

NSW Primary Principals' Association Inc.



State Council Meeting

Term 1 2020

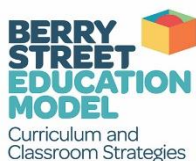
12 and 13 March, 2020

Council Kit

CORPORATE PARTNERS



BUSINESS PARTNERS



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NSWPPA

TERM 1 2020 STATE COUNCIL MEETING

AGENDA

*Thursday 12 and Friday 13 March 2020
Novotel Sydney Central, Thomas St, Haymarket.
Bennelong Point, Farm Cove and Port Jackson Conference Rooms (Level 1)*

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

AGENDA

DAY 1 – Thursday 12 March 2020
(Sessions chaired by President, Phil Seymour unless otherwise indicated)

8:30am – 10:00am

1. Commencement of Term 1 State Council Meeting

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

2. State Council Opening Business

- 2.1. Apologies**
- 2.2. Introduction of new members**
- 2.3. Stewart House – arrangements**
- 2.4. Dinner arrangements.**

3. Agenda

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

4. President's Report

- 4.1. Report as circulated**
- 4.2. Highlighted items in written report including Bushfire Safety, Andrew Doyle, President Sutherland PPC; Adopt a School – bushfire and drought support**

5. Minutes of Term 4 2019 State Council Meeting

Secretary, Jude Hayman

- 5.1. Corrections**
- 5.2. Acceptance**
- 5.3. Business Arising**

6. Treasurer's Report
Treasurer, Michael Burgess

- 6.1. Report as circulated*
- 6.2. Highlighted items*
- 6.3. Acceptance*

7. NSWPPA Business Session

- 7.1. APPA Report – President, Phil*
- 7.2. NSWPPA Representative at APPA Trans-Tasman Conference, Melbourne 15-18 September (Week 9). Substantive Delegates and or Chairpersons*

9:40am – 9:55am Chair: Deputy President, Robyn Evans

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

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

9:55am – 10:05am Corporate Partners: The School Photographer, Dance Fever Multisport

10:05am – 10:20am Morning Tea

10:20am – 10:30am Business Partners: Sport in Schools Australia, Life Skills Group

10:30am – 11:15am

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

- 9.1. Welcome*
- 9.2. Presentation*
- 9.3. Questions & Discussion*

11:15am – 12:00pm Chair: Vice President, Trish Peters

10. Guest: Lisa Alonso Love, Deputy Secretary, Educational Services (rel.)

- 10.1. 6.1 Welcome*
- 10.2. 6.2 Presentation*
- 10.3. 6.3 Questions and Discussion*

12:30pm – 12:50pm Chair: Vice President, Lyn Davis

11. Professional Learning Officer – Margaret Charlton

- 11.1. Welcome*
- 11.2. Presentation*
- 11.3. Questions and Discussion*

12:50pm – 1:00pm Business Partners: TeethNSmiles, Your OSHC by Camp Australia

1:00pm – 1:30pm Presidents Workshop 2020 Regional Area Council representative for all Reference Groups. Then to lunch.

1:00pm – 2:00pm Delegates to lunch

2:00pm – 3:00pm Chair: Rob Walker, Vice President

12. Use of School Funds PI Tool Workshop

12.1. Workshop

3:00pm – 3:45pm Chair: Bob Willetts, Vice President

13. Guest: Dr Ahmed Deria, Director, High Performance

Update: Primary Curriculum Self-Assessment and the School Annual Report

13.1. Welcome

13.2. Presentation

13.3. Questions and Discussion

3:45pm – 4:00pm Chair: Deputy President, Robyn Evans

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

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

4:00pm – 4:15pm Afternoon Tea

4:15pm – 5:00pm Chairs: Robyn Evans, Deputy President and Michael Burgess, Treasurer

15. New Presidents and Delegates session

4:15pm Meeting adjourned for Day One for continuing Delegates, Chairpersons, Observers and Presidents.

5:00pm Meeting Adjourned for Day One for all Delegates, Chairpersons, Observers and Presidents.

5:00pm – 5:15pm Executive Reflection on Day 1 and refinements for Day 2.

DAY 2 – Friday 13 March 2020

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

8:30am – 8:45am

- 16. Review of Day One and outline/update of sessions for Day 2.**

8:45am – 9:30am

- 17. 2020 PPC Priorities Workshop**
17.1. Workshop

9:30 - 10:45am

CHAIR: Deputy President, Robyn Evans

- 18. Panel Session 3: Reference Group/Standing Committee/Working Party Chairpersons**

Questions on reports (as previously tabled/circulated)

10:45am – 10:55am Corporate Partners: Sentral, Teachers Mutual Bank

10:55am – 11:15am Morning Tea

11:15am – 11:30am Business Partner: eBoard, MSP Photography, Berry Street Education Model

11:30am - 12:30pm

- 19. Workshop – Recommendations from “Measurement and Outcome-based funding in New South Wales schools.” The Hon Mark Latham MLC Committee Chair**
19.1. Workshop

12:30pm – 12:40pm Chair: Rob Walker, Vice President

- 20. Area Council Issues**

12:40pm – 12:50pm Business Partners: Academy photography, Training24/7

12:50pm – 1:40pm Lunch

1:40pm – 2:25pm

CHAIR: Stuart Wylie, Vice President

- 21. Guest: Katharine Ovenden, Director Feedback and Complaints**
21.1. Welcome
21.2. Presentation
21.3. Questions and Discussion

2:25pm – 2:40pm Chairs: Michael Trist, Vice President and Michael Burgess, Treasurer

- 22. Teams – update and feedback, David Munday, Chairperson, Communication and Engagement Standing Committee**

2:40pm Wrap up and scheduled closure of meeting

Next Meeting

Term 2, 2020 NSWPPA State Council Meeting

Thursday 11 and Friday 12 June, 2020

Novotel Sydney Central



Term 1 State Council

Welcome to Term 1 State Council !

It will be great to see all the smiling faces again and welcome new Presidents and delegates to State Council.

It certainly has been a hectic few months with daily lists of non-operational schools showing that the end of last year was extremely difficult for many of our colleagues and school communities. Losing two of our schools, Wyaliba & Bobin, was incredibly gut wrenching, but the efforts by our Assets teams shone a positive light on the situation and the students were able to commence day 1 with refurbished schools.

Over the holidays things took a turn for the worst with the South Coast & Southern Tablelands communities enduring horrendous situations with evacuations, incredible fires, near misses and loss of homes/property all over the holidays. We lost another school, Cabramurra, (even though it was in recess). I think we were fortunate that this happened whilst schools weren't operating, but our staff and families didn't get a break and this has been a point of discussion with Secretary Mark Scott and the Minister. Newly appointed Executive Director Kathy Powzun is working on a suite of options that may support our schools.

As I mentioned in our March What's Hot, we decided to support school communities through an **Adopt-a-school initiative** and during the holidays I requested Presidents & delegates to check in with their colleagues to see how they were travelling. By week 3 I had the names of 44 school communities that were identified by their Presidents as having support needs. We had an incredible 154 schools who offered to support these school communities. We allocated two support schools to each school and hopefully by now they are conversing and providing support.

After discussions with several colleagues we have decided to now call for school communities to **self-identify** if they have been severely impacted by drought. We have some 70 schools who haven't been attached to a buddy and want to support a school, so we began that process last week.

The DoE have been very supportive as I mentioned earlier with Assets doing a phenomenal job ensuring 180 schools were ready for day 1. After approaches by SPC President Craig Petersen and I, **census day** was moved to enable school communities to settle and an accurate enrolment figure going to DoE. **Staffing entitlements** in Bush fire Impacted schools were also frozen for a year, which has been a blessing for many schools.

The SMR (**Staffing Methodology Review**) and HCM (**Human Capital Management**) teams have been working hard over the break and we finally have landed something concrete. Last week the Minister announced \$37 million supplementary funding to support our SSPs after an enormous effort by PPA & SEPLA members Mark Gosbell, Anne Flint & Kylee Thorson. These funds will allow additional executive to be class free, top up staffing arrangements already in place, gain admin support, engage therapists etc and is a huge win for a section of our schools that need lots of support. Graeme McLeod, Chair of our Disability Programs Reference Group immediately has asked what about our Support classes?? The staffing of Support Units is certainly on the radar !!



HR Director Rian Thompson is over-seeing a pilot of school clusters and working with two different models to support casual supply. A Hub & Spoke model and an inbuilt model have been discussed and schools have been identified through data that will be approached. This work is in recognition of the chronic under-supply of teachers for short term casual relief. More details to follow on this.

The suite of Professional Learning offerings will be outlined by our Professional Learning Officer Margaret Charlton during Council. Marg has organised a wide variety of activities and will be appealing to you to support our PL activities. If we are to continue to provide these courses we need your support (full details are in the last What's Hot). Marg will also discuss how she can support you in your local PPC if any of the courses suit the needs of your Council.

Recently we were asked to provide some feedback on the Interim Review into LSLD....this was prior to the current discussions which I will come to later. We were asked to comment on 3 questions & I include the statements here:

OVERVIEW:

In our earlier submission we made 26 recommendations to improve the lot of schools under the LSLD banner. Whilst several of these have been put in place e.g. principal role statement based on the AITSL principal standard; Annual Report and School Planning documentation are updated; SMR (Staffing Methodology Review) is currently examining staffing policies & practices, many have yet to materialise.

