIN	Gayle Pinn	Gayle Pinn
DUBBO	Sharon Murray	Sharon Murray
FAIRFIELD	Mark Diamond	Mark Diamond
GRANVILLE	Greg Grinham	Greg Grinham
GRIFFITH	Jude Hayman	Jude Hayman
HAWKESBURY/WINDSOR	Jo'elle Frampton	Jo'elle Frampton
HORNSBY	Amanda Connelly	Amanda Connelly
LAKE MACQUARIE	Simon Mulready	Simon Mulready
LISMORE	Shane Fletcher	Shane Fletcher
LIVERPOOL	Clayton Reedie	Clayton Reedie
MAITLAND	Kevin Greaves	Kevin Greaves
MID NORTH COAST	Robyn Urquart	Robyn Urquart
MOREE	Kathryn Weston	Kathryn Weston
MT DRUITT MINCHINBURY	Belinda Davies	Belinda Davies
NEWCASTLE	Megan Avery	Megan Avery
NORTHERN BEACHES	Pam Crawley	Pam Crawley
ORANGE/LACHLAN	Liz Beasley	Liz Beasley
PARRAMATTA	Natalie See	Natalie See
PENRITH/BLUE MOUNTAINS	Chantal Beltran	Chantal Beltran
PORT JACKSON	Abbey Proud	Abbey Proud
PORT MACQUARIE	Jock Garven	Jock Garven
QUEANBEYAN	Fiona Senior-Conroy	Fiona Senior-Conroy
RYDE	Jenni Cope	Jenni Cope
SHELLHARBOUR	John Clune	John Clune
ST GEORGE	Jeffrey Lie	Jeffrey Lie
SUTHERLAND	Jason Ezzy	Jason Ezzy
TAMWORTH	Benjamin Carte	Benjamin Carte
TAREE	Donna Bensch	Donna Bensch
TWEED/BALLINA	Samantha Rowsell	Samantha Rowsell
UPPER HUNTER	Narelle Hunt	Narelle Hunt
WAGGA WAGGA	Tanya Whyte	Tanya Whyte
WOLLONGONG	Skye Seymour	Skye Seymour

NSWPPA State Council Term 2 2018- Attendance 21&22 June 2018		
AREA COUNCILS	PRESIDENT 21 June 2018	PRESIDENT 22 June 2018
ALBURY	Brett Davies	Brett Davies
ARMIDALE	Denise Smoother	Denise Smoother
BANKSTOWN	Louise Challis	Louise Challis
BATEMANS BAY	Mark Thomson	Mark Thomson
BATHURST	Lance Cooper	Lance Cooper
BLACKTOWN	Andrew Bowmer	Andrew Bowmer
BONDI	Tanya Riley	Tanya Riley
BOURKE	Angela Lewis	Angela Lewis
BROKEN HILL	Scott Sanford	Scott Sanford
CAMPBELLTOWN	Alison Rourke	Alison Rourke
CENTRAL COAST	Michael Burgess	Michael Burgess
DENILIQUIN	Dorothy Dore	Dorothy Dore
DUBBO	Anne van Dartel	Anne van Dartel
FAIRFIELD	Genelle Goldfinch	Genelle Goldfinch
GRANVILLE	Estelle Southall	Estelle Southall
GRIFFITH	Andrew Pryor	Andrew Pryor
HAWKESBURY/WINDSOR	Gary Ruzgas	Gary Ruzgas
HORNSBY	Greg McLaren	Greg McLaren
LAKE MACQUARIE	Lee-ann Saurins	Lee-ann Saurins
LISMORE	Jackie Nilon	Jackie Nilon
LIVERPOOL	Jason King	Jason King
MAITLAND	Stuart Wylie	Stuart Wylie
MID NORTH COAST	Graeme Ross	Graeme Ross
MOREE	Adrian King	Adrian King
MT DRUITT MINCHINBURY	Sue Finn	Sue Finn
NEWCASTLE	Andrew Pryce	Andrew Pryce
NORTHERN BEACHES	Owen Taylor	Owen Taylor
ORANGE/LACHLAN	Dafydd Thomas	Dafydd Thomas
PARRAMATTA	Shannan Judge	Shannan Judge
PENRITH/BLUE MOUNTAINS	Adam Wynn	Adam Wynn
PORT JACKSON	Daniel Hurd	Daniel Hurd
PORT MACQUARIE	Leanne Parker	Leanne Parker
QUEANBEYAN	Adam Zanco	Adam Zanco
RYDE	Margaret Foott	Margaret Foott
SHELLHARBOUR	Tony Friedrich	Tony Friedrich
ST GEORGE	Rainy Simmiss-Taylor	Apology
SUTHERLAND	Andrew Doyle	Andrew Doyle
TAMWORTH	Andrew Rodgers	Andrew Rodgers
TAREE	Nigelle Sherard	Nigelle Sherard
TWEED/BALLINA	David Lees	David Lees
UPPER HUNTER	Deborah Fisher	Deborah Fisher
WAGGA WAGGA	Michael Woolbank	Michael Woolbank
WOLLONGONG	Peter Holmes	Peter Holmes

An Acknowledgment of Country was presented by Ros Oates and Julie Hann.

[A link to the notes and You-tube clip are provided here.](#)
(Miriam Rose Foundation). www.thedadirrifilm.com

Congratulations, Welcomes and Departures

APPA President and Deputy President Elections

During the NAC meeting an APPA General Meeting was convened for the election of the president and deputy president positions. The meeting received a report from returning officer Michael Nuttall. Single nominations received for both positions. President: Malcolm Elliott nominated and seconded. No other nominations received. Malcolm Elliott Elected. Deputy President: Phil Seymour nominated and seconded. No other nominations received. Phil Seymour Elected. Congratulations to Malcolm Elliott as APPA President and Phil Seymour as APPA Deputy President for 2019-20.

- The NAC welcomed new association representatives: Sally Ruston (IPSHA NSW replacing Graeme Feeney), Heather Ablett (IPSHA Vic for Brad Nelson) and Keryl Caird (WAPPA WA) attended on behalf of Ian Anderson
- We said farewell to Joy Matar (CPAT) -moving into the Education Office. Julie Hann (IPSHA SA)- resigning. APPA NAC thanked both Principals for their significant contribution to primary Education and the national council.

Professional Code of Practice.

The NAC refined the message and purpose of the document so that it clearly articulates what it means to be a member of the Association. As this document outlines the professional expectation as members of state and territory associations and APPA. The NAC have renamed the document to **National Professional Charter for Primary School Leaders.**

Education Minister, Hon Senator Birmingham

A Round table discussion was held with the Minister and NAC on the recommendations of the 'Through Growth to Achievement' report. Discussions covered a range of topics including evidence-based practice, assessment that measures growth, school starting age, preschool education, learning readiness, leadership development and teacher education. APPA shared its position on school starting age and ideas for improving teacher education. We also discussed challenges in attracting and retaining staff in regional, rural and remote schools.



Education Minister, Senator Birmingham, APPA President-Dennis Yarrington and members of the NAC



Dale Symons & Sophie de Corpo from ASIC MoneySmart program with APPA President Dennis Yarrington.

MoneySmart

APPA announced a new 3-year business partnership with ASIC money Smart aimed at building financial capability of primary school students and their wider school communities. The focus will be on adding the financial lens to what is already happening in the classroom or across the school. Types of projects discussed included adding the budget and financial planning to fetes or market days, encouraging the participation of a treasurer role in planning groups, adding the financial and budgeting component to a landscaping project. The project, involving grants to schools will be launched at the APPA National Conference in Perth.

An APPA working group will be formed to continue work on this national project.

Resources noted during this workshop:

- [Financial health for teachers](#)
- [Teacher PD](#)

Academy Photography: Natalie Kelly & Stewart Alexander

Stewart presented a new app-Academy LIVE. Simply scan a photo and an embedded video clip will be shown.

[Free Download for Google play](#). [Free Download for App store](#)

Sector Reports

ACPPA

- Discussed the Transition funding, distribution under the national funding agreement.
- ACPPA moving to be registered as Company by limited guarantee.
- Following consultations, ACPPA Strategy to be focused on Advocate, Communicate and Direct.
- Discussions held on PHWB – what to do about the stress? – development of a practical guide.
- Alumni connection and developing a direct access to members nationally via database

IPSHA

- Associations are having elections and pleasing to see people are filling vacancies.
- Conference: National bi Annual Conference in Brisbane.
- Garry Brown will be stepping down after IPSHA conference. Grant Bock from SA to take up the role as President.
- Discussed the National code of practice and amended some of the wording for consideration at APPA.
- Major focus in PD and noted that IPSHA do that well and this is strongly supported in the organisation.
- Website: issues have been resolved.

AGPPA

- Preparing for the development of a reconciliation action plan
- Discussed the area of early intervention and the importance of the first 1000 days.
- AGPPA logo on the flag has been resolved.
- Debrief on Gonski 2.0. 'Through Growth to Achievement Report'. Noted it will take time to get across the recommendations. Implementation of TGTA report will be the key aspect.
- Australian School curriculum does great work in pockets – issues of scalability in sharing.
- AGPPA discussed their Strategic plan and directions.
- Phil Reilly presented to the group and identified the issues of health outcomes for women. Development of social capital and the relationships that schools have with their communities. Harmonious passions as opposed to obsessive passions which work can become. Survey of Principals. Aim them to achieve, if you are doing 70 hours can you do 60?

APPA Conferences

2018: Perth. Attendees to date: 720 (as of 8-8-18) Places still available for school visits on the Monday. School visits -8-10 delegates per sectors visiting schools. All 78 exhibition booths are sold. Paige McNeil is to be complemented for an amazing job. It was also mentioned that collegiality across the sectors has been an outstanding aspect of the committee.

2019: Adelaide. Promotional film is being finalised ready for launch at Perth. Ross Oates asked for any feedback people might have for the SA teams and requested suggestions for potential speakers. The Logo has been launched. Theme: Leading the Way: Collaboration – Connection – Community

2020: Melbourne, Trans-Tasman: Melbourne Exhibition Centre is booked for 14-18th Sept for 2020

2021: Darwin. Britney Roestenburg is happy to head up a conference committee.

2022: NSW

2023: Tasmania

Principal Health and Wellbeing

State and territory groups reported on initiatives, programs and changes happening in this area for school leaders. It was decided to record and place in the drop box for members to access.

APPA noted the increase in awareness and action in the area and encourages council members to continue raise the issue and the recommendations from Back to Balance Report. Copies can be provided, contact Linda.

Tap for Teachers: Petrah Harslett & Karina Guthrie

NAC were given a live demonstration on the simplicity of booking preferred casual teachers via this app.

Trudy Moala (IPSHA-QLD) mentioned that in her Deputy's opinion "this app had changed my life." [Link to tap for teachers](#)

OTHER ITEMS...

Principals as STEM leaders project: Interested schools were identified.

Indigenous Education: this work was postponed until the November NAC meeting

Thrive with Five: Wording was finalised. APPA will send the final document to the designer to create an info graphic. If possible, we will include an endorsement from ECA.

K-12 Inclusion Project: This item highlighted that APPA need to look at Students with Disabilities in more details at the next meeting

APPA Business: Linda to circulate proposed dates and locations for 2019. Please send feedback to Linda. Suggestion to move the Adelaide meeting to Brisbane, Hobart or Darwin (TBC).

NAC endorsed the application for APPA to join International Confederation of Principals (ICP).

School Aid: SchoolAid and APPA have launched **Hampers and Hay for Hope**. The aim is for schools to donate at least \$100 (cost of a bale or hamper) for drought effected farmers. [Link to appeal](#)

PAI: Dennis provided an update on the transition of PAI.

Message from PAI: During the last 12 months The Board of Principals Australia Institute (PAI) has been exploring a range of options for the future sustainability of the organisation in the context of the current professional learning environment for school leaders. This has occurred in consultation with its members, the Australian Primary Principals Association (APPA) and the Australian Secondary Principals Association (ASPA).

APPA and ASPA as the members of PAI have decided to investigate an alternative direction to support principal associations and their members and therefore, have advised the PAI board to undertake the following actions;

- i. Transfer the professional development offerings and resources where possible, to other similar organisations,
- ii. Transfer Australian Principal Certification to another relevant organisation,
- iii. Transfer the John Laing Awards for Professional Development to another organisation,
- iv. Support PAI staff during the transition period and in the transfer of PAI PD services

Upon completion of the changes the current PAI Board will resign on September 27th and the members, APPA and ASPA will appoint a new board of directors.

Teacher Registration Feedback

Discussion was had around the concept of mutual registration. What does this mean? There is a preference for all State & Territories to have consistency for registration. Members noted that some teachers are failing the process of registration not necessarily failing to comply. There is need for greater consistency and transferability.

Dennis noted the recommendations include a focus on the safety of children. Are there certain teachers that don't have the right disposition? Are they the right people to be around children? The report is due in September.

Preparation for next meeting...

Topics: Students with a disability. What is a reasonable adjustment? APPA position on resourcing and supporting students with a disability.

Review of the Principal Standard.

Next NAC Meeting:
Tuesday 13th & Wednesday 14th November
Sydney Novotel Sydney Central 169-179 Thomas St Sydney



AGPPA
Australian Government
Primary Principals
Association

NATIONAL COUNCILREPORT

Hilton Hotel, Adelaide

Monday 30th July & Tuesday 31 July 2018

Anne-Maree Kilman welcomed attendees. Formal congratulations to Malcolm Elliot and Phil Seymour for their APPA roles of President and Deputy-President.

President's Report:

Highlighted points:

- New Flag: We have decided on the image on the right (AGPPA separate from map)
- Increase of APPA fees from \$30 to \$40 per person a year
- Conversation with Ken Boston: Phil Seymour led the discussion was Gonski 2.1 and experience of Gonski 1, funding of primary and high schools, professional learning, challenges for government schools, Learning Progressions, reduction of face-to-face teaching time, General Capabilities, Principal Standard.
- Conversation with Adrian Piccoli (Gonski Institute UniNSW)
 - Four issues they are focusing on:
 1. Staffing
 2. School readiness
 3. Implementation of policy
 4. Mental health and wellbeing

Treasurer's Report: Pat

Discussion of pros and cons regarding charitable status:

Motion: AGPPA engage DC Advisory Group to perform the scope of work in order for AGPPA to obtain charitable status and approve expenditure of \$1430 as per the quote from DC Advisory Group.

State of the Nation

The following topics were discussed:

- What national Board/Committee/Reference groups are you or your association represented on?
- How do we get greater representation on national bodies?
- How do we get AGPPA's voice heard more broadly?
- How do we continue to promote public education?
- Opportunities seem to come primarily through APPA – make sure our reps push for involvement when opportunities arise?
- What is your jurisdiction doing to promote public education?
- What is your association doing to promote public education?
- We talked about this in depth to provide ideas/thought for our later Operational Plan work

Research Officer Update: Geoff Scott

At the May meetings Geoff was tasked with researching national education bodies and their key contacts – Geoff emailed this out to NAC on Saturday evening.

Federal Government's sections: Executive, Higher Education, Research and International; Early Childhood and Childcare; Corporate Strategy; Schools and Youth; Skills and Training.

Geoff suggests that we make contact with these sections/contacts as appropriate. Discussion around how and when we might do this. Action: Ian and Executive will complete this task

Operational Plan:

We worked collaboratively on refining the What, Who, When, Budget and Success Indicators sections of the Operational Plan (Promotion of Public Education).

Research Officer will scope relevant current and ongoing research to develop a literature review to support our response to the Review to Achieve Education Excellence in Australian Schools.

Phil Riley - Work Intensification

Phil presented us with his work around work intensification/workplace prevention strategies.

Alarming statistics that we've been presented with before and the need for reform, starting most importantly at policy reform level

Harmonious Passion (gathering energy) v Obsessive Passion (depleting energy)

Social Capital in schools – no levels between high levels of social capital and SES

NAPLAN & Reflection on the 4 areas as identified by the Gonski Institute.

Paper tabled

1. One-day summit Oct/Nov with ICSEI (International Congress on School Effectiveness) Board members and international experts
2. Drafting of stakeholders views on the future on NAPLAN *AGPPA is missing on the list of stakeholders
3. Establishment of a position paper by the GIE (Gonski Institute for Education)
We divided into two groups to brainstorm what the future of Australian national reporting and testing might look like, and the protocols and procedures around the publication of those results.

ACARA Update - Conversation with Norm Hart (Deputy Chair ACARA)

Congratulations on your appointment Norm! Norm spoke about how he came to be in the Deputy Chair ACARA role

- Gonski 2 – Recommendations were accepted. Implementation will be the key. Discussion about what 'a year's growth' means, the role of a suite of formative assessment tools;
- NAPLAN online and where it might go, voices requesting a review of NAPLAN are getting louder;
- Crowded curriculum "Curriculum content creep". We have a core curriculum but additional things will not be added – teachers will teach those additional things when appropriate.

AITSL (Sarah Richardson and Caroline Heysen)

AITSL's Current focus:

Consultation

Current implementation of the Principal Standard

Ongoing review of research

International environmental scan

We went through Recommendation 17 from *'From Growth to Achievement'* - "review and revise the Australian Professional Standard Principals to prioritise leadership of learning and make maximising the learning growth of every student every year the key focus." and

Recommendation 19 - "create and provide opportunities to implement a structured career pathway for school leaders which articulates clearly defined roles and development streams for middle leaders through to experienced principals and provides the opportunity for remuneration, recognition and allocation of responsibilities appropriate to the role." These recommendations reference Finding 13 (aspiring school principals require clear pathways and comprehensive training and preparation to a quality standard before their appointment) and Finding 14 (to have an impact, strategies for school leadership development need to be aligned to the nationally endorsed Australian guidelines for school leadership development with implementation approaches monitored and evaluated for their effectiveness)

The context at the time of the development of the Principal Standard and how it was designed to be aspirational and inspirational rather than a performance measure (which the Teacher Standards are).



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NSWPPA Submission to:

NSW Education Standards Authority (NESA)

NSW Curriculum Review

Geoff Masters, Chief Executive of the Australian Council for Educational

Research

July 2018

The NSW Primary Principals' Association (NSWPPA) represents students in over 1,800 public primary education environments (primary schools, central schools, community schools, special schools, hospital schools, and environmental education centres) providing an education to approximately 486,000 students.

The Association welcomes the opportunity to put forward a submission regarding the 'Overcrowded Curriculum'.

The following submission should be read in context with the NSWPPA previous submissions on the reform of assessment practices (TAB A) and the need for additional resourcing for primary at NSW Education Standards Authority (TAB B).

Background

In reviewing the curriculum it is important to consider the wealth of literature and relevant papers informing the shape and development of the current Australian Curriculum¹, a curriculum specifically designed to prepare students for the 21st century. If the curriculum was developed with this intention it is crucial that the same philosophies and principles guide the review process and inform curriculum decision making.

It is important to note that the Australian Curriculum builds on The Early Years Learning Framework² which defines curriculum as: 'All the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development.'

Public confidence in the NSW education system

The evidence does not support any notion of a perceived lack of public confidence in the NSW education system. Student numbers in NSW public schools increased for the ninth year in a row and secondary school enrolments grew for the first time since 2011, according to the department's 2017 census. In the past five years NSW public school enrolments have risen by more than 8,500 students a year on average. In 2017 there were 791,040 students in more than 2,200 public schools.

