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**NSW Primary Principals' Association Inc.**

**State Council Meeting, Term 1 2019 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.*

**THURSDAY**

**President’s Report**

* Please ensure Presidents and delegates keep the database up to date. We need accurate information.
* Principal classification is looked at currently by the HR Reference Group. Your input is valued.
* EPAC- concerns over delays in response and resolution. The wellbeing of principals is of great concern. EPC review is underway.
* Elections- be aware of code of conduct for schools.
* Fair funding Campaign- AEU doing an advert
* Conferences-
* Principal Induction
* School leadership Institute- Aspiring leaders
* HALT conference (Highly Accomplished and Lead)
* Mastery of Teaching.
* Meet with the Minister
* Disability Strategy
* EPAC and Principal classification.
* Meet the Secretary
* Principals wellbeing and support with media
* Ed Services Review
* Finances 6100 &6300, Scout Report.
* Support for Principals Work Group established.
* Teaching and Learning-EaFS and Best start- keeping track of these.

**Workshop-Principal Classification Position Paper (Michael Trist and Glenn Walker)**

* This is a concept paper; this session is the opportunity to add detail to allow the PPA to position ourselves and lobby for change.
* Size, enrolments and complexity are the basis for this paper.
* Previously Principal classification was purely based on enrolments.
* Currently determined by complexity.
* Inequities have arisen with the current formula. (discrepancy with High Schools, ‘log jam’ P3, schools classification changing and the wait period, this can also work in the reverse).
* Moving forward the paper is suggesting the concept of combining numbers and complexity-base principal loading and in addition a complexity loading. This would create lots of classifications, something to work on.
* Other things to keep in mind-itinerant teachers based at schools-special education classes-school counsellors-classifying SSP’s, EEC’s, Hospital Schools-removing the T from Teaching Principals.
* The Staffing methodology review is looking at a raft of issues however they are not looking at Principal Classification. They are looking at finalising recommendations in October.
* Discussions would be had with Federation, SPC etc. To share our positions.
* Tables worked together to share ideas on bit.ly
* Comments / Questions from the floor
* three strand – complexity, enrolments and the additional parts
* Talking about what we get paid for and what our schools are resourced for
* No Principal worse off and please ensure it is modelled further along the line
* Wellbeing and workload transition when increase in size and the period of wait, we hope that we advocate for the workload issue and wait for change in pay
* Can we also factor in Opportunity Classes, it has been included in bit.ly
* A clause needs to be included to ensure Principals are paid higher than teaching staff.
* Locality could be considered, Rural and remote wanting a definition for provinciality to ensure improved measurement
* Out of Home Care kids could be included
* Numbers on the paper were just samples

**Stewart House-Graeme Philpott and Sarah Haywood**

The statistics on the success of Stewart House speak for themselves-

We are committed to

* The students who come to Stewart House 75 % low SES, 85% lack opportunity, 59% abuse situations, MH 26%, 22% isolated environments, 42% are in the care of the minister, 30% aboriginal students.
* What do teachers want from the Stewart House? You request that Stewart House teach them- how to get on, how to develop social skills, how to regulate.
* There is a Stewart House Wellbeing Framework-

1. Physical Wellbeing- teeth, medical, self-care instruction.
2. Emotional Wellbeing- self regulation skills, identifying how to deal with emotions
3. Social wellbeing- conversation skills, anti-bullying, assertive communication, problem solving skills,

* The operating costs are 1.9M$, 2.9M$ employee costs, RAM 1.8M$ NSW Health 0.3M$
* There are many services provided and supported by many organisations- NSW Health, University NSW, Teacher Health Society, Masters of Clinical Audiology Macquarie University.
* Schools contribute $1.77M.

*Stewart House needs your support. Teachers contributions are essential to sustain Stewart House over the next decade.*

*There is a package online that Principals can download to provide to your staff to seek support in contributing to Stewart House.*

**Georgina Harrison, Deputy Secretary Student Services**

80% of school want to carry on with the trial. The trial has been working on building the capacity to support schools with formative assessment, differentiated learning and strengthening behaviour management.

