**Speaker Summaries State Council Term 3 2019**

**5. Michael Burgess and Dave Munday – Teams Presentation (Bob)**

* **Proposal to use Microsoft Teams to manage PPA business.**
* **Demonstration and trial at state council to check the platform meets our needs, quality assurance.**
* **Booking accommodation**
  + **Administration process simpler**
* **Claim forms** 
  + **Working with Microsoft**
* **Advantages**
  + **Use across any platform including an app on phones.**

**6. Georgina Harrisson – Deputy Secretary Educational Services (Trish)**

**Congratulations and thanks to principals for work and support around early career teachers**

**Literacy and numeracy**

* **Focus on numeracy PL (MBBN – Mathematics Building Blocks for Numeracy)**
* **Literacy PL – engaging online learning, all courses have been quality assured**
* **EAfS ILs – will work with principals on a case by case basis to keep schools moving forward, schools have received comms by now. Issues for giving and receiving schools.**
* **Phonics screening check – no cost to schools, voluntary inclusion (opt in), intention to maintain as opt in**
* **SCOUT – if there are things principals want on SCOUT, make the suggestion. SCOUT in practice resources will provide practical strategies for using data. In all improving schools, use of data was key.**
* **Syllabus rollout – trying to slow down rollout to allow schools to embed, and in light of the curriculum review. Recognition that elearning is not always as effective in changing classroom practice. Working hard to push out resources, one syllabus at a time. Put the curriculum link on your portal.**
* **Royal Commission – implications will include looking for examples of best practice from our schools. The commission will challenge us. Four key areas – strengthen support, increase resources and flexibility, improve the family experience, track outcomes. Innovation fund to showcase and build on best practice with the view to scale up.**
* **Disability strategy - Online enrolment process will include a focus on students with disability. Taking a cross- sectoral approach to achieve the best outcome for families. SWANS approach to be used to track outcomes.**
* **Delivery 2019/2020 - Inclusive Practice in Education scholarships advertised**
* **TTFM – advertise to families, can customise questions**
* **AR process – OOHC changes, data needs to be in ERN**
* **Student wellbeing and mental health support – Smiling Minds rolling out, dedicated telepsychology**
* **School counselling allocation – agreed methodology to allocate**
* **Enrolment – online enrolment is a time saver (ten minutes to do 6 enrolments), lots of areas to still solve with other than simple enrolments**
* **Enrolment policy – senior DoE exec have no doubt of our position. Whole of department strategy to use our shared resources. Want to do the testing on the cap this term, want a shared agreement. Sibling rights are still a priority but measured and local response in consultation with DEL.**

**Questions – 23.1 average across NSW but there should be an opportunity to discuss with DEL.**

**Trish Peters – Is there a deliberate strategy to push to non-government schools to use funds from federal government for capital works to overcome the shortage of accommodation. Answer was no.**

**Michael Trist - The question of one size fits all approach is not the best. Teachers’ kids in schools should be considered an exceptional circumstance. Answer – make it transparent to community.**

**Bob Willetts – Benefit to an employee e.g. like a bank offering get a home loan discount. George said she would look at it but it might not be as clean as that. Not an unreasonable request.**

**Helen Craigie – Smiling Mind waiting to rollout. Parents of students with disability and enrolment policy still an issue (to be addressed in Murat’s presentation)**

**9. Adrian Piccoli – Director, Gonski Institute for Education - (Lyn)**

Adrian expressed pleasure that he did not have to talk about school zoning. Gonski Institute has recruited Pasi Sahlburg now. The work is focussed on equity and fairness. The Institute utilises the facilities, faculties and staff of UN NSW

The Institue is research in these areas:

* Fair Play Project -In partnership with LEGO – Pasi leading project
* Growing Up Digital Australia- Partnership with Uni of Alberta
* School Meals Project- might provision of meals enhance learning?
* Early Childhood Project – Barriers to entry
* Special needs Wraparound services-targeted in rural and regional NSW - investigating the effectiveness of the network centres is one of the projects here
* Rural and Regional-staffing - identifying existing excellence in rural education, school governance structures, specialist education for students with unique needs, transitions to higher education, culture of high expectations, access to high quality early childhood education and care services
* Advocacy- The Institute can advocate for equity, fairness, NAPLAN, school funding etc.

