**Science and T9**

**NSW Primary Principals’ Association Inc.**

**State Council Meeting, Term 3 2018**

**Speaker Summaries**

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

* **Mark Scott, Secretary, Department of Education.**
* **Joanne Jarvis, Acting Director School Leadership Institute.**
* **Geoff Masters Chief Executive Officer, Australian Council for Education Research**
* **Murat Dizdar, Deputy Secretary School Operations & Jane Simmons Exec Director School Services.**
* **Mark Grant, Executive Director Leadership and High Performance.**
* **Daniel French, School Engagement Lead, CESE**
* **Liana Downey, Executive Director Delivery.**
* **Trina Schmidt, Executive Director Human Resources.**
* **Ben Barnes, Director, Evaluation CESE.**
* **Lila Mularczyk, Leader, Teacher Quality, High Performance.**
* **Leslie Loble Deputy Secretary, External Affairs and Regulation**
* **Martin Graham, Executive Director**
* **The Hon Rob Stokes MP Minister for Education.**

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

The overview of the landscape of the system:

The development of Local school, Local Decisions and Gonski 2 planning. Thinking is about what support is needed by Principals to make it more effective. It changes the increased demands on Principals.

We are pleased with the development of the Leadership Strategy, especially the Aspiring Leaders project.

Educational Services Review is looking at a professional learning option. Few and better.

A big focus on reducing red tape by the Department and Minister.

Disabilities project is running now by Delivery Unit.

The number of ITE students coming out that can meet the needs of students with disabilities – big issue for us.

Lots of work around school buildings – systems and processes need to have the user in mind – principals and teachers.

LMBR / HR has a long costly history. He has an understanding of the frustration with the software. How do we together fix it?

A few big things on the horizon. The Curriculum Review has been very conservative. It was set in the 1960s. We need to ask what is a curriculum for? Students will need a growth mindset and be good citizens in a changing world.

Gonski 2 – we need to strike 3 deals with the federal government. A broad deal around state and federal government based on Gonski 2.

A bilateral deal NSW and federals. What are the specifics – what’s in and what’s out. This is still under discussion.

The review of assets is on the Minister’s desk.

New payroll system. It is delayed after efforts of NSWPPA. More training now for Principals. It’s a big project.

RAM will be out shortly, same amount of money for admin Support. This money is for Principals. It’s flexible.

Well done to Di Robertson on her award.

**Question** HR Tool – has there been any change to the tool. Why are we getting tool when it’s not ready?

A: There are many schools successfully using the tool. The feedback was about the training.

Part of the features are imposed on us and adapted for schools. The tool is working now.

**Question:** There are still errors in pay. The multi position staffing is still an issue. There is a massive emotional issue. It’s very complex. It’s just not satisfactory.

A: You have raised a number of issues that need to be taken back. They are improving the system. We need to train our people better.

**Question:** Why is it OK to spend $5.3 million on external evaluation providers when we have CESE?

A: Using outsiders is a positive thing. They have expertise CESE does not. They are not the sole source of knowledge.

**Question:** Support with EPAC and performance is still an issue.

A: The numbers of teachers/ executive on programs is very small.

**Question:** Schools that host vision and hearing not included in classification?

A: A continuing conversation. There may be issues we may have missed. We will continue to look at it.

**Question:** work needs to done about staffing in large schools.

A: We need to look at the formula for staffing in large schools.

**Question**: How are we as a system going to prevent another issue, like the one in the media recently?

A: We need early warnings. I will have a conversation with the P&C Federation. The staff had issues at that school.

There are questions for NSWTF. We need to throw out bullies in our system. We need a fair and just process.

**Joanne Jarvis, Acting Director, School Leadership Institute.**

**Comprehensive PowerPoint available on NSWPPA website**

Excellence in teaching is the single most powerful school influence on student achievement. Joanne talked about people who applied to be part of the Aspiring Leaders program run by the Leadership Institute. Feedback will be provided to applicants and sent to DELs for distribution to Principals. They now have their first cohort ready to go. They also have asked for Principal facilitators for 2019-2020. Applications close Sept 17.

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**Geoff Masters Chief Executive Officer, Australian Council for Education Research**

**Comprehensive PowerPoint available on NSWPPA website**

**Curriculum Review:** Final report due at the end of 2019. Minister interested in a long-term big picture of curriculum. What sort of curriculum will we need in 20-30 years from now? There will be community wide conversations around the issue of curriculum. This is the first major look at the curriculum for 30 years. Geoff shared his personal thoughts:

There is a challenge in that the world is changing and therefore we need to be preparing our students for different jobs to what we have now. Knowledge is exploding, nature of work is changing etc. Hence the context in which we work is changing as must the curriculum.