Co design resources, using the best talents in our teams and schools.

Improving teacher's quality, they have focused on the confidence in the new syllabus. This reached 26,00 teachers and 87% of teachers indicated they felt increased confidence. 80 new PEO and 50 literacy and numeracy.

Creating a great place to work- the focus has been on increasing and maintaining the standard of accreditation. The focus on ensuring teachers want to stay in the class and enjoy staying in the class.

The service navigator launches. This is constantly being refined to address feedback and ensure fast access to information.

Online enrolment Forms are being developed with a parent interface. This will be tested in few schools next terms as a trial. This ensures no follow up information and it locks in an appointment with a parent. We think it will save 26,000 hours of SAM time. It likes to ASTP and special needs students.

MyPL is the next “beast” to look at. This is being tested as present.

Q- Resource for classroom management? There is a team of people looking at this.

Q- Where is the GATs policy at? This policy is continually being given new and changing feedback. There will be a “familiarisation period” of the policy for about term 2 or term 3.

Q\_ Access Requests- many are currently being “knocked back”. There is demand beyond what we can staff.

Q- thanks you for the role of The Director Rural Education and Pathways- Where is the line management and the Budget? CESE evaluation of rural and remote has been looked at. Some of the learning and teaching role- distance education and Aurora will come on board. there will be a team and Cheryl Best and George would be happy to meet with the Rural and remote Reference group.

**Guest: Adrian Larkin, Be You – Beyond Blue**

* See PowerPoint. Site has professional learning. Also, critical incident response service in the event of a suicide.
* Schools get tools, training etc. when they sign up.
* Learning modules are NESA accredited. Free to every school
* The on line platform has everything you need for staff, students and parents. Help schools move on from where they are. It takes a whole of community approach.
* Aimed at helping schools save time by having what you need available. Schools can take what they need
* There are consultants available to guide school action teams.
* Professional Learning package includes learning across 5 domains
* You can progress through at an individual rate but to get change across a school community there has to be a whole school approach.
* If the whole school signs up, you get access to the consultant.

**Guest: Maurie Mulheron - NSW Teachers Federation President**

* School funding – all about school equity – Australia has a problem.
* Public schools do the heavy lifting – Low SES, Indigenous, Remote, Very Remote, Disability all vastly over-represented in public schools. (excellent graphs in supplied PPT)
* Federal government are off his Christmas card list.
* NSWTF have comprehensive range of action addressing school funding (PPT)
* State government have promised an extra $500 million to private schools for building projects.
* Enrolment growth is forging ahead in public schools – Catholic numbers are dropping.
* Teachers and principals need to spread the fair funding message locally.

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

See PowerPoint

We have 5 priorities

* School and student outcomes
* Quality of our teacher workforce
* Quality of school leaders
* Support for our schools
* Our people are growing and a great place to work

Spent some time outlining the complexity of society today and into the future.

Every student is known, valued and cared for is a very resonating part of the strategic plan.

There are 823,000 students in our schools

Improvement every year. Tailored Support. Student need. Clear targets

What do we have in place to close the gap between the performance of rural student and metropolitan students?

Looking carefully at attendance, student engagement via TTFM.

We can look forward to better quality professional learning

The most meaningful professional learning takes place in schools.

There will be a need to find more teachers as student numbers grow.

Clear focus on the first 5 years of teaching. We retain 95% of new teacher for 5 years.

Investing of professional development of leaders via Leadership Institute.

Attempting to lift the administrative burden from school leaders.

There is a need for new software systems...they need to be more intuitive

In the lead up to a state election both parties indicate broad support for funds being applied to Education.

There are 2 jobs in the Doe.

1. Help children learn
2. Help and support the people helping children learn

School Infrastructure work is extensive and quite formidable.

We are looking at how we recruit now as a means of perhaps enhancing University learning for future teachers.

Aiming to get in earlier in the recruitment process.

Thinking about how to best support teaching principals

Is there is a need for a more systemic support for teaching principals.

