Speaker Summaries

**Murat Dizdar / Mark Scott (apology) Achieving Excellence Together-The Importance of Leadership**

* Acknowledgement of the work Principals do.

Roadshows

* Education Forums 2019 (Roadshows). Opportunity to listen and respond to Principals. Went to 13 locations, 1,837 Principals. 449 questions were fielded on 118 topics and they are now working on responding to the topics.
* **Top 11 issues state-wide**- 1. Teacher shortage 2. Staffing Review 3. Recruitment 4. Professional Learning 5. Accreditation 6. NAPLAN 7. Wellbeing of Principals and Staff 8. Counselling 9. Disability strategy 10. Preschools 11. VET
* Awareness of issues for Rural and Remote are different particularly in the area of Professional Development.
* Disappointment with the number of rural applicants for Aspiring Leadership Program being offered by the School Leadership Institute.
* Wellbeing of Principals and Teachers. Exploring more offerings that Principals can use, for example Gillian Coutts.
* Slide showing the ‘**Top 5 Rural, Top 5 Regional and Top 5 Metropolitan**’ issues.
* Mention of teacher training, what could it look like? Department trained? Increase Practicums?
* Murat would like the executive to continue with the Roadshow as the stories and the questions they hear on the ground are powerful. Murat invited a Principal (Greenway Park) to talk to the executive about her schools' experiences with NAPLAN online. Important and powerful to hear these stories.

Principal Pulse check-designed to give feedback on the implementation of the DEL role.

* 67% response rate. Completely anonymous
* Slides-What did they learn from the Principal Pulse check? Feedback from 16 weeks into the role and 1 years into the role.
* Murat asks the DEL’s when working with Principals to have a strong focus on growth and development support and school improvement-understand the school context and their internal and external data. Invest and don’t assume. Murat gave the example of his school was in the red the whole time he led, but they had the state's highest value add and ended up earning an award. A reminder to be respectful and know to look deeper and know there is more there.
* PSL and school services are middle layer support along with the DEL. Murat will be advocating to lock in the PSL role.
* We are only as strong as each of the schools around us- we need good middle layers.
* Key drivers the middle layer needs to keep demonstrating- intelligent accountability-sharper fix on personalisation. Growing systems leadership. Fostering networks and collaboration. Continuous support and advice / assistance for school improvement.
* There are wonderful things in our own system, how do we connect and network to highlight these?
* Statement/ Question-Michael Trist commented that it is often about the person and they need to be consultative and it is a big challenge. Murat said that every DEL will be receiving honest feedback as a result of the pulse checks. Murat is not afraid to put the support and pressure on the DELs. Continuous pulse checks and feedback. Michael commented that the pulse check is not as comprehensive as a 360. Murat said in Term 3 there will be a more comprehensive pulse check.
* Statement/ Question-Wendy Buckley questioned the percentage of Principals who do not have the trust of the DELs, how are the Department working with those DELs to make improvements? Murat is trying to be comprehensive. He is working on this, it is important.
* Statement/ Question -Simon Mulready asked what is the expectation for DELs to lead and manage schools? They have been Principals, mixture of educational knowledge and management so DELs completed Instructional Leadership certificate. Management is part of the role, but the key part is Educational Leadership. Example of state where they removed the management aspect, but it failed as they did not have the comprehensive knowledge
* Statement/ Question -Greg Grinham asked what can be done about the huge over turn of DELs in their area? Murat said this is not acceptable, talked about the disruption across the Department with movement. Murat has asked the EDs to monitor this. He has said no to movement of DELs when requested as he wants stability. Murat talk to Greg offline
* Bob-NAPLAN based conversations knowing the issues with NAPLAN. Bob suggested conversations with DELs about other measurement tools. Murat is going to address this in recent announcements. Bob then asked about valid and reliable tools. We have looked at school trajectory etc. Unpack, recalibrate etc.

Education Announcement

* **Bump it Up 2020**-all schools, positives that there are more areas, not just Literacy and Numeracy. Scaffolds are critical. Targets top two bands. Expected growth. HSC. Attendance. Figures need to be contextual and how can the system provide tailored support?
* **High Potential and Gifted Program 2021**
* **New Selective High Schools in South West Sydney.**
* Dave Munday- School Services role in this. Wondering if Murat can be more of an advocate for us? Dave mentioned the split between the executive Disparity across the State and the resourcing is inconsistent, vacancies etc. Murat said this is an executive priority. Improved line of sight and heading towards improvement.
* Robyn Evans thanked Murat and acknowledged his collaboration and cooperation with the PPA.