Many students in Australia (40,000) reach 15 and have not reached the OECD minimum standard in Reading. In numeracy the figure is 57,000. The percentage of students not reaching the minimum standard is increasing.

Curricula is designed on age / year level currently. Hence definition of success in learning is linked to age level. Children are assessed all the same against the curriculum. This means some students are judged to be performing below expectations year after year. This does not allow these students to show they are making progress. Always getting a D can send a message to students they are not making any progress. Some of our most advanced students make the least year by year progress.

Sees assessment as the process of drawing inferences about where individuals are with the learning.

Thinking around how to meet the needs of every student in every school.

**Murat Dizdar, Deputy Secretary School Operations & Jane Simmons Executive Director School Services.**

**Comprehensive PowerPoint available on NSWPPA website**

Additional Curriculum officers being recruited. Support for Science and Technology and PD/H/PE. New Syllabus support available. There are self-paced on-line learning courses. There will be PL on all the new syllabus documents. Go to ‘my websites’ and download New Syllabus tile for your portal. Plans are underway to support STEM based learning

**BEST START**

Timeline shared

On-line modules have been developed - Introduction to the Literacy and Numeracy Progressions

Effective Reading PL will be turned into learning modules and will be live streamed so all can access.

**EAfS**

Data expectations have been reduced. 530 ILs attended 3 day intensive PL. Data expectations for 2019 will be the same as for 2018.

**School Services** strategic model under pilot implementation. This has resulted in 2 strategies being developed for implementation in schools. Model will be rolled out further in 2019.

There will be additional DEL school Services, extra PEOs, and additional 60 positions to be recruited. Priority is around leading teaching and learning.

Support resources are being developed around formative assessment. This came about through SEF and School Plan analysis. School Services will use the package when working with schools. This is ready now

 Also developing package around classroom management and differentiation. The packages will assist schools with strategic planning

**Customer Relations Manager** (CRM). Portal has a School Services contact icon where you can see who your contact is. This system will assist us to be available online. Should enable faster responses from School Services to schools and Principals.

**Aboriginal Education** **and Communities** - STEM Camps popular with schools. Schools can also engage in Language and Culture Camps.

**MyPL -** Working on improvements. Want it to be more intuitive, easy to complete for Principals. Principals will be involved in testing of prototype. Aiming for Term 4 release.

Murat acknowledged SAS Recognition week.

Coordinated delivery schedule for term 4 will be leaner than in the past.

**$50 million for Principal support** will continue to be flexible for 2019. Principals advised to use the money to best support them. Be selfish about it.

**RAM** loading likely to not go up much because there are more students coming into the system.

2019 may go into AP, DP preparation. Also need to provide effective leadership training to existing Principals.

Every student known, valued and cared for. Principals picking up exceptional practice around the state. Trying to get traction for the wellbeing document.

**Drought** – preserved staffing for drought effected schools. Teachers, SAS etc also included. Have met with Federation. Murat will raise issue re **Principal classification** with Peter Riordan. Likely to be a case by case basis to look at it.

**DEL Survey** – seeking embryonic feedback at this stage. Half of the principals have responded so far. Data will be used to possibly recalibrate the role of DEL.

**In relation to Bondi Beach** Murat assured Council - Letter to P & C President from Murat likely. Mindful of people in these situations. Bigger challenge is around the media management.

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**Mark Grant, Executive Director Leadership and High Performance.**

Pilot to be started to provide support to the principal and executive.

**AZT**- there are 180 school who are using it; there are no systems requirement to use it, but it is being used. There has been some work on improvement in AZT and SPaRO. There is no policy requirement to use AZT.

On 30th October the DoE policy group we will be advised of what policies will be required in cyclic compliance.

There is a current cyclic compliance trial that is a much less stressful. Mark will report back on requirement for next year

**LSLD** NSWPPA paper has a view on the way forward and it should get good hearing moving forward and it is expected to get good traction. Future strategic support for Principals is a point noted. Mark commended the PPA for putting a stake in the ground on the issue.

**QTSS** will get a calendar year status

**Principal School Leadership** coaching for other Principals in the system that believe it may have benefit for them. They will cater for 400 principals.

**EV**. There has been good work with NSWPPA to get funding support for teaching Principals to do EV. Mark is confident to have funds in 2019 to support principals to get release to get the EV processes done.

In the teaching domain - there is some money to support SASS staff to support their PL. This has not been provision previously. Excellence in School Administration Program. This appears to be focused on SAMs

87,000 - Professional Learning link to a survey. This was staggered in the release due to the numbers of emails. It is the first survey of the policy since 2004.

**Electronic Sbar-**

Additional funding to maintain buying power CPI additions.