Q & A

University training

- Changing tack from Adrian Piccoli's approach, i.e. Direct to universities

- Evaluating the DoE recruitment processes as we are the largest employer, and if our standards are met, universities will change processes.

.Principal merit selection – minimal interest in Principal role

- Aspiring principals' program is one means of developing readiness, willingness and capacity to get the right people for these positions.

Principals not looking to retire trying to reduce hours to stay in the system

- If students are at the centre of our decision-making – are leadership positions manageable as part-time? [Gave examples of PSL 0.6]

- Questioned the practice of employees using Leave leading into retirement.

Phil's final comments

- Highlighted the appreciation for 35 days provided to TP1 / TP2 / EEC, etc.

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

* Minister acknowledged the great work of the public school principals of NSW.
* He spoke about the commitment that he had to reduce workload of principals by taking away such things as the school profile, A - Z tool and announced that we would no longer need to do an Annual Report (2019 report)
* Announced a philanthropic grant to introduce mindfulness into 400 schools (Smiling Minds) due to increasing mental health concerns of young people
* Addressed NAPLAN (and online NAPLAN) - not opposed to NAPLAN or standardised testing but opposed to the way NAPLAN is used on the My School website. He spoke about the early function of the Basic Skills Test which was to reset curriculum and pedagogy and that online NAPLAN would help to extend beyond literacy and numeracy
* Spoke about intention to provide OHSC services to schools where needs exist, and that the intention was to reduce principal workload and responsibility. Not every school, different solutions for different schools, $15000 grant for asset conversion, leases etc. will be taken back to SINSW – specialist team, consultation will occur.
* Also spoke to commitment to ensure public schools reached 100% of SRS.
* Two school development days at the end of the year may be varied. Presumption will be that they are at the start of the year. Don’t need to do the last two days, can be but would likely to be at the first days. Considers that PL is not ideal on the last two days of the school year.
* NESA – new head – tasked to reduce the workload from NESA for schools.

**Guest: Jo Frearson, Executive Director, Health and Safety**

Shield System – new incident case management system

* No change at our end re: Notification procedures
* Communication from WHS has changed – immediate incident notification summary to school email address via email (de-identified) - WHS can immediately share with anyone who needs to be engaged to support schools.
* Every event is logged as an incident.
* 2nd notification email goes to Principal (Or Director if it is the Principal) has description of the incident and role and details.

Updated Incident Notification – See Slide 3

As a result of Royal Commision

* Mandatory to report incidents of child abuse, covers assault that can happen in the school.
* A fight between student should technically be reported.
* Legal issues Bulletin 59
* The threshold for notifications has lowered to reporting lower level incidents.

Dave Munday – example of a table

* Burden of compliance – time taken to report re student issues.
* Response – just call incident support hotline which brings the incident to the attention of the police. (See legal issues bulletin)

Greg McLaren

* Need MOU – EPAC will be interpreting the legislation (clarify)

Can support officers make the report?

* Yes – anyone can make the call; principals should set up a system.

Q: Does the age matter?

Doesn’t matter age, under or over 10. If someone is injured needs to be notified.

Q: Craig Neilson

Are there case studies?

* NO
* But there are in other training resources

Karen (F&A)

Implementation plan = are there example of what they look like?

* No

EAP – Supporting you (Slide 4)

* Goes live April 1
* New Provider – Converge
* Leadership Support – under utilised – additional 3 sessions that managers can access re: difficult staff, difficult situations, difficult issues.
* New Teacher Support – General counselling on 1st year of service
* PD support – suite of training packages (eg.Nutrition, healthy eating, communication, psychological first aide)
* Have been provided induction about working in a school to help them understand schools’
* Post incident support – existing service ,3 providers.

Q Phil Seymour – How will we know when it’s launched?