However, Maurie Mulheron, President of the NSW Teachers Federation correctly identified the true cause of these misguided perceptions when he stated (If we forget history. The thirty year war against public education, 2010):

Unfortunately, the "glib statements" of politicians and "experts" at countless media conferences have often become government policy. The result is three to four decades of experimentation that has led to specialist and academic selective schools, models of governance built around the rhetoric of "autonomy" that include charters,

¹http://docs.acara.edu.au/resources/Shape_of_the_Australian_Curriculum.pdf

²<https://www.education.gov.au/early-years-learning-framework-0>

academies and “independent public schools”, funding cuts, vouchers, privatisation, merit pay, punitive performance appraisal schemes, salary freezes, loss of tenure, attacks on teacher qualifications and high stakes testing regimes used to perpetuate the notion of “failure”.

A future focused curriculum

The Department of Education has commissioned background reports on future skills. In a Hard Focus on Soft Skills, Lambert says, we are already living through an era of unprecedented change and the pace is accelerating. There is no new normal. There is clear recognition across the globe that the acquisition of technical knowledge and know-how (mastery and techniques), though valued, is not sufficient for young people to navigate life and work in a world that is complex and characterised by ambiguities and uncertainty. Many countries are taking steps in response to this reality. They are doing this as part of broader reforms and through different measures including curriculum policy renewal and/or redesign. While there is a degree of commonality in the competencies being foregrounded, there are local contextual factors at play driving the prioritisation of particular skills, attitudes, dispositions and knowledge within each country.

No-one is questioning, for example, the need for students to acquire good understanding in relation to the basics in literacy and numeracy, hence the importance of national language/s and mathematics in curricula frameworks and the focus given to these in international assessment programs such as PISA4. Evidence regarding the need for such fundamental skills and understanding in these areas is deep and well-established (Lefevre, 2000; Martin et al., 2012).

Maybe the curriculum is actually distracting us from the real issue and the better question is “Are we willing to change our expectations for how and what students learn?” It may be timely to return to the Early Years Learning Framework (EYLF) a way of identifying what is essential and important.

Perhaps standards shouldn’t be attached to school subjects, but to the characteristics and qualities of thinking and positive action the curriculum is

designed to foster. Syllabuses are artefacts of the teaching profession. They are mere tools, just as scalpels and torches are tools. Surgeons, welders, surveyors — and teachers — should be held accountable for the quality of what they produce, not how they produce it. If we only focus on the curriculum rather than on creating powerful learning experiences that support the development of the capabilities, skills, dispositions and character traits we want students to develop, we will continue to perpetuate the same norms in education with the same inequities and inequalities.

Technology is often viewed as key to twenty-first-century learning but technology and access to information aren't the most important factors. Teachers are. Students are. Parents are. People are.

As technological developments, such as artificial intelligence and machine learning make jobs previously done by humans redundant it is essential that we focus on what machines cannot do. Machines cannot feel, they cannot make ethical decisions for the common good, they cannot think critically and judge what is of worth or valued by other humans and...they cannot innovate, create, or inspire others to imagine something that does not yet exist.

The 'Overcrowded Curriculum'

As society's' institutions evolve or dissolve, schools have continued to absorb the vacuum created. Curriculum requirements have increased as a result of community, educational, technological, employer and political expectations.

A brief literature scan in Christmas 2018 revealed numerous political announcements impacting on the curriculum. These included anxiety/depression, resiliency training, childhood obesity, road safety, water safety, Asian studies, healthy school canteens, bush fire safety awareness, languages, cyber safety and anti-bullying. While all are meritorious, few, if any related to core literacy and numeracy and none advocated the removal or the diminishing of content to accommodate these inclusions.

One of the common solutions that community leaders almost inevitably come up with is, "Schools should teach that". Few, if any have exclaimed that there are other things that perhaps ought to drop off to enable new, important social priorities to be incorporated. Few if any community leaders, ever agree on what is not is important.

With virtually every social problem that emerges, schools become the mechanism for societal change. There has not been one statement suggesting the removal, or de-emphasis of any of the myriad areas which have become school responsibilities.

Taken in isolation, particular changes to the school curriculum may be readily explained and be popular with the community but, when all these changes are aggregated, we have a considerable level of discontinuity. The chopping and changing of the curriculum and its direction may provide governments with some favourable short-term press coverage and community support, but this can be at the expense of quality teaching and learning - a process that requires continuity, patience and perseverance.

Schools have become the first, and sometimes, the last port of call for many families in crisis and in some schools the teachers' welfare role threatens to engulf their primary function, that is, to enable students to learn and improve.

This NESA review needs to take the time to consider a range of political, social and cultural perspectives, both in what has gone before and what is needed for the future of Australia. It is really the syllabuses at fault?

Societal pressures will not cease. Any curriculum reform will require flexibility to accommodate the multitude of future demands.

This conclusion was supported by Victorian Curriculum and Assessment Authority Executive Manager, Chris Wardlaw in his response to the national review at the Q & A session, who spoke of the four pieces that make up curriculum: core curriculum (contemporary, general capabilities, big issues of the day, etc); formal curriculum (disciplinary rules, understandings, methods, etc.); chosen curriculum (decided by schools, teachers, school leaders, etc), and meta-curriculum (activities, events,

traditions to promote personal development, character and a community of learners).

Wardlow asserted that:

"When we talk about the crowded curriculum, what we're trying to say is how do we get the core and formal to be sufficiently small to allow the chosen and the meta to work its magic?"

A possible solution may be the reframing the concepts of modern literacy / numeracy to focus on the demands of today and the future. What was basic literacy competencies in the last century are certainly no longer the case today, let alone tomorrow.

Strengths of the current NSW curriculum

The new syllabuses include Australian Curriculum content and reflect the new directions of the Stronger HSC Standards reforms. The NSW curriculum includes the Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Languages, Technologies, Creative Arts and Personal Development, Health and Physical Education (PDHPE). Each KLA includes syllabuses for K–10 and Years 11 and 12 that are inclusive of the learning needs of all students. The syllabuses identify:

- the knowledge, understanding, skills, values and attitudes students are expected to develop at each stage
- outcomes and content that describe what students are expected to know and do
- cross-curriculum priorities, general capabilities and other important learning for all students.

They have been developed through a rigorous process involving four phases: syllabus review, writing brief development, syllabus development, and implementation. The syllabuses provide a common reference point for all teachers to inform planning, programming, assessment and reporting practice.

Recommendation: That the current syllabuses be retained and reviewed as part of ongoing syllabus development allows for the flexibility to adjust, modify, adapt change in response to curriculum relevance, societal needs and/or government priorities.

Recommendation: The timelines of new syllabuses rollout must be redefined with ACARA to ensure appropriate levels of support for implementation and sustainability of practice.

Recommendation: ACARA drafts an overarching philosophical statement to provide a greater cohesiveness for all future curriculum development

Curriculum is only one of many reforms to impact on teachers since 2013. The 'overcrowded curriculum' was one of the factors teachers identified as contributing to excessive workload. Teachers perceive their teaching is compromised in some areas because of lack of time for preparation and presentation, and their anxiety levels had increased as they are required to teach new subjects without adequate training, back up and resources.

What's the Difference between the Terms 'Curriculum' and 'Syllabus'?

A significant cause of concern in this review is the lack of clarity surrounding terminology to define the problem.

In this submission curriculum refers to the overall content that is presented – the big picture. That is, everything taught in all subjects from Foundation to the end of high school along with teaching ideas and goals. The Curriculum sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. Syllabus is a more specific term referring to particular subjects and outlining the essential content to be taught in a particular course of study at particular stages of learning.

At its core this review needs to explore the tensions between syllabus demands, political pressures, jurisdictional initiatives and individual school initiatives.

Hidden curriculum is one of current controversial curriculum issues. Many hidden curricular issues are the result of assumptions and expectations that are not formally communicated, established or conveyed within the learning environment. Thus, awareness of hidden curricular issues becomes a consideration, which has negative and positive influences.

Jurisdictional initiatives comprise another layer of complexity that distorts the curriculum reform debate. For example, the Department of Education currently (June, 2018) has a detailed, multi-dimensional Literacy and Numeracy Strategy 2020, many initiatives surrounding learning progressions, Early Action for Success Schools, Future Focussed Learning projects, Bump it Up Schools, Great Teaching, Inspired Learning, Local Schools, Local Decisions, Rural and Remote Education initiatives and the list goes on. While all worthwhile in their context, they subtract from the whole.

An often repeated recommendation is to repeal the general capabilities and the cross curriculum priorities.

The NSWPPA rejects this view. Both these areas need strengthening.

These ten themes cut across all the Key Learning Areas and across all grades. The seven general capabilities are Literacy, Numeracy, ICT capability, Critical and creative thinking, Personal and social capability, Ethical understanding and Intercultural understanding. The three cross curriculum priorities are Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability.

But the general capabilities and cross curriculum priorities are not content. The content of the Australian Curriculum is found in the seven Key Learning Areas of English, Mathematics, Science, Humanities and Social Sciences, the Arts, Health and PE, Technologies and Languages.

The general capabilities and cross curriculum priorities are 'lenses' through which teachers look at content as they do their planning. They are not always applicable

or relevant and there has never been an expectation they appear in every lesson or unit of work a teacher delivers. As the curriculum itself states.

They will have a strong but varying presence depending on their relevance to the learning areas.

Is the syllabus actually overcrowded?

Primary teachers, in particular feel overwhelmed by the number of syllabuses they are required to implement and struggle to know what is essential and/or mandatory.

One of the most popular media cries is that there is too much content and the curriculum should be 'de-cluttered'. The belief that the NSW primary school syllabuses are overcrowded is questionable.

Any audit of syllabus demands on students and teachers concludes the content requirements are equal or indeed less than many comparable "high performing" educational systems or indeed Australian states, after all they are founded on the Australian Curriculum outcomes.

For example, Singapore and Finland, two so-called benchmark countries, have a similar breadth of content. So while there is scope to reduce the content of some subjects in the Australian Curriculum, international comparisons do not suggest a need to reduce the number of subjects in the primary school years.

Syllabus Structure

On average the first 30 pages of any NSW syllabuses are filled with introductory comments, which in most cases common to all syllabuses, while the appendix sections often run a further 30 pages. For many teachers, a common cry is "just tell me what I have to teach".

This in contrast to syllabus documents from 1970s which were far more succinctly written but would stack up favourably in many aspects today. See below:

2018

Mathematics 524 pages

Mathematics 279 pages (1972)

English 245 pages

English (1970) 149 pages

Science 193 pages

Natural Science, Health, Physical

Education (1965) 203 pages

History 142 pages

Social Studies (1975) 42 pages

Geography 111 pages

PDHPE 138 pages

Operating in an industrial age paradigm - contrast Finland vs NSW times allocations.

In NSW the nominal "standard" operating hours for school are 9.30am to 3.30pm for primary schools and 9.00am to 3.30pm for high schools. When schools operate under "standard" hours, the duration of the break times include a midmorning break of 15 minutes and a midday lunch break of one hour. A primary school teacher is required to teach face to face for 4 hours and 45 minutes each day.

Finland is the current "flavour of the month" when it comes to curriculum. The national core curriculum is drawn up by the Finnish National Agency for Education. The education providers, usually the local education authorities and the schools themselves draw up their own curricula for pre-primary and basic education within the framework of the national core curriculum. These curricula may be prepared for individual municipalities or institutions or include both sections.

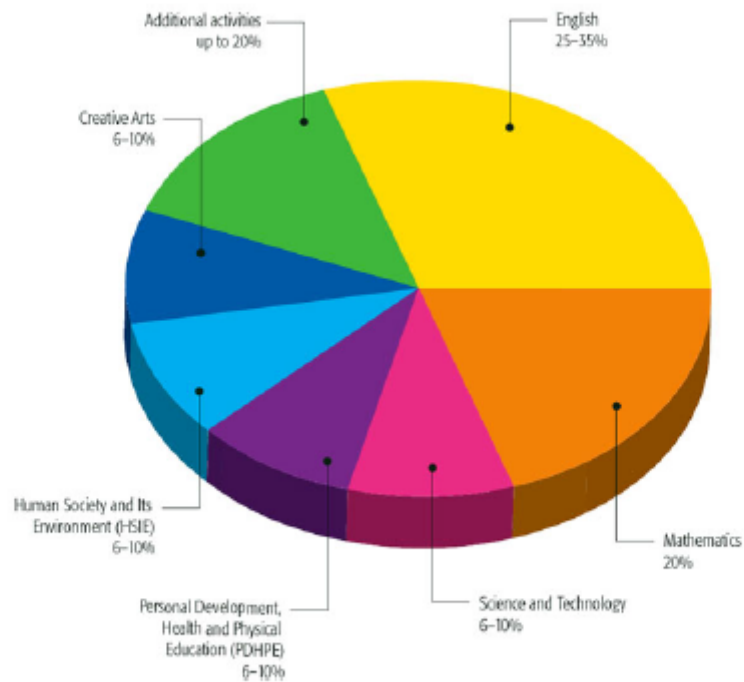
Distribution of lesson hours in basic education

(Government Decree, 28.6.2012)

Subjects	Grades	1	2	3	4	5	6	7	8	9	Total
Mother tongue and literature		14				18			10		42
A1-language						9			7		16
B1-language						2			4		6
Mathematics		6				15			11		32
Environmental studies		4				10					
Biology and geography ¹									7		

Physics and chemistry ¹			7	
Health education ¹			3	
<i>Environment and nature studies in total</i>		14	17	31
Religion/Ethics	2	5	3	10
History and social studies ²	-----	5	7	12
Music	2	4	2	8
Visual arts	2	5	2	9
Crafts	4	5	2	11
Physical education	4	9	7	20
Home economics	-----		3	3
Artistic and practical elective subjects		6	5	11
<i>Artistic and practical subjects in total</i>				62
Guidance counselling	-----		2	2
Optional subjects		9		9
Minimum number of lessons				222
(Optional A2-language) ³	-----	(12)		(12)
(Optional B2-language) ³	-----		(4)	(4)
--- = Subject is taught in the grades if stated in the local curriculum.				
¹ The subject is taught as a part of integrated environmental studies in the grades 1-6.				
² Social studies are taught in grades 4-6 for at least 2 hours per week and grades 7-9 at least 3 hours per week.				
³ The pupil can, depending on the language, study a free-choice A2 language either as an optional subject or instead of the B1 language. The pupil can study the B2 language as an optional subject. The free-choice A2 and B2 languages can, alternatively, be organised as instruction exceeding the minimum time allocation. In this case their instruction cannot be organised using the minimum time allocated in the distribution of lesson hours for optional or B1 language as defined in this paragraph. Depending on the language the pupil receives instruction in a B1 language or optional subjects instead of this B1 language. The distribution of lessons hours would be a minimum of 234 annual lessons for a pupil studying the A2 language as instruction exceeding the minimum time allocation. The corresponding number of annual lessons is a minimum of 226 for a pupil with the B2 language. The total number of annual lessons would be a minimum of 238 for pupils studying both the A2 and the B1 languages as instruction exceeding the minimum time allocation.				

Compare this to NSW:



Generally, the former BOSTES writers were acknowledged as drafting a solid risk free set of syllabuses. Overall, the educational communities' reaction has been favourable. While, the NSWPPA would contend that this was an opportunity missed to create a genuinely transformational set of documents to address future workforce and societal pressures and recalibrate the syllabuses towards a growth mindset educational culture.

Narrowing of the curriculum

The NSWPPA rejects any narrowing of the NSW curriculum.

A recent media reports advocated a focus on Literacy and Numeracy in the early years with an integrated model of learning operating later in the day. This must be forcefully rejected.

Similar educational systems who attempted this style of reform have met with dramatic unintended outcomes. For example, in Scotland, educationalists significantly narrowed the curriculum, now researchers are now looking for the causes of Scotland's decline. There is an obvious culprit: - the nation's new

"curriculum for excellence". Drawn up under a previous government but introduced under the SNP, the curriculum was supposed to transform learning by breaking down barriers between subjects and focusing on skills rather than mastery of a set body of knowledge.

How do we decide what to leave out?

Creative and critical thinking are the key to intellectual challenge. To achieve this, a key recommendation is to address the general capabilities and the cross curriculum priorities.

The new syllabuses position the student at the centre of learning by focussing on the methods of inquiry, skills and processes unique to the disciplinary area. Students engage with the content through the processes and skills.

Most syllabuses show a progression of learning through the outcomes, continuum of concepts and skills. These frameworks provide opportunities for teachers to design learning experience that address syllabus outcomes in contexts relevant and meaningful to the student. The syllabuses offer a rich and balanced curriculum from K-12.

Removing the general capabilities and cross curriculum priorities won't de-clutter the curriculum - because the content remains. But it does mean we lose prompts to think deeply about the content.

International curriculum developers acknowledge capabilities and priorities have value and recommend they be placed in the 'relevant' key learning areas. Paradoxically, this recommendation increases the content of the curriculum rather than reduces it. It also misunderstands their purpose as threads that link content across the learning areas and across the grades.

Cosmetically removing content dot points in NSW syllabuses won't de-clutter the curriculum either. One could argue removing them all would have marginal impact.

Often, what you decide to give up is a better indication of your beliefs and values rather than what you decide to keep.

It may be ideology that is driving the removal of the cross curriculum priorities and general capabilities, or it may just be a misunderstanding of how teachers convert curriculum content into classroom practice.

Either way, cross curriculum priorities removal doesn't de-clutter the curriculum. It does, however, reduce the opportunities to give our students the kind of dispositions and attributes employers say they lack.

The new key priorities for the coming generation are not neatly locked into boxes, but rather are centered upon physical and mental health, wellbeing and social-emotional growth. This new growth mindset orientation to learning requires student ownership, engagement, knowledge on how to learn, re-learn and unlearn.

Recommendation: The NSWPPA supports Gonski 2 recommendation to increase the emphasis on teaching general capabilities in the F-10 Australian Curriculum along with the right mix of knowledge, skills, and understanding for a world experiencing significant economic, social and technological change.

Learning progressions

In the Gonski 2 report a priority is to deliver at least one year's growth in learning for every student, every year

Delivering the maximum individual learning growth for every student every year is the key to reversing the decline in Australia's education outcomes. The greater the number of students who realise their full learning potential, the greater the cumulative lift will be in our overall national performance.

The NSWPPA supports Gonski 2 recommendations to move from a year-based curriculum to a curriculum expressed as learning progressions independent of year or age. Underpinning this, teachers must be given practical support by creating an online, formative assessment tool to help diagnose a student's current level of knowledge, skill and understanding, to identify the next steps in learning to achieve

the next stage in growth, and to track student progress over time against a typical development trajectory.

Relationship with ACARA

ACARA's functions include development of national curriculum, administration of national assessments and associated reporting on schooling in Australia. ACARA's strategic directions are set by its Charter and any other written instructions from the Council of Australian Governments (COAG) Education Council. The Charter states the need for *a world-class curriculum from Foundation to Year 12 in specified learning areas agreed to by Council*.

The NSW Syllabuses incorporate the Australian Curriculum and reflect NSW priorities and standards. Any review of NSW curriculum congestion must address the mandatory relationship that exists between the federal and state authority.

The NSWPPA acknowledges that ACARA has set the curriculum architecture and recognises the policy limitations this imposes on NESA and its ability to implement major strategic reform to NSW syllabus design. We fear, that while whole house needs renovation, federal constrictions will only allow the tepid painting of a single wall.

Consultation on a jurisdiction and subject basis exacerbated the overcrowding problem, as claims for additional material were accepted and documents sometimes expanded in the process.

The emotional commitment to this NESA review is high, as are the expectations for meaningful reform; however, the NSWPPA fears tampering at the edges will disappoint the educational community further and reinforce the growing notion of NESA as an institution being fearful of media, risk sensitive and lacking in innovative thinking.