**The Hon. Sarah Mitchell, Minister for Education and Early Childhood Learning**

* Expressed commitment to developing a collaborative relationship with the PPA and other stakeholder groups.
* Acknowledges the particular skills required to be a successful principal. Investigating how administration burden can be reduced – looking at how business managers operate in schools. Wants to keep hearing suggestions from us in this area.
* Reinforced continued government’s commitment to Gonski funding. Very interested to see how RAM funding is being used.
* Aware of staffing issues – shortages in particular.
* Committed to the importance of education in overcoming disadvantage – referred to her previous role as Minister for Aboriginal Affairs.
* Aware of violence and threats against principals and teachers – “deeply concerned”. Referred to Parents Code of Conduct – wants more suggestions.
* Question re staff shortages in Rural & Remote schools. Aware that the extra funding in schools has depleted the casual list. Hinted that she’s got a few strategies which will be unveiled soon, and again, is willing to listen to suggestions. Subsequent questions appraised her of a few staffing issues in Rural & Remote schools re incentives (temporary teacher access & principals being paid less than their staff) and school counsellor access.
* Question/comment re concerns about announcement of new selective high school in SW Sydney. Minister says that she is aware of the pros and cons of selective model – emphasised the importance of consultation.
* Minister was encouraged to consult with the PPA as her best source of advice.
* Acknowledged the dicey nature of the 2019 NAPLAN writing data.

**Rian Thompson, Acting Director Strategy and Governance, Human Resources**

* Staffing Methodology review update given
* Three main areas are Staffing entitlement, Recruiting, Supply and Mobility.
* Interviews and surveys have been conducted. Roughly 800 responses.
* Key themes that have emerged are Staffing entitlement, recruitment policies and processes, staffing supply and school support
* Recognition that TALEO is too clunky and not intuitive
* Current approach is mainly driven by enrolments. They are also looking at a model that is needs driven-takes a student centric approach driven by needs based factors. Considering a 3rd model that is future driven by research and informed by the first 2 models.
* Recruitment space – SASS different employment processes. Working on casual approvals so that for example upon resignation it will be automatically approved. Changes to staffing codes for skills and experiences. To better match to students and school needs.
* The aim is to have a detailed plan in place by the end of 2019.
* Question raised re incentive packages and how principals in relieving positions in rural and remote do not attract the incentive package. In small schools teachers can be earning more than the relieving principal. Attraction and retention is a major issue and will be addressed in the review
* GSE employment process go be added to the scope of the review after question was asked pointing out the process for employing GAs and Canteen Supervisors etc.
* Suggestion form the floor that if trainee teachers say they will go anywhere in the state – send them out to rural and remote - this needs to be investigated.
* Suggestion that temp teachers in 1 point schools also be appointed to permanent positions. This is being looked into and discussions are happening.
* Question around staffing new and amalgamated schools where co teaching is essential.

**APPA Report – Phil Seymour**

* Recent meeting discussed NAPLAN issues; review of the Melbourne Declaration; use of non-remunerative incentives to attract teachers to hard to staff areas; revamp of the John Lang Awards there was a bit more, but these were the highlights.

**AGPPA Report – Robyn Evans**

* Recent meeting discussed equitable funding, attracting leaders & staff. Mark Grant attended for the first time and impressed attendees.
* Discussed reducing abuse/violence towards teachers.

**Vice President election -** nominations were called for

**Professional Learning Officer – Introduction of Margaret Charlton**

* Margaret recognised the PPA’s history of providing quality PL to its members.
* She asked principals to complete the survey on where her role should direct its attention.
* She’s working with the Leadership SC to further develop her role – when this process is completed information will go onto the PPA website.
* Has a project to develop a PL course on SAP financial management.
* Wants to talk to RG & PPC presidents to get ideas on where they see their needs for PL.
* **NSWPPA Conference Awards** – now due

**Professional Support Officers** – currently 2 positions providing ongoing support to principals across the State (both 0.2 - costs $55 000). Moved by Phil, seconded by Robyn - continuation approved by State Council.