Gonski Institute provides Professional Learning and will travel to Ballina, Griffith, Broken Hill and Dubbo this year. Courses run September to November.

Gonski Institute is always welcoming of feedback so please make contact whenever the need is there.

**11. Peter Riordan – Deputy Secretary Corporate Services (Trish)**

* Negotiations for new award and staffing agreement begin together in term 4 presenting challenges and opportunities.
* Referred to NSWPPA Principal Classification paper, he advised they were doing the complexity modelling recognising the staffing differential staffing between primary and secondary
* SSPs capped enrolments issue has revealed threshold funding problems for the future and identified anomalies.
* Separated out EPAC, H & S and HR from Corporate services may produce better outcomes for us.
* Protecting our staff and students – clicking on links on suspect emails diverted pay. Staff were paid and not out of pocket this time. Phishing is increasing. The Department will never ask you for your password.
* Defamation – current situation where government does not expend resources to fund defamation cases which result in a benefit to the individual in the form of damages. Pursuing a case to fund defamation cases with damages being returned to the department. Establishing a complex case management team.
* Peter said “We employ professionals to run schools and consult with lay people” - referring to P & Cs who are creating issues for principals.

Questions

**Rob Walker** – Principal classification – will they come back with a working model and what timeframe. Cost neutral principal classification restructure required this time. Commitment to

**Craig Neilsen** – are we fairly represented by the NSWTF in negotiations. Categorically “Yes”. Peter Riordan is a proud union member. Classroom teachers won’t be traded off for principals’ salaries

**Trish Peters** – Asked for clarification about 2.5% increase limit. This is overall so that some staff may have a higher increase than others but 2.5% overall.

**Wendy Buckley** – DoE FB page had a school story where the principal was maligned and Comms and Engagement would not take down.

**Judy Goodsell** – Referred to community guidelines that were breached by the poster of the FB comments. Waiting since April for response

**Michael Burgess** - WBS/IO complexity for casuals and temporaries. Moving forward; testing new approach by Term 4.

**Simon Mulready** – Ed Connect; questioned Ed connect support for principals. Ed Connect on an improvement journey, conscious that mood is negative but overall satisfaction rating is 80%.

**Greg McLaren** – Commended Legal Services Unit for their support of principals. Currently 14 legal officers in NSW in Vic they have 70; any thinking about future resourcing. Possibly as we grow.

**12. EPAC Review – Greg McLaren, Phil Seymour, Robyn Evans**

Summary of the review by Mark Tedeschi

* Review identified significant number of areas for improvement
* Volume of issues being investigated has increased significantly and are taking longer to complete. EPAC are significantly under-resourced
* There are a range of allegations being investigated and a range of outcomes, ranging from nothing to being asked to resign. Greg has a heap of stats re the outcomes of EPAC investigations and the sanctions imposed
* The review has investigated international best practice and is making multiple recommendations – **see Phil’s ppt summary**
* Legal guru Greg gave fulsome praise to our members’ contributions to the PPA submission to the review. He praised the review’s analysis and recommendations

Questions

Brian Trench – asked whether we have PPA liaison – Greg M said that there are school based staff seconded at present, but that Tedeschi recommended against this unless they are trained

Greg Wells – furthered previous question with the proposal of a principal in residence type arrangement to provide practical advice on school function – Greg M said there is some consultation occurring, but it isn’t a formal arrangement

**15. Terri Martin – Chair Dymock’s Children’s Charities (Stuart)**

Dymocks Children’s Charities (DCC) is an Australia-wide, tax-deductible charity providing high quality books to pre-primary and primary school aged children across Australia. Not for profit charity.

Purpose is to promote a love of reading and improve literacy outcomes for disadvantaged kids.

During FY19, Dymocks Children’s Charities (DCC) delivered 146 programs across Australia. They gave out 44428 books to 39460 kids in 145 locations.

The books are brand new and current books in the store that kids want to read. They are not second hand, or old stock that has not been sold.