The NSWPPA recommends: NESA's remit be vastly expanded to develop and revise each syllabus. These new powers must include the cooperatively defined

support for effective implementation in all schools. Currently NESA is perceived as mandating expectations without effective guidance, training or support, especially to often neglected primary schools and more so to 1800 public primary schools. In reality the NSWPPA considers NESA a secondary, if not HSC focused organization as the budget expenditure reports reveal.

Is the real question teacher work load not the syllabuses?

Research as exemplified by the Department's People Matter Survey and Principal Wellbeing Survey into teachers indicated excessive work load was the single most significant contributor to stress and low morale. A range of factors was described as contributing to excessive work load. One of the major factors was the so-called 'overcrowded curriculum'.

The effect of the overcrowded curriculum on teachers is to increase their work load, to cause them to compromise teaching in some areas because of lack of time for preparation and presentation, and to increase anxiety levels as they are required to teach new subjects without adequate training, back up and resources.

Teachers stressed their willingness to be accountable but believed it important that the profession be involved in the accountability mechanisms and processes.

A further concern of teachers which relates to curriculum but is not restricted to it, is the pace and scope of change in schools.

Sadly, the NSWPPA contents vast amounts of school time are spent on compliance, administration and over use of summative assessment. This impact on the capacity of the NSW School Education System to ensure it inspires a love of learning and equips students to lead productive lives and actively participate in Australian society in the 21st century.

Professional knowledge, understanding and learning

The number of new, updated or revised syllabuses introduced over the last five years has made it difficult for teachers to develop a deep knowledge and understanding of each syllabus. Many teachers have not spent the time, or feel they have the time or professional support to understand the intention of the syllabus

deeply. This results in multiple interpretations of syllabus documents and the sharing of resources that may or may not deepen teachers' professional knowledge and practice. Many teachers believe that the content is mandatory and do not understand the flexibility the outcomes afford.

Primary teachers are frustrated and confused by the plethora of online learning modules, webinars produced to support teacher professional learning. They want to be able to access 'face to face' support and the expertise of specialist advisors.

In *Curriculum Leadership: Reforming and Reshaping Successful Practice in Remote and Regional Indigenous Education*, Robyn Jorgensen, stated:

Curriculum leadership may fall into the ambit of the principal but may also be part of a devolved or distributed model of leadership where a key teacher may assume a role in leading curriculum innovation. As such, curriculum leadership may be an amorphous role within the structure of the school and fall to a person or group of people who assume responsibility for curriculum as a whole or for a particular curriculum area.

Furthermore, she correctly asserted:

The situation was quite different in the remote schools where there were frequently only two teachers and the principal had a teaching-principal role. There was little scope for devolution of leadership as there were few people for the sharing of load and ownership. In the cases in this study, the principals had been very successful in working with their teachers to develop programs of which the staff assumed ownership.

The NSWPPA believes the so called overcrowded curriculum debate cannot be seen in isolation from the broader reform agenda. Research on devolution established that it has led to the shifting of principals' work away from teaching and learning to a greater focus on financial and management issues, with an accompanying intensification of their workloads.

Recommendation: The NSWPPA requests urgent research to ascertain the true level of syllabus knowledge of teachers, executive principals and their capacity to implement curriculum reform.

Pasi Sahlberg, Lateline 2012 stated in simple terms, the current acolytes of principal power and devolution are peddling a giant con.

"...the most important thing in this school autonomy in Finland is that all the schools are both responsible and also free to design their own curriculum as they wish, based on the quite loose national curriculum framework. So, financing and managing the school is one thing, but I think the... using teachers' knowledge and skills that we have in our system to design how they want teaching and learning to take place is the most important thing ... [and] frankly speaking, one of the keys also to this favourable situation that we have internationally."

In reality few Principals have detailed operational understanding of current NSW syllabuses. We now have a lost generation of Principals and school executive teams who have never been through a complete syllabus implementation cycle. Coupled with half a decade of failed primary shoulder to shoulder expert support by both NESA and the Department of Education, a culture of "shared ignorance" about curriculum implementation now exists.

Conversely, some would argue that school leaders in a Local Schools, Local Decisions model need to only understand the "big ideas" that should be taught in the curriculum. They do not need to be experts, but they should know enough to determine whether students are being taught the body of knowledge, the understandings and the skills that they are expected to learn in the curriculum.

These Principals need to be able to create an organizational structure that promotes higher achievement. They can assign a team leader, a department chairperson or an interdisciplinary leader to head each team of teachers. The principal should focus the staff on the important things: teaching challenging content, engaging students in learning and constantly seeking ways to raise achievement.

To address this discontinuity, the NSWPPA recommends that the Department of Education fully implements the curriculum aspects of the review of Educational Services and NESA keeps its word on the use of 100% of pre- 2004 teachers funding for teacher professional learning and systems executive capacity building.

The Time Devoted to Non Core Teaching Tasks

It is not simply the range of curriculum topics which has added to teacher work load. Equally important is the number of non-core teaching tasks which teachers are now routinely expected to undertake. Many of these stem from schools' increasing responsibility for functions formerly performed by families, community and church organisations.

Teachers did not seek this role.

The changing nature of families and society has increased the workload of teachers in trying to cope with the needs of young people, to deal with disruptive behaviours, to support students in times of family breakdowns, refugee students, those with trauma and to accommodate the integration of students with physical and intellectual disabilities within classrooms.

As well as preparing students academically, teachers in NSW schools are expected to act in the roles of social worker, counsellor, surrogate parent, psychologist, law enforcer, disabilities educator and, as recently proposed, employment agents within their local communities. These additional expectations placed upon teachers... move teachers far beyond their traditional educational roles without adequate training or new ways of coping with and organising this work.

Non-core teaching tasks are not restricted to teachers' welfare role. New patterns of school organisation, and especially the move to devolution and a more managerialist approach to school governance, have resulted in additional administrative responsibilities for teachers. They attend more meetings and produce and comment upon more documents than ever before.

Teachers have traditionally undertaken extra-curricular activities with their students, sometimes but not always related to their subject expertise. They have coached sports teams, conducted camps, run clubs and supervised homework. This work has always been unpaid but was seen by many teachers as a valuable opportunity for interacting with students in a less formal environment than the classroom, and thus developing good relationships with them.

Professional development, normally in teachers' own time, also contributes to their work load. With so many curriculum expectations to cover and assess, it's not surprising that teachers sometimes feel overwhelmed.

How can teachers do it all?

One way to address these multiple expectations is by integrating the curriculum. Integrated curriculum teaches core concepts and skills by connecting multiple subject areas to a unifying theme or issue.

Previous eras of integrated curriculum – with its holistic, constructivist, child-centred approach to education – ended with shifts to a standardized, subject specific, back-to-basics curriculum. These shifts represent changing priorities: relevance and accountability.

Advocates of an interdisciplinary curriculum believe that individuals learn best when encountering ideas that are connected to one another. A strong belief system exists supporting that "all things are connected." As the lecture-based, didactic, or modernistic, curriculum stands, it tends to ignore the needs and capabilities of our post-modern students by having a departmentalized approach.

Integrated curriculum relieves disconnection. The nature of interdisciplinary curriculum is viewed as a means to enhance student motivation by providing students with a curriculum cantered on student-based, and often student selected, themes. By placing the student at the centre, the various activities and actual learning seem to prevail over the various disciplines.

Project-based learning is one such method. Many schools are experimenting with it as a way to integrate content, teach for a deeper understanding, and prepare students for their future. Students spend their time working on something they are passionate about while teachers seamlessly integrate all subject areas. Students have a much deeper understanding of essential knowledge while incorporating collaboration, critical thinking, and creativity.

As the Australian Primary Principals Association (APPA) submission on overcrowding curriculum stated:

While there are many cases of outstanding practice in curriculum integration, it should not be seen as a time-saver. Integrating areas of curriculum does not reduce the scope of student learning, or the time to be spent teaching key concepts and ensuring that all children understand them. The material to be covered in the curriculum still has to be covered, and children will need roughly the same amount of time and support regardless of the pedagogical or organisational approach adopted.

The NSWPPA, while generally supportive of this notion recognises that need for sustained face to face professional learning to address the following:

1. Appropriate information to be taught within the content area. Some concepts run the risk of becoming confused when connected to unrelated subject matter.
2. Changing pedagogy is hard. Therefore, implementing integrated curriculum becomes increasingly more difficult. Specific professional learning on how to integrate with subject integrity.
3. Teachers lack knowledge and skills of the various disciplines.
4. Schools continuing to struggle with effective methods to assess student achievement in regard to higher level thinking and deeper understanding. In order for integrated curriculum to replace traditional teaching styles, the entire structure of the school needs to change.

Recommendation: The NSWPPA recommends that NESA draft a NSW specific overarching philosophical framework for understanding critical issues and practice

in curriculum design, implementation and evaluation, something that is critical weakness in ACARA's thinking and planning.

Further, the NSWPPA notes the recommendations in the NESA Review of the Curriculum aimed at addressing overcrowding. The Review also makes a number of recommendations about particular subjects and learning areas. In the immediate future:

1. being clear about which subjects should be mandatory and which should be optional: or at school discretion,
2. reducing the number of content descriptions,
3. Implement the NSWPPA position on curriculum for Primary support as outlined in the BOSTES Review, including the agreed allocation of 100% of pre - 2004 teachers fees towards Primary professional learning and support. Refer TAB B.
4. At present there is almost limited subject specific support from either the Department of Education or NESA in terms of curriculum planning, resource development and delivery. NESA needs to support the majority of schools in this state that are primary with equitable resourcing, instead of its secondary, HSC bias.
5. Multiple expert primary curriculum consultants (inspectors) are required to ensure the rigour & consistency of syllabus implementation across the state.
6. Online training modules have not improved pedagogy. There is an increasing culture of shared ignorance in curriculum implementation.
7. Teachers need access to quality face-to-face professional learning that enables them to engage in professional dialogue with experts in their field & peers to develop the knowledge, understandings and skills needed to improve student learning outcomes.
8. Evaluate the demanding compliance regulations that take executive staff away from shoulder to shoulder professional development assisting teachers to meet the needs of students in their local community as well as part of whole system.

Languages in Primary

As a nation and as a state our response to the need for students to learn languages has had very mixed history, compounded by costly false starts. Internationally schools and other educational institutions provide the main opportunity for the vast majority of people to learn languages, while linguistic diversity is actively encouraged within many further education establishments and workplaces. The debate about such a requirement with the curriculum is beyond discussion. The only real questions are how, when and by whom.

The NSWPPA recognises that Languages can only be taught effectively in primary schools if there is a qualified teacher available, if adequate time is available, and if the language can be maintained for a period of years.

The way forward

At a time where 'teacher quality' is high on the agenda, we should perhaps be focusing more on how we make system-wide, evidence-based improvements to pedagogy rather than on quibbling over subject specific and largely subjective details that ultimately make little difference to students and how they learn.

A more radical proposal would be to "shake the tree of our industrial age thinking" practices that are increasingly at odds with future schooling demands. Fundamental school structures have altered little in generations, as the timing graphs presented earlier indicate.

Curriculum practices are entrenched and empowered by legislation and policy that are founded on outdated demands and a risk adverse culture, that are well past their use by date.

The ludicrous notion that all Kindergarten teachers deliver the same content and those same students are assessed in the same way is chronically outdated. A contrastive alternative would be to restructure the curriculum along key competencies lines. The research to support this is long and detailed.

Recommendation: A more comprehensive examination of school times, school architecture, subject time requirements, and staffing requirements is essential. A re-

definition of modern literacy and numeracy demands is vital. Teachers, parents and students today demand increasing flexibility in their personal learning.

It is the industrial age educational outlook that is at odds with contemporary realities. In short, the NSWPPA advocates a school growth mindset approach to curriculum reform.

This point was strongly reinforced by Dave Sharma (director at Kelly and Partners) in the SMH on Sunday 17th June, 2018 in an article discussing the antiquated school day. He argued that the school system remains stubbornly resistant to even the contemplation of change. He correctly stated:

We spend a great deal of time in Australia debating the curriculum we teach our children and the teaching methods deployed and wringing our hands about NAPLAN tests and OECD rankings. But in doing so we seem to assume the structure of school - particularly the "when" - is set in stone. Gonski Mark 2 is just the latest example of this misdirected debate.

Though teaching methods, curriculums, society and our expectations of the education system have changed vastly in the past 70 years, the major structural parameters of the system have not.

The standard remains the one set in the post-World War Two era. Children are taught roughly from 9am to 3pm, Monday to Friday, for roughly 40 weeks a year, from the ages of five to 18. Over a period in which the nature and structure of work, society and family life have undergone profound transformations, the school routine has remained largely untouched.

Re-thinking curriculum structure - Age versus Stage of learning

The current curriculum is organised according to stages of learning describing the standard students typically achieve by the end of each stage. As the syllabuses are

organised in stages, teachers tend to deliver the content according to the age of learners. The various stage syllabus point to the year of learning: ES1 (Kinder) Stage 1 (year 1 and 2) Stage 2 (years 3 and 4) Stage 3 (years 4 and 5).

Organising the curriculum in any way that uses chronological age as a measure of achievement creates all kinds of issues, frustrations and dilemmas for students, teachers and parents/carers:

- What if a student has not achieved stage outcomes?
- What if a student has already achieved the outcomes expected for their stage?
- How does a student or parent know where their child is, in terms of their overall progress in learning?
- How can a student's learning be reduced to a 5 point scale?

The NSWPPA would ask the question, how can better syllabus design assist the process for scoping and sequencing to better personalize the learning process?

Joining the dots to the whole –A coherent curriculum framework

One of the problems with the current syllabuses is that many teachers perceive they need to teach every dot point and teach the syllabus as if it were a checklist. Reducing syllabus content will not have any impact on student outcomes unless teachers have a clear sense of the 'big picture' or overarching long term outcomes. No such confusion exists if we look to the Early Years Learning Framework (EYLF) as way of identifying what is essential and important. The Australian Curriculum builds on the EYLF and its 5 key outcomes addressing the development of the whole child:

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

If parents, carers, students, teachers, educators, policy makers, politicians and the general public were asked to narrow the curriculum for our youngest children

because it was overcrowded would they do it? Probably not. Such clarity of focus and purpose is worthy of consideration in reviewing our common key priorities and how they are realised at different stages of learning.

As the syllabuses were developed and introduced separately there is a need for a coherent framework that assists teachers to identify the key concepts, skills and processes central to understanding within each disciplinary area. This framework will enable teachers to make sense of the dots in relation to a coherent whole.

Such a framework needs to provide teachers with the flexibility they need to respond to the interests, learning needs and instructional needs of their students in a context that has meaning for them and connects to their world.

TABLE 1 Authentic Intellectual Work	
Disciplined Inquiry	gaining in-depth understanding of limited topics, rather than superficial acquaintance with many, and using elaborated forms of communication to learn and to express one's conclusions.
Construction of Knowledge	using or manipulating knowledge as in analysis, interpretation, synthesis, and evaluation, rather than only reproducing knowledge in previously stated forms.
Value Beyond School	the production of discourse, products, and performances that have personal, aesthetic, or social significance beyond demonstration of success to a teacher

A review of the curriculum does not mean syllabuses need to change but does offer an opportunity to consider how teachers determine what is and isn't essential learning. The NSW Quality Teaching Model, founded on Newmann's, Authentic Intellectual Work (TABLE 1) along with a wealth of research, literature and evidence provide key references to assisting teachers to determine what is and is not essential learning.

Recommendation: that the terms 'curriculum' and 'syllabus' be clarified and defined for the purpose of the curriculum review.

Recommendation: that the philosophies and principles underpinning the NSW Curriculum be clarified and defined for the purpose of the curriculum review.

Recommendation: Move from a year-based curriculum to a curriculum expressed as learning progressions independent of year or age.

Recommendation: Introduce new reporting arrangements with a focus on continuous progress in learning and achievement to provide meaningful information that students, teachers and parents can use to inform next steps in learning and continued growth.

Recommendation: Develop an online, formative assessment tool to help diagnose a student's current level of knowledge, skill and understanding, to identify the next steps in learning to achieve the next stage in growth, and to track student progress over time against a typical development trajectory.

Recommendation: Create the conditions that will enable teachers and schools to successfully adopt practices that support tailored teaching for growth, such as collaborative planning, teaching and assessment, and personalised learning for students.

Recommendation: Revise the structure of the NSW curriculum to present the learning areas and general capabilities as learning progressions that can be used diagnostically, formatively and summatively.

Recommendation: Focus on effective assessment practice as the driver for changes to teaching practices that improve student learning outcomes.

Recommendation: Limit the burden of non-core activities, such as administrative tasks, on schools and their leaders, so they can concentrate on instructional leadership and help teachers to maximise the learning growth of their students.

Recommendation: Prioritise the use of learning progressions for literacy and numeracy in conjunction with syllabuses, particularly in the early years to ensure strong foundations for all students.

Recommendation: Use the implementation of the literacy and numeracy progressions to illustrate how other general capabilities, such as personal and social capability can be used in conjunction with syllabuses to differentiate learning in response to student learning needs.

Recommendation: Clarify and make explicit the inquiry processes, key concepts and skills unique to each disciplinary area to support purposeful and authentic integration across disciplines.

Recommendation: (GONSKI 2) Provide school leaders with access to a variety of professional learning opportunities appropriate to their career stage and development needs and recognise and harness the skills and experience of high-performing principals by enabling them to share their expertise across schools and throughout the system.

What is the evidence base for the proposed policy revisions and key priorities?

This paper is informed by evidence based practice and current research relevant to student learning, assessment and reporting. You are encouraged to read the following documents prior to or in conjunction with the submission:

1. Centre for Education Statistics and Evaluation (2015b) What works best: evidence-based practices to help improve NSW student performance accessed 5 June 2015, from http://www.cese.nsw.gov.au/images/stories/PDF/what_works_best.pdf
2. Evidence and research supporting curriculum, assessment and reporting reform K-12 in NSW public schools, Early Learning, Primary and Secondary education. <to be finalised. Will be available online during the discussion period>
3. Centre for Education Statistics and Evaluation (2014) Literature Review – School Improvement Frameworks: The Evidence Base,

from <http://www.cese.nsw.gov.au/publications-filter/school-improvement-framework-the-evidence-base>

4. NSW Department of Education and Training (2003) Quality Teaching in NSW public schools-An annotated bibliography, Professional Support and Curriculum Directorate, Sydney NSW from <https://www.det.nsw.edu.au/proflearn/areas/qt/resources.htm>
5. Centre for Education Statistics and Evaluation (2015) literature Review – Student Wellbeing
http://www.cese.nsw.gov.au/images/stories/PDF/student_wellbeing_litreview_v6.pdf
6. Centre for Education Statistics and Evaluation (2015) Re-assessing Assessment, http://www.cese.nsw.gov.au/images/stories/PDF/Re-assessing_Assessment_v6.pdf
7. Education: Future Frontiers
https://education.nsw.gov.au/media/exar/Hard_focus_on_soft_skills_Dr_Phil_Lambert.pdf

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TAB A



NSWPPA

New South Wales Primary Principals Association

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The NSW Primary Principals' Association (NSWPPA) is a professional association for Primary Principals of Public Schools throughout New South Wales with a membership of over 1800 Principals.

NSWPPA Submission to:

NSW Education Standards Authority

Recommendation to the NSW Minister of Education Hon Rob Stokes the abandonment of A-E grading in NSW schools. The mandatory use A to E grades in schools has not served schools, parents / carers, teachers or students well

New technologies and national resources have made this reporting scale outdated and in need of urgent review. While schools and parents have moved on our policies have not kept pace with research, expectations of families and new technologies.