* Schoolbiz
* Packages of info to schools (posters and cards)
* Any

Q. Greg Wells

Following an incident, the principal is often affected. - There should be a mandatory debrief

* No requirement to check on Principal if they take leave.
* Post incident support service is meant to identify individuals who may require follow up.
* Self- nomination.
* Health and wellbeing team follows up.
* There is an obligation on the department but there is not a mandatory component because we don’t have the same level of trauma.

Geoff Scott -

Manager assists?

Is that being used? If not, how can we promote that?

* Good question. Hard barrier to overcome, but the service is available.
* What we need vs What we ask for.

Staff wellbeing Framework

* Need to have a more dedicated focus around wellbeing
* Wellbeing framework – multi-tiered for individuals and the organisation.
* Joint responsibility between the department and the individual.
* Produces report and recommendation.
* Workplace survey – what as a school we can do to improve our wellbeing as a collective group?

Q Sue Ruffles.

* Deputy Presidents in the PPC should be the ones who bring this information forward.
* Toolbox talks” - takes the burden off principals to deliver the information.

Training Calendar

Face to Face Training

Q: WHS Consultants: The standard delivered from 33 consultants are hit and miss. What are you doing about it?

Expectation is individualised support that meet your needs.

Want consultants that make safety easy.

If there are no incidents in the system, we start asking questions.

Ideally work to the side to build capability.

There are department Priority areas.

Please provide feedback

Q; Denise Smoother

* Recover/ RTW Program
* Video conference service – inadequate.
* If there are consultants in the office why can’t they help.
* Felt unsupported.

Answer

* New pilot aimed at improving service
* Working with directors
* Regular status updates
* Consultants don’t play a role in RTW/recovery
* Injury management staff are meant to do that.
* Should be face to face meetings if required.

**Mark Anderson- Director of Staff Efficiency and Conduct**

EPAC has two role- performance and conduct. This presentation looks at performance/ Teacher Quality and support for Principals.

* TPMI-The general idea is shoulder to shoulder support for Principals to manage performance- Pilot started with the support of field officers. Half the state involved.
* Improvement programs need to be timely. The key area where things can go wrong is “Fairness”. The commission is looking for evidence of procedural fairness. Where expectations reasonable? What the focus on Improvement and not sacking them. Industrial court only interested in procedural fairness – focus on improvement (not sacking), within scope of what is expected of all teachers, opportunities to be heard and listened to.
* How would you rate your staff? What is the spread like? Across NSW we do have sight of this. The UK inspect teachers.
* We run about 50 improvement programs per year. It is not on par with rates in other countries (which indicate we should statistically have 1,500).
* Too often Principals wait till teachers are at the red band of underperforming. Often this is too late. It is VERY important to get to underperformance early. Peoples Matters survey – only 43% of teachers indicated that my manager deals with employees who perform poorly.
* PMES results- 2017. My manager appropriately deals with employees who perform poorly. Nothing changed in 2018.
* Often the trigger is “what are you going to do about........”.
* An improvement program must rise out of the Performance and Development Framework.
* The TPI and DP framework needed to be bridged. The HR directorate and EPAC and NSWPPA and TF worked together to develop the response. SUPPORT to improve against the standard.
* Targeted support is essential and this needs to be a “reasonable” amount based on your judgement.
* It is the principals call if a teacher is on a program.
* “Improving the Quality of Teaching” document is available.
* The Revised Improvement Program Procedures are available- 1. Probationary Teachers, 2. Teacher, 3. Executive and 4. Principal.
* The TPMI would do the following- advise leader of plans and schedule of support, conducting independent observations, attending review meetings.
* What did we learn from the trial – 310 schools accessed the trial. A number of DELs contacted us to seek support to improve the performance of a Principals. 86% rated the support as high.
* CESE evaluation indicated- trial was well received, principals felt more confident in managing teacher's underperformance, work was not decreased, but principals felt very supported.
* 37% of cases were closed because underperformance was improved.
* Day 1 term 2 will go to all schools. There will be a Principal Coordinator established for each area.
* Performance and Development Framework for Principals, Executive and Teachers is the starting point.
* Principal still manages process (with support)
* EPAC manager still retains action review
* Independent classroom observations
* Up to 10 days release to support program

Question – Principals and exec (when leadership is in question not teaching) against the general selection criteria (use the guide for addressing the general selection criteria booklet to assist)

Q - Casuals who present for work who are not fit for duties? What do we do? What resources are available to support schools supporting staff with mental health issues.