Broken down by program type, this is as follows;

* Library Regeneration x 87 - One main priority is to improve the resourcing of school libraries in low socio-economic areas. Within this program, books donated to the school/centre library or communal book space, for the children in the school to have access to, borrow, and read.
* Duck Library x 10 - Within the Duck Library program, we deliver age-appropriate picture books over two years in pre-schools, kindergartens, hospital schools, refugee, community care and family centres.
* Book Bank x 21 - Delivered over three years, all pupils in Years 3-6 receive a book that they have chosen themselves, each term.
* Book Bonus x 25 - Book Bonus is an online read-a-thon linked to the NSW Premier’s Reading Challenge.
* Read-a-Thon x 3 - Read-a-Thons are based on the same principle as Book Bonus, however they are not limited to the Premier’s Reading Challenge

Fundraising Streams for Library Regeneration and Book Bank

* Dymocks Store network - Each Dymocks store is paired with a local beneficiary. Stores raise funds through Round Up, selling charity merchandise and selling books that support the charity.
* Corporate partners - Donate funds as part of community outreach or CSR.
* Philanthropic donation - Through our Tax and Christmas Appeals, and in some instances individuals supporting a program, philanthropic donations can be large enough to complete a program for a school in their chosen area.
* Grants - The Fundraising Team applies for grants on behalf of the schools that we work with.
* Crowdfunding / Schools Fundraising - involves tapping into community support.

They will work with schools with an ICSEA of a 1000 or less and they want to work with us and support the kids in our school.

**17. Lyndall Foster – Executive Director Curriculum Standards NESA (Michael B)**

NSW Curriculum Review. The importance of curriculum in schools

7years of the 13 years of schooling is in primary schools. Important to develop primary curriculum as much as HSC.

Review May 2018 – Nov 2018 – set up of review and consultation. Interim report first half of 2019.

The implementation will take several years, perhaps 2 –5 years or more.

Need high levels of engagement now to affect what happens over the next few years.

Geoff Masters – independent lead reviewer. Broad consultations - 500 attendees at roadshows, 2100 submissions, 50+ meetings. 50% of submissions from teachers. But not on school people also broader community. 24% from rural and regional people.

Also targeted consultation with groups such as Aboriginal and Torres Strait Islander people.

What we heard in the consultations - Community aspirations, community concerns (see slide in presentation)

Next steps – final report (2020) but likely by the end of this year. The final report will include 15 directions that are not in the interim report. It is important for the PPA to be involved in development of directions. Consultation has been about the now and what is and isn’t working. Next step is to develop the possibilities, how we solve the problems identified, how to better support teachers.

In particular, how we manage different levels of learning in the primary school classroom. There will be, obviously, directions around decluttering curriculum.

Only 15% of consultation responses were from primary teachers. Need to ensure primary voice is heard in the next section of work. Consultation packages will be developed and available to schools to run their own consultations with staff.

[nswcurriculumreview@nesa.nsw.edu.au](mailto:nswcurriculumreview@nesa.nsw.edu.au)

Also look to NESA News.

Questions

**Michael Burgess** – Balance between public and independent school input? Reflective of

**Michael Windred** – Lack of support of syallabuses? Use to have units, implementation documents etc? Is this part of the review?

We will look at implementation post next phase – the review doesn’t look at implementation. Implementation will come from NESA in consultation with sectors. A joint responsibility. Need to better plan implementation for syllabuses with sectors and work together. Need better clarity of who does what, who is responsible for implementation ‘documents’. Next phase is an opportunity to ‘reset’ how we do curriculum and syllabus implementation. PPA/schools need to be involved.

Curriculum that allows a focus on where students are at and at the same time make it manageable in a class of 30. Needs to reflect diversity of students and teachers

**Alan Kerr** – Great to hear about review. We have learning progressions. Will the review overtake the progressions?

The focus of progressions was to help teachers know where students are and where to take them. Review has a similar focus. Progressions – what to look for in students and work out where they are at. The review will, hopefully, bring things like the progressions together with how you teach and what you teach.

**Scott Sanford** – Assessment & reporting on hold from DoE for years? Will the review address assessment and reporting?

The curriculum review does indicate that assessment and reporting need to be improved. Not core of the review but it is an opportunity to change what we are doing from the review.