Our collective focus must shift to one of continuous progress in learning as ultimately this leads to improved student performance and achievement. There is strong evidence to support this priority through the Early Action for Success, Improving Literacy and Numeracy National Partnershipsⁱ and Literacy and Numeracy Action Plan 2017.ⁱⁱ

The Australian Curriculum, both at a system level and school level, provide the opportunity to re-define student assessment and school improvement practices through the implementation of curriculum.

The N.S.W. Primary Principals' Association formally requests the NSW Education Standards Authority to review how student learning outcomes are reported in line with current international best practice in assessment and reporting and recommends to the Minister the abandonment of A-E grading in favour of an individual growth model that focuses on cumulative progress, advice on next steps and future learning strategies.

Key Information

1. History of the A-E reporting decisions

A-E reporting was introduced over 12 years ago.

The Eltis Review was established in April 1995 by the Minister for Education and Training, the Hon. John Aquilina to enable current progress on the implementation of profiles and outcomes in New South Wales schools to be reviewed and future directions considered.

Research from Cuttace and Stokes (2000)ⁱⁱⁱ reported student and school achievement should be presented in a format and language readily understood by parents; schools should support and encourage all parents to attend parent teacher meetings and that schools should ensure that the standard of achievement of students is reported to parents. The scene was set for a considerable time for changes in reporting methods in primary and secondary schools throughout NSW.

In late 2004, the Australian Government enacted the Schools Assistance (Learning Together – Achievement Through Choice and Opportunity Act 2004).

From December 2006, the Australian Government required schools report to parents / caregivers in a number of ways for all students from P-12. Primarily, these regulations relate to the report card which is one aspect of the school's reporting process. In summary, schools are required to provide parents / caregivers with:

- Written reports to parents twice per year, against achievement levels and a five-point scale.
- There is no requirement to report student progress on a five-point scale in Pre-schools or Kindergarten.
- Literacy and numeracy reports for Year 3, 5, and 7 (and 9 in 2007) as part of NAPLAN.

In 2005 the Commonwealth Government tied reporting requirements to school funding for NSW schools. The then Board of Studies, developed state-wide curriculum standards for all government and non-government schools in NSW, set out A to E descriptions of achievement for all NSW schools. The grades describe student achievement as A- Outstanding, B-High, C-Sound, D- Basic and E- Limited.

In July 2006 the NSW Minister for Education and Training sent correspondence explaining student report changes to schools and parents of children in primary and secondary government schools. After considerable consultation with NSW Department of Education and Training representatives, primary and secondary principals, teachers and parents, NSW Education Minister Carmel Tebbutt announced in September 2006 that the new written reports would provide a choice about the way student achievement could be described.

The introduction of the A-E system across NSW was aimed at ensuring clarity and consistency in reporting student achievement.

2. Issues with the current (A-E) scale

Issues and concerns with the A to E scale have been expressed from leading experts, researchers, principals, teachers, parents and the media alike.

Feedback from the Primary Principals' Association suggests there is significant confusion from parents in interpreting the current five point (A-E) scale. The confusion generated by the current five-point (A-E) scale for both teachers and parents have led to many principals developing reports they believe better communicate student achievement and progress.

There is a significant variation in the types and nature of student reports issued by Department primary schools and many misinterpret the intent of the five-point (A-E) scale.

Goss (2015),^{iv} says an OECD review in of Australian assessment practices undertaken in 2011 found that when teachers graded against national A-E standards, the consistency of their judgments within a school was weak.

Principals, students, parents and teachers alike relate stories of inconsistency of teacher judgment. Parental feedback on the A to E scale in 2016 indicated that most parents thought that a "C" grade was the equivalent of "average". Sadly, this misconception is echoed by students and often perpetuated by teachers who do not understand the scale and continue to 'bell curve' student grades. Inconsistencies are systematically embedded across grades, stages and schools and jurisdictions.

Nor has the A-E grade ever been an effective measure of student progress.

Many students begin the school year already on track to receive a low grade and will continue to receive that grading throughout their schooling, regardless of their progress.

Masters (2013) says, that *rather than recognising the progress that individuals make, A to E grades judge all students against the same age-based expectations. A student who receives a D year after year is usually unable to see the progress they are making and, worse, may conclude that their ability to learn doesn't change – they are just a "D-student". Little wonder*

that many become disengaged and eventually drop out...For many parents and carers, the only time they ever find out how their child is progressing at school is when they receive the twice-a-year school report.

Almost all schools distribute student reports to parents at the end of Semester 1 and end of Semester 2. Many schools distribute the reports in the final week of Semester 1 or Semester 2 making it difficult for parents to discuss their child's progress in a timely manner.

There is also no requirement for schools to link student reports to parent-teacher meetings. Research from Masters (2013) *tells us that regular and constructive feedback from teachers has a big impact on student achievement. So this begs the question: are school reports in their current form really valuable either to parents/carers or the student?*

Concerns regarding the current use of the A to E scale to report student achievement and progress are echoed in mainstream media. Greg Whitby, Education columnist, for the Daily Telegraph reported on June 23, 2017 in a column entitled: School reports twice a year no longer relevant in the modern world ^v.

The NSW Parents and Citizens Federation has also expressed concern saying that A-E marks simply do not reflect a child's true achievements and there is a real concern that low marks in subjects are just negative and compel students to simply drop the subject at the expense of a well-rounded education. They consider the A-to-E reporting system too simplistic. They believe grades demotivate students who receive lower grades, misrepresent their abilities and damaging to student's self-esteem.

The A-E grading also fails in its capacity to report on the critical skills identified by UNESCO's Education for the 21st Century as necessary for a future workforce. These include critical and creative thinking, problem solving and team work. ^{vi vii viii}

Professor Geoff Masters, says that once we believed that there were good learners and poor learners, and we used tests to distinguish “bright” children from those “destined” for low-skilled jobs. Research into learning shows that most, if not all, children are capable of learning successfully. Individuals can learn, given sufficient time, motivation and appropriate opportunities

Dylan Wiliam, Emeritus Professor of Educational Assessment at the Institute of Education, University of London, when he visited the Australian Council for Educational Research (ACER) as part of the Rolling Summit on assessment reform and innovation expressed his views more strongly saying,

We’ve actually basically lied to parents that the information we’re giving them is useful and meaningful ... these grades that we give to students, really don’t tell parents anything at all” ix

3. The NSW Context

By international standards, our students perform well.^x However, since 2000 there has been a decline in the percentage of 15 year old NSW students achieving the top levels in reading and mathematics and our National Assessment Program in Literacy and Numeracy (NAPLAN) trend data shows little growth in over a decade. NSW also has a significantly lower share of Year 4 and Year 8 students reaching an advanced level in mathematics compared with many countries. A similar picture occurs for Year 4 reading.

High performing students are those who gain an ATAR of 80 or more (the top 20%). In this group there are relatively few Aboriginal students, girls out-perform ^{xi}boys and, increasingly, these students live in more advantaged areas. Almost one in five students from selective schools do not achieve a result in the top 20%.

Since 2001 there has been an 18% decline in the numbers of students studying mathematics (2 Unit) for the HSC, with an increasing trend for high ability students to study the less academically demanding general mathematics course. The percentage of high ability students studying science subjects has remained steady since 2006.

There has been a decline in course entries in HSC advanced courses and science, technology, engineering and maths (STEM) courses traditionally considered to be more challenging. The number of high-ability (top 25 per cent) government school students taking calculus-based maths courses has dropped 14 per cent between 1995 and 2013, with a decline of 27 per cent among high-ability non-government school students.

Furthermore, departmental and school based survey data from Tell Them From suggests that around 30% of NSW students do not feel challenged and find their work too easy.^{xii} Of particular concern are the many students who indicated not being challenged enough in English, mathematics and science classes, particularly in Years 7-10.

All students, including high ability students, must be set high expectations and challenged to deliver their best. To achieve the goals of the NSW Strategic Plan 2018-2020 so that every student improves each year requires a change mindset and in practice.

To achieve our collective goals we will need to be clear about what it will take to lift levels of reading, mathematics and science achievement to world-class standards and the courage to address the gap between what we know about best practice and what is currently happening at a systems, school and classroom level.

4. The International Context - Trends and developments in assessment

Dr David Cullen reported on school reform initiatives in Scotland, Ireland, California and Ontario in his summary report to the Churchill Trust (2015)^{xiii}. (TAB A)

His findings offer valuable lessons for system leaders, policy makers, principals and teachers:

- For effective curriculum reform at a system-level there must be a coherent strategy which strongly links central expectations with initiatives and practices at a local level.
- This strategy must include professional learning for teachers and capacity building for principals and include a narrative which underscores the purposes of the reform.
- In an effective school curriculum, teachers use learning progressions to ensure high expectations and differentiated learning. Teachers should also design quality assessments informed by the developmental needs of students as determined through the use of learning progressions.

- To support the use of learning progressions principals must lead the development of a whole school assessment system that provides valid, reliable and consistent data to inform educational decision making.
- There is a need for a shift school in accountability and improvement processes from an emphasis on 'test and judge' to a focus on 'support and develop'.
- This shift in emphasis should involve a significant school self-evaluation component which includes a range of evidence and research-based curriculum and student assessment factors.

Professor Gordon Stanley in a recent presentation entitled *Latest Developments and Trends in Assessment: Australian & International Perspectives*^{xiv} echo Cullen's findings and suggests five key areas to guide future directions:

- Curriculum: organized around growth continua so that teaching and learning plans build on past learning and direct current learning towards higher levels.
- Pedagogy: classroom activities designed to assist student progression on growth continua, delivering higher outcomes for all.
- Assessment: as a normal part of tracking student growth and providing feedback to assist further progress.
- Curriculum described in terms of growth.
- Modern curriculum is organised around the idea of a developmental continuum.

Cullen summarized international trends by concluding:

In an effective school curriculum, teachers use learning progressions to ensure high expectations and differentiated learning. Teachers should also design quality assessments informed by the developmental needs of students as determined through the use of learning progressions.

General Capabilities: Are we assessing and reporting what we value?

The approaches we take to assessing learning, the kinds of tasks we assign and the way we report success or failure at school send powerful messages to students not only about their own learning, but also about the nature of learning itself.

Assessment and reporting processes shape student, parent and community beliefs about learning – sometimes in unintended ways. Masters (2013)

While governments recognise that strong foundations in key disciplinary areas they also recognise they need to prepare students to survive and thrive in a world recognised as volatile, unpredictable, complex and ambiguous. Bennett and Lemoine, 2014; Berinato, 2014 in Lambert (2016)^{xv}

Changing economic, social and environmental conditions in and across countries have seen such skills are no longer viewed as “soft” or of secondary importance to other conventional and well-entrenched curriculum. Local contextual factors influence the prioritisation of particular skills, attitudes, dispositions and knowledge within each country.

Internationally many educational systems are including competencies such as resilience, flexibility, collaboration, cooperation creative and critical thinking, tolerance and so on. ^{xvi}

In the Australian Curriculum, the general capabilities are addressed through the content of the learning areas. State and territory education authorities determine if and how student learning of the general capabilities is to be further assessed or reported.

While the development of the National Literacy and Numeracy Progressions provide the specificity and detail to support the assessment of these general capabilities, there is a need to develop similar progressions for other capabilities such as personal and social development. For example, the new curriculum developed by the Canadian province of British Columbia has developed profiles which illustrate student progress in relation to each competency.

The current Curriculum planning and programming, assessing and reporting to parents K-12 Policy requires teachers to provide information on the student’s social

and emotional development but there is no guidance on how teacher's should assess learning in this area and teacher comments often include spurious subjective comments such as, *".....has been a pleasure to teach...or could try harder."*

Masters, CEO of the Australian Council for Educational Research, has repeatedly provided research that details the limitations of A to E grading. He says, *It's about changing the way we think about what it means to learn successfully. Rather than defining success only in terms of age-based expectations, I'm arguing for defining successful learning in terms of the progress that individuals make, regardless of their starting points. Failure, from this perspective is failure to make progress. If a child is not making progress in their learning, then that needs to be recognised and reported.*^{xvii}

5. Using common learning progressions to move every student forward

Learning progressions describe the developmental steps involved in a particular domain of learning. Learning progressions provide a common reference for students, teachers and parents to better understand where individuals are at any given time in their progress toward deeper understandings and the next steps for learning. Learning progressions can range from broad structural frameworks articulating development across stages of learning to more specific and detailed progressions.

The NSW Syllabuses are the starting point and common reference for planning a sequence of learning. All other learning progressions support teachers to cater for the diversity of learners by differentiating and adjusting the intended learning so that it meets the instructional needs of every student.

Learning progressions include:

- NSW syllabuses, including progressions for concepts and processes/skills
- Literacy and Numeracy Continuums K-10
- National Literacy and Numeracy Progressions K-10
- Australian Curriculum general capabilities continua F-10

- English as an additional language or dialect (EAL/D) learning progression

More task specific learning progressions can also be developed from the above and include:

- Rubrics, annotated work samples, success criteria, performance descriptors, visuals etc. used to target teaching, direct student learning and provide feedback to both students and teachers to better understand what they need to do next to improve and progress in their learning.

Strong foundations in literacy and numeracy key to success in school work and life are. Literacy and numeracy underpin learning in all Key Learning Areas providing multiple contexts for students to progress in their learning.

Learning progressions for general capability areas such as literacy and numeracy do not describe what to teach. The progressions can be used to help teachers locate the literacy and numeracy development of students and identify what literacy and numeracy development should follow. The progressions will assist teachers to be more explicit and targeted in their teaching. The progressions provide a tool to:

- locate the literacy and numeracy development of students and identify the literacy and numeracy development that should follow
- facilitate a shared professional understanding of literacy and numeracy development.

There is strong evidence from initiatives such as Early Action for Success and the Improving Literacy and Numeracy National Partnership supporting the use of learning progressions as a common reference for making consistent and reliable judgments about student achievement and progress.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) summarises the learning progressions as^{xviii}:

- provide greater detail, allowing for easier and more accurate assessment
- map to the NSW syllabuses and the Australian curriculum in English and Mathematics, demonstrating the development needed to meet stage outcomes
- describe observable behaviours that could be demonstrated across all curriculum areas, not just English and Mathematics

- are based on the latest research and evidence on student development in literacy and numeracy
- do not indicate the amount of time it should take for a student to progress, because this can vary, even within a single classroom
- will integrate with new software and assessments, making it easier and quicker for teachers to monitor student progress.

Leading and learning - Working collaboratively

Effective leaders establish procedures and structures to provide time for teachers to build consistent and quality teacher judgment through sustained professional dialogue.

When teachers build shared understandings of the progression of learning within a particular domain and use this information to determine where the student is now in relation to the intended learning goal(s), they are better able to make decisions about where students are now in their learning, next steps in learning and how best to support the student in their learning.

Cullen (2016) outlines what this would look like in practice

- Teachers use learning progressions (i.e. curriculum standards, literacy continua etc.) as the basis for establishing high expectations for all students and differentiating learning to meet the needs of students.
 - Teachers use learning progressions as the context for expansive student assessment such as 'assessment for learning', 'assessment as learning' and assessment of learning'.
 - Teachers design quality assessments informed by the developmental needs of students as determined through the use of learning progressions.
 - Teachers regularly monitor student achievement and growth using learning progressions.
- Teachers assess a range of general capabilities such as literacy, numeracy, creative thinking, and problem solving and higher-order thinking skills.

Using effective assessment practice to direct teaching and inform student learning

Assessment for all students should be an ongoing and continuous process that is an integral part of the daily teaching and learning process. It can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.^{xix}

Formative assessment is linked to learning goals and the evidence elicited can be used to determine and report on students' knowledge, understandings and skills at a given point. The A-E current policy requirements do not support assessment as learning practices enabling students to assess their own learning, set specific goals, plan next steps for their learning and take responsibility for their own learning.

Using technology as an enabler

Digital technologies support effective assessment through enhanced and faster provision of feedback on performance. In New Zealand, the digital assessment system is focused on the student and assessment, not the technology - the technology is simply the enabler.

Niel McLean, Executive Director (PICT) warns that unless teachers can readily identify why they or their students are using a particular application in a specific learning context, the outcomes are unlikely to be improved. He also identifies some key challenges in using digital technologies:

- Digital technologies offer potential for personalising learning by generating motivation and engagement, ensuring impersonal feedback, providing scope for student collaboration with peers, offering scope for the co-design of learning and teaching with staff, etc but creating systems to support this needs to be collaboration between the user and designer.

- There is too much discussion about computer systems of marking and too little on how the new technologies can produce far more inventive ways of designing problems that students are motivated to want to solve and do so at times when they are ready for assessment rather than in a fixed and infrequent program of examinations.
- Beware of e-portfolios. There is a danger of quantity masking quality and the unevaluated drowning the evaluated. The construction of e-portfolios is likely to demand much time and effort from students and teachers: lessons could and should be learned from the unhappy history of paper-based Records of Achievement.

McLean believes that using technology to involve parents more will make a huge difference to children's academic success.

*The internet allows parents to regularly keep in touch with their kids' education without adding hugely to the teachers' burden of work, and we're encouraging schools to make use of that opportunity...Through online reporting, parents can share what their children are learning, and how they're doing. Schools benefit from more involvement from parents, and if children feel they are getting the right support from their schools and families, grades go up.***In summary**

We have learnt a lot about the kind of evidenced based teaching practices that improve student performance since the introduction of the A to E five point scale in 2006. The scale perpetuates a fixed mindset where some students are expected to do better than others results in lowering expectations.

We need better ways of establishing, understanding and reporting the points that individuals have reached in their learning so that appropriate goals can be set for each student's further learning. Such information would provide a better basis for targeting teaching and parental support, as well as for monitoring the progress that students make, regardless of their starting points.

This is not an argument for abandoning rigorous assessments, lowering standards or artificially boosting self-esteem. Rather, it is a call for better information about the progress that individuals make. High-performing countries understand this and expect every student to make excellent learning progress.

Abandoning the A to E scale is central to changes in assessment practice that will improve outcomes for all students. *Over time, teachers, parents and students can reform the nature of assessment in schools from a culture of judging and categorising to one that fosters learning for all.*^{xx}

Moving forward

When students are engaged, challenged and supported in their learning they are more likely to experience a sense of wellbeing, success, progress and achievement in their learning.

With the introduction of new literacy and numeracy learning progressions to all schools in 2018 and accompanying Plan 2 and Best Start software, teachers will have the capacity to monitor individual student performance continuously in real time and provide parents/carers regular and meaningful communication about students' learning needs.

The reporting process will include clear, specific, meaningful, and timely feedback to support improved learning and achievement. Students, teachers and parents/carergivers will be able to have meaningful conversations about where students are now in their learning, how they are progressing and the next steps required to move forward.

Due to easy scalability of such technology, schools will have the potential to provide real time personalised assessment and feedback for learning to all N.S.W. students, rendering A-E reports as obsolete.

The NSWPPA advocates that NESA:

- adopt international best practice around individual learning growth and assessment and reporting
- adopt an individual learning growth approach to assessment and reporting
- not reframe, reinvent or reuse 'A to E' as a measure of performance or progress

- define and communicate the concept of Learning Progressions in the context of curriculum
- support school leaders and teachers to build deep knowledge and understanding of learning progressions in all Key Learning Areas and General Capabilities by providing professional learning, both face-to-face and using digital technologies
- model and lead best assessment and reporting practice focused on (1) where students are in their learning at the time of assessment (i.e. what they currently know, understand and can do); and (2) how much progress they have made over some specified time (e.g., a school year, a semester)
- explore the use of digital technologies to report on individual learning growth and progress
- develop student report templates designed to show a student's achievement at two points in the school year. Other features may include:
 - Student goals
 - Retaining twice year reporting
 - Parent comments/reflections
 - Student comments/reflections
 - Future directions for student learning
 - Teachers need to be able to report on KLAs other than English and Mathematics highlighting strengths in these Key Learning Areas.