**Karen Jones, Executive Director, Aboriginal Education and Communities**

* Overview of the roles of Executive Director Aboriginal Education and Communities and the ED Connected Communities ( Michelle Hall).
* Karen has 2 Directors – Aboriginal Education and Community Engagement (Tanya Neal) and the other Director School Strategy (Lisa Muir)
* Positions will be advertised in the coming months.
* There are 64,424 Aboriginal students in our schools. Diversity is needed in how we support schools.
* Directorate needs to be prepared to offer a suite of options to support Aboriginal students across the state.
* 26 of the networks hold 50% of Aboriginal enrolment.
* An Aboriginal Education and Communities Directorate Working Group will be established to make decisions including funding decisions.
* Where ILs are funded and Learning Centres are funded they will be funded until the end of 2020. Programs to be implemented in 2021 will be advised mid 2020 for a three-year cycle to match the school plan.
* Some school programs may be stopped. Others will be looked at to share the success stories.
* AECG consultation will be extended. 20 workshops across the state delivered together AECG and DoE. Looking to finalise a partnership agreement with AECG. Hopefully this will be signed on 20 March 2020.
* There will then follow a similar cycle of local AECG agreements.
* There will be an increased partnership with School Operations via DELs.
* Aboriginal Education Policy will be revisited.
* Many of the Directorate positions are unfilled. Position locations will be flexible.
* Budget allocations being worked on so schools know what is happening for 2020.
* 10% of Aboriginal kids are in the top 2 bands. Target is 15%. High expectations and great teachers are the key. Not purchased programs implemented by SLSOs.
* Cultural knowledge for all students is important and we must acknowledge and respect where we got it wrong and where we got it right.
* Looking forward to working with PPA as schools will deliver. Directorate is there to support schools.
* Question re Connected Community Principals – This will come under Michelle Hall. Karen will take this to Michelle Hall for follow up. Michelle to respond to Phil.

**Principal Classification Position Paper -** Glenn Walker, Human Resources Reference Group Chairperson and Michael Trist, Vice President

* Position paper presented to SC – updated version onscreen
* Current inequity between sectors, significantly favoring secondary principals and students
* Insufficient incentive for Primary Principals to advance their career
* Key table combining
  + A – enrolment bands
  + B – equity loadings
  + C – additional factors e.g. SSP School
* Above combine to give “Remuneration Indicator Outcome” (A+B+C) which is converted to a Principal / School Classification (7 levels) and then a Principal Remuneration Package.

Questions

* What level of confidentiality? Once passed it may be shared with members.
* Do we have accurate figures of the number of principals currently in each band? No. From the floor - see OMSEE for this information.
* Have samples been run through the model? No, suggestion this be given to Peter R to have it modelled.
* Will this address issue of some DP-IL's being paid more than Principals? Not addressed in this.

**Acceptance of Principal Classification Position Paper** moved by Michael Trist seconded by Stuart Wylie

**Draft Merit Selection Position Paper**

**Feedback and suggestions**

* 6 pages – Suggested half page per criteria.
* Importance of papers – please include in delegate checklist
* CV clarification – standard based criteria for filling vacancies? Can this reflect localised requirements

Draft paper will return to executive for further review and Delegates to discuss at PPC meetings and return input to State Executive.

**Guests:**

* **Cheryl Best, Executive Director, Learning and Teaching**
* **Catherine Thompson, Director Literacy and Numeracy**
* **Paul Wood, Director Early Learning and Primary Education**
* **James Hoffman, Leader Primary Curriculum**

**HPGE Policy**

The announcement didn’t coincide with launch of support – from beginning of Term 3 there will be additional support in relation to this policy.

First policy launched 18 months ahead of expected implementation

* Engage with policy
* Engage with PL
* Lead in time to allow for feedback.

Hopefully lead in time will assist schools.

Optional implementation time: Can start implementing immediately

There are changes that require PL to address questions:

Eg. Don’t all, students have potential? – read the literature review.

HPG&T Professional Learning

* 4 phases of professional learning
* New Website (Term 3)
* If you want to be an early adopter, there will be an invitation in Schoolbiz.

**Curriculum Support**

* Science implement 2019
* PDHPE optional in 2019/mandatory 2020.
  + Implementation PDHPE courses - 17 hours of registered online PL

Cheryl outlined data from evaluations of PL.

A range of additional support is in the pipeline.