**Thematic Review – Teachers Use of Assessment**

NESA does smaller reviews of specific areas that are ‘raised’ topics from their normal work. Review separate to Curriculum review but conscious of the review. Started before the Curriculum review was announced.

Three areas of review:

* Common understanding of assessment
* Assessment knowledge and practice – What works and doesn’t
* Assessment of higher order skills

Low key – so consultation isn’t as high as curriclum review

2019 – Science and Tech K – 6

2020 – PDHPE K – 10

Arts syllabus still in development

Accountability for implementation of primary curriculum. Primary school teachers only have accountability for the implementation of syllabus outcomes. A lot of flexibility in curriulum implementation.

Educyte – Online literacy activities.

Lyndall,foster@nesa.nsw.edu.au

**18. Dyonne Anderson – President National Aboriginal and Torres Strait Islander Principals Association (Lyn)**

Dyonne expressed her pleasure in being invited to State Council. She articulated the challenges she faced after returning to Cabbage Tree Island school after working for 3 years for the Stronger Smarter Institute. She stressed the importance of family support and gave an overview of her context. School celebrated 125 year anniversary in 2018. The school is located in an isolated area 32km south of Ballina. The school was set up initially as the children were refused enrolment at the local school. The resilience of the Cabbage Tree Island community was stressed. There is a focus in the school on high expectations and community voice.

The Racism of Omission- Need allow for the voices of diversity to be heard so that everyone feels represented, is successful and participating in relevant learning. ACAR A has a document - 95 New Elaborations of Science . This is a way of embedding Aboriginal aspects into the Science Syllabus.

All students need to understand that there are positive role models for Aboriginal students. It was highlighted that there are over 100 Aboriginal teachers in our schools.

There has been a recent significant increase in the number of AT SI students in our schools. Main areas are Coffs Harbour to Brisbane and Western Sydney.

So what are we doing in schools to prepare for this increase ????

NATSIPA

Allows opportunities to showcase excellence. The Association has strong links with Indigenous Principals in New Zealand. The Association contributes at National Forums. They are represented at AITSL as part of the advisory committee. They have a seat in ACARA and have been a part of developing across curriculum priorities. Also participate in the Parents and School Leaders Advisory Group and there will be a focus on Mathematics into the future. The Association is keen to be part of the conversations and wants more of a role in leading the conversations.

Invitation was extended to all present to attend the NATSIPA and TE AKATEA Conference at Novotel Brighton Le Sands 18-20 March 2020. There will be showcasing form other first nations at the conference. There will be a cultural exchange that will look at Sydney from the eyes of the traditional owners. A video will be available from the NATSIPA conference will be placed on the PPA website.

Apologies – Lost internet connection.

**23. Murat Dizdar – Deputy Secretary School Operations and Performance (Bob)**

Staff development days.

* How we can move the last 2 days flexibly throughout the year- consulting with all to come to a landing. PPA requested as much flexibility as possible.

Principal Scholarships

20 each year for high performing principals –heading to university College London, minister and secretary giving them a system challenge to solve. There is great stuff locally and also value in looking to other juristictions.

Investing in our Principals

* Like to back in principals who undertake further learning
* Cerificate of instructional leadership
* 3 years worth of funding to support up to 100 principals thinking of completing a masters of Doctorate.
* Principal is the most pivotal role in the system. How can we support it more?
* Biggest weaponry in change if the leadership on the ground.

PSL recruitment

* Recruiting up to 11
* $10 million investment 50FTE + Principal Mentor
* 24% of PSL have moved into Director role

Complaints – capability development

* Trial of 1 day training has been held – how we could more effectively work through complex matters relating to a principal.
* DoE created course : Pat Mahony – PSL, Catherine Ovenden – EPAC and ????
* Now to be rolled out other 5 operation directorates
* Also available to be provided for other Principals across the state.

Performance and Development Framework

* In operation siince 2015
* Inititally trained with fed ord and DEL
* NSWTF – lots of new people, good to reinforce the training.
* Lots of examples of poor practice and implementation.
* Unpacked side by side to create a 20 min video and resources
* Video 5 different important areas.
* Call out all new processes and support developed since.

School Excellence and improvement targets

* SEAG
* Simplified school plan for 2021.
* Still backing in - eliminating the 5ps
* Possibly changing 3 year cycle to 4 year cycle.
* Is there research and evidence - “Came back with a blank
* Why do we all have to be at the same point in the planning cycle? Toying with the idea of starting after EV on a rolling process Instead

Premier’s Priorities

* Stuck to previous priority – stay the course of moving the middle students into the top 2 bands
* Additional P – increase proportion of Aboriginal students achieving HSC by 50% by 2023 (Currently on 33% currently attain HSC)
* Targets to be set for schools for Literacy /numeracy/attendance/wellbeing/equity

Looking at every schools’ improvement trajectory

Benchmark from former 2 years – zone of improvement (bottom Number above that basline – top number is an aspirational target.

Expected growth target – 3 years as opposed to 2 (expected growth is more volatile – hence 3 year average.

Attendance – all of us lifting proportion that attend more than 90% of the time (a child that falls below that misses more than 1.5 years of schooling). For some sights we are lookin gat a 60-80% measure .

Wellbeing – Only systemic data is TTFM . Advocacy, sense of belonging, expectations of success rolled up to create a target.

Congnisant of smaller schools and SSP

Equity – Aboriginal Education.

DELS will come to school to set targets.

In 2020 literacy and numeracy will be the only mandated targets. Schools will have option to delve into others.

Bob Willetts Question

* Hot on the back of the enrolment issues   
  2 dys

Every del, PSO how wego

* Zone of improvement – recognise and respect advice about adjustments – a good powerul adjustments
* Build the capability of DELS and PSLs
* T4 – working to ensure these are collegial discussions.
* Moved away from only literacy and numeracy 0- to SYSTEMS performance in those 5 areas.

Aboriginal kids (Paul Byrne)

* Less well advanced in planning.
* Need to take advice and look at different equity cuts.
* An equity smorgasbord

Local school is the centre of the community

* CAP – keep enrolling in area but control as a system what school shopping/empire building will look like.
* What we are trying to do is implement
* 100 point residential check
* Reinforced the sibling area and given top priority: If we enrolled a child and changed boundaries, the siblings are treated as in-area.
* Can Principal make decisions locally once a common understanding of situations is established?
  + Yes - but exoect us to test
* Enrolment of staff children:
  + Many staff don’t want their children, for others it is the only option.
  + Do as a case by case exceptional circumstance. - “Do it sensibly.”
  + Need to unpak and clarify “Sensibly “ with the DELS
* In consultation
  + Testing the CAP – based on permanent buildings and average students across the state.
  + ?? Student numbers
  + Demountables where ??
* Where schools exceed CAP based on in area enrolements:
  + Capital build requirement? (Anthony Manning)
* Shortfall of permanent buildings
  + Some school may not have hit the list and will be captured.
* 100 point enrolment re refugees??
  + Don’t use 100 point, use professional discretion.
  + Many families won’t have evidence,
  + Many families in refuge from domestic violence.
  + Those who game the system - “Back in the Principal”
  + Move in for 3 months then move out – legal are in a wedge, but if there is deliberate falisification it will be taken on.
* Exceptional circumstances
* Phase in over 5 years?
  + Testing the CAP term 3
  + Bedding it down term 4
  + Over time we are implementing. (Not what Georgina Harris said)
  + Specifially relates to Siblings
* Buffers – average numbers of students
  + have that local context discussion
  + Statewide formula – won’t change
  + Its not extenuating circumstances
* Support classes -
  + Don’t think about enrolment policy in relation to that.
  + Where we can get them into the main fabric of the school.
* OC siblings
  + Exceptional circumstances? NO – the family makes a decision to uproot the child and move them. Often they would’ve done just as well where they were.
  + Temp visa holders workers – exceptional circumstances.

Amanda Connolly

* Support for families for boundary changes? How long
* Transition period 2-3 years.
* Bay and army example: if you are in area- we will take subsequent.
* South western Sydney new schools won’t fill – might become a white elephant.

About 3000 students affected by boundary changes across the state.

In some areas the boundaries are changing every 2-3 years.

It's a unique situation – take it off line.

Trish Peters - re: professional judgement.

* Spot for enrolment notes on old enrolment – missing on new form and needs to go back on in order to record the reason for decision.
  + Action: Chloe to revise on paper and online enrolment form.

Dave Munday : FACEBOOK ISSUE

* Potential to damage principal and school and department reputation
* When are senior executive going to get in front of that?
* How is the department going to communicate
  + DEL has to back it in and be the next call.
  + If parents contest it the DEL has to do the lifting.
  + Chloe : addition support for principals
    - When do you take it down and when do you respond that it is a systemic policy issue?

Ceiling and support classes

* 17 mainstream – 3 support classes
* Is the ceiling on 14 or 17 permanent classrooms.
  + It impact on the cap so the CAP needs to be revised.
  + Action: Working behind the scenes to give clarity about that.

Substandard polkcy revision with lack of consultancy.

* Phil – there was consultation - the issue in the implementation.
* EPAC issues on the horizon due to the grey areas.
* It's not binding at the moment. It's Murat’s view” - we need it in black and white.
  + Action: When we capture our skype we’ll capture it on a one pager and will give to DELS and PHIL.

Q Allan Kerr Rural and remote

Was a city centric and created issues in the country, eg. Viability issues.

* + Action: We have been focused on the entire system
  + Local arrangements are important to unpack with the DEL

Q : Geoff Lye: New Builds

* Builds made with
  + Data is richer and better than ever before. Have had to look at current year’s data.
  + If you currently haven’t reached your cap you can
  + Forward capital works will be
  + Builds have been done for projected enrolments.
  + Implement the policy as the need arises – inform parents as they enrol now that there will be issues now.

Q: Craig Nelson: Could the policy provide us with some standard letters

* + Maybe we can take that back?
  + (WE HAVE ASKED FOR THAT MULTIPLE TIMES!!!!)

**24. The Hon. Sarah Mitchell – Minister for Education and Early Childhood Learning (Stuart)**

Three areas to discuss.

Enrolment Policy

* Wants to get a better balance about how it is delivered across the state
* Wants balanced discussion and commonsense practical approach to delivery
* As Principals we should be able to exercise professional judgement
* Engagement with parents so they have a clear understanding and have all information in relation to enrolment (e.g. we can take your child because we are under cap but cannot guarantee that siblings will be able to enroll).

NAPLAN

* Spoke to Educational Council that we should be reviewing NAPLAN (not all agreed)
* NSW QLD & VIC have agreed to do an independent review
* We need better tests and need to delve deeper into all areas.

EPAC Review

* All recommendations will be implemented.
* There was not a lot in there that surprised her. She had heard most of the issues before from PPA.

Q: Michael Tryst VP

Amount of work and effort that PPA put in-to Principal Support & Wellbeing. Is there any way she can support us to have increased support officers without the need to jack up fees for our membership.

Minister Mitchell – Will investigate.

Q: Allan Kerr CP Rural & Remote RG

Enrolment policy is city centric and Rural and Remote schools are going to be significantly affected.

Minister Mitchell – What is in the policy is not significantly different. However, we do need to communicate better and have a greater understanding in relation to rural schools. I think we are on the same page,

Q: Graeme Mcleod CP Disabilities RG

Complexities of students are significantly changing and we need increased support staff within our schools (possibly IL wellbeing)

Minister Mitchell – WIll note that and consider what is possible

Q: Liz Beasley Orange?Lachlan Delegate

School counsellors only 50% of our allocation. Where are we in this space as we are struggling

Minister Mitchell – Election commitment to have counsellors in our schools. We are doing work in this space. Lots of work/activity in this area and looking at how we can utilise resources. Very much on her radio

Q: Judy Albans Tweed/Ballina Delegate

Bus services in rural areas can affect us in the enrolment space as if the bus doesn’t come to our school the local kids often don’t come.

Minister Mitchell – Will take it up with the Transport Minister.

Q: Geoff Scott Principal Support Officer

Royal Commission into students with disabilities. Principal’s asked to maintain and keep all documentation as it could be called for. Data that should be destroyed as per policy to be kept. Do you know what information we will be asked to provide.

Minister Mitchell – Short answer is no. I will see if I can get some clarity for you.