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ⁱ Available at <https://www.cese.nsw.gov.au/evaluation-repository/search/tag/National%20Partnerships>

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- ⁱⁱ Available at https://www.cese.nsw.gov.au/images/stories/PDF/executive_summary_final_report_of_the_LNAP_2016.pdf
- ⁱⁱⁱ Cuttace, P and Stokes, S. (2000) Parents have their Say
- ^{iv} Goss, P., Hunter, J., Romanes, D., Parsonage, H. (2015) *Targeted teaching: how better use of data can improve student learning*. Grattan Institute
- ^v Greg Whitby, Education columnist, for the Daily Telegraph reported on June 23, 2017
- ^{vi} United Nations. 2015. Transforming our world: the 2030 Agenda for Sustainable Development.
- ^{vii} UNESCO. 2014. 2014 GEM Final Statement: The Muscat Agreement.
- ^{viii} Adapted from: UNESCO. 2015. Rethinking Education: Towards a global common good
- ^{ix} Available at <https://www.teachermagazine.com.au/articles/in-conversation-dylan-wiliam>
- ^x Masters, G.,(2016) Five Challenges in Australian Education, Policy Insights, Issue #5, Australian Council for Educational Research (ACER)
- ^{xi} CESE analysis of unpublished data, *Tell Them From Me* student feedback survey pilot, 2013.
- ^{xii} *ibid*
- ^{xiii} Available at https://www.churchilltrust.com.au/media/fellows/Cullen_D_2015_Facilitate_the_implementation_of_the_Australian_curriculum.pdf
- ^{xiv} Available at <https://www.eaa.unsw.edu.au/forms/pdf/professionaldevelopment/conferences/2016/UNSW%20GLOBAL%20PP.pdf>
- ^{xv} Lambert, P.,(2016),Hard Focus on Soft Skills, Future Frontiers Background Paper, Paper commissioned by Department of Education

Available at

https://education.nsw.gov.au/media/exar/Hard_focus_on_soft_skills_Dr_Phil_Lambert.pdf

^{xvii} Masters, Geoff N. (October 2013). Towards a growth mindset in assessment. ACER occasional essays. Melbourne: Australian Council for Educational Research (ACER). Available at https://research.acer.edu.au/ar_misc/17

^{xviii} <http://www.acara.edu.au/reporting/national-report-on-schooling-in-australia-2012/aboriginal-and-torres-strait-islander-education/7-4-literacy-and-numeracy>

^{xix} BOSTES (n.d.) *Principles of effective assessment*. Accessed 18 June 2015: <http://syllabus.bos.nsw.edu.au/support-materials/principles-of-effective-assessment/>

^{xx} Earl, Loma., *Assessment as Learning: Using Classroom Assessment to Maximise Learning*

TAB A

Further Dr David Cullen in his 2015 2015 Churchill Fellow paper (14) summarized international trends by concluding:

He found the school education systems in Scotland, Ireland, California and Ontario are currently in the midst of significant educational reform. For example, in Scotland the use of learning progressions is a key part of the strategy to improve student outcomes and that the use of learning progressions was fundamental to CfE.

He reported:

The school tracks each individual young person's progress and takes action as appropriate. It has effectively adapted South Ayrshire's management information system (MIS) for formally recording progress to make it meaningful for teachers, young people and parents. Staff enter data twice per session, recording the level within which each young person is working, and giving an indication of his/her progress.

Furthermore he found:

They developed an assessment language defining what these terms mean for the purposes of tracking. This language is ensuring that formal tracking information distinguishes

between groups of learners to allow support and challenge to be planned appropriately. It is also helping young people to talk about their progress across a range of learning as well as in terms of specific strengths and next steps.

Ireland

Dr. Cullen outlined that, there was much discussion about the ambitious new *Framework for Junior Cycle* which describes the teaching, learning and assessment practices for the first three years of post-primary education appropriate to the needs of the 21st century. The new framework is very significant as it works toward a more progressive approach to curriculum and assessment. It aims to place students at the centre of the learning process, by supporting new ways of learning and a broader range of skills such

California (USA)

Dr Cullen found that school education in California is at a cross-road. He research concluded:

- *Effective school improvement involves accountability approaches which are based in 'support and develop' as opposed to 'test and judge'.*
- *Clearly defined curriculum standards, such as those in the California standards, provide the curriculum context for more expansive student assessment such as 'assessment for learning' and 'assessment as learning'.*
- *Clearly defined curriculum standards, such as those in the California standards, provide a sequence of learning (learning progression) for most students.*

Ontario (Canada)

The Growing Success - assessment, evaluation, and reporting in Ontario schools document (10) outlined that:

Successful implementation of policy depends on the professional judgement of educators at all levels, as well as on educators' ability to work together and to build trust and confidence among parents and students. It depends on the continuing efforts of strong and energized professional learning communities to clarify and share their understanding of policy and to develop and share effective implementation practices. It depends on creative and judicious differentiation in instruction and assessment to meet the needs of all students, and on strong and committed leadership from school and system leaders, who coordinate, support, and guide the work of teachers.

The Ontario education system student assessment in detail describing assessment for learning as the use of assessment by students and teachers to

improve learning through descriptive feedback on learning goals using criteria that are commonly developed and shared during the learning.

Furthermore, assessment as learning as the process in which students are active participants in monitoring their progress through self and peer assessment, determining the next steps and setting individual goals.

Dr Cullen found that there are many lessons to be learned from school education in Ontario.

Lesson – A system-wide focus on quality instruction (teaching) contributes significantly to quality student outcomes.

Lesson – Clearly defined curriculum standards provide a learning progression to assist teachers in setting high expectations and differentiate the learning to meet the needs of students.

Lesson – Cross-curriculum and integrated approaches to learning have a significant impact on student engagement and learning.

Lesson – Effective learning is dependent upon teachers knowing their students well and developing assessments that determine where students know, understand and can do at the time of the assessment.

Lesson – Effective learning is supported by assessment 'as', 'for' and 'of' learning and where these assessments relate to curriculum standards (learning progression).

TAB B

NSWPPA Submission

Pre- Year 6 Primary Inspector Roles

8th May 2017

Background:

The NSW Education Standards Authority (NESA), an independent statutory authority responsible for the curriculum, assessment, teacher accreditation and regulatory

standards in NSW schools, and accreditation of early childhood educators. NESA is responsible for developing policies and initiatives for evaluating and improving quality teaching and student learning across all schools and school sectors. NESA was formally established on 1 January 2017 in response to the need to adopt a more strategic and outward-looking focus, greater clarity of regulatory roles and responsibilities, and streamlined processes and systems.

REVIEW OF THE BOARD OF STUDIES, TEACHING AND EDUCATIONAL STANDARDS STATED:

Recommendation 11: Redirect resources released by changes in regulatory processes to strengthen support for teaching and learning

11.1 Reinvest resources released from streamlining syllabus development into:

- a. curriculum support materials**
- b. an overall increase in the number of inspectors, particularly in primary education with a focus on literacy, numeracy and assessment**
- c. appointing inspectors with subject expertise on a needs basis**
- d. improved support for formative assessment in the classroom and other assessment support materials.**

In line with Recommendation 11, the NSWPPA advocates for the number of Primary inspectors to increase in the following four areas:

- English
- Mathematics
- Science and Technology – with an emphasis on Primary STEM areas
- Languages

All candidates will require an in-depth knowledge and understanding of current and emerging assessment and reporting practices.

These four areas reflect the Minister's priority areas.

As necessary, short term primary specialists should be deployed during times of need. These include, H.PE.PD, Creative Arts, HSIE, Special Education, Pre-schools and Cross Curriculum Priorities.

- To be successful in this role you will need to demonstrate your immediate proficiency in the focus capabilities as highlighted in the Role Description. All the capabilities listed in the role description will be assessed at different stages of the recruitment process. This assessment will determine your suitability for appointment and may assist in identifying any learning and development needs for you to reach your full potential in this role.

Role Description

- Teaching qualifications and recent teaching experience within the K-6 range with a sound knowledge of primary curriculum and quality teaching.
- In depth knowledge and understanding of curriculum policies, issues, research and initiatives related to primary education including NSW syllabuses in (insert area), assessment and reporting agendas.
- Extensive experience and demonstrated achievement in innovative and successful development of and implementation of professional learning services for primary schools.
- Proven capacity to lead teams to develop support materials for the delivery of K-6 curriculum in NSW schools.
- Outstanding oral and written communication and superior interpersonal skills in consulting, negotiating and liaising with key internal and external stakeholders.
- Demonstrated capacity to provide outstanding primary policy advice on current and emerging curriculum issues.



**Local Schools,
Local Decisions 2.0**

A Preferred Future

**NSWPPA Submission
September 2018**

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ACKNOWLEDGMENTS

We have come a long way since the government launched the Local Schools, Local Decisions education reform in March 2012. This was the most significant and far reaching reform in school education in New South Wales in a century.

The New South Wales Primary Principals' Association (NSWPPA) is deeply indebted to Professor John Fischetti, Head of School of Education, Newcastle University and inaugural 229/ LSLD Director, Dr. Maurice Bunning.

Likewise, we could not have succeeded without the encouragement and guidance of our hardworking committee members, and Principals Ian Reeson and Gary Johnson who are recognised for their assistance. Their contributions have been invaluable.

We also wish to show the Association's ongoing gratitude to Ann McIntyre, currently the Australian Council of Education Leaders president, for her wisdom, encouragement and knowledge.

Thank you all.

John Mularczyk
NSWPPA LSLD 2.0 Chair and Vice President

Introduction

The following submission is from the New South Wales Primary Principals' Association (NSWPPA Inc.) which is the professional association for over 1,800 Principals of Primary Schools, Central Schools, Special Education Schools, Hospital Schools and Environmental Education Centres (EECs) located across New South Wales.

This submission is a collation of responses from the NSWPPA and as such represents the views, concerns and opinions of Primary Principals across NSW. This submission contains facts, opinions, research, arguments and recommendations.

The information presented is collated from the membership of our NSW PPCs representing 1010 Principals. This data was collected from Primary Principal Council meetings, surveys, telephone communications and interviews.

In addition to Local Schools, Local Decisions, a number of other sources of evidence will inform the development of next steps. These include:

- Gonski 2018 report, Through Growth to Achievement (Gonski 2);
- Deloitte study into Principal Workload and Time Use Study (2017);
- CESE Evaluation: Local Schools, Local Decisions (evaluation interim Report, 2018);
- NSW Department of Education's Strategic Plan 2018-2022;
- The School Leadership Strategy, 2018;
- The new enterprise Financial Planning Tool evaluation and take up;
- Understanding Work in Schools- The Foundation For Teaching and Learning: 2018 Report to the NSW Teachers Federation;
- Review of Educational Services Division by McKinsey Company; and
- PhD Thesis - School Leaders' Perceptions of the Drivers and Impediments to Site-Based Innovation Dr. Maurice Bunning.

This submission has the authorization of Mr. Phil Seymour, NSWPPA President, 2018.

Executive Summary

Across the globe education is now a major area of expenditure in government budgets. It is no longer immune from heated debates that rage over 'value for money' or the needs of students who may lack basic literacy and numeracy skills. New accountabilities for educational leadership will continue to be shaped by moves towards further localised decision making.

Community partnerships are becoming more critical to school operations, further increasing the complexity of the principal's role.

The ongoing political debates, controversy and continuous media commentary relating to the Review of Funding for Schooling chaired by David Gonski in Australia, demonstrates clearly that

educational leaders are not isolated from these global debates and discourses. Concepts that include 'globalisation', 'global integration', and 'the employment market' have found their way into key policy documents in NSW.

As a result of the implementation of Local Schools, Local Decisions in New South Wales, considerable change took place in the nature of principals' work and their accountabilities. The state office education bureaucracy was substantially reduced, ten education regions were abolished, and schools were given increased local flexibility to make decisions. There were four main areas in which this new autonomy was initially most evident.

- School planning and the use of educational data
- Teacher quality
- Staffing
- New budgeting processes.

During the entire PPA evaluation, not one single NSWPPA Principal in either survey data, workshop or in any other research sighted in this submission would return to a pre-2012 educational setting.

An important question that arises from this submission is how the NSW public education system might achieve a future position where the positive drivers for improvement and innovation at school level can outweigh the impediments.

There are no absolutes about the sensible and useful ways forward for such a complex system as that encapsulated in the DoE; rather, progress is likely to be about finding new, more sensitive, better balanced, more coherent, and inclusive pathways for reform.

The Deloitte's 2017 Principal workload and time use study highlighted significant gaps in the Department's support for Principals leading in an environment of local decision making. For many Principals, the training from the department to prepare for the role and the

ongoing development, coaching and support needed to assist them to respond to their changing environment, is absent or limited at best. So, even if all schools operated within a default local authority context, the degrees of local authority exercised by schools may vary depending on their circumstances.

To progress the discussion, three potential questions were identified in this submission:

- In a Local Schools, Local Decisions 2.0 world, what should be decentralized and what should be managed by the center?
- Who should do what? and
- How should it done?

Summary of Recommendations

Recommendation 1: Underpinning this change a root and branch analysis needs to be undertaken across all levels of the system, including strong Principal input, to discover how management authority can be appropriately supported by financial systems that are transparent and avoid complexity and excessive compliance reporting.

Recommendation 2: The NSWPPA recommends a coordinated cross portfolio support in which all portfolios are required to articulate Key Performance Indicators to support increased school decision making and report these through a secretariat, based on a new system accountability framework for the future. It is of critical importance that the new secretariat has powers across all departmental silos.

Recommendation 3: Further investigation is required to update RAM to completely reflect needs based model and eliminate allocations reflective of outdated methodologies.

Recommendation 4: All tools must be "schools intuitive" and fully functional prior to release.

Recommendation 5: The NSWPPA would recommend targeted, tailored and sustained

professional development programs specific to local needs and supported by a dedicated LSLD Version 2 secretariat.

Recommendation 6: In the absence of coordination and face-to-face guidance, there has been uneven uptake of high-quality programs, resulting in a patchwork of sometimes competing efforts across our state. In order to build a more cohesive and sustainable evidence-based agenda, explicit and systematic efforts must be afforded to schools to scale-up DoE programs if they wish.

Recommendation 7: These findings demonstrate that a one-size-fits-all approach to LSLD should not be adopted and why there should be more flexible mechanisms for the support of schools. The NSWPPA suggests extending maximum flexibility to high performing schools, and encourage any school that is ready and has demonstrated capacity, to pursue adopting a more autonomous schools model.

Recommendation 8: While the five reform areas of managing resources, staff in our schools, working locally, reducing red tape and making decisions were the foundation stones of LSLD, educational needs have changed. The NSWPPA recommends a fundamental rethink of new priority areas with the establishment of a strategic working party.

Recommendation 9: Stating a Philosophy The philosophy of an updated LSLD 2.0 program needs to provide the foundational beliefs that underpin subsequent decisions of this program.

Recommendation 10: A task force with PPA / SPC representation is established to review the current staffing policies in practice. This will ensure that there is a system that supports both local decisions making while also ensuring that we do not lose the benefit of being a strong system of schools in which all students in NSW public schools have a fully qualified quality teacher.

Recommendation 11: There is universal support for flexible educational/teaching staff to be better supported by skilled professionals such as business managers, administrators, financial and human resource officers. Such matters need to be worked through but not from the usual partisan positions.

Recommendation 12: The NSWPPA supports a working group is established to model best practice LSLD structures to better support networks of small schools and teaching Principals.

Recommendation 13: A central strategic unit remains within the department to provide strategic SASS support and professional learning for schools operating in an environment of increased local decision making with strengthened accountability for the impact of funding on student learning outcomes. This would be linked to a newly created SASS leadership strategic plan.

Recommendation 14: NSWPPA recommends the maintenance of the 70% of total public school education budget remaining under school control - an increase from 10 per cent in 2013.

Recommendation 15: Schools deserve a timely delivery of accurate funding information no later than Week 1, Term 4. All school plans are developed and refined during this final term. Implementation of these plans should commence promptly in the first week of the following year with absolute financial certainty. Recommendation 16: The establishment of an expert working party with representation from key stakeholder groups to investigate the base and equity loadings.

Recommendation 17: As a result of large amounts of annually unspent funds, the NSWPPA suggests an urgent audit is conducted on the best practice expenditure of public funds by schools to gauge impact on students.

Furthermore, increased direct consultancy support is required for schools to provide the

best practice options available based on evidence and research related to their context.

Recommendation 18: Annual report templates and School Planning and Reporting Online (SPaRO) should be updated from 2019 in a format to increase levels of detail and clarity for DoE wide data harvesting while enabling far greater local context flexibility.

Recommendation 19: A document is required that sets out a forward plan and framework for non-school based (system and area) planning. Once school-level plans are completed within this framework, Principals should know that they will be able to implement them.

Recommendation 20: Accountability requirements should be broadly agreed, should allow for context, be designed to allow integration with school-level planning, and should focus on both student attainment metrics as well as other meaningful educational achievements.

Recommendation 21: To enhance the effectiveness of aspiring and newly appointed Principals, a more practical, pragmatic and mentor-based development process should be devised. The NSWPPA is seeking a high level, future focused professional learning program for aspiring school leaders to ensure they are prepared to successfully lead the learning of the school through contextual decision making. This learning will support future leaders to understand the actions required to best support student learning within the context of their school.

Recommendation 22: Fundamentally, the capability of LSLD to lift a Principal's real-world effectiveness will require broad attitudinal change and such change could be built from a genuine commitment by all members of the DoE to re-frame system culture. Improved organizational connectivity and increased respect for school leaders should be among the practical outcomes of that process.

Recommendation 23: Rebranding and recalibrating the way everyone in the system works to support the needs of schools is essential for future LSLD 2.0 success. The initiative needs to evolve to make sure that it keeps abreast of changing departmental directions and meets the schools ever changing requirements.

Recommendation 24: LSLD 2.0 success criteria are developed in conjunction with new reforms. This will be judged progressively to decide whether or not it has been successful in the eyes of all stakeholders.

Recommendation 25: It is essential that the center maintains an expanded strategic support structure of experts not only for continuation of existing programs, but more importantly to provide sustained support of the revisioned LSLD 2.0. This new strategic team would as its priority explore world best practice options for a next generation LSLD model, delivery of Gonski 2 and the further evolution of RAM.

Recommendation 26: The PPA believes the new role statement for Principals must be based on the Australian Principal standards. This will have a significant impact on defining the scope of LSLD 2.0 as it will have the potential to define what the center should manage and the true instructional role of the Principal.

PREFACE

By Professor John Fischetti,
Head of School, School of Education, Newcastle
University.

The evolution of school-based decision-making
around the world is based on two key principles:

1. The school is the primary decision-making unit; and its corollary; decisions should be made at the lowest possible level.
2. Change requires ownership that comes from the opportunity to participate in defining change and the flexibility to adapt it to individual circumstances; the corollary is that change does not result from externally imposed procedures. (David, p. 46)

In New South Wales, the advent of Local Schools, Local Decisions is premised on:

Local Schools, Local Decisions is an education reform that places students at the center of school decision making. It gives Principals and their school communities a greater say over how they allocate and use their available resources to best meet the needs of their students. This means giving schools greater flexibility to make decisions about how to use the money we spend on public education. Schools manage more than 70% of the state's public school education budget, an increase from 10% in 2013.

In reality, Local Schools, Local Decisions may have inadvertently led to greater centralization of the budgetary process and more disconnect between the Department of Education and its schools.