Overall we are supportive of the locus of school based decision making to be in the schools. As Professor John Fischetti says "...it gives Principals & their school communities a greater say over how they allocate & use their available resources to best meet the needs of their students". Professional Learning, the sharing of best practice and a supportive framework from the Centre are pivotal for the success of this initiative.

How have schools spent the additional funding they have received since the implementation of LSLD (including RAM and other funding)?

- *The RAM methodology isn't always meeting the needs of schools. There are schools with surplus funds (at least too much to spend effectively due to change/ training fatigue/ inability to employee casuals) and there are schools with such insignificant amounts that they can't do anything effectively.*
- *The base rate needs to be boosted especially for smaller schools and schools that attract little equity funding. It is below the SRS (Schools Resource Standard). We have many schools who therefore have no capacity to change staffing, introduce programs etc so their ability to make local decisions to meet the needs of their students is limited.*
- *Typically, schools with significant Equity funding have implemented administration or teaching & learning initiatives. Some examples:*
 - *Hiring a Business manager*
 - *Hiring additional SASS staff in the office*
 - *Hiring SLSOs to support targeted groups of students or additional student not funded through Integration support, or topping up support for students on inadequate Integration funding*
 - *Creating Instructional leaders in schools K-2 for those schools not EaFS (Early Action for Success) schools*
 - *Increased Professional Learning*
 - *Freeing up Executive members to support their teams deliver teaching & learning programs*
 - *Releasing designated teachers for a welfare role/ additional LAST role*
- *The 70% of funds in schools gives a false sense - schools have a budget of \$8million but most of that (\$7.5mil) is staffing funds that come in and go out without any input from the Principal. Of the remaining*



\$500 000 a large part is tied to recurrent cost over which the Principal has little control - electricity, waste, maintenance, phones, water etc. And whilst a Principal can "play" a bit, they are certainly limited.

What has been the impact of LSLD on school management and local decision-making practices?

LSLD has significantly increased the school management work load since its introduction. Primary schools, with significantly less administration staff, have struggled with the increased workload. Significantly, the tools to support LSLD have been of poor quality, mostly implemented poorly and required an exponential requirement for Professional Learning and time to embed new practices.

- **Red Tape** hasn't reduced but in fact increased exponentially taking the Principal away from the educational leadership role. Provision of a Business manager may assist. A lot of money has been used to support other staff in managing the workload rather than concentrate on improving learning.
- **Lack of training** - multiple systems implemented with little or limited training and little or limited ongoing support. SAP, EBS4, Synergy, School Website Service, eFPT. Huge waste of time and energy – has distracted people from the real focus of schools.
- Such has been the difficulty with **DoE software**, many schools are paying heavily for 3rd Party software that is intuitive but expensive. The DoE has been slow to accept the poor quality of its software and hence schools have had dilemmas determining whether to hold out and wait for the DoE systems to be "sorted" or to purchase 3rd party software. This dilemma has caused much inefficiency in schools.
 - A key example is schools not knowing their financial balances & a reluctance to spend funds
- The **team in LSLD** has been a strong supporter of schools making decisions, providing back-up and sharing best practice. Their advice has been invaluable in supporting schools make decisions and need to be retained.
- Communities of practice have been established and networking opportunities developed to share ideas, strategies and even staff. This positive direction, caused by a strong need to make the most of the limited opportunities to make school based decisions, is an encouraging sign that LSLD is welcomed by schools.
- There has been little change in respect to **staffing & recruitment** as a result of LSLD. Legacy practices and policies have stymied the school's ability to determine the mix of staff and only now with SMR (Staffing Methodology Review) and HCM (Human Capital Management) initiatives are we seeing possibilities for schools. There is much work to do in this area to ensure schools have a greater say in how their school is staffed.
- **Performance Management**, another key item in the LSLD reform has moved slowly. The PDP (Professional Development Plan) process is hamstrung by some of its conditions and principals have called for a greater degree of control over the process. The Auditor General has made critical comments as to the efficacy of the PDP and the movement by DoE will hopefully assist schools in having a robust PDP process linked to the teaching standards.
- The **TPMI (Teacher Performance Management Initiative)** which started as a pilot, has extended to all Operational Directorates and is seen by principals as the key means to improve teacher quality in schools. The support by trained staff, helps schools lift their performance by supporting identified teachers.

What has been the impact of LSLD and RAM funding on school and student outcomes?

Schools have mostly been able to use their SEF-SAS to determine their strategic directions based on ongoing evaluations. With the imposition of the Premier's targets on top of school plans, schools have been stretched to somehow meet the school identified improvement targets and focus on the Premier's targets as well. This additional layer of directions, based on questionable NAPLAN data, has often hampered the school's ability to meet the needs of its students.

Dependant on the school's strategic plan, schools, under LSLD, have been able to utilise Equity funds to implement their strategies. They may not have focused on student attendance, nor suspension rates nor engagement, but may have focused their limited funds on one or two strategies to lift student performance of a small cohort, or stage group and the impact may not be seen significantly yet.



There would be system data based on the schools that have used Instructional Leaders to lift both teacher performance and student performance. Non EaFS schools, who self-funded these Instructional leaders, mostly focused on K-2 students, could provide rich data on improved outcomes. Because of LSLD and Equity funding, these schools have been able to focus their energies and resources on the early years and the sustainability of these improvements is the key that needs to be studied longitudinally.

The difficulty in measuring school improvement is that NAPLAN is often touted as a means to determine school performance. NAPLAN, even in its best years, gives an incomplete picture of school performance, whereas devices such as SEF-SAS over time will show improvement or lack of it. The use of the Literacy & Numeracy Progressions is another means which schools could be able to use in the future to show improvement, or the new standards approach mooted by The Master's review of the NSW Curriculum, is also another way that may show growth. Currently we don't have tools that will show the true picture of the impact of RAM funding on school & student outcomes.

The above is clearly our position on LSLD. We believe there could be tweaks that would improve our lot in schools but primarily we believe the tools have hindered the program & foistered more work onto our desks, that we need significant administration support and we should be able to determine what programs, pedagogies, activities will occur in our schools to meet the needs we find in our context.

The Minister and Premier have been vocal in the media this last week or two discussing how unhappy they are that our results are falling in spite of the invested funds, that schools need to "earn their autonomy" and the Premier in her press release March 5 said "to ensure students receive the best education we must be able to **enforce** best teaching practice consistently across our schools". The modality used by the Premier is a cause for concern. Who will decide what is the best practice? etc

We have spoken to the Minister and re-iterated these key points:

- *We want **ongoing consultation** as changes are developed.*
- ***Needs-based funding and local decision making** about where this money is spent is shaping programs sharply on the **needs of our students**.*
- *The system does not provide strength in **Teaching & Learning advice** to schools. A central directorate developing evidence-based and innovative approaches to teaching supported by teams of consultants across the state, is essential to drive direction in supporting schools in their work*
- *Schools are **overburdened with bureaucracy and accountability**. Most of the software released has proven to be dysfunctional on release to schools and is compromising a school's ability to spend allocated funds.*
- *Assessment tools are needed that **show school performance** not just reliant on NAPLAN & PISA (may-be Masters standards framework or Literacy & Numeracy Progressions for academic work)*
- *The PPA has developed an on-line tool for promoting the capture and sharing of programs funded by flexible funding provided to schools.*

A student with Coronavirus has just closed Epping Boys HS and it has implications for all of us in our schools (and not because we can't get any toilet paper) - this will be a developing space and we will be guided by The Dept of Health.

Looking forward to two solid days of input and discussion. I hope you haven't forgotten your PPC priorities for the workshop.

Phil Seymour



NSW Primary Principals' Association Inc.

Term 1 2020 State Council Treasurer's Report

The balances of the NSWPPA accounts on Thursday 5th March 2020 were:

Name	BSB	Account number	Account balance
Conference	062 262	1005 0470	\$ 245,609.56
General	062 548	1020 2587	\$ 448,887.89
Professional Learning	062 000	1933 5165	\$ 7,770.05
Business online	062 900	1051 3465	\$ 440,604.29
Term Deposit	062 649	5005 3981	\$ 600,000.00
		TOTAL CREDITS:	\$1,742,871.79
		NET POSITION:	\$1,780,981.65

A copy of our transactions for the latest period is included at the sign in table for your information.

Some Notes

- We have had 248 transactions on the general account. We have received \$366,576 and paid out \$1,003,388.
- Claims received to 2nd March are reflected in this report.
- Our net position includes payroll/superannuation liabilities of approximately \$56,000. Also liabilities for income tax and GST.
- Significant income items include fortnightly membership fees of approx. \$35,000, and registration fees for our PL courses. Significant expenditure includes PL costs (presenters, venue fees), reimbursement to the DoE for the President's salary for 2018 and 2019, Term 4 2019 state council costs, and salaries.
- Conference Account – limited activity on this account during the period. A major deposit is approaching for the 2020 conference. Income will increase next term as registrations open for the 2020 conference.
- The Professional Learning Account – income for PL is reflected in the general account. Expenditure from this account has primarily been on course materials and course establishment costs.
- Thanks to local area treasurers for their ongoing work.
- Annual financial statements/audit reports. Constitutionally each PPC must provide a copy of their annual audit report to the state treasurer by the end of the year. Thank you to those PPC with their reports already in. Can you please check with your treasurer to ensure your area report has been submitted.
- Treasurers should have provided BAS details for December already. The next BAS information is due by 10 April. Please remind treasurers to submit their information via the website. They can do this early once they have finished transactions for the period.
- <https://nswppa.schoolzineplus.com/form/7>

State Treasurer

Please note that all claims should come to me and not Rob Walker. Please inform your admin staff also. My contact details are:

michael.burgess@det.nsw.edu.au

Terrigal Public School Number: 02 4384 4599

Mobile Number: 0439 003 072

Claims

Claims are processed on a Tuesday. Kathy Rudd is my SAO helping me with claims. If she contacts your SAM or yourself it is to facilitate your claim. If your claim hasn't been paid after two Tuesdays from submitting your claim please contact me – weird things happen with emails from time to time.