**Curriculum, planning, assessing and reporting to parents policy**

* Reluctant to make changes.
* Thinking about how to review the policy.
* Waiting on what happens with the NSW Curriculum Review.
* ACTION:
* Principals and teachers put the curriculum tile on your portal page.

**Curriculum network project**

* 30 metropolitan and non-metropolitan networks.
* What is necessary to build and sustain curriculum networks?
* Norma Petrocco has been seconded into role of Principal In Residence.

**Literacy and Numeracy**

Instructional Leaders

* 533 instructional leaders at various stages of employment /recruitment
* Strategy goes until the end of 2020.
* 178 potentially have completed their 3 years this 2019. A myriad of complexities apply to the decision. The team is working hard on a solution.
* Invite Principals to share their views, looking to develop the next phase of what the literacy/numeracy strategy and support will look like by the end of 2019. If you have a view about the EA4S strategy, how it is implement, possible improvements, problems, or issues for the department then your input would be welcome.
* Email: [literacy.numeracy@det.nsw.edu.au](mailto:literacy.numeracy@det.nsw.edu.au) to provide feedback.

**Catherine Thomson**

**Learning Progressions**

* Feedback is that the progressions are valuable.
* Trying to help schools priotise their teaching
* Work with DELS and PSLs to have a strong understanding of support available.
* Clarify the role of the LANSA
* Flexible PL.

**EA4S**

* EA4S resources are available on a website.
* Opening up PL for school funded ILs.
* ILs get a lot of Pl that doesn’t reach the teacher – looking at a package that ILs can use to support teachers in schools. The teacher has the capacity to make the difference.

**PL data**

* Lots of data being collected about the PL effectiveness and existing needs.
* A phonological awareness program has been developed to support teachers.
* Encouraging flexible delivery models.
* 62 schools from rural and remote settings.
* Podcasts available – can subscribe via I-Tunes.

**HSC Minimum standard 2020**

Aligned to Australian core skills framework – basic functional literacy / numeracy.

Working with schools to make sure as many students as possible meet the standard (how does the standard align with NAPLAN/progressions).

Michelle Dwyer

Can we be made aware when the resources Not a soft launch because it will be lost.

A: Hopefully there will be strong communications, make it clear that the support is available.

Scott Sanford:

* Thanks for Non-EA4S schools being able to able to access resources
* The communication is really important re: Instructional leaders, for all schools, principals and the teachers involved. (IL

Robyn: Can we have timelines?

* A: (Cheryl) As soon as we can. Preparing materials for senior exec to decide. Acknowledged the need for it to happen before the next staffing cycle. Would’ve liked to have had it out by now. Tied up with right of return issues.

Scott Sanford:

The coordination of events. Eg. Broken Hill there for 3 events on in one day. Is there a master Calendar?

A: Paul: We have started to try and get better consultation and solutions to Professional Learning.

Also talk to Jane Simmons to ensure we

Craig (Bondi Delegate)

Captains Call: some educational directors don’t want schools to be labeled as “Bump it Up Schools” looks like we are now a “Bump it up state”?

A: happy to follow it up with Murat and George. We were in a similar position as you. Fair question and issue and we’ll follow it up.

Rob Walker

What data is being requirement now all schools will be EA4S schools?

A: not suggesting all schools will become EA4S. Making the resources available to all schools.

Rob: Data component?

A: Catherine: e.g. Some PL on Phonological awareness, because best start data informed the need for it. Still developing ways to harness the data. The data is about prioritising the teaching and informing the PL development.

**Strategy and Delivery Overview & Update on Human Capital Management**

Liana Downey, Deputy Secretary Strategy & Delivery

Andries Treurnicht, Group Director HR/Payroll and HCM

**Strategy & Delivery Overview** – see PowerPoint, page 2

* Strategy, Policy & Governance
* Communication & Engagement
* Delivery Unit
* Special Projects - Strengthening HR processes & systems

**Human Capital Management -** See PowerPoint for considerable detail

Services for schools currently below industry standard

* Customs and practices that don’t make sense
* Practices negatively impacting upon our ability to employ and retain the best candidates
* Frustration from lack of visibility in recruitment process
* 465 pain points of varying impact
* Aspirational targets have been set and are regularly reviewed. e.g. 10 weeks to recruit reduced to 6 weeks
* See slide titled “Key HCM takeaways” for summary

**Questions**

* Thank you for removing things from Principal’s desk. UAT hasn’t delivered great projects to date. What will happen in this review of TALEO. Answer - We will use school centric testing.
* SchoolBiz – we needed this to reduce email overload but SchoolBiz doesn’t meet this need now. Can we be part of reviewing this? Answer – Yes we will coordinate through NSWPPA executive. Supplementary – coordinated schedule of support isn’t meeting original need, e.g. Uniform Policy
* Recruitment and codes – position matched based on codes. Is there a planned review of codes in particular the currency of these being signed off over time? e.g. ICT or dance in different setting.