This paper is a proposal for implementing urgently a new Local Schools, Local Decisions 2.0. We propose a rebooted initiative to reframe the agenda away from more strings attached and red tape, to a fully accountable but flexible process that empowers schools to accomplish their mission to effectively and successfully educate and empower all young people and the staff who serve them.

We will provide evidence of some success, but also share serious limitations in the current iteration of the process.

We look forward to working with the Department and colleague Principals, the Federation, university partners and the community in the proposed revisioning process.

References:

David, Jane. (1989). Synthesis of research on school-based management." Educational Leadership 46(8), 45-53.
New South Wales Department of Education. (2018). Local schools, local decisions. Retrieved from: <https://education.nsw.gov.au/our-priorities/work-more-effectively/local-schools-local-decisions/the-reform>

BACKGROUND

The government of the day, in 2012, announced a commitment to giving schools more decision-making authority and believed that schools are the ones best placed to improve student learning outcomes. The LSLD reform package encompasses 37 different initiatives across five key reform areas.

Local Schools, Local Decisions is an education reform that places students at the center of school decision making.

In Ann McIntyre's Vodcast- What can we do to improve student learning? Transcript 23.5.2012 she said:

For many years the Principals who lead our public schools have worked with dedication, intelligence and integrity to provide the best possible conditions for teachers to teach and for students to learn. At times the systems that they have worked within have been enabling and sometimes the systems have hindered this work. It is important to ensure that our public schools are best positioned to respond to their local needs to ensure a strong and viable system of public schools for the future.

What is interesting about these comments is that the centrality of 'leading teaching and learning in schools' is a non-negotiable core moral value of school leaders.

There is strong recognition and trust in schools and their communities to make the best decisions that will ensure students get what they need.

More recently there has been significant impetus to support greater local authority and decision making powers in schools to improve educational outcomes, create stronger partnerships, and foster open accountability. This submission provides an overview of existing decision making powers and identified other areas of decision making that could be devolved to Principals and school communities.

This submission noted that any change in decision making arrangements would need to:

- be focused on improvements in educational outcomes for students
- support Principals and school communities to build their capacity to take advantage of opportunities to make decisions about their school
- consider the impacts on teaching Principals, rural/remote school communities and specialist settings
- ensure there is no increase in the administrative workload for schools.

Local Schools, Local Decisions (LSLD) has, over the past few years, coordinated the determination and delivery of resources to schools, including the creation and implementation of the Resource Allocation Model, the cornerstone of LSLD Reform.

Giving schools greater local authority does not necessarily create a sense of empowerment for Principals and teachers.

Decision-making authority can be shifted from central authorities to schools, but if Principals adopt a compliance perspective of their role and don't use their increased authority to drive change in their schools, classrooms are unlikely to be affected.

Future school leadership development programs need to equip Principals with the capacity to build a professional learning community where there is trust, where teachers and leaders are motivated to improve their practice, where collaborative learning is structured, expected and supported, and where teachers and leaders embrace an action research orientation where they explore the differential impact of various teaching and leadership strategies. Such programs also need to support the development of an empowerment mindset amongst Principals.

Giving additional local authority to Principals

Who adopt a compliance orientation to their leadership will deliver limited benefits. From a Principal's point of view, this is understandable given the sheer volume of system compliance required. For example, in the Department of Education's - W.H & S School Staff Training Guide, May 2018 has 17 pages of compliance and 23 individual tasks. W.H. & S directorates' immense demands on schools have largely been ignored by reviewers and senior departmental officers. When compliance tasks are aggregated, they seriously undermine teaching and learning and the original intent of LSLD.

Both OECD and Productivity Commission reports suggest this is a growing international trend.

The Deloitte's 2017 Principal Workload and Time Use study, highlighted significant gaps in the Department's support for Principals leading in an environment of local decision making.

The Dr. Maurice Bunning study found that: Principals reported 40% of their time was spent on management tasks and just 30% was spent on leading teaching and learning. A majority of interviewed Principals (75%) reported that the current workload is 'difficult to achieve' or 'not achievable'. A further 77% of Principals reported that their workload is 'difficult to sustain' or 'not at all sustainable'. The barriers to managing workload include insufficient administrative support at a school level, limited training and preparation for the role, tools that lack functionality fit for the purpose and a lack of adequate systems integration for the demands and pressures of the job.

The accuracy of this data has been confirmed by the Understanding Work in Schools - The Foundation For Teaching and Learning: 2018 Report to the NSW Teachers Federation.

An important question that arises from this submission is whether and how the NSW public education system might achieve a future position where the positive drivers for

improvement and innovation at school level outweighs the impediments.

There are no absolutes about the sensible and useful ways forward for such a complex system as that encapsulated in the DoE; rather, progress is likely to be about finding new, more sensitive, better balanced, more coherent, and inclusive pathways for reform.

The OECD analysis of the 2009 PISA results strongly indicate that school local authority for budgets and staffing does not have any significant impact on student achievement in OECD countries in general and in Australia in particular.

A few recent studies of school local authority in budgeting and staffing using robust methodology and data suggest positive effects on student achievement.

However, the mass of evidence across several forms of school local authority suggests very little or no impact. The most positive statement that can be made is that the evidence is mixed as the Productivity Commission recently concluded.

Challenges for Schools in LSLD implementation

LSLD reform implementation has identified a number of challenges for both the system and at the local level for over 2,200 schools. As the CESE July interim report correctly stated, the phased rollout of the reform LSLD was not fully implemented in all NSW government schools. LSLD reform implementation has identified a number of challenges for both the system and at the local level for over 2,200 schools. As the CESE July interim report correctly stated, the phased rollout of the reform LSLD was not fully implemented in all NSW government schools until 2017.

The following challenges require resolution and a support model for the embedding of the reform over the coming years.

Having a say over more than 70% of the total public school education budget was viewed positively by schools. However, the reality of managing this with new systems of varying quality, limited financial management expertise and an ongoing reform agenda has challenged school leaders and their staff.

The concept of needs based funding is accepted across the sector but not always understood at the local school level. The phased delivery of additional funding through the RAM over four years meant that many schools expected more funding would be delivered to their school each year. The reality of needs based funding is not well understood and/or accepted across all schools.

Principal feedback has included limited practical professional support for the new systems, lack of coherence in the new system process and a burdensome non-intuitive technology system.

Recommendation 1: Underpinning this change, a root and branch analysis needs to be undertaken across all levels of the system, including strong Principal input; to discover how management can be appropriately supported

by financial systems that are transparent, avoid complexity and excessive compliance reporting. Further work is required to refine the funding model to ensure most, if not all, school funding is incorporated into RAM.

As this submission was being written, it appeared to the NSWPPA that budget provisions to schools lacked coordination. Principals have only recently begun to change from a tied grant, cash flow and line item mindset.

Recommendation 2: The NSWPPA recommends coordinated cross-portfolio support, in which all portfolios are required to articulate Key Performance Indicators to support increased school decision making and report these through a secretariat based on a new system accountability framework for the future. It is of critical importance that the new secretariat has powers across all departmental silos.

Recommendation 3: Further investigation is required to update RAM to completely reflect a needs-based model and eliminate allocations reflective of outdated methodologies (e.g. site specific). This will require not just updating RAM to reflect needs and a stronger focus on student outcomes but also, to ensure that outdated methodologies are not re-embedded into the systems. This involves a mindset revision by many across the system, including Principals and concomitantly with this extensive collaborative training.

An extensive OECD supported 2003 PISA data analysis study by Wöbmann, L. et al. 2007, in many countries, focused on the effect of school local authority on student outcomes (inter alia), and pointed out that the better the socio-economic situation of a state or education area the more likely it was that local control would improve student outcomes. Another way to look at this is that lower socio-economic schools have less chance of being innovative and flexible because of the sheer volume of "base" level demands on their staff combined often with a community that cannot

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provide extensive financial and other support.

Creating a school budget in the current context has been exceptionally time consuming and unnecessarily challenging. The new mindset has not yet been fully grasped by most schools. It is not uncommon for Principals to attempt to superimpose OASIS budgeting thinking into a new SAP environment. In schools the debate continues about the financial role of the center, who should pay for what and when. Staff leave is a particular tension point.

Feedback to the NSWPPA from the membership reveals a chronic lack of readiness to fully embrace the potential of SAP. Frequent budget adjustments have created unease amongst Principals, as have slow responses to technology and policy issues.

There is universal dissatisfaction with the finance software to maximise LSLD potential. This has significantly undermined confidence in the department and LSLD.

Recommendation 4: All tools must be “schools intuitive” and fully functional prior to release.

Capacity building

The cascading effect of new school leadership at a time of major educational reform is considerable and often impacts in a range of detrimental ways.

NSWPPA Human Reference Group and Principal membership database shows a greater than 50% turnover of Principals every few years. In addition, at any given time upwards of 20% of Principals are away from schools for a wide variety of reasons.

In Ann McIntyre's Vodcast- What can we do to improve student learning? Transcript 23.5.2012 she said:

When we consider the current research on school leadership four things become clear, these are:

The impact of school leaders on student learning is second only to the impact of teachers. Leaders who focus on classroom instruction have three times the impact on student learning outcomes as others. Successful leaders do three things.

The first is that they actively set directions. The second is that they place their attention on the learning of their students and the professional leaning of their teachers. And the third is that they work on the organisational design of their schools to achieve the best outcomes.

That the systems in which schools operate can enable or hinder the effectiveness of teachers and school leaders. Building on this research base is Leithwood and Harris's recent research in school improvement that highlights the importance of local flexibility to enable Principals to respond to school needs in a way that is sensitive to the school context. In Local Schools Local Decisions it is critical that school leaders create a shared direction through collaborative and inclusive practices within the school community.

Engaging teachers in the key decisions regarding teaching and learning builds leadership capacity and shared responsibility for the success of the new strategies. It also means that the motivation for change and the skills to bring it about are shared throughout the school.

The budgeting reform is complex. The complexity of the school budgeting reforms involves significant retraining by administration and school executive staff in new financial management procedures.

Roderick Leonard in Ethical Decision Making by School Leaders in a Period of Neoliberal Reform (2016) said: *Heightened accountability, the skilling of an internal workforce, the development of leadership teams, and the building of knowledge and best practice are all core components of*

the juggling undertaken by leaders in a field of contested activities, inevitable administrative overload and boundary blurring.

Evidence indicates that, systemically, financial management capacity is not consistent across NSW public schools. Executive teams as well as Principals require better strategic decision making skills to manage both human and financial resources. System wide, there has been little done to build deep understandings around financial options for newly appointed Principals, relieving Principals or school executive. School management practices often reflect historical traditions rather than evidence based approaches to modern school management.

Warwick Baines in Australian public secondary schools: the tensions between financial local authority and accountability September 2016 said:

Without a comprehensive strategy to build financial management capacity before the introduction of financial local authority, the outcomes may not be those which were intended. This current research shows the result may well be an ad hoc financial local authority experience heavily dependent on the background of the Principal and other senior staff to resolve the tensions between financial local authority and accountability. Schools may appear to have been granted local authority, but may be unable to unwind the consequences of decisions made elsewhere or at an earlier time.

For many Principals, the training from the department to prepare for the role and the ongoing development, coaching and support needed to assist them to respond to their changing environment, is absent or limited at best.

Roderick Leonard in Ethical Decision Making by School Leaders in a Period of Neoliberal Reform (2016) said:

Middle managers such as Head Teachers in

secondary schools or Assistant Principals in primary schools have key roles in schools but are often overlooked in professional learning directed at principals that address strategic planning, decision making and problem solving. As the education profession faces the enormity of educational reform, generational change and leadership movement across schools, these two leadership groups continue to play a major role in supporting early career teachers, accreditation, succession planning and the fostering of a strong professional culture for future generations of school leaders.

Furthermore, Breakspear (2010) called the ‘attraction, retention and development’ complexity a challenge. He said, while attracting, retaining and sustaining new leadership is recognised as a priority, it will in many ways be difficult for succession-management strategies to be fully realised even with appropriate policy reform and planning. This is a result of the complexity and expectations that surround the role of a school principal. This situation is compounded further by aspiring leaders from Generation X and Generation Y and the dispositions they bring to the role of an educational leader.

Roderick Leonard in Ethical Decision Making by School Leaders in a Period of Neoliberal Reform (2016) concluded:

Empowerment, sustainability, succession planning and principal welfare are foundational attributes of creative and ethical leadership. These foundation stones need to be endorsed and passed on to the next generation of leaders by present leaders both at school and at whole of system level. New forms of professional learning and rethinking are needed to create opportunities for enhanced sharing of effective professional practice between experienced, novice and aspiring leaders.

Recommendation 5: The NSWPPA would recommend targeted, tailored and sustained professional development programs specific to local needs and supported by a dedicated LSLD

"Equip Principals to make informed decisions about the right services for their school. While school leaders told us they generally appreciate the additional authority LSLD has enabled, many told us they feel ill-equipped to make informed decisions about choosing services for their school."

Further, many Principals are unclear about the support available to them across the system, including from Educational Services and other providers.

They told us that the increased responsibilities that came with LSLD left them with little time to source services appropriate to their needs. Principals commented they would find it easier if packages of services were recommended to them and tailored to suit their school's attributes."

Should all schools have the same levels of local authority?

Schools systems are at different stages in terms of the degree to which authority over aspects of education have been devolved to the local level and schools are at different stages in terms of their capacity to exercise local authority. So, even if all schools operated within a default local authority context, the degrees of local authority exercised by schools may vary depending on their circumstances.

A McKinsey & Company report noted that *'there is a strong, correlation between a school system's improvement journey stage and the tightness of central control over the individual schools' activities and performance; and that all improving systems adopted six common interventions but did so in different ways. The common interventions were: revising curriculum and standards, ensuring an appropriate reward and remuneration structure for teachers and Principals, building*

the technical skills of teachers and Principals, assessing students, establishing data systems, and facilitating the improvement journey through the publication of policy documents and implementation of education laws.

The 'sugar hit', "Bump it Up" strategy is a case in point. The department initiated the Bump It Up strategy in 137 NSW Government schools in 2016 to increase the number of students achieving in the top 2 NAPLAN performance bands. The Bump It Up strategy now forms part of the Literacy and Numeracy Strategy, focusing on explicit teaching and diagnostic assessment.

The CESE evaluation of LSLD unintentionally revealed a strategic tension in a one size fits all approach. It incorrectly signaled Bump It Up schools as part of LSLD success story, when in fact it showed that when centralized system evidence-based practices in learning are adopted in an explicit whole school manner, supported by the system, students show positive academic benefits.

Initiatives such as Bump It Up and L3 have stimulated a proliferation of searches for explicit programs for many NSW schools, with variability across offerings in terms of supporting evidence, costs and ease of implementation.

Recommendation 6: In the absence of coordination and face-to-face guidance, there has been uneven uptake of high- quality programs, resulting in a patchwork of sometimes competing efforts across our state. In order to build a more cohesive and sustainable evidence-based agenda, explicit and systematic efforts must be afforded to schools to scale-up DoE programs if they wish.

History has proven that short term, top-down interventions, such as Bump It Up, so easily can alienate teachers and school leaders for whom the interventions are intended to support. The 'sugar hit' quickly dissipates when the intense support eventually evaporates. What is required is that school communities have

the equal opportunity, with the support of state office, to embed the process of diagnosis and intervention selection in a comprehensive structure involving school personnel and parents, among others. The time has come for transparency, research, and commitments from schools and state office to work together to bring the most effective assistance possible to those who are, every day, trying to make a difference for students who need it most.

Conversely, the question needs to be asked, are high performing schools capable of higher levels of system flexibility? Researchers found that the current system places high performing schools at a disadvantage in budget flexibility, and they suffer from widely inconsistent levels of support and flexibility from state office. If middle to high performing schools were empowered with more fund lifting and local authority they may be more likely to reach greater heights.

The majority of schools (59%) received less than \$249,999 each in total equity funding in four loadings. In 2018, the seven RAM loadings make up \$1.09 billion of the total \$8.6 billion SBA for all schools. Thus, schools with higher levels of need tend to have more positive perceptions about the impact of LSLD.

The CESE report concluded: *"Principals in higher-need schools perceive that LSLD has had a greater impact on their ability to make decisions, manage resources, access appropriate staff and work locally, compared to Principals in lower-need schools"*

Under LSLD, we expect that schools with higher levels of need may benefit more from LSLD than schools with lower levels of need. Level of need was determined by the total amount of equity funding per student, with higher-need schools receiving more equity funding per student than lower-need schools."

Recommendation 7: These findings demonstrate that a one-size-fits-all approach to LSLD should not be adopted and why there should be more flexible mechanisms for the support of schools.

The NSWPPA suggests extending maximum flexibility to high performing schools, and encourage any school that is ready and has demonstrated capacity, to pursue adopting a more autonomous schools model.

The flexible governance model adopted in the Connected Communities strategy might be worth exploring in an expanded format.

Part of a new LSLD unit in collaborations with various associations should explore the following strategic questions.

- What is a "high performing school"?
- What indicators would be used?
- What scope should these additional local authority powers have?
- What new accountabilities should and should not be included with additional local authority?

This was further reinforced in Geoff Masters' paper entitled Five Challenges in Australian School Education. He said: *Overall levels of national expenditure on schools are generally not highly correlated with measures of student performance or equity. However, there is international evidence that how resources are used does make a difference. The OECD has concluded that improvements in national literacy and numeracy levels tend to be associated with the more equitable distribution of resources across schools. When national resources are used to minimise student residualisation, to ensure that every school has access to high-quality teaching and school leadership, and to promote the use of effective, evidence-based practices in every school, it is more likely that every student will receive a high-quality education regardless of the school they attend.*

In the end, the "test" will be whether any given school has increased capacity to improve, and has more ability to respond to challenges in a responsible, resource efficient and timely manner. LSLD 2.0 must be the antithesis of "one size fits all."

Looking at the data from the PPA survey one might almost deduce that LSLD was not that important to many in the totality of leading and managing their schools. Did everybody understand the processes and flexibilities and their application towards improving “real world” effectiveness?

Do Principals have the correct levers to bring about meaningful improvements through LSLD 2.0?

Roderick Leonarder in Ethical Decision Making by School Leaders in a Period of Neoliberal Reform (2016) concluded:

Australian states, such as New South Wales, with their public emphasis on de-regulation and self-reliance for their public school sector, have reconstituted state-level education into a new playing field. This new field is defined by highly-regulated mechanisms that govern national curriculum implementation, national standards for teachers, commitments to teacher quality linked to salary increments and progression, government registration for public schools and increased public reporting of educational outcomes achieved by students in the school.

Furthermore, in Ann McIntyre's Vodcast- What can we do to improve student learning? Transcript 23.5.2012 she said:

Over the last 10 years there has been a significant focus on the impact of school leaders and in particular the ways in which Principals can positively impact student learning outcomes.

This attention has been due to research findings that have identified what it is that Principals do that has the greatest impact on student learning. There is now a sufficient body of empirical evidence to clearly state that school leadership matters. This research has also heightened the pressure for school leaders to be more publicly accountable. However, if school leaders are to be more accountable they

must have greater access to the key levers that impact school improvement. The importance of this is recognized in strategies underpinning Local Schools Local Decisions.

To progress the discussion, three potential questions were identified:

- In a Local Schools, Local Decisions 2030 world, what should be decentralised and what should be managed by the center?
- Who should do what? and
- How should it done?

Have we got the right mix of Flexibility to make decisions?

The CESE report found on student engagement measures, that there was no indication of either meaningful overall improvement, nor a closing of the gaps between higher and lower-needs schools.