We pay for travel costs (airfare, train, motor vehicle, bus, ferry), parking and accommodation when on State PPA business. Accommodation at the Novotel Central is organised through Mark Pritchard. You will need to organise your own travel. **Do not use a travel agent or online booking service (eg Webjet) as they add additional commission. Booking via the airline website is usually the cheapest option.** We will not cover travel insurance.

Please pay for your own meals, including breakfast. Morning tea and lunch are usually included during PPA business events. There is a reduced rate for full buffet breakfast for all NSWPPA members.

When submitting a claim please use "PPA Claim" as the subject – makes my life easier. It is great if you can put your claim and evidence together as one file (rather than 5 or 6 attachments) – makes my life easier. If you are claiming a payment through SAP please make sure you write the sales order number on the claim form.

Use a current (2020) claim form – from the website.

Accommodation is at a share rate. Members choosing to have a single room pay a single supplement of \$110.

Teacher Relief

A relief day is paid when a teaching principal is asked to represent our Association in any capacity. Non-teaching principals may submit a claim for teacher relief if they believe this is an urgent or emergent requirement for the effective running of their school. Each claim will be assessed individually based on its merit; please attach a brief statement outlining the need for your claim. The maximum daily rate paid for a casual teacher is \$500.00. GST is included in the \$500 paid.

Local PPC Treasurers & Membership

Thank you to local area Treasurers and Presidents for their work in following up membership since. We have picked up many new members due to their work.

Lisa Beare is currently assisting me in managing the Membership list. We are still working to ensure the list accurately reflects the membership of the association.

I am available to assist new treasurers. My contact information is included in this report.

We currently have just over 1600 paying members.

Principal Welfare

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

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

Once the type and level of support has been determined and a relief teacher has been employed, **the standard claim form, available for download from Quicklinks box on the Home page of the association website www.nswppa.org.au is used to claim assistance in the costs incurred.** The current rate is \$500.00 per day (including GST and on-costs).

Membership Fees

State membership fees are determined at the NSWPPA Annual General Meeting held during State Conference each year, voted on by delegates from each Area Council. At the 2019 AGM, the fees were approved as indicated below. These fees will be applied from the first pay period in 2020.

\$600 (GST Inclusive) for Primary School Principals, SSP Principals and EEC Principals (\$23.07 per fortnight)
\$300 (GST inclusive) for Central School Principals (\$11.53 per fortnight).

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

Relieving and Acting Principals

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

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

Account name: NSW Primary Principals Association

BSB: 062 548

Account number: 1020 2587

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

Please remind any relieving/acting Principals to cancel their salary deductions (by contacting EdConnect) once they have completed their role.

NSWPPA Sydney CBD Accommodation

The NSWPPA has taken a lease on a one bedroom apartment nearby to our office at UTS. Given the routine need to provide accommodation, the terms of the lease achieve essentially a cost neutral position when considered against our outlay for accommodation at the Novotel Sydney Central. Our outlays for the apartment are for the lease, gas, electricity and water. The apartment is used primarily by the President. The provision of the accommodation enables the President to operate in a more time efficient and organised manner: operating from a single site as opposed to changing hotel rooms on a weekly, or sometimes more frequently, basis.

Area Council Affiliation

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

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

ABN, GST and BAS advice to PPCs

In order to complete BAS requirements, on a quarterly basis Area Treasurers provide the State Treasurer with Area Council financial information (income, expenditure, GST paid, GST collected) via an online form. The next return needs to be complete at the beginning of January.

<https://nswppa.schoolzineplus.com/form/7>

It has been resolved that we will only use one ABN for the organisation including Area Councils, ie Area Councils should not be operating with their own ABN. Our ABN is 77 527 522 968 used at the state level and by all Area Councils. Similarly the NSWPPA is registered for GST. Individual Area Councils do not need to register for GST. The Area Council is part of the NSWPPA which is registered for GST. Consequently all Area Councils are registered for GST. In order to complete BAS requirements, on a quarterly basis Area Treasurers provide the State Treasurer with Area Council financial information (income, expenditure, GST paid, GST collected) via an online form.

Area Council Audit Statement

Thank you to the area councils that have provided a copy of their audited statements from 2019. Any outstanding statements need to be provided to me as soon as possible.

Michael Burgess | Principal | Terrigal Public School | Havenview Rd| Terrigal NSW 2260 | [02-4384 4599](tel:02-43844599) W | [02-4385 2470](tel:02-43852470) F | [0439 003 072](tel:0439003072) M | mburgess@nswppa.org.au | www.nswppa.org.au |

NSWPPA State Council Term 4 2019
Area Council Delegates, Reference Group/Standing Committee/Working Party Chairpersons, Observer
Delegates, State Executive

MINUTES

DAY 1 – Thursday 28 November 2019 (Sessions chaired by President, Phil Seymour unless otherwise indicated)	
8:30am to 9:00am	<p>1. Commencement of Term 4 State Council Meeting</p> <p>6.1 Welcome</p> <p>6.1 Acknowledgement of Country</p> <p>2. State Council Opening Business</p> <p>6.1 Apologies: Karen Mortimer, Jaime Medbury, Rob Walker, Lyn Davis, Jason Ezzy, Graeme McLeod</p> <p>6.1 Acknowledgement of Country</p> <p>6.1 Introduction of new members</p> <p>6.1 Stewart House arrangements-Raffle, \$284 raised.</p> <p>6.1 Christmas Dinner arrangements</p> <p>3. Agenda</p> <p>6.1 Items as circulated</p> <p>6.1 Additional items and variations</p> <p>Lisa Alonso Love attending in Georgina Harrison's place.</p> <p>6.1 Acceptance</p> <p>6.1 Development of questions for Guests</p> <p>4. President's Report</p> <p>6.1 Report as circulated</p> <p>6.1 Highlighted items in written report (see Phil's Power Point for detail)</p> <ol style="list-style-type: none"> 1. Lead 2. Support 3. Advocate <ul style="list-style-type: none"> • Bushfires and Droughts-recognition and thanks from Phil to the Principals supporting their communities during these challenging events. • Priorities-Additional Release AP's and Teachers. Additional SASS. School counsellors and wellbeing officers. Principal Classification. • Federation Stop Work Meeting-important to have Principal voice. • Thank you to delegates, chairpersons, executive, Mark Pritchard, Lisa Beare, Wendy Buckley, Geoff Scott and Margaret Charlton. <p>6.1 State Executive</p> <p>Vice President election outcome – announced prior to end of State Council</p>
9:00am – 10:00am Chair: Deputy President, Ian Reeson	<p>5. Guest: Georgina Harrison, Deputy Secretary Educational Services</p> <p>Apology from Georgina. Lisa Alonso Love and Tanya Neal alternative presenters.</p> <p>5.1. Welcome</p> <p>5.2. Presentation</p> <ul style="list-style-type: none"> • Online enrolment trialling in 20 schools and positive feedback received to date. The aim is to save time for SASS processing enrolment paperwork. • OoHC changes, improved processes to improve time management.

- Access Request trial-piloting a program to improve the process. Learning so improvements can be made. The aim is to have a consistent Access Request process across the State.
- Before and After School Care- the team is currently reviewing the current situation by communicating with the providers, parents and schools. They want to identify the gap in the service and find the best way to provide the service for all involved.
- Mental health and wellbeing- programs in place such as Smiling Minds. Lisa Alonso Love would like to speak with Principals to hear more about what we believe is needed to address concerns and issues. They are aware that they need to fill gaps. Mentioned the issues with recruiting appropriate people to positions. Scholarship take up is improving-75 graduates in 2020 from the school counsellor program. Lisa would like to have further conversations with the PPA to ensure the situation improves.
- Lisa is happy to receive emails with ideas for processes that are a better way to do things.
- Aiming to publish the findings from the Behaviour Review and Anti Bullying this year and move forward with recommendations in 2020. One of the first steps will be identifying the key people to provide professional learning to support schools.
- An exciting time for Aboriginal Education as it is the first time there has been a priority for Aboriginal students 'Increase the proportion of Aboriginal students attaining Year 12 by 50 per cent by 2023, while maintaining their cultural identity'. NSW has the second lowest retention rate. Data sets have been challenging and a lot of work has taken place to allow for identification of where the support needs to be. DELs have been provided with packs containing data regarding Aboriginal students to assist with ensuring support is there.
- Tell Them from Me data also indicates poor Aboriginal student perception of their cultural and personal needs being met.
- Language and culture involvement are what will engage students.
- Next steps- collectively understand the current situation and data insights 7-12, look at best practice.

5.3. Questions and Discussion

- Lisa will follow up on question regarding Counsellor allocation to SSPs being included in the High School allocation.
- The pay scale for School Counsellors and SPEs is poor, Lisa acknowledged they have heard this and that they are exploring it. Exploring the best way to retain them to schools.
- Professional Learning and connections with community are vital for teachers, this needs to be part of the planning and conversations.
- Support services such as School Counsellors, AEOs are needed within schools and community services need to improve. Is the system having these conversations? Tanya said they are very aware that it is also outside of the school.