Additional enrolment coming. This is fully funded. The Minister said there would be more funding in the RAM in 2019. We hope this will be announced at State Conference. $1.09B for 2019 funding. The Sbar will come in Scout and Sbar.

**Questions**

Gonski- every fortnight is the RAM working group. We give reps the view on where the funding is going. The fed gov is far less clear than the state gov. The federal gov will not step up into 2019, so this would mean 37% should come to schools. Will that happen? A: Ask the Minister when he attends State Council.

EEC- will EEC be included in the release? A: Yes!

QTSS- what clarification is there for the SSPs?

A: I’ll send some information out. There is no loss between this year’s actual and this year’s plan.

RAM increases? Is it going to change? A: I can’t answer that but the May delivery will result in funding. I can’t imagine a world where the senior officers will not deliver on it. I have no idea of the quantum.

EV- How do you see the PSL supporting other Principals? A: the recruitment of the new supported Principals will lead to a better support for schools.

Gifted and Talented Policy? A: The G&T policy is not far away.

**Daniel French- School Engagement Lead (CESE)**

**Comprehensive PowerPoint available on NSWPPA website**

2018 NAPLAN.

Information session with Jenny and Murat. Results due. Plan 2 and Best Start Kindergarten will be avail in SCOUT by the end of the year. SCOUT is now a training session of about 40 minutes and teachers won’t be able to access SCOUT for about 48 hours after doing the training. Teachers do not have the same access to SCOUT data as Principals do. Start the training in the SCOUT website. There are webinars available as well for you. There are SMART TO SCOUT reports available. There is some suspension data now available on SCOUT. Colours are contextual to your school. All site maps are on SCOUT as well. Also your school budget allocation, primary school transition (please look at this data which is updated on a daily basis from ERN.)

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**Liana Downey, Executive Director Delivery.**

**Comprehensive PowerPoint available on NSWPPA website**

We have been seeking lots of input in our processes to improve our system, especially around students with disabilities. From this work, there have been identified a number of work streams.

We just don’t have the clear evidence in the area for all students. We need to ask: What does the system look like when it’s working at its best? We have set up a number of workshops to explore this issue with all parties.

There is an urgency in this area with growth in student numbers and a move away from the Catholic and private system.

NDIS is a massive change for schools. The Access request process is under review. Staffing and new building planning continues to challenge us.

**Question:** Are you aware of the complexity in rural and remote for student settings?

A: Yes, we do the heavy lifting as a government system. We are working with other government agencies.

**Question:** Are you aware of the admin issues around NDIS, especially around external providers?

A: Happy to talk some more about this. There is an Upper House process around this happening now. We need to do more work in the space. Funding under NDIS is for parents not for the education system.

Consolidated schedule is now in its second version. We are trying to make it clear what is optional and what is not.

We are trying to make it better for Principals by linking to “how long each task will take?”

We will now include NESA.

Change-free weeks planning is now work happening.

More information around PLAN 2 soon.

Work happening to improve the portal, especially on mobile systems.

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 **Trina Schmidt, Executive Director Human Resources.**

 Outlined staffing review process. **Comprehensive PowerPoint available on NSWPPA website**

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**Ben Barnes, Director, Evaluation CESE.**

**Comprehensive PowerPoint available on NSWPPA website**

**Impact of LSLD**

How have schools spent their equity funding? RAM?

School funding data and AFS could not provide evidence. Hence there was a look at ASRs and this was hard to determine.

59% of schools received less than $250,000.

There are 4 things that are common across the areas of equity - staffing, time for teachers to collaborate, funding specific literacy and numeracy programs or planning and development programs. There are additional areas where money is being spent within Aboriginal education and Low SES (paying for things that they would not be able to participate in and resources). This is how the equity loadings have been spent.

What has been the impact of LSLD on local decision making and practices? - Survey results.

Where the success is focused is on managing resources and staff in our schools. Most leaders are in agreement about this. Working locally had slightly less agreement. Reducing red tape? LSLD has simplified school planning processes- 68% disagreed with this. This is a big message that has come through solid evidence. The administrivia burden is not reducing.

What we need - increased functionality of tools, greater admin support, improved communication to be able to implement LSLD- How to use tools, what we need to do to meet compliance.

What is the main focus- increased red tape for accountability? Tight timeframes and overwhelming compliance.

What is the impact of LSLD and RAM on school and student outcomes? A: We looked at attendance, suspensions, social engagement, institutional engagements and aspirations to finish Year 12.

Has the bar raised for all schools? And has the gap lessened? A: LSLD model has distributed funds based on need. LSLD has been perceived as positive. To date LSLD appears to have had little impact on preliminary findings.