Furthermore, The CESE report also found that: LSLD has not increased authority in all areas that Principals would like.

In contrast, some Principals felt that increased red tape had diminished their ability to make local decisions, particularly related to assets, procurement and employing local tradespeople. There were also areas where Principals now have authority, but they believe these would be better managed centrally by the department (e.g. tree audits).

So the question needs to be asked; what new authorities do Principals require that will change schools for the better (e.g.: assessment, curriculum, behaviour, special needs, better use of data, instruction, organisation, professional development and parent engagement)?

Comprehensive school reform models generally include: clear direction (or vision), quality leadership and teaching, establishing and maintaining high expectations, governance, professional learning, systems thinking (including data analysis), cultural change, curriculum and a focus on learning.

Recommendation 8: While the five reform areas of managing resources, staff in our schools, working locally, reducing red tape and making decisions were the foundation stones of LSLD, educational needs have changed. The NSWPPA recommends a fundamental rethink of new priority areas with the establishment of a strategic working party to explore the following:

- Are there any other areas of decision making that would make more of a difference for schools?
- What support would better enable Principals, teachers and school communities to take advantage of existing decision making arrangements?
- What support would assist Principals, teachers, support staff and school communities to take advantage of possible new decision making arrangements?

Accompanying this rethink is the need for:

- Principal / executive capacity building;
- Intelligent accountability mechanisms;
- An empowered mindset amongst Principals, executive, parents and teachers;
- Collaboration within and between schools;
- A focus on improving the quality of teaching and the educational experience of students; and
- A commitment and capacity within the DoE to actually deliver and support meaningful authority and not circumscribe it in such detailed ways that schools gain minimal benefit.

NSWPPA LSLD Evaluation Data

The information presented is collated from the membership of our NSW PPCs representing 1010 Principals. This data was collected from Primary Principal Council meetings, surveys, telephone communication and interviews with the Learning Innovations Reference Group members from across NSW conducted in 2017.

From this data collection, 72.2% do not believe that improved staffing in our schools has been achieved from the LSLD stated promises.

From this data collection, 81.8% do not believe that improvements in managing resources have been achieved from the LSLD stated promises.

From this data collection, 100% do not believe that an improvement in reducing red has been achieved from the LSLD stated promises.

From this data collection, 86.1% do not believe that improvements in being able to work locally have been achieved from the LSLD stated promises.

From the data collected, 85.2% of Principals do not believe that improved decision making has been achieved under the LSLD stated promises.

****This is in marked contrast to response frequencies of the CESE Principal Survey 2017. Please note, the NSWPPA has consistently been critical that a neither disagree nor agree band is perceived as a positive.**

The RAM / SBA methodology is transparent - 11% Disagree 11% Neither disagree nor agree

LSLD has simplified administrative processes for Principals. E.g. school planning, reporting, budget management. 68% Disagree 19% Neither disagree nor agree

LSLD has had a positive impact on the way we engage with local businesses and organisations. 26% Disagree 56% Neither disagree nor agree

LSLD has had a positive impact on the way we consult with parents and the school community to inform our local decision making. 14% Disagree 48% Neither disagree nor agree

LSLD has had a positive impact on the extent to which I can make local decisions that best meet the needs of my school. 23% Disagree 25% Neither disagree nor agree

With the implementation of LSLD I am better able to support staff in their performance and development. 19% Disagree 30% Neither disagree nor agree

With the implementation of LSLD I have increased opportunities to employ staff to meet student needs. 21% Disagree 30% Neither disagree nor agree

The RAM has distributed funding equitably to my school in direct relation to the needs of my students. 18% Disagree 13% Neither disagree nor agree

RAM / SBA funding is flexible enough to enable me to manage resources to meet student needs. 11% Disagree 12% Neither disagree nor agree.

N.B. No organisation can reasonably argue for acceptance of a notion when a quarter of its workforce is negative or neutral to a proposition.

Processes and procedures for making local decisions

Principals frequently express confusion over current limitations of decision making and suggested that clarification is required of current policies and procedures. This would assist schools and communities in making the most of the powers currently available to them. This was confirmed by the CESE report of July: *Survey responses also indicated that some Principals were confused about the scope of LSLD. For example, some Principals incorrectly believed that certain changes in the department's compliance inspection practices, including tree audits, emergency management equipment and bushfire management, were part of the LSLD reform package. This confusion highlights the fact that some elements have been added (or perceived to have been added).*

Recommendation 9: Stating a Philosophy The philosophy of an updated LSLD 2.0 program needs to provide the foundational beliefs that underpin subsequent decisions of this program. The philosophy emanates from the beliefs and values of the program designers and the stakeholders. Principals and school communities need absolute clarity about what LSLD 2.0 is and is not.

Who should do what and who has the authority to do it? Clarifying this makes a world of difference and not just in matters educational. A lack of clarity here leads to reductions in management confidence and that may lead to an excessively conservative approach to change.

Recommendation 10: All policies should be written in plain language and made easily and widely accessible through a number of communication channels. These policies and procedures need to be transparent, clearly setting out decision making parameters and identifying key roles, responsibilities and accountabilities.

It is generally understood that system-wide policies and a procedures framework require a degree of centralised coordination and management, to ensure the application/

enactment remained within relevant legislative and industrial parameters. However, principals indicated a perception of too many layers of bureaucracy hampering a school's ability to make decisions on important local priorities.

Transparent decisions and accountability

Transparency was frequently identified by contributors as a core principle underpinning fair, open and equitable decision making. This included transparency in the actual decision making process as well as transparency in consultation processes and in the recording and dissemination of decisions and outcomes. It was generally considered that transparency of process in turn supported ethical, fair and inclusive decision making and better accountability.

Staffing

Another aspect of the new reform agenda delivered under the NSW *Local Schools, Local Decisions* was staffing. School leaders were given the increased flexibility and responsibility for managing the human resource budget for their schools, including leave entitlements and the appointment of permanent, part-time and casual employees. The reform provided the opportunity to employ more on a casual, part-time or full-time basis additional discretionary staff, including administration managers and para-professionals.

Although LSLD could be seen as a series of actions leading to improved local authority, assessment and accountability, the implementation of those actions must be seen within the context of a HR system.

If LSLD is considered as a managerial system that includes the staffing allocation, periodic assessment of teachers and students and the incentives for improving teacher quality, then the impact of LSLD activities related to increased local authority and accountability may yield improved learning more consistently than at present. Staff selection and 'getting the right mix of

staff' was a particular area where NSWPPA members indicated that increased levels of local decision making could positively impact on schools and school communities.

There was some support for Principals having more power to attract the right mix of staff to suit the needs of the local school community. Conversely, NSWTF expressed concern that Principals may be perceived as having 'too much' power in decisions regarding staffing. Overall, issues with potential industrial implications - such as Principals having more control over the hiring and firing of staff - produced mixed responses from contributors. Concerns were raised about possible impacts on remote or rural schools, or those schools with a large number of students from disadvantaged backgrounds that might find it difficult to attract and retain staff. Other contributors emphasized that any changes must be supported systemically, with a level of central or regional coordination to ensure successful implementation in schools.

Recommendation 10: A task force with PPA/SPC representation be established to review the current staffing policies in practice to ensure that there is a system that supports both local decision making while also ensuring that we do not lose the benefit of being a strong system of schools in which all students in NSW public schools have a fully qualified quality teacher.

Warwick Baines in Australian public secondary schools: the tensions between financial local authority and accountability September 2016 said:

Without a comprehensive strategy to build financial management capacity before the introduction of financial local authority, the outcomes may not be those which were intended. The research shows the result may be the current experience in NSW and Victorian government schools—an ad hoc financial local authority experience heavily dependent on the background of the Principal and other senior staff to resolve the inevitable tensions between

financial local authority and accountability.

Recommendation 11: There will always be a tension between accountable school site-managers and the NSWTF. Such matters need to be worked through but not from the usual partisan positions. Integrate a schools needs with staff rights, certainly, but the default position must be an honest look at what can meet school context and need. Principals thought courage was an important aspect of their view of the "art of management". There was support for flexible educational/teaching staff to be better supported by skilled professionals such as business managers, administrators, financial and human resource officers. This linked to concerns in relation to Principals and teaching staff being asked to focus on too many 'non-educational' tasks and the potential negative impact on student outcomes.

Recommendation 12: The NSWPPA supports a working group be established to model best practice LSLD structures to better support networks of small schools and teaching Principals.

Recommendation 13: A central strategic unit remains within the department to provide strategic SASS support and professional learning for schools operating in an environment of increased local decision making with strengthened accountability for the impact of funding on student learning outcomes. This would be linked to a newly created SASS leadership strategic plan.

RAM

By definition the NSW public education system remains overwhelmingly dependent on government to fund its ongoing operations. Federal and state government priorities, as reflected in policies, inevitably and directly impact on the degrees of school local authority.

On the national landscape the NSW RAM is seen as best practice. However, LSLD is more than money. According to NSW treasury 2017, the seven RAM loadings delivered just over one

billion dollars in funding to NSW public schools.

The NSWPPA consistently acknowledged the commitment by the current NSW Premier and Minister to honour the principles of the 'Gonski' funding model. Recently NSW schools received long-term policy certainty to enable strategic planning and growth.

The NSWPPA remains committed to needs based funding model to provide an ethical and rational basis for schools funding, effectively raising standards for all schools while reducing unjustifiable gaps in student achievement. The NSWPPA is committed to a funding regime that places equity of opportunity as its guiding principle; a principle that acknowledges that what the student "brings to school" is unequal even in schools of similar ICSEA or other measures.

Public sector entities should be accountable not just for the probity of their spending but also for the results of their spending (Funnell, et al., 2012; Taylor and Rosair, 2000)

Current state

The new school finance system (SAP) and staffing flexibility were implemented in all schools 2018.

Every school receives a Planned School Budget Allocation Report that shows the full school funding allocation including staffing and operational costs. The report assists schools to develop their own budget and allocate funding to deliver on the strategic directions in their school plan. It includes each school's allocations for the seven loadings of the 2018 RAM.

Base school allocation: The base school allocation comprises staffing (at standard cost) and operational funding.

Aboriginal: The loading reflects both percentage and number of Aboriginal students in the school.

English language proficiency: The loading is calculated using each school's reported level of English as an Additional Language or Dialect

(EAL/D) need.

Low level adjustment for disability: The loading is based on the number of students in regular classes with additional learning and support needs.

Recommendation 14: NSWPPA recommends the maintenance of the 70% of total public school education budget remaining under school control - an increase from 10 per cent in 2013.

A reallocation of funds from the center might be a more appropriate usage of funding to eliminate or significantly reduce the volume of compliance tasks and vastly increase face-to-face school support. Such a "reallocation" of funding would be crafted by key stakeholder groups. That is, it is not always best for individual schools to be operating particular programs or processes. There can be economies of scale, but generally, the concept of local control should be the supported default position, not the other way around. What the NSWPPA is seeking is a more balanced approach to compliance.

Recommendation 15: Schools deserve a timely delivery of accurate funding information no later than Week 1, Term 4. All school plans are developed and refined during this final term. Implementation of these plans should commence promptly in the first week of the following year with absolute financial certainty. The Gonski/National Education Reform Agreement (NERA) funding to NSW public schools through the RAM methodology has been the norm for a number of years. It is now time to address a number of 'sacred cows'.

Recommendation 16: The establishment of an expert working party with representation from key stakeholder groups to investigate the following:

- Are the equity loadings still valid?
 - Is the base loading still valid?
 - Is the balance correct between the base loading and the equity loadings?
- Is there a better mechanism to provide additional funding to low and middle range

RAM schools?

Inclusion of additional funding sources, such as refugee, to count towards Principal classification on a yearly basis, not over three years. Ramifications for the Primary Principal classification model, especially the challenges around PP3. Is the balance equitable between secondary, specialist and primary settings? Are annual increases in Principal classification levels appropriate? Is the current formula correct for all education settings, such as SSP or EEC?

The 2017 Review of the Educational Services Division supported by McKinsey & Company highlighted that while Principals have increased local decision making capacity through LSLD, they need further support to make this work effectively for their school contexts. They wanted better local specialist support to meet the needs of their students and greater guidance and availability of consultancy support and professional learning. If, as the draft of the CESE evaluation report suggests, there is minimal improvement, then as a system we need to ask ourselves some difficult questions.

Recommendation 17: As a result of large amounts of annually unspent funds, the NSWPPA suggests an urgent audit is conducted on the best practice expenditure of public funds by schools to gauge impact on students. Furthermore, increased direct consultancy support is required for schools on the range of best practice options available based on evidence and research related to their context. Unspent funds are a reflection on process, culture and a “controlled” mindset by many Principals, their supervisors and policy makers. Change here will be helped by a focused consultancy model but that will only be the start. The CESE report is really an indictment on the existing LSLD model that was less underpinned by careful consideration and research and more by the effect of various agenda based people and organisations and a lack of understanding about how change really happens in functioning schools. Politics is everything, the art of the possible, sure, but students’ futures should be held more strongly

in the middle of the picture. Too often, it is the Principal who strives so hard to achieve this yet at times, apparently feels unsupported in this crucial endeavour.

The department has accompanied its school local authority initiatives without any serious attempt to build financial management or change management capacity in their schools

Recommendation 18: Annual report templates and School Planning and Reporting Online (SPaRO) should be updated from 2019 in a format to increase levels of detail and clarity for DoE wide data harvesting while enabling far greater local context flexibility.

Geoff Masters correctly concluded in *Five Challenges in Australian School Education*, 2016:

As in many other countries, government funding of schools has grown significantly in Australia over recent decades. However, this increased expenditure has not produced significantly improved student outcomes (at least not in the areas for which we have good measures). In fact, as this paper has observed, performances often have declined despite increased funding. It might be concluded from this observation that better funding is not the answer to better educational outcomes. However, a number of other countries have succeeded in raising the performances of their schools at the same time as performances in Australia have declined. This suggests that whether or not increased funding makes a difference depends on how it is applied. Our national challenge is to maximise the impact of government expenditure by targeting it on evidence based strategies to improve performances in Australian schools.

The most recent research evidence on the success of school local authority in budgeting and staffing in improving student achievement is far from compelling. Some studies show positive effects, but the mass of evidence from the major research studies is that it has little impact on student achievement.

Local Schools, Local Decisions Evaluation Report CESE March 2018

What has been the impact of LSLD and RAM funding on school and student outcomes?

To date, LSLD appears to have had little impact on preliminary outcome measures

We analysed five outcome measures for this report.

For all five measures, we found only very small to small changes over time.

Furthermore, with the exception of social engagement, schools with different levels of need tended to have similar patterns of change.

Where levels of need were meaningfully related to school-specific changes, the direction of the effect was not as we expected: lower-need schools changed more than higher-need schools.

These findings do not support the hypothesis that higher-need schools benefit, more from LSLD than lower-need schools.

In terms of **differential change** over time, we found no relationship between changes over time in these engagement measures and levels of need, with the notable exception that students in higher-need schools typically showed less positive change over time in levels of social engagement than students in lower-need schools. In other words, the gap in this measure between higher-need and lower-need schools increased over time, rather than decreased.

The inclusion of academic outcome measures in the final report will provide more robust evidence regarding the effectiveness of LSLD.

Next steps - reforming the Centre

“Unhandcuff” LSLD by re-organising policy Dr. Maurice Bunning:

The system needs to review its policy requirements with the particular aim of reducing the number and effect of those system policies (and sometimes government initiatives) that make genuine LSLD difficult.

Policy development going forward should be mindful of school-level implementation impediments by providing for school context differences and carefully consider consistency, clarity of purpose and effective dissemination.

The quantum, scope, frequency, synchronicity, alignment and complexity of all system reforms also require more consideration and control.

The most cogent example of this was the LSLD reform being undermined by what the participants saw as the system's prioritization of control and political expediency over sustainable reform.

Improve planning and certainty:

School plans are subordinate to system planning and this too often provides uncertainty and can misdirect local resources.

Recommendation 19: A document is required that sets out a forward plan and framework for non-school based (system and area) planning. Once school-level plans are completed within this framework, Principals should know that they will be able to implement them.

Generally, school planning was not valued, external interventions were frequent and often ad hoc, implementation of mandated system reforms and policies were a constant feature of the management environment and Principals found themselves trying to ensure local success in a sea of uncertainty and ambiguity.

There was an embedded sense of optimism and positive messages for the system that could be gleaned from a number of participant responses.

This included recognising the quality of work and support that principals received from a number of DoE policy and support units and specific DoE personnel as exemplary and truly positive drivers for change.

There was unanimous agreement amongst the participants about the value of being a part of the NSW public education system; that effective, properly resourced public education was a crucial element of a sustainable society.

There was also a view that principal development was a matter that needed reframing in order for the next generation of principals to be effective in an increasingly complex environment; to have the right skills and understandings and to be ready to achieve their accountabilities.

Get accountability right:

Recommendation 20: Accountability requirements should be broadly agreed, should allow for context, be designed to allow integration with school-level planning, and should focus on both student attainment metrics as well as other meaningful educational achievements.

The purposes and processes for gathering data both within a school and external to a school, require clarification and revision to provide increased certainty for Principals, to increase certainty about how accountability relates to performance, and to improve the quality and assuredness of data that can be used to drive innovation.

The Principals fully accepted the need for accountability; they wanted useful measures of student performance, they strongly believed in the value of data, but they also believed that the NSW accountability systems evidenced inadequate planning and were shallow in their scope, narrow in their choice of measures and inappropriately designed for many school contexts. They acknowledged the system was in general looking to support schools, but too often they said it had a poor understanding of how change actually worked in schools and this was evidenced by system choice of accountability measures.

Recommendation: Value, respect and support Principal leadership:

The efficacy of LSLD to further student outcomes will be negatively impacted in any system unless there is clarity about and support for the role and authority of school Principals. Actions in this space could potentially improve trust and reduce feelings of “us and them.”

Coherence across the system was not present in any meaningful way leading to frustration, performance reduction, and excessive Principal

workloads.

Re-think Principal preparation and development:

The following section should be considered in relation to the NSWPPA position paper on revised Merit Selection procedures.

Recommendation 21: To enhance the effectiveness of aspiring and newly appointed Principals, a more practical, pragmatic and mentor-based development process should be devised. The NSWPPA is seeking a high level, future focused professional learning program for aspiring school leaders to ensure they are prepared to successfully lead the learning of the school through contextual decision making. This learning will support future leaders to understand the actions to best support student learning within the context of their school.

A personalised, iterative process is envisaged; a process where Principals consistently engage with and are directly supported by, effective, experienced colleagues; a process that includes practical use of educational theory and research; a process that is underpinned by a paradigm of real-world effectiveness.

The data indicated that current system ideas about Principal preparation did not allow for the many contradictory and often ambiguous forces that Principals experienced and had to manage if they were to progress their schools past mediocrity.

View LSLD as a vital part of a coherent whole:

LSLD is more than just another reform that requires implementation. This study could legitimately posit that the problems raised by participants concerning LSLD transcend any simple notion of policy.

Recommendation 22: Fundamentally, the capability of LSLD to lift a Principal's real-world effectiveness will require broad attitudinal change and such change could be built from a genuine commitment by all members of the DoE to re-frame system culture. Improved organisational connectivity and increased respect for school leaders should be among the practical outcomes of that process.

Re-visioning - rebranding important for transformation of LSLD.

LSLD suffers from 'brand' confusion. Much has changed in Department strategic thinking since 2012. Educational systems often pivot to respond to changing school needs. Sadly the term LSLD has often been confused with the broader reform agenda. For example, during the NSWPPA evaluation of LSLD in 2017 countless Principals quoted issues surrounding tree audits or fire safety as failures of LSLD.