10:00am –

6. Minutes of Term 3 2019 State Council Meeting

10:15am Chairs: Secretary, Jude Hayman & Treasurer, Michael Burgess	6.1 Corrections -Page 1 Term 1 should read Term 3. 6.2 Acceptance. Moved: Jude Hayman. Seconded: Trish Peters 6.3 Business Arising -Nil 7. Treasurer's Report 7.1 Report as circulated 7.2 Highlighted items <ul style="list-style-type: none"> • There are commitments to the account such as salary on costs, President's salary owed to DoE, so it is not as healthy as it looks. • Claims need to be submitted ASAP 7.3 Acceptance. Moved: Michael Burgess. Seconded: Brad Hunt.
10:15am – 10:25am Corporate Partner: <u>Sentral</u> Business Partner: Academy Photography 10:25am – 10:50am Morning Tea 10:50am – 11:00am Business Partners: Sport in Schools Australia <u>eBoard</u>	
11:00am – 11:30am Chair: Treasurer, Michael Burgess & Communication & Engagement Standing Committee Chairperson, David Munday	8. TEAMS: Booking State Council attendance and accommodation 8.1 Presentation Reading the instructions made the process easy for all. This is the engine to be used for communication. 8.2 Questions and Discussion
11:30am – 12:00pm Chair: Deputy President, Robyn Evans	9. Professional Learning update Professional Learning Officer, Margaret Charlton 9.1 Welcome 9.2 Presentation <ul style="list-style-type: none"> • After gathering and collating information, the following Professional Learning has been determined for 2020 <ol style="list-style-type: none"> 1. NSWPPA Credential 2. The Art of Leadership / Masterclass 3. The Tao of Teams 4. Powerful Performance Conversations 5. The Middle Leadership Imperative 6. 7 Habits of Highly Effective People 7. Leading at the Speed of Trust. • Please talk about and encourage participation in these outstanding, high quality options. • The leadership representative on Area PPCs will be the contact for disseminating this information to members. 9.3 Questions & Discussion
12:00pm – 12:45pm Chair: President, Phil Seymour	10. Guest: The Hon. Sarah Mitchell, Minister for Education and Early Childhood Learning 10.1 Welcome 10.2 Presentation <ul style="list-style-type: none"> • The Minister thanked the executive for the respectful collaboration throughout the year. She also thanked Principals for the work being done in schools impacted

	<p>by the drought and bushfires and gave some nice examples of the comradery that exists.</p> <ul style="list-style-type: none"> • Public consultations for the curriculum review are underway, please take the opportunity to provide feedback. • NAPLAN update, review being undertaken and targeted consultations underway. The Minister will share initial findings with us soon. • From 2020 scholarships available for further study. School Leadership Institute will operate the selection panel. The University will be paid directly from the Institute. <p>10.3 Questions and Discussion</p> <ul style="list-style-type: none"> • Enrolment Policy- will there be any tweaks to the current policy as we are concerned about movement of students out of the government system? Response- There is a problem with overcrowded schools in some areas of the state. They are looking at what the common themes are across the state. • Bushfire concerns. Smoke haze / air quality is an issue. Serious incidents, you can trust the policies etc. in place but there was a school that nearly burnt down and there are a number of staff who are also being impacted. Concern that there isn't a human voice communicating and making statements on the Department's behalf. The Minister took this comment on board and wants to discuss it further with Dave Munday. There were positives but also things to improve on. • SASS pay rise and impact on school budgets, particularly SSP's. The Minister is going to follow up on this. • Issues regarding staffing of small schools if staff are unwell or absent. Review of staffing methodology and new ideas for pools of casual staff. The Department is exploring this. • Air quality bush fire and smoke. Communication sent regarding common sense approach of staying inside. No answer. • Question regarding media reports about ACARA and AITSL. Conversations to be had. • Communicating with University is difficult, if the Minister can influence a group meeting with the University that would be appreciated. The Minister is already doing this regarding teacher training. Round table discussions occurring to try and increase the availability teachers. • There is going to be an increase in counsellors and wellbeing officers in High schools what will happen in the early intervention / Primary school space. The Minister is having conversations with Bronnie Taylor, the Minister for Mental Health and knows there is space for improvement and action. • Negotiations with the Union is happening and hopefully a stop work meeting won't have to go ahead.
<p>12:45pm – 12:50pm Business Partner: MSP Photography</p> <p>12:50pm – 1:30pm Lunch</p>	
<p>1:30pm – 2:15pm Chair: Deputy President, Robyn Evans</p>	<p>11. Guest: Mark Scott, Secretary NSW Department of Education</p> <p>11.1. Welcome</p> <p>11.2. Presentation</p> <ul style="list-style-type: none"> • Reflections about Clive James, he was an exemplary product of Public Education. The opportunities that came to him, came through education. We do not know who the Clive James' are in our schools. Mark used Clive James as an example of the importance of the power of education.

- Call out and thank you to the work of all involved in managing and responding to Bushfires.
- Sense of what is on Mark's radar for the year ahead and themes that he believes will be on the radar.
- We have been fortunate with the Minister and she frames on what our responsibilities are for students.
- Commitment to improvement for all students and how to accelerate the learning for those who are disadvantaged. The gaps in achievement for students expand as they progress through the system. We all need to be committed to improvement. Mark knows we are working hard but it needs to be focused on the improvement strategy. Discussions are happening with DELs and for many this is not new. Mark wants the discussions to be useful to ensure clarity on what is being worked on. Collective engagement is useful. Mark wants to ensure the Department is working with us to ensure we have what we need to achieve improvement.
- 2020-Every student is known, valued and cared for, therefore targets do not just focus on Literacy and numeracy. The key word is 'every'.
- How do we learn from each other? Valued having Principals in Residence.
- Curriculum review- the critical aspect will be the how. Geoff Masters is valuing the feedback. Planning and resourcing the reforms will be what matters. What will the support that schools need for changes moving forward, this will be a priority? Mark wants to bring clarity to what NESA is doing and what the DoE does around curriculum reform. The answer is not sitting with what we have now, the key is in the execution.
- Disability- diverse views will and do exist. It will be a complex area. Fortunate that there is a lot of work in this space. We need to ensure there is inclusivity and safety for all students. Fundamentally we need to work together to work through vulnerabilities and answer and respond to them. We need to be respectful for the work on the ground and the parents' choice for the best setting for their child. Mark has visited many SSPs and is respectful of the work carried out in SSPs.
- NAPLAN- the gift that keeps giving to educational journalists across the country! Pleased the minister identified the need to review NAPLAN early on and despite the Federal Minister disagreeing she has pulled together politicians across systems to push ahead (75% representation across the country). Bill Louden and Barry McGaw are leading the review.
- School Infrastructure-challenge. Enrolment Policy-it hasn't changed significantly it is more that we are engaged with the policy. Staffing continues to be an issue; additional funding has seen an increase of engagement of teachers. How do we find teachers and ensure they have the required skills? Lifting the burden of workload to allow leaders to have the right focus, to improve processes and reduce demands.

11.3. Questions & Discussion

- Mark Gosbell-acknowledgement and thanks that we are feeling heard. How far away are we from change in the space for SSPs? Disability strategy-staffing

	<p>methodology and how we staff disability and SSP's. The buckets of Gonski did not benefit SSP's. Infrastructure is an issue, many of the schools weren't built for the purpose of SSP. Mark believes we will see progress.</p> <ul style="list-style-type: none"> • Suggestion of a Principal in Residence for the Infrastructure space. Mark voiced that this is a good idea. New build concerns regarding Project Managers mentioned. • No one is underestimating the mental health needs of Primary schools by providing secondary with counsellors etc. More work to be done in this space. • Mark mentioned do we give schools more money to make their decisions or do we allocate directly? • Knowing how we are spending money gives insights and clues as to what the needs are in schools and how do we prioritise.
<p>2:15pm – 2:45pm Chair: Vice President Michael Burgess</p>	<p>12. Guest: <u>Andries Treurnicht</u>, Group Director HCM Topic: Human Capital Management update</p> <p>12.1 Welcome</p> <p>12.2 Presentation See Power Point presentation</p> <ul style="list-style-type: none"> • HCM Program High-Level Timeline. • Targets shared. • Extensive engagements with stakeholders. • Resonance Testing • High value areas • Key HCM takeaways. <p>12.3 Questions and Discussion</p> <ul style="list-style-type: none"> • Possibility of HCM experiencing issues with existing industrial agreements unlikely to occur – they will be ironed out during the Staffing Methodology Review negotiations with the NSWTF & PSA.
2:45pm – 3:00pm Afternoon Tea	
<p>3:15pm – 4:00pm Chair: Vice President, Michael Trist</p>	<p>13. Guests: Carolyn Reed, Executive Director, Human Resources and Kylie Campbell, Director, Strategic Projects</p> <p>Topics: Human Resources update including Staffing Methodology Review (SMR) and Teacher Recruitment and Entitlement</p> <p>13.1. Welcome</p> <p>13.2. Presentation</p> <ul style="list-style-type: none"> • HR Overview and Progress. • SMR Review <p><i>See Speaker Summaries and Refer to Power Point Presentation</i></p> <p>13.3. Questions and Discussion</p> <ul style="list-style-type: none"> • Online opportunity for State Council participants to provide identify highest priorities in staffing issues - impact on own school and on whole DoE