The view of IRC and DoE. If I turn up for work, they are meant to be able to perform their duties. It is a health and safety %a Part 1 “the protection of students is paramount”. We have to protect students from unsafe teachers.

**Guest: Liana Downey, Dec. Sec, Strategy and Delivery / Lisa Alonso-Love, Executive Director, Strategic Liaison / Floren Hall**

Liana -

Strategy has been released

* Apologies for some materials not being available on the website
* Materials should be available within the next week
* Reviewed data that highlights -Autism and Emotional Disorder is increasing while intellectual disability decreasing

Backstory

* Vision – to be Australia’s best education system and one of the best in the world.
* Purpose and goals [aligned to state Strategic Plan]

Lisa -

The plan

1. Strengthen Support

Build on a suite of core, advanced PL.

Provide funding to pursue specilised PL

1. Increase resources and flexibility

[Work to be done in this space]

Online tool

Innovation fund to enable schools to trial new models

1. Improve the family experience

One-stop online services contrary to current systems of finding supports in various locations.

Example discussion around effective transition between Yr6 - Yr7

1. Track outcomes

Consideration for ‘what works’ [AR example]

Key drivers around increases in Autism and Mental Health support

Implementation

* Principal Roadshow – commencing May
* Resource Pack for Principals – FAQs / tools / webinar
* Governance Structure – school representation
* Project Plan & Budgeting -
* Implementation Team

Q. - [Craig Redfern] Amongst my colleagues within this room are many 229 Principals. 229 Principals suffered through consecutive years of ‘improvements’ to the suite of ‘solutions’ provided under the LMBR banner. I understand the decommissioning of Synergy is imminent.

My three-part question is;

What is the purpose of,

the timeline for and

the expected workload for school staff in the decommissioning of Synergy?

A.Lisa - Initial solutions for LMBR were owned by Tribal. Tribal, as the owners of the product, have discontinued their association with the DoE.

Major question remains for us – What is the best method to provide a data base that meets the needs of schools, corporate and importantly students.

I don’t have the timeframe in front of me, however, I will ensure I get that data to you.

The decommissioning of Synergy is not meant to increase the workload for school staff.

Q. [Lyn Davis] Are you envisaging a different complaints process?

A.Liana **-** The current system requires substantial improvements, and I recognise there is work to be done. Unlikely to be wholesale changes in the near future.

Q. [Graeme McLeod]Commend Liana and her team. We really need expert support, not just a range of PL or self-help advice. In year’s gone by we had officers for particular purposes. We need people who know our schools.

A.Lisa **–** How we resource and how we work with School Services Team is the important question in this space. I am conscious that you need to know who to speak to at any particular time.

Worki with EDConnect to ensure you get the right expertise.

Liana **–** We are developing our workforce and we are also frustrated by the extended timeframes in ensuring we have people with the right expertise. Very conscious about creating the right workforce.

Another thing I want to touch on is the innovation fund. The intention of the innovation fund model is to look broadly at available functions and the functions that you find effective. We are asking you to provide ideas and/or put your hand up to involve your schools in evaluative processes [eg. Shared science teacher]

Q.Phil - There better be a bloody big bucket of money to support the decommissioning of Synergy. My SASS will shoot me for the blood, sweat and tears that have gone into the uploading of documents.

A.Liana**. -** I didn’t have a lot to do with that and I apologise

**Q. [? ?]** AR applications are bouncing back

Has there been a change? Can principals be informed of what good ARs look like? If there has been a reduction in AR acceptance, how can every student be known valued and cared for.

A.Lisa -No, there has not been a change. Decisions are still being made at the local area level. As with these things, there is an inconsistent application that remains one of my big challenges.