The recent evaluation by CESE often suffered with similar interchangeable terminology

The NSWTF sponsored teacher workload report exclaimed: *Local Schools, Local Decisions has imposed excessive administrative, compliance and data collection requirements on teachers, who say they take up too much time, have no particular value and divert their focus away from students.*

However, the examples provided related to other departmental literacy strategic initiatives and not LSLD.

The multiple problematic financial software platforms, while not directly LSLD related are a further case in point. The cry from the NSWPPA membership was Principals in NSW are being forced to rely on poor software tools that are hastily rolled out or not suitable for operational purposes was again perceived as a fault of LSLD.

Recommendation 23: Rebranding and recalibrating the way everyone in the system works to support the needs of schools is essential for future LSLD 2.0 success. To evolve the initiative to make sure that it keeps abreast of the changing departmental directions and meets the schools ever changing requirements.

A new title needs to be flexible enough that it can articulate a refreshed departmental vision and a more honest reflection of the actual reform intention.

Rebranding is a very complex process, utmost care must be taken. The new LSLD "brand" should be launched with much empathy and care. This should involve a methodical process of proper strategy, personal interactions and ongoing support that truly reflects a clearly articulated renaming for LSLD.

Recommendation 24: LSLD 2.0 success criteria are developed in conjunction with new reforms. This will be judged progressively to decide whether or not it has been successful in the eyes of all stakeholders. In short, the NSWPPA suggests:

- Establish baseline performance data.
- Define what success looks like for LSLD 2.0.
- Communicate criteria measures to all stakeholders.
- Gain consensus
- Use continuous measurements rather than an end point review.
- Report widely on progress

The NSWPPA contends that if you want to project success, you have to define what success looks like for your project. Perhaps the budget is the most important thing to stakeholders, or the quality of learning outcomes. If so, do the new reforms give Principals the capacity to deliver?

Project success criteria are a great tool to use with Principals to generate genuine engagement.

Recommendation 25: It is essential that the center maintains an expanded strategic support structure of experts not only for continuation of existing programs, but more importantly to provide sustained support of the revised LSLD 2.0. This new strategic team would as its priority explore world best practice options for a next generation LSLD model, delivery of Gonski 2 and the further evolution of RAM.

Recommendation 26: The NSWPPA believes all Principals should be qualified teachers. However the standards that best describe the role of the Principal in NSW Public Schools is more accurately reflected in the Australian Professional Standard for Principals than the Australian Professional Standard for Teachers. The new role statement for Principals must be based on the Australian Principal standards. This will have a significant impact on defining the scope of LSLD 2.0 as it will have the potential to define what the center should manage and the true instructional role of the Principal. It will clarify the new roles for Directors, Educational Leadership, Principals, School Leadership, school executive and teachers.

Any discussion of the dissolution of the current state office LSLD team would be perceived by the NSWPPA as a massive "own goal". As a system we cannot and must not allow the loss of this corporate knowledge and advice across the department.

Conclusion:

In the world of schools, LSLD and accountability has changed nearly everything. However, Principals still want LSLD to maximise the achievement of educational ends of; high quality teaching and learning, professional development, organisational leadership, and most especially capacity building in staff and community.

A number of Australian researchers have expressed concerns and reservations in light

of moves by governments at national and state levels to introduce more localised models of school decision making and governance and the policy tensions they have created.

Smyth (2008). 'Australia's great disenchantment with public education and social justice in educational leadership', *Journal of Educational Administration and History*, describes the functioning of self-managing schools as a 'policy ploy' which gives 'outward democratic appearances, while ensuring that the ends towards which schools work are determined centrally and policed through regimes of performance indicators'.

Connell (2009) in 'Good teachers on dangerous ground: towards a new view of teacher quality and professionalism', *Critical Studies in Education*, is even more blunt, declaring that the claim by supporters of neoliberal policy that public schools are being 'freed from stifling bureaucracy and heavy-handed state control' amounts to 'essentially a sham'. Significantly, sustainability and principal welfare need to be fostered and nurtured for the next generation of leaders. Mentoring, coaching and shadowing are all key facets of the practice of leadership and the skilling of the next generation of leaders.

While the original mandate of LSLD reform is drawing to a close in late 2018, with many aspects successfully delivered, a huge body of work remains to be done.

Feedback across the state's 43 NSWPPA PPCs networks consistently has made a case for a dedicated expanded system capacity to address the 26 recommendations found in this submission.

During the entire PPA evaluation, not one single NSWPPA Principal in either survey data, workshop or in any other research sighted in this submission would return to a pre-2012 educational setting.

This is a genuine testament to the original intent of the 37 areas of reform. (see Appendix)

What is causing the NSWPPA increasing degrees of distress is the policy drift of the department towards an ever increasing centralisation. Increasingly, frustrations are appearing as exemplified by an inflexible centrally mandated SP planning structure, industrially limiting PDP procedures, professional learning calendars dominated by compliance and an inability to do even the simplest asset maintenance tasks without volumes of external approval.

The evidence suggests that the NSW government introduction of LSLD continues to have the capacity to improve efficiency and effectiveness and to maximise freedom of choice while ensuring that any inequalities benefit the worst off.

The simple question is; do Principals have the correct policy powers to address evolving needs post 2018 and is the center prepared to trust its Principals to exercise these new powers?

Part of the problem, no doubt, is the fuzzy nature of the word “trust”. Although most of us can easily identify relationships in which trust is or is not present, pinning down

precisely what trust entails as a system is harder to do, especially in policy terms.

From the perspective of NSWPPA, the level of trust present within the department’s policy settings is a difficult thing to measure, much less connect to concrete outcomes such as teacher appraisal, parent involvement, or student performance on NAPLAN tests.

It is intuitively true, that trust matters.

Appendix A
The Local Schools, Local Decisions fact sheets:

https://schoolsequella.det.nsw.edu.au/file/2d66a9c5-496d-4b8c-b80d-e80b608cb2d8/1/Local_Schools_Local%20Decisions_Fact_Sheet.pdf

Appendix B
The Local Schools, Local Decisions Report on the consultation

https://schoolsequella.det.nsw.edu.au/file/3d9c0df5-e220-4e12-bc09-71a340d7126f/1/Local%20Decisions%20Report%20on%20Consultation_.pdf

Appendix C
Local Schools, Local Decisions (LSLD) evaluation

<https://www.ces0.nsw.gov.au/images/stories/PDF/LSLD-interim-report.pdf>

Appendix D
List of 37 Reforms

LSLD

37 reforms across 5 reform areas

Staff in our schools

- o Schools choose the number and roles of staff within their budgets to best meet local needs.
- o Schools determine the mix of permanent and temporary staff to meet local needs.
- o Performance management and professional development for all staff is linked to the school plan and professional standards.
- o Salary progression is based on attainment of professional standards.
- o School leaders have leadership and management credentials before being eligible for leadership positions.
- o Principal salary and classification are linked to school complexity not just student numbers.
- o Clear role expectations, capabilities and line management accountabilities are defined.
- o Schools choose how they fill at least every second vacancy once incentive transfers and Aboriginal employment applicants are placed. Delivered in 2012.
- o Incentive transfers remain to ensure teacher supply in rural and remote schools. Delivered in 2012
- o Schools can offer local incentives within their budgets. Delivered in 2012
- o Streamlined processes enable school leaders to swiftly identify and respond to underperformance. Delivered in 2014.

Managing resources

- o Schools manage more than 70% of the total public education budget.
- o Schools manage a budget that separates staffing and funding.
- o Funding for schools reflects complexity as well as student funding.
- Funding for schools reflects complexity as well as student numbers.
- o Funding changes gradually based on student numbers and complexity.
- o Schools will receive their funding under a model that provides a base school allocation, targeted (individual student) funding and equity loadings.
- o Schools will be charged a standard cost for teachers to ensure the quality of the teacher is the primary consideration rather than the cost.
- o Some types of leave including long service leave, parental leave, special leave and military will be managed centrally at no cost to the school.
- o A shared risk model will be implemented to provide protection to schools from low occurrence, high cost instances of leave.
- The Department will operate a single banking system with each school retaining control over their budgets.
- o More support for low socio-economic students. Schools with students falling within quarters 1 and 2 of the Family Occupation and Education Index (FOEI) being funded. Delivered in 2013.
- o Every NSW public school with Aboriginal student enrolments will receive funding to support these students learning needs.

Delivered in 2013.

- Schools can manage annual planned maintenance to fit in with educational needs.

Delivered in 2012.

- Removal of restrictions for some tied grants.

Delivered in 2012.

- Broadbanding of some equity tied grants.

Delivered in 2012.

Reducing red tape

- A comprehensive school plan and annual report connected to student learning outcomes and budget.

- Resource Allocation Model (RAM) funds schools directly.

- New tools simplify and increase local decision making, including for finance and human resources transactions.

- Delivery via LMBR

- Fewer and simpler policies organised around the work of schools. Stage 1 delivered in 2013

Working locally

- Schools have opportunities to jointly create administrative, management and leadership structures across schools.

- New processes and templates make it easier for schools to share staff and resources.

- Principals will be free to make more local decisions for purchases up to \$5,000. Delivered in 2012

- Schools will have more opportunities to use local contractors. Delivered in 2012

- Schools choose from a menu of community

consultation strategies to suit their contexts.

Delivered in 2012

Making decisions

- Schools make most decisions.

- Schools are supported by realigned regions.

Delivered in 2013

- A significantly smaller state Office develops policies and guidelines for schools and provides transactional shared services. Delivered in 2013



NSWPPA Position Paper

Merit Selection Procedures for Executive and Principals

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The NSW Primary Principals' Association (NSWPPA) is a professional association for Primary Principals of Public Schools throughout New South Wales, with a membership of over 1800 Principals.

Background

This NSWPPA submission details key policy and procedural issues and recruitment methodology, such as attraction, assessment and merit selection.

Merit is the foundation for recruitment. The methodology used to select school leaders impacts on the quality and quantity of the candidature.

In this era of constant reform, Principals need to be able to provide quality leadership and management of complex schools in areas of instructional leadership, human relationships, site management and policy implementation.

The NSWPPA recognises that as with any recruitment selection practice, adopting best practice carries with it associated expenditure in time and costs, including:

- The recruiting team's time spent on administering and executing the best selection practices;
- The costs associated with developing, through training and professional learning, a strong understanding of what constitutes best practice.

The case for reform

- Current merit selection involves a proforma application, a list of referees and a possible interview. This has resulted in a greater variance in capability levels of people filling school leadership roles.
- The current Principal Classification system has seen a majority of Primary Principal positions classified no higher than P2 and P3 levels. There are limited opportunities for promotion to P4 and P5 positions. This has significantly reduced the number of Primary Principals applying for vacant positions.
- Changes in promotion methodologies over the last thirty years have resulted in a number of unintended consequences for the leadership density of the principalship / executive and have also placed the Department of Education (DoE) at potential risk.

- Merit selection procedures have not been significantly reviewed since Brian Scott's review '*Schools Renewal: A Strategy to Revise Schools within the New South Wales State Education System*' in 1998. The review proposed major changes in the NSW State School System and set out a Schools Renewal Strategy, which involved the devolution of greater control to schools including budgets, staffing, management and increased community involvement.
- Reforming and adopting best practice Merit Selection recruitment processes has the capacity to improve the quality of school leadership that contributes to:
 - improvement in student learning
 - reduction of Principal turn-over and improved wellbeing; and
 - a decline in system risk-exposure.

Data

Data highlights the low level of applications to Principal / executive positions. At 60% +, the proportion of internal appointments is so high as to indicate that the process tends to favour internal applicants.

For the 2017 year,

- Metropolitan areas had 1364 applications for 165 Principal positions;
- Provincial areas had 718 for 136 principal positions;
- In remote areas, 37 applications for 12 positions;
- In very remote areas, 20 applications for 5 positions.

For executive positions advertised in 2017 there were:

- 9044 applications for 997 metropolitan executive positions (inclusive of AP, DP, HED positions).

In rural and remote areas there were;

- 2521 applications for 446 executive positions advertised in provincial areas; 73 applications for 23 positions advertised in remote areas; and 44 application for 11 positions in very remote areas (inclusive of AP, DP, HED).

NSWPPA survey data from 464 Principals highlighted;

- Strong agreement with updating online software and replacement of TALEO;
- Limit to the length of a CV in merit selection;
- Replacing the General Selection Criteria with prior training or credentials;
- Recruitment process including observation of performance in current position. This could link to the PDP process;
- A Principal at the same level be included in the selection panel along with community representation; and
- Formal mentoring included prior to and after appointment.

The NSWPPA supports

After extensive research and analysis of data from Principal surveys, the NSWPPA supports:

- The current pre-requisite training for applicants to Principal positions. First-time Principals complete the School Leadership and Management Credential before, or within 12 months, of their appointment.
- Explicit early identification of leadership potential by Principals supervising school executive staff and referring those executive staff with higher leadership potential to the DoE Leadership Institute;

- Detailed system level succession-planning that requires an appraisal of anticipated needs, a clearly outlined plan with measureable objectives, and a new set of criteria based on the Australian Principal Standard;
- Long-term mentoring programs and coaching provided to recognised candidates, with on-the-job training that is essential for success in a new leadership role;
- Effective transition periods involving overlapping of tenure, in order to ensure school and system continuity and provide continued support for newly appointed Principals / executive; and
- Effective succession plans which clearly define the assessment standards against which new and experienced administrators are measured.

The NSWPPA also continues to support the following key principles:

- Directors leading the School Recruitment process for Principals;
- Principals leading the School Recruitment process for executive and teachers;
- The retention of central appointment processes (e.g. incentive transfers, nominated transfers, or Principals in special education settings);
- Executives and Principals maintaining the right for transfer on compassionate grounds; and
- Schools for Specific Purposes (SSPs) recognised as unique educational settings that require specialist skills and experience.

The NSWPPA supports procedures for Principal identification, mentoring and transition. These include:

- Early identification of leadership talent;
- All Principals, executive and teachers, being part of a career ladder, to help identify those who have potential to be promising leaders across the system;
- Aspiring Principals participating in fully-funded leadership training programs. These may include courses provided by the NSW DoE Leadership Institute and NSWPPA Art of Leadership;
- Mentoring is a structured aspect of all promotion positions prior to and after appointment.

The NSWPPA also supports:

- Career pathways for teachers not wanting to become school leaders, but seeking to enhance their classroom practice and responsibility, as evidenced in the Highly Accomplished Teacher position;
- Exploration of *psychometric testing or aptitude testing as part of revised Merit Selection processes for school staff; and*
- *Criteria for merit selection based on teaching and learning. Merit selection will require demonstration of knowledge, experience and expertise in educational leadership.*

NSWPPA Recommendations

The NSWPPA acknowledges the worth of many features of the previous promotions list system. The NSWPPA recommends that any review of Merit Selection procedures include that:

- All candidates are validated 'on-the-job' by a Director and an independent Principal from another Network prior to application, through a negotiated industrial process;
- Line manager/s of candidates are consulted by the Director as to the work of the candidate over a period of time at the school;
- Clear and comprehensive role statements are in place and accessible by candidates, before they apply for promotion, for all executive and Principal positions, based on the Australian Principal Standard; and
- A review of processes be conducted to appoint suitably qualified candidates and attract quality applications from outside the DoE.

The NSWPPA recommends the following elements of the NSW Department of Education Comparative Assessment (1990-91) system be considered.

This process drew on the numbers of people who were already placed on existing Promotion Lists and allowed them to apply for school positions at an appropriate level, in response to advertisements placed by school-based panels. These are:

- Accreditation and or qualification prior to progressing to applications for Principal positions.
- Comparative interviews of interested executive and Principals for vacant positions.

Prerequisites prior to application

- The selection criteria for Principal positions should reflect the Australian Professional Standard for Principals and the NSW Department of Education Principal Role Statement.
- A prerequisite competency should be required for applications to Principal and executive positions. Efficiency, as confirmed by an applicant's supervisor, is included in the competency.
- Training and mentoring programs to assist the development of leadership and management skills for aspirational school leaders, should be in place.

Interviews and Panels

- Training for referees and panel members is provided.
- Selection panels comprise DoE supervisor as convener, Principal or executive at the same level, community representative from P&C and/or specific school community representative, staff representative.
- Information collected by panel convenor.
- Transparency of procedures, including thorough knowledge of how to manage potential conflict of interest.

- Best practice guidelines for writing criteria.
- Guidelines for referees and appropriate feedback to applicants.

Curriculum Vitae

- Six page limit for CV and application.
- Standards-based criteria for filling vacant positions.
- Specific criteria only, as applicants already meet prerequisites.

Post Interview

- Ongoing support – a mentor linked to successful applicant for 12 months.
- Ongoing training – negotiated with the supervisor.

Software / Tools

- Easy to use / Functional

References:

Best Practices in Succession Planning. Hanover Research, October 2014

Geoff Scott, for NSWPPA, Feb 2018

Shaping Strong Principals in Singapore: Success by Design

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STATE COUNCIL ISSUES

MOTION: That a review takes place through NSWPPA, submitted to DoE, to determine the reduction in Counsellor time allocated to support schools with EIUs.

RATIONALE: Letter sent to Anne Reddy who suggested the matter be also referred to NSWPPA Prior to 2016, the EIU had previously been given an allocation separate to that of the mainstream school. The EIU operates with 32 class students and 14 resource students, an allocation of two days per week was given to deal with all of the extensive assessment work required, parent interviews both pre-and post-assessment, report writing on those assessments, review meetings and subsequent follow up, as well as completing the Access Requests for school placements for the following year. This is a significant work load that needs to be completed in the first semester of the year. Following the implementation of the Wellbeing initiative, there was no separate allocation to support the EIU, and significant time was taken from the school's counsellor allocation to be able to address the needs of the EIU students. In an attempt to address this situation, an allocation of 20 casual days was provided. There are however, very few casual school counsellors available who could be employed for those 20 days. Therefore, the counsellor of the school has been required to address the needs of the EIU as well as the needs of the rest of the school that includes 10 mainstream classes, 4 support unit classes and a preschool. In attempts to meet these needs and requirements the Senior Psychologist Education has provided direct service to students to meet workload demands and deadlines (impacting on systemic responsibilities of the SP E's role). I am additionally concerned about the impact that this workload has caused the school counsellors, including the SPE, in terms of wellbeing and morale.

RECOMMENDATION: That this be forwarded to the Disability Programs Reference Group to further explore and lead a review across the schools with EIUs.

ACTION TAKEN: The Principal of Claymore PS has sent a letter to Anne Reddy, Director, School Services on 8/8/18 and Anne has communicated that this be forwarded to NSWPPA

MOTION: Reduce duplication of work in following procedures for therapists to deliver therapy on school sites.

RATIONALE: Currently at Mary Brooksbank School, with 85 students, we have approximately 50 NDIS funded therapists coming in to delivery therapy at school. It is a major task to ensure we have current and up to date copies of their WWC number, Child Protection Training, Workers Compensation Insurance, Professional Indemnity Insurance and Public Liability Insurance. It would be a great help if the Department had a data base into which we could enter the therapists details and upload a current copy of these documents, highlighting the expiry date, so that all schools had access to the information. Therefore, the documents would only need to be handed to one school, but be available to all schools. At present this is an enormous amount of work which has to be duplicated by every school that the therapist visits. The paperwork takes so much time out of an already full workload.

RECOMMENDATION: Not quite sure which reference group to forward this to in order to have this taken up: That Department of Education have an accessible data base of therapists who attend school sites so that work is not duplicated.

ACTION TAKEN: Review and PL of procedures for visitor and therapist access to school sites - for Principals and Admin staff.