4:00pm – 4:45pm Chair: Vice President, Stuart Wylie	<p>Guests: Gillian White, Director, Disability Strategy Implementation</p> <p>Topic: An Update on the Disability Strategy Implementation</p> <p>13.1 Welcome</p> <p>13.2 Presentation</p> <ul style="list-style-type: none"> • Introduced a scholarship program to attract teachers to Special Education study, pathway to permanent employment. • Have developed PL modules on trauma informed practice. • Refining the Access Request / IFS process • Researching family experience of DoE disability practices, plus researching trends in diagnosis of disabilities such as autism and mental health • All of the above and more to be pursued in 2020. • This will include the identification and dissemination of innovative practices that improve the learning and wellbeing of students with disability. <p><i>See Speaker Summaries and Refer to Power Point Presentation</i></p> <p>13.3 Questions</p> <ul style="list-style-type: none"> • Trial of refined Access Request process – around Lismore. Realised process had to include principals. Further pilot schemes will occur in Grafton & Newcastle. DoE are aware that there are great discrepancies in how panels currently operate across the State. • Variety of questions/observations regarding principals' current Access Request experiences
<p>4:45pm Meeting adjourned for Day One for Delegates, Chairpersons & Observers.</p> <p>4:45pm – 5:00pm Executive Reflection on Day 1 and refinements for Day 2</p>	
<p>DAY 2 – Friday 29th November 2019</p> <p>(Sessions chaired by President, Phil Seymour unless otherwise indicated)</p>	
8:45am – 9:00am	<p>15. Review of Day One and outline/update of sessions for Day Two.</p> <ul style="list-style-type: none"> • Staff and student wellbeing was an element of the majority of Day 1 presentations – SSPs, Disability Royal Commission, disparity of Student Welfare Officers between K-6 & 7-12 • PPA voice is being sought and heard by the DoE in their various reforms – we need to keep putting it forward in all areas • Encourage PPCs to contribute to the Curriculum Review • Bushfires response from school leaders – great work • Acknowledgement of Margaret Charlton for her development of outstanding range of leadership PL.
9:00am – 10:30am Chair: Vice President, Bob Willettts	<p>16. Workshop: Curriculum Review – Nurturing Wonder and Igniting Passion, Designs for a future school curriculum.</p> <p>Chairperson Curriculum Reference Group Norma Petrocco & Chairperson Assessment, Planning & Accountability Scott Sanford</p> <ul style="list-style-type: none"> • So far submissions have been K-6 34% to 7-12 64% - Norma reports that NESA is generally heavily 7-12 oriented, and also has significant non-government input • All schools / PPCs encouraged to put in a submission – emphasised this

	<ul style="list-style-type: none"> • Norma ran through a range of ways the review is heading, all of which can still be influenced by new input • Bob implemented a process for State Council to submit ideas to contribute to PPA submission – these will be condensed and presented to our Dec 9-10 Exec meeting • Norma outlined the structure and function of School Services – lots of personnel, but limited in-school support. This is vital, as NESAs provide curriculum content only – not support. • Curriculum changes will take 10 years to be rolled out.
10:30am – 10:50am Chair: Vice President, Stuart Wylie	17. Area Council Issues <ul style="list-style-type: none"> • WBS/IO solution (Port Jackson PPC) – Michael Burgess outlined options. He is taking option of not tracking various expenditure items – put everything in single 6100 bucket. Answer depends on school choice / SAM capabilities. • <u>Inclosed Lands Act</u> (Port Macquarie PPC) – issue of parent with <u>Inclosed Lands</u> at one school taking their child to a second school – does the access ban travel with them? Greg McLaren recommends engaging the DEL, high level police, DoE H&S staff (or ask him as a last resort) • Reclassifying <u>demountables</u> as permanent (Port Macquarie) – Brent Kunkler suggested taking care with such actions as it may have negative long term consequences. • Demountable Allocations (MNC PPC) – no answer yet on whether mobile students within a district are counted in allocation of permanent classrooms • Curriculum Support (Armidale PPC) – Norma P outlined some avenues of support • Creative Arts syllabus rollout (Armidale PPC) – asked for delay – is partially delayed • Support Class Establishment (Lake Macquarie PPC) – Support classes don't count towards enrolment cap. • Cooler Classrooms (Tweed Heads Ballina PPC) – want it to be accelerated – unlikely to happen. Slow process. • Facebook Controls (Tweed Heads Ballina PPS) – concerning content online – support is available from the Comms & Engagement Directorate – Dave Munday knows more if help required. • Interstate Ambulance (Albury PPC) – issues re free ambulance access for cross border school activities - no answer from Student Wellbeing committee - Helen Craigie to investigate. Greg McLaren stated that such cover does exist. • Rural & Remote Incentive (Moree PPC) – need for a review of allocation of these incentives – Rural Education SC to continue to pursue. • Principal Representation on Integration Funding Support panels (Bankstown PPC) – this has already been pushed as a rule by the PPA, and will happen.
10:50am – 10:55am Corporate Partner: The School Photographer 10:55am – 11:25am Morning Tea 11:25am – 11:30am Business Partner: Dance Fever	
11:30am – 12:30pm	18. Guest: Murat Dizdar, Deputy Secretary, School Operations 18.1. Welcome

Chair: Deputy President, Robyn Evans	<p>18.2. Presentation</p> <ul style="list-style-type: none"> • Bushfires – up to 350 schools non-operational. DoE personnel highly engaged in providing information and support to schools. They are investigating how to improve processes for likely return to dangerous conditions in coming months. • Enrolment policy – Minister has asked for tweaks – alluded to provisions being made for single sex high schools and small schools. Small schools (<150 still comply with OoZ enrolments, but removed from cap process). Enrolment of teachers' children should be accepted as exceptional circumstances – he will tell DELs that they should be treated the same as current OoZ siblings. Bob raised several issues from the floor – including that the small school tweak is an arbitrary political fix. Resultant drop in principal classification was raised – Murat tied it in with the review happening on Principal Classification overall. He promised to thoroughly assess outcomes. • School Level Targets – process re expected growth receiving generally good feedback. Looking to review what can be done to improve TTFM survey. • DEL survey – all DELs to share best 3 and worst 3 outcome areas from these with their principal networks in Term 1. • Plenty of DEL EOI applicants for short term relieving roles. • SASS Agreement – schools will receive information on what impact it will have. • SDD 2021 – consulted with PPA, SPC & NSWTF. 1 of the T4 SDDs will be moved to start of T1. 2020 arrangements haven't changed – they can still be moved around. • School Excellence – work proceeding on 2021-24 planning document. • Advocacy – Murat patted the PPA on the back re our effectiveness in working with the DoE to achieve positive outcomes for our students. <p>18.3. Questions</p> <ul style="list-style-type: none"> • (many questions were given & answered during his presentation & are above) • Reminder not to take too many quality principals from schools to DEL, PSL, PIR etc roles if it means dissipating leadership depth in schools. • Request to standardise feedback to merit selection candidates
<p>12:30pm – 12:35pm Business Partners: Your OSHC by Camp Australia <i>LifeSkills Group</i></p> <p>12:35pm – 1:30pm Lunch</p>	
<p>1:30pm – 2:00pm</p> <p>Chair: Treasurer, Michael Burgess & Deputy President, Ian Reeson</p>	<p>19. Audit report - QTSS</p> <p>19.1. Presentation</p> <ul style="list-style-type: none"> • Review of teaching quality. Conducted by the NSW Audit Office • Details in associated ppt • Concerns about existing oversight of teaching content and quality – to be reported on at school and system level. • PDP process is insufficient to monitor teacher performance • EV seen as a valuable process • Lack of monitoring of initiatives to improve teaching quality. Audit office found that QTSS wasn't always being used as it was designed to be. PPCs should push

	<p>that QTSS is about improving teacher quality – “and here’s the evidence”. Alternative is that we lose it.</p> <ul style="list-style-type: none"> • Series of recommendations were made by the Audit Office to be implemented by mid-2020 <p>19.2. Questions & Discussion</p> <ul style="list-style-type: none"> • We need to be wary of how we approach our defence of QTSS – secondaries could claim that why aren’t they getting it? We shouldn’t trade it off to get parity to their exec teaching load. • Should QTSS be part of our FTE so it is protected? – PPA position is to have it as funding to be as flexible as possible
<p>2:00pm – 3:15pm Chair: Deputy President, Robyn Evans</p>	<p>20. Panel Session 1: Reference Group/Standing Committee/Working Party Chairpersons</p> <p>20.1. Questions on reports (as previously tabled/circulated)</p> <ul style="list-style-type: none"> • Principals’ Support – endorsement was given to the TPMI support project for those who were contemplating implementing a Teacher Improvement Program • SSPs – Uncertainty re whether principals are responsible for the training staff in the administration of highly regulated medications. Principals are advised to seek advice if unsure. • General reminder to ensure that RG, SC, WP members attend meetings, and that PPC contacts disseminate information • State Conference - Discussion re the importance of promoting professional behaviour for all attendees, given the possible public perception of the venue. • Rural Education – Robyn Evans moved and Ben Carter seconded Stephen De Roos (Willawarrin PS) as the new Rural Education SC chair. Carried unanimously.
<p>3:15pm – 3:30pm Chair: President, Phil Seymour & Deputy President, Robyn Evans</p>	<p>21. NSWPPA Business Session</p> <p>21.1. APPA Report – President Phil Seymour</p> <p>21.2. AGPPA Report – Deputy President Robyn Evans</p> <p>21.3 Ratification of NSWPPA election of Ian Reeson as Deputy President.</p> <ul style="list-style-type: none"> • Nominated by Phil Seymour, seconded by Bob Willets. Carried unanimously.
<p>3:30pm – 3:40pm Chair: Deputy President, Robyn Evans</p>	<p>22. Reference Group, Standing Committee and Working Party 2020 – A purpose statement, annual evaluation tied to the Association’s AGM.</p>
<p>3.20 - 3.27 Wrap up and closure of meeting</p> <p style="text-align: center;">Next Meeting Term 1, 2020 NSWPPA State Council Meeting Thursday and Friday 12-13 March 2020</p>	

Term 4 State Council - Record of Attendance

STATE EXECUTIVE	EXECUTIVE Day One	EXECUTIVE Day Two
PRESIDENT	Phil Seymour	Phil Seymour
DEPUTY PRESIDENT	Robyn Evans	Robyn Evans
DEPUTY PRESIDENT	Ian Reeson	Ian Reeson
VICE PRESIDENT	Apology (Rob Walker)	Apology (Rob Walker)
VICE PRESIDENT	Vacant	Trish Peters
R/VICE PRESIDENT	Stuart Wylie	Stuart Wylie
VICE PRESIDENT	Michael Trist	Michael Trist
VICE PRESIDENT	Apology (Lyn Davis)	Apology (Lyn Davis)
VICE PRESIDENT	Bob Willetts	Bob Willetts
SECRETARY	Jude Hayman	Apology
TREASURER	Michael Burgess	Michael Burgess
EXECUTIVE OFFICER	Mark Pritchard	Mark Pritchard
PROFESSIONAL SUPPORT OFFICER	Geoff Scott	Geoff Scott
PROFESSIONAL SUPPORT OFFICER	Wendy Buckley	Wendy Buckley
PROFESSIONAL SUPPORT OFFICER	Margaret Charlton	Margaret Charlton
REFERENCE GROUPS	CHAIRPERSON Day 1 (28/11/19)	CHAIRPERSON Day 2 (29/11/19)
ABORIGINAL EDUCATION	Paul Byrne	Paul Byrne
ASSET MANAGEMENT	Brent Kunkler	Apology
CURRICULUM	Norma Petrocco	Norma Petrocco
DISABILITY PROGRAMS	Apology	Apology
ASSESSMENT, PLANNING & ACCOUNTABILITY	Scott Sanford	Scott Sanford
FINANCE & ADMINISTRATION	Nick Thomson	Nick Thomson
HUMAN RESOURCES	Glenn Walker	Glenn Walker
PRINCIPALS' SUPPORT	Judy Goodsell	Judy Goodsell
SCHOOLS SPECIFIC PURPOSE	Mark Gosbell	Mark Gosbell
STUDENT WELLBEING	Helen Craigie	Helen Craigie
TEACHING PRINCIPALS	Bek Zadow	Bek Zadow
TECHNOLOGY	Clint White	Clint White

STANDING COMMITTEES		
ANNUAL CONFERENCE	Kylie Donovan	Apology
COMMUNICATION and ENGAGEMENT	David Munday	David Munday
LEADERSHIP	Apology	Apology
LEGAL ISSUES	Greg McLaren	Greg McLaren
RURAL EDUCATION	Sue Ruffles	Sue Ruffles
WORKING PARTY		
SCHOOL VIABILITY	Grant Schaefer	Grant Schaefer
OBSERVER GROUPS		
CENTRAL SCHOOLS	Michael Windred	Michael Windred
ENVIRONMENTAL ED. CENTRES	Peter Jones	Peter Jones
PRINCIPAL SCHOOL LEADERSHIP	Peter Flannery	Peter Flannery
RETIRED PRINCIPALS		Tom Croker

AREA COUNCILS	DELEGATE Day One 28/11/19	DELEGATE Day Two 29/11/19
ALBURY	Andrew McEachern	Andrew McEachern
ARMIDALE	Brad Hunt	Brad Hunt
BANKSTOWN	Ben Walsh	Ben Walsh
BATEMANS BAY	Carolyn Nugent	Carolyn Nugent
BATHURST	Apology	Apology
BLACKTOWN	Tracy Anderson	Tracy Anderson
BONDI	Craig Nielsen	Craig Nielsen
BOURKE	Mark Rudd	Mark Rudd
BROKEN HILL	Cath Eddie	Cath Eddie
CAMPBELLTOWN	Dawn Dallas	Dawn Dallas
CENTRAL COAST	Trish Peters	Trish Peters
DENILQUIN	Gayle Pinn	Gayle Pinn
DUBBO	Sharon Murray	Sharon Murray
FAIRFIELD	Mark Diamond	Mark Diamond
GRANVILLE	Carolyn Wallace Whelan	Greg Grinham
GRIFFITH	Bel Wallace	Bel Wallace
HAWKESBURY/WINDSOR	Melanie Mackie	Melanie Mackie
HORNSBY	Milly Stone	Milly Stone
LAKE MACQUARIE	Simon Mulready	Simon Mulready
LISMORE	Shane Fletcher	Shane Fletcher
LIVERPOOL	Karen De Falco	Karen De Falco

MAITLAND	Simon Parsons	Simon Parsons
MID NORTH COAST	Robyn Urquhart	Robyn Urquhart
MOREE	Kathryn Weston	Kathryn Weston
MTDRUITT/MINCHINBURY	Belinda Davies	Belinda Davies
NEWCASTLE	Mick McCann	Mick McCann
NORTHERN BEACHES	Vanessa Murphy	<u>DavidScottier</u>
ORANGE/LACHLAN	Liz Beasley	Liz Beasley
PARRAMATTA	<u>Tony D'Amore</u>	<u>Tony D'Amore</u>
PENRITH/BLUE MOUNTAINS	Adam Wynn	Adam Wynn
PORT JACKSON	Abbey Proud	Abbey Proud
PORT MACQUARIE	<u>Jock Garven</u>	<u>Jock Garven</u>
QUEANBEYAN	<u>Phil Katen</u>	<u>Phil Katen</u>
RYDE	Tania Weston	Tania Weston
SHELLHARBOUR	John Bond	John Bond
ST GEORGE	Jeffrey Lie	Jeffrey Lie
SUTHERLAND	Katherine Horner	Andrew Doyle
TAMWORTH	Benjamin Carter	Benjamin Carter
TAREE	Kylie Seaman	Kylie Seaman
TWEED/BALLINA	Judi Albans	Judi Albans
UPPER HUNTER	Narelle Hunt	Narelle Hunt
WAGGA WAGGA	Gabrielle Sheather	Gabrielle Sheather
WOLLONGONG	Tim Fisher	Tim Fisher



REPORT

THE IMPACT OF CHILDHOOD ANXIETY ON PRIMARY SCHOOLING

FEBRUARY 2020

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EXECUTIVE SUMMARY

In November 2019, the Australian Primary Principals Association (APPA) sent to all Australian Government, Independent, and Catholic Primary School Leaders a survey to begin a discussion on anxiety in Australian Primary School children. Almost 700 replies were received.

The survey comprised two parts:

Part 1

Principals were asked to respond to 10 statements. For each statement, six Likert-type categories of responses were provided.

In broad terms, Principals responded that:

1. They have many discussions with teachers about students' anxieties.
2. They and teachers have many discussions with parents about students' anxieties.
3. They have many discussions with colleagues about levels of students' anxieties.
4. Students' anxieties place high demands on time and resources.
5. Schools are inadequately resourced to manage for anxious students.
6. Most parents do not have the skills to manage their children's anxieties.
7. Students' anxieties negatively influence academic results.
8. Anxious students socialise with difficulty.
9. Student absence from school increases with students' levels of anxiety.

Part 2

In addition to obtaining Principals' Likert-scale responses (Part 1), leaders responded freely to two open requests:

Request 1: "Without identifying your school or any individual, please provide any general comments you wish to make related to childhood anxiety in your school or in primary schools generally"

494 individual comments were given and were coded thus:

1. Comments relating to prevalence of anxiety: 211/494 ~43%
2. Comments relating to parents: 201/494 ~41%
3. Comments relating to staff: 92/494 ~ 19%
4. Comments relating to hypothesised causes of anxiety: 79/494 ~ 16%
5. Other: 47/494 ~ 10%

Request 2: "Please provide any comments you wish to make in relation to the prevalence of childhood anxiety over the last 3 - 5 years"

Approximately 600 comments were provided to the Survey's **Request 2**:

NOTE: As the comments were very similar to those for the first request, **an analysis at the level for Request 1 was not applied.**

The report to follow analyses responses to Parts 1 and 2 of the survey.

The broad findings and implications arising from Part 2 are:

1. Principals are very concerned about the incidence of anxiety and its increase.
2. Providing for parents and caregivers with mental health concerns is beyond schools' responsibility and expertise. Rather, their responsibility is to parents' and caregivers' children. Nevertheless, teachers' work necessarily involves them with children's parents.
3. Respondents' comments clearly support a view that children's anxieties are highly connected to many parents' parenting practices.
4. Parents feel "at a loss" and do not know how to cope for their anxious children.
5. A small number of parents hold that the school (alone) is responsible to improve their children's anxiety concerns.
6. Leaders report high levels of concern about their own and the teachers' abilities to cater for significant numbers of anxious students.
7. Leaders hypothesise causes for students' anxiety at school. The dominant causes that they suggest are:
 - a. Parenting practices (discussed adequately and elsewhere in the report)
 - b. Children's performativity anxiety
 - c. Societal influences.
8. 36 uncategorised comments are recorded.