**Greg Maclaren and Robyn Evans-EPAC Functions and Operations-A response to the Independent Review Conducted by Mark Tedeschi AO QC**

* EPAC now also handles complaints
* 9 directors now
* Service Delivery: (Information from Greg’s PowerPoint).
* Serious misconduct and Child Protection Issues.
* Frustrations from our experiences
* Stories to complement our submission.W hat would it look like if it was effective, proactive and working for us? Wish list of what we would like changed e.g.: Code of conduct. ‘Perceived misconduct’ is in there. Minor misconduct is usually self-managed.
* Serious misconduct and child protection are where investigators spend most of their time.

Tables worked as teams to discuss and enter -Key areas we are covering on the bit. ley

**Murat Dizdar, Deputy Secretary, School Operations and Performance**

**Achieving Excellence Together**

* Annual Report from 2020 will be populated by the Department and completed copy will be given to Principal to edit / check. Work in Progress. Must meet legislation.
* Mastery of Teaching-expanding the offering from 2 networks to 20 networks. Highly Accomplished and lead.
* SBAR-actuals to be released early April, will include additional 35 days for TP. $50 million in flexible funding as a continued allocation to support Principals.
* External validation-panels matched to school type. Support for TP1 and TP2
* School Leadership Institute-Aspiring Principals Course-Cohort 2-1 April, Cohort 3-selection process underway. Also looking at creating an Alumni, suggesting shadowing of experienced Principals, Singapore does this well.
* Louise Stoll-30 May 2019-seminar from the school leadership institute for existing Principals.
* Masters, further study
* Working group-Principal support
* Meeting with NSW PPA-Principal Wellbeing support- for when we are under attack from media outlets/ Parent / Community, there should be a clear way of supporting the Principal. People involved from all aspects of the Department and Robyn Evans is the PPA representative.
* Voluntary contributions- a big challenge when we have record funding and underspends in schools. Murat knows that there are many communities that can provide what students need but also aware that schools exhaust the funds. Be aware what the policy says, be respectful and be able to provide support who don’t pay, be mindful that they are ‘voluntary’. Murat will send a one pager with practical terms around this topic.
* Discussion about development programs for middle layer of leadership. Work with PPA to make decisions.
* Principal role statements, two-page document, be aware of it and help support aspiring Principals.
* DEL’s are they getting the right balance of support, guidance and PD. Murat will be surveying Principals and randomly calling Principals across networks to get feedback regarding DEL’s. Murat will be discussing with DEL’s. Always recruiting for DEL, some will retire, go back to Principal etc. Always recruiting.
* Enhanced coaching and mentoring for existing principals.
* 2019 Areas of Operational Excellence-5 Focus areas 1. Leadership 2. School Improvement 3. Effective Resource Usage 4. "Every student known valued and cared for" 5. "Great place to work"
* Every Student is Known, Valued and Cared for-website, a valuable resource.

Questions

* EV panels matched. Is this a response to feedback? Yes. Learning as they go
* In a lot of cases where Principals are in tricky situations because of lack of support / understanding from external agencies e.g. health, police, FaCS. Can the Department work with these agencies to support us better? Murat said this is complex, for example FaCS outsources now etc. Often the Department representatives are the only senior people represented. Murat says we need system backing across agencies. Hoping that after the election the services will come together and work better for those at risk.
* Principal Wellbeing- Is there any look at implementing a wellbeing strategy? Murat says we do need to look at implementing a wellbeing program, there is a need to increase their own knowledge, experiment and he is hopeful that the Department invests in this space.
* Phil gave feedback to Murat around the decommissioning of Synergy and the lack of consultation with schools / Principals and the frustration felt. Murat to take this to his executive meeting.
* Tell them from Me Surveys, could CESE please ask those who have used it and why they are no longer using it, perhaps they could look at schools who are using other tools? Murat would like Estelle Southall to email Murat with this as they are due to revisit who is delivering in this area, the Learning Bar currently have the contract. The information is useful systems data.
* Thank you from the floor for listening, acknowledging issues and moving forward.