**BEHAVIOUR REVIEW**

Robyn Bale Director Student Engagement and Interagency Partnerships

Alison Benoit Leader Behaviour Services

The review covers NSW and National policy and practice as well as evidence/research. Also being informed by a range of reports including the Ombudsman inquiry. (See slide for list of reports)

Internal Consultations – Learning and wellbeing, legal services, school services, school operations, PPA, SPC, Aboriginal Education and communities. Then consultations across the state

External Consultation – Police, FACS, Juvenile Justice, Health, Teachers Federation and other external groups.

External Partner – Telethon Kids – engaged to do research. Consulted key people across the state, 60 people including 1 3 Principals. Also held a Think Tank of national and international experts.

Themes that have emerged:

* Professional Learning
* Positive, preventative and inclusive approach
* Building system capacity and expertise and school specialists
* Resources and implementation support
* Effective communication and stakeholder partnerships
* Implementation of policies and guidelines

Intentions to react to the information and research gathered so far:

Behaviour is broad, schools need support

Tools – where are we now in our context with managing behaviour, what are the gaps

Tools – resources, tools, strategies, research that is available and works

(Notes in italics from the floor)

*Discussion around terminology – discipline or not discipline?*

*From the floor – engagement of external bodies (whole of government) Education can’t do it alone. The relationship doesn’t always work. Many students come with trauma – need the support of external agencies as the issues come from outside school. Support for schools for students with specific/complex needs resulting from trauma.*

*Behaviour teams* – resource was moved to schools through the LaST provision.

*Bonded teachers for difficult to staff?*

Working on an implementation plan. Key components will be:

* Changing culture from top down
* Discipline policy with stronger wellbeing focus
* Review suspension procedures
* Build capability of staff
* Maximise system level support – measure impact
* Online resources – suite of resources with impact information
* Improved data capabilities to inform decision making

Some resources already coming - Anti-bullying, powerful conversations kit

From floor

*PBL? Auditor/Ombudsman reports suggest PBL? Future of PBL?* Where there is strong buy in it works well, some not so. Some want to use PBL some don’t. PBL doesn’t work in all settings. We are looking to provide a suite of options for schools to decided which they want to go.

*Out-of-home-care – students voluntary placed with family. Don’t attract support.* We are aware and part of our discussions but not part of our area. Will take back to the appropriate people.

*Children of people in Villawood Immigration Centre. Services for those students.* There is a group looking at out of home care – they may be the people to speak with. Doesn’t fit with this behaviour project.

*Pre-schools are they part of it?* Review is for DoE schools so external preschools not part of it. We look at full age group for DoE schools.

**Panel session**

Phil outlined that one in three government principals had been assaulted according to recent surveys.

Each panel Member was asked to respond from their part of the Department

Carmen Michael- expressed empathy for people attacked by social media. In the past year a social media team has been established to support people who have experienced social media violence. The team can escalate any social media issues faced, close down the channel and counsel people effected. Socialmedia@det.nsw.edu.au is the contact. Talking to Google and Facebook about escalated procedures for education. Screen shot abuse on social media, report it and send to [socialmedia@det.nsw.edu.au](mailto:socialmedia@det.nsw.edu.au) They will then get on to Facebook etc.

Michael Waterhouse Legal Services:

When employees are subject to defamation the state will not initiate proceedings on their behalf (Has been in place for 40 years at least – original reasoning re: politicians using Gov services)

Initially no enthusiasm for change.

Sentiment has changed, are setting up a sub group

Other agencies/organisations are not experiencing it at the same rate.

Looking at anecdotes, how they have been dealt with and asking how else they may have been dealt with?”

Trying to find alternative solutions.

What are the problems we most want to solve?

May lead to legislative or policy changes but will be slow process.

This is complicated

Sometimes intimidation, threats, harassment,

To what extent do we have jurisdiction, or power to stop them?