Evaluation - Exposure to the full reform has been uneven, changes in school management can take time, up to six years, to produce measurable impact on students (an extended evaluation requirement), and this report does not include NAPLAN outcomes at this stage. The full impact will be done in 2019. There will be focus groups with Principals, DELS, and people in the field.

Is there any thought to use SEF against attendance? A: There has been some interesting data from SEF.

Are the schools who get more RAM improving better than other schools with lower RAM.

Has there been a study of SSPs and hospitals to know whether the limited funding has made a difference? A: We will be able to see the difference of groups over the years.

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**Lila Mularczyk, Leader, Teacher Quality, High Performance.**

**Comprehensive PowerPoint available on NSWPPA website**

We need to identify teaching pathways. We are looking at models

Alma stated the most powerful thing a school leader can do is to generate collaboration across the school.

School leadership strategy-

The full implementation of school accreditation has occurred, and all teachers are considered proficient. We require a systemic way of lifting school leadership. International systems that are recognised as doing this well do exactly this. Master of Teaching- significantly increasing highly accomplished teachers. Harnessing HALT expertise is critical.

The DoE has been working with the NSWPPA and NSWSPC and they attended the HALT conference. There has been extensive communication around this to explain the pilot.

There will be a body of work around case studies across contexts. We like to acknowledge and support HALT. Part of the process is to work on what we can do to keep these experts in the classroom. We need to create careers paths for them. We are looking at career paths and remuneration for them.

High performing countries deliberately promote teachers to work together and share. Gonski acknowledges that we need to call out highly esteemed and high performing teachers in our system.

West Wyalong and Peel near Tamworth. It is an 18month program. The first month has been identification. The DELs spoke with Principals about who is a HALT that would fit? They are developing a guide for Principals on identifying an outstanding HALT. Once the teachers are put forward the process will start in 2019. The staff put forward are required to prepare their evidence and then it goes to a state panel. Then the HA teachers go through a 12 month process with the support of a HALT mentor.

The LDI process for HA is for promotion. This pilot is for HALT to stay in classroom.

Gonski Institute for Education-

“Through growth to achievement”. It is about growing the capacity of school leaders with an equity lens. How do we support the education of young students? Doctor of education, certificate of leadership, Masters of Education, research, forms, special projects (could be funds attached), summits (NAPLAN summit), PL etc.

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**Leslie Loble, Deputy Secretary, External Affairs and Regulation, Martin Graham Executive Director**

**Comprehensive PowerPoint available on NSWPPA website**

**Early Childhood** announcement. $200 million, NSW first state to offer 2 yrs of pre-school. Open to children accessing community based pre schools. Govt decided not to subsidise long day care as they access other funding.

Catalyst Lab – implications of education for a changing world. Examining impact of AI. To support innovations within schools. Trialled in Regional South Operations Directorate. 10 schools pitched ideas and picked 4 out of that and then proceeded to 2 schools.

**Gonski and National Funding** – NSW is making up the commitment. Commonwealth moved to change funding arrangement. Catholics 5% point gap between govt and independent schools. This locks in a sustainable funding arrangement. They kept a needs-based approach. Base plus loadings. Not sector blind. Commonwealth Minister will be seeking agreement from the States. Expect to be signed by end 2018. NSW keeping with 9 reforms. National agreements need only one state to agree and then it is complete. Which States likely to agree is unknown. Bilateral agreement is a separate process.

**National Schools Resourcing Board** – will be determining the commonwealth and state budget, it defines the categories. They recommend using income data and not location data. The group will look at how much is dedicated to each child. Trying to separate location from income.

Govt committed to full level of funding for 2019. 37% is due in 2019.

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**The Hon Rob Stokes MP, Minister for Education.**

* Comment in media re public education leadership. Populism is in ascendancy – never ends well. Does not offer solutions. Attacks institutions including the local public school (an ideal target). Minister’s office wants to but never can completely prevent populist attack upon Principals. Will always run interference to combat populism. Sometimes the best thing to do is do nothing to limit oxygen.
* Good leadership by its very nature will be a source of attack.
* Overwhelming feedback to Minister from general community is of strong support for public education and public schools.

**Questions:**

* Parent pressure on schools – code of conduct for parents,
	+ DoE direction is to complete and release our own
* Issue management – senior officer response - other institutions seem to respond more publicly. Risk management plan.
	+ Minister has gone out (public comment). This can escalate it. So we should be using DEL and/ or EDs.
* Infrastructure - limit upon size of school rebuild to 1000 students.
	+ Challenge is to ensure school context (neighbouring schools) is factored to planning. Plan for local network of schools.
* Funding – 2018 63% of total funding promised. 100% of total by 2019. The State will fully commit to its promise.
* Length of time for investigation into Principal conduct. Will review with Secretary.