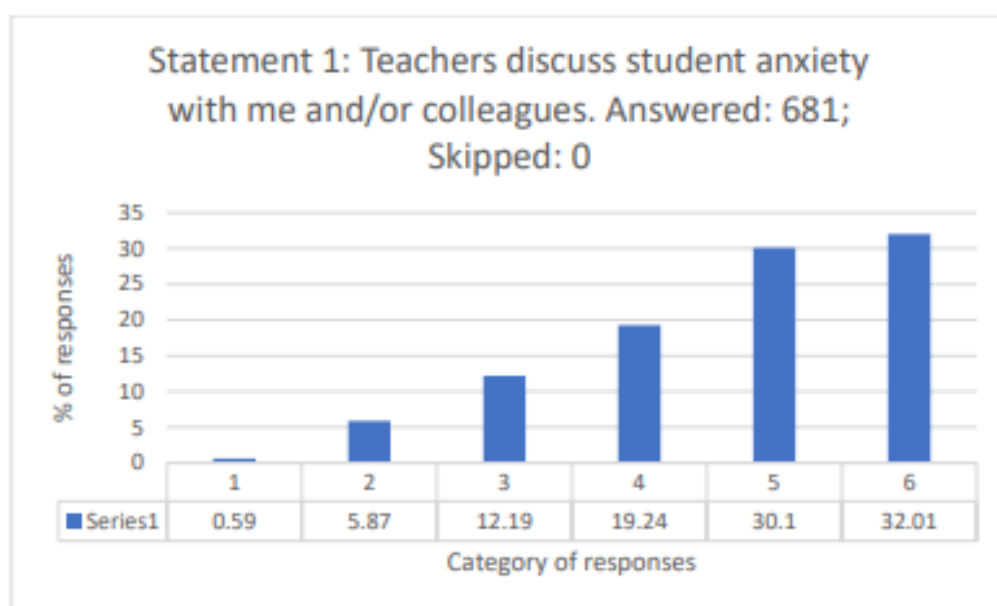
SURVEY RESULTS – PART 1

Principals were asked to respond to 10 statements. For each statement, six Likert-type categories of responses were provided:

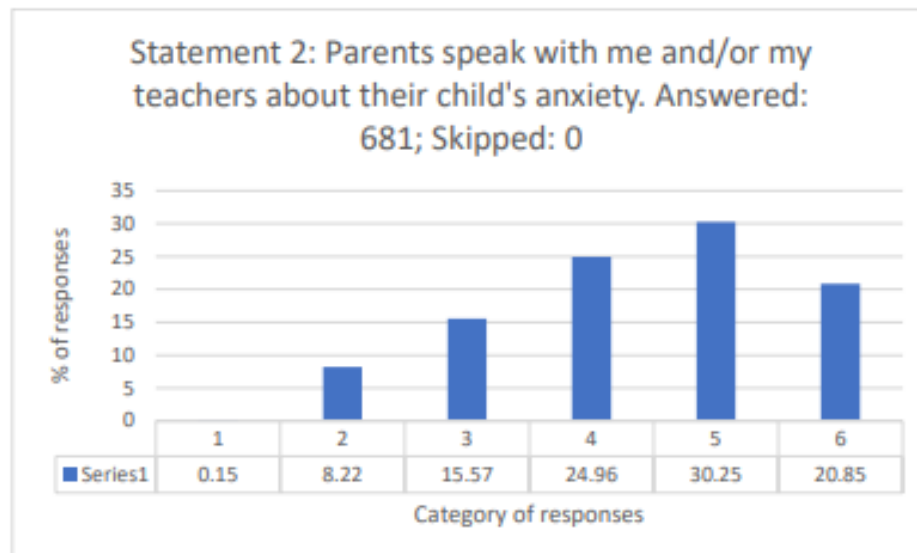
Legend:

- 1 = not at all / not available
- 2 = occasionally / limited availability
- 3 = regularly / adequate availability
- 4 = often / available
- 5 = quite often / easily available
- 6 = very often / fully available

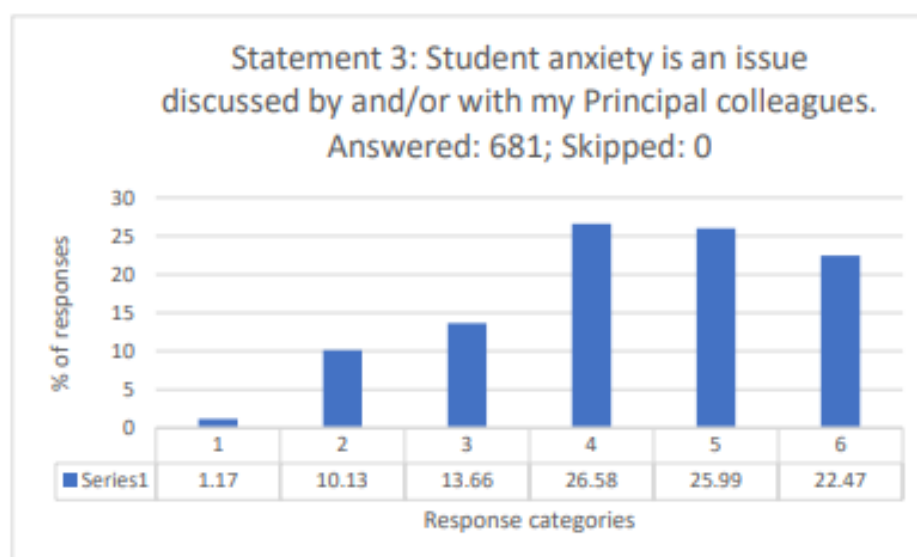
The data and brief descriptions are provided below.



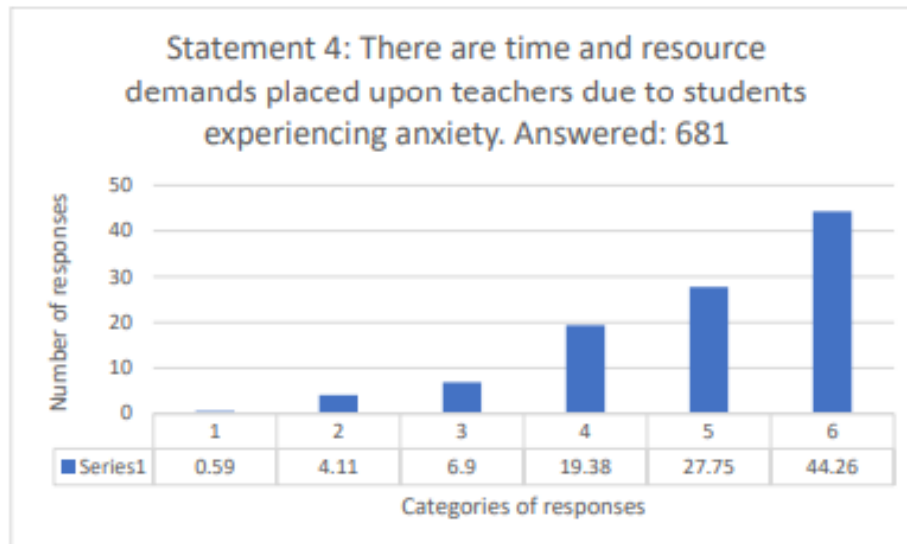
Student anxiety is a major topic of discussion between Principals and teachers. Approximately 80% of Principals identified with the highest three categories.



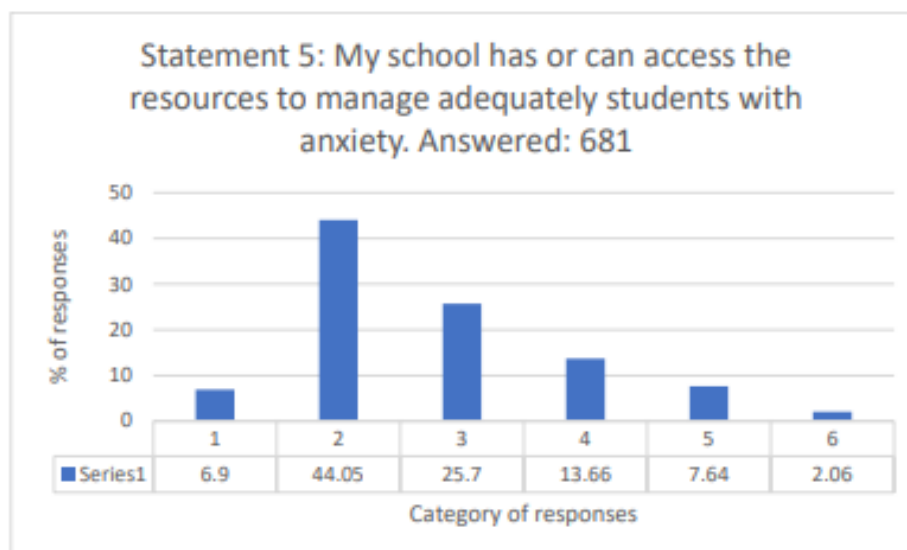
Approximately 75% of Principals identify with the highest three categories of responses. Principals and teachers are significantly involved in parent discussions about children's anxiety.



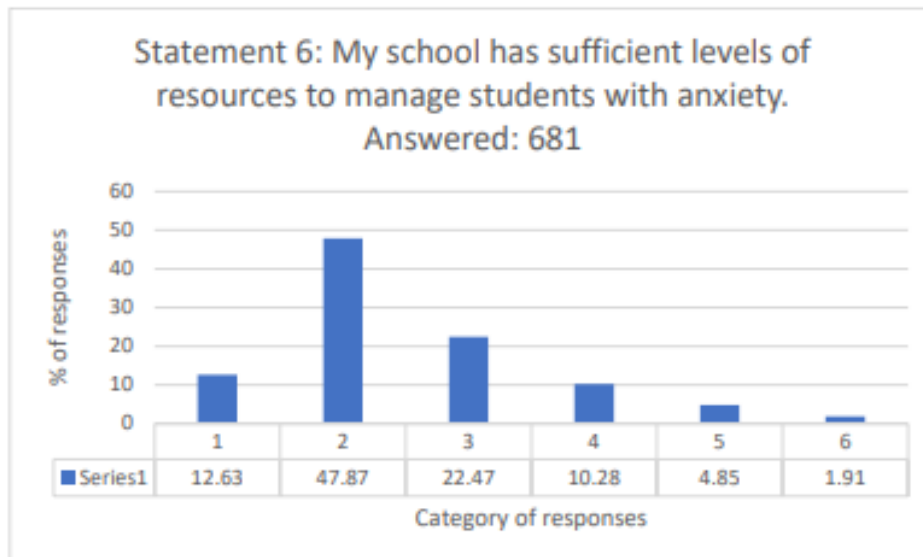
Approximately 75% of Principals identify in the top three categories. Many are significantly involved in peer-discussions about student anxiety.



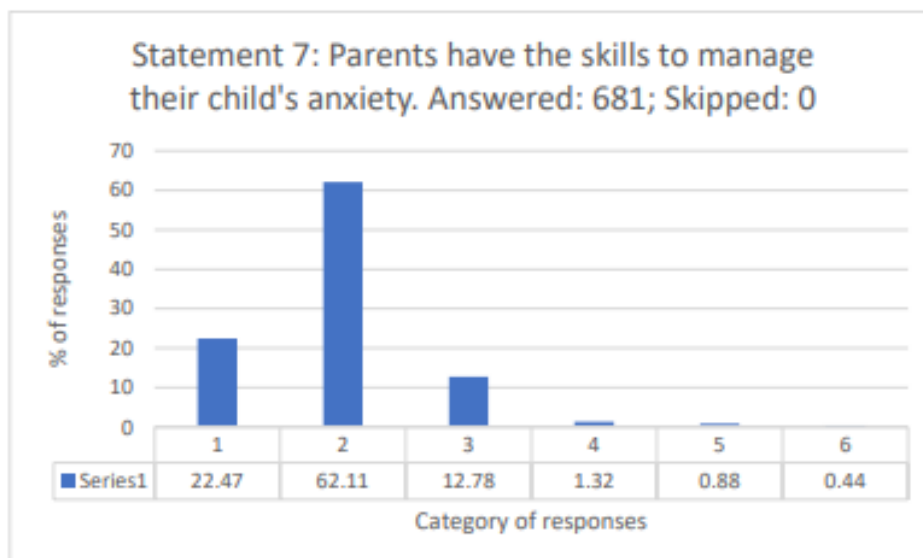
Approximately 90% of Principals identify in the top three categories. Approximately 70% of Principals identify in the top two categories. High percentages of teachers experience major demands in time and resources to provide for anxious students.



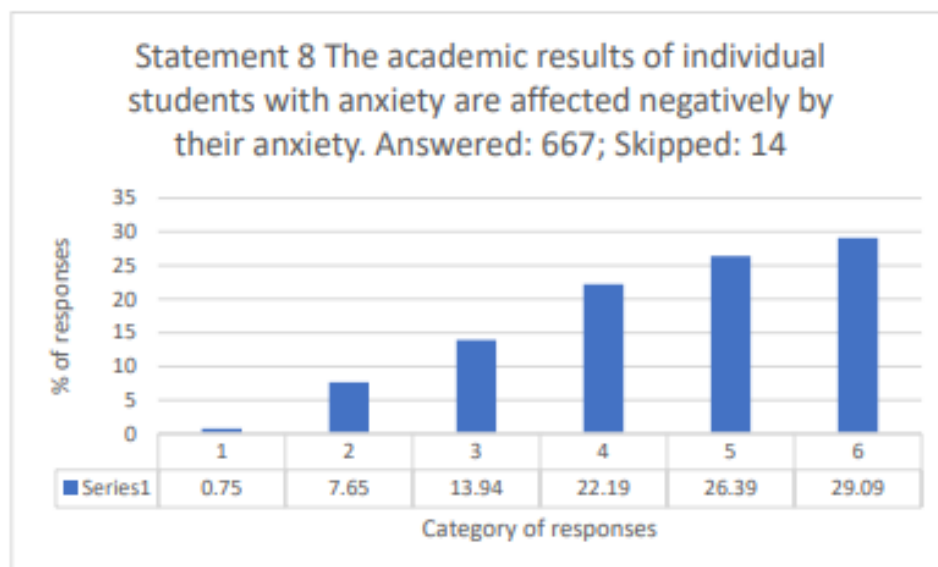
Approximately 51 % of Principals neither have nor can access adequate resources to support anxious students.



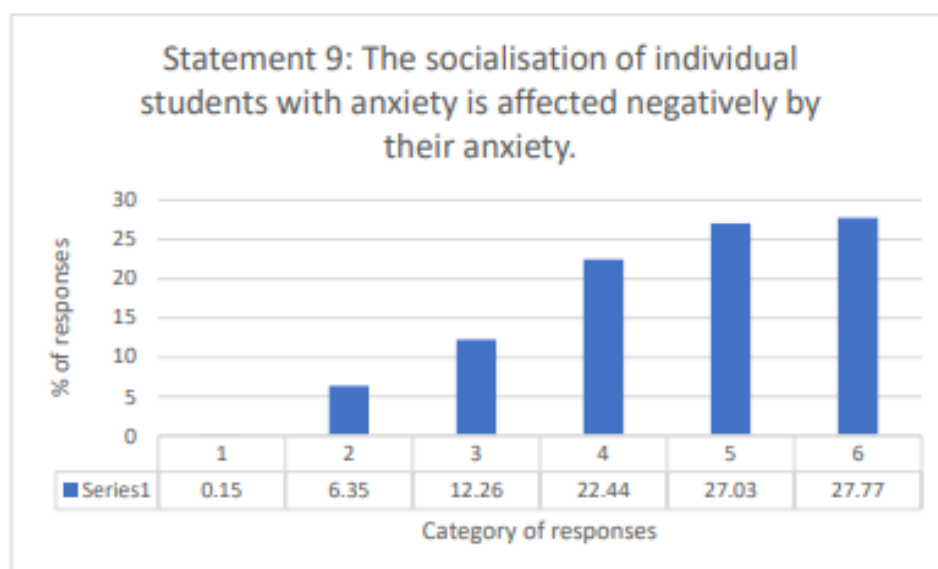
Approximately 60% of Principals say that their schools have insufficient resources for anxious students.



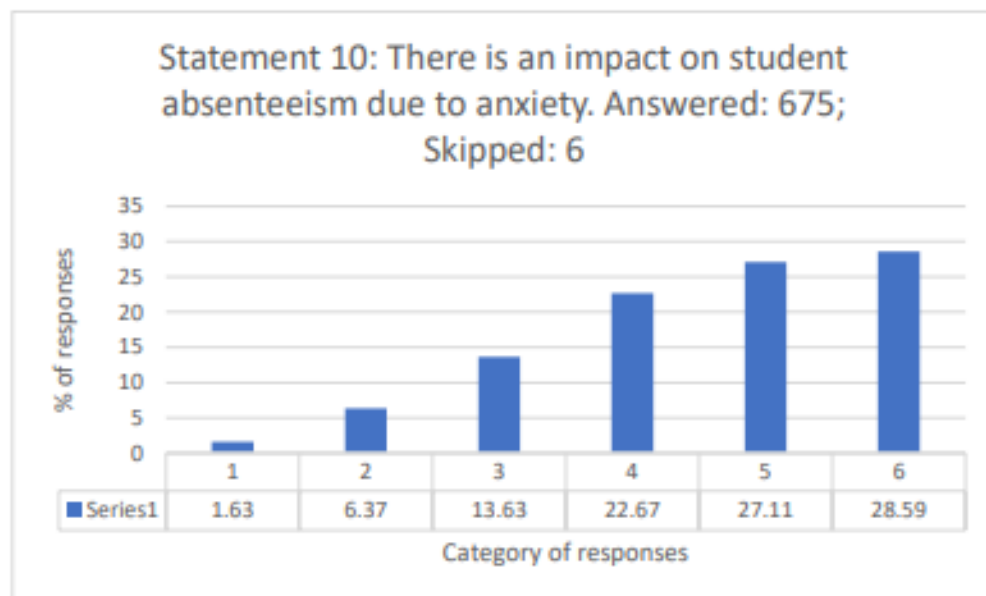
Principals say that approximately 85% of parents with children experiencing anxiety do not have the skills to manage that anxiety.



Approximately 80% of Principals say that their anxious students' academic results are significantly affected by anxiety.



Approximately 80% of Principals say that anxious students have significant difficulty in socialising at school.