Q. Bob At what point does it become harassment?

WHS

* Complex issue, multifaceted approach required.
* We have some short-term fixes, but also longer term solutions
  + New incident and case management system – better technology to identify trends
  + New dashboard for EDs and DELS to provide visibility over what is happening. To allow better response to issues. (Live next week.)
  + Specific incident response process to support staff experiencing these issues. (release Term 3) to provide advice and support. Any incident will be triaged and a case management plan, specific responses put in place.
  + Marney O’Brien
  + Discussion at national and international level.
  + Forum with all education areas in March 2019– they are working on longer term solutions.

Rose (Director:

* Recognised the importance of our work and need to invest in us.
* Alarmed by statistics
* Collectively have obligation to
* Support for Principals working group – Representation from across DoE
  + Acknowledged the work of Robyn Evans, instrumental in bringing the voice of primary principals to the table and representing all Principals in NSW.
  + Key question: How do we strengthen support in schools?
* Formulating a resource package to support everyone – principals ad members of the department to provide adequate support to mitigate risk and apply necessary support. (WHEN?)
* Referenced Byron Bay PS – 1 example. We do have support services available to Principals and staff and everyone is encouraged to access these services, including legal services.
  + Phil: Why weren’t minister and secretary out the front of the school? The department was quiet. Do we feed or give it oxygen or not?
  + Recommended “The Department” take it on.
  + We need a big stick – something to say you can’t bully or harass or be violent

**60 E is an amendment to the crimes act re: schools**

Michael Waterhouse

* There is an aggravated penalty – the maximum imprisonment is increased. That has been in place for approximately 12 years. Was amended to give a more severe message/signal to say this is unacceptable behaviour. It is a power which is up to police to use. We can report, encourage, provoke police, but it up to police and prosecuters to decide when it to apply. We don’t have figures as to how often it is used (Bob: We need to know- can we FOI it?)
* Phil : We advised members to go to meetings with local police and request they do act.
* Rose: We have police in our system to be a conduit, intermediary to work with police so call us.
* Michael: Harassment and other threats are also covered by commonwealth criminal laws – it has to be a serious threat? (Again: What is the threshold?) referenced Lindt café bomber – if it is serious. It is always worth reporting and escalating.
* Carmen: Report ASAP.
* Rose: Call 1800 hotline, don’t need to call police as well. They call police on behalf.

Foreseeability question

* Michael: “YOU” refers to “the department” – the department is the legal entity that has duty of care.
* The employer has to exercise responsibility through staff. We are eyes and ears to act but the department has legal liability. If you are aware that if this problem goes on someone could be harmed, eg. If you don’t do something, take “reasonable steps” - ad department making sure there are policies in place.

Carmen: Social media – teacher may think it is happening. Get a copy if possible, there are digital footprint technologies in place. So contact the department.

SSP question re: violence in schools

Michael: Very difficult area. Many students are not in control of what they are doing. We have obligation to protect students and staff. We also have the duty not to discriminate and make reasonable adjustments.

In part the new disability strategy with a focus on training and identifying triggers. Probably not an absolute watertight solution but we are bringing more resources

Commonwealth gov. Royal Commission into violence neglect of people with a disability. This will have implications for our system. There is a department legal taskforce in place to respond.

Rose: re: health and safety for our staff members. What are we doing to protect our staff?

* We have put in different things over the years. Eg. Manual handling, specialised EAP.
* Simplify incident reporting – alternative ways to do this to design and work with principals – ongoing discussion and ongoing body of work.

Q/Comment: SSP Chair – Immediacy is not being addressed. Staff and principal colleagues going down and often not getting back up. On long term workers comp, may never return to the workforce. Concern that there is absolutely no immediate response to what is happening now. While we look forward to long term solutions, right now is where crisis is and it would be lovely to see something change immediately.

Q: Brent Kunkler – Violence of parents – in some cases – for identified schools, support for schools to have additional barriers to protect staff from parents coming through the school gates.

A real urgency – welcome opportunity for discussion. Won’t shy away from actioning what is required in the immediate future.

Simon Mulready:

Thanks for support for social media.

Sometimes happens 4pm in afternoon. If there is only an email address, is it possible to have a hotline.

Yes there is a hotlline, but you can call them directly.

Pilot virtual assistant on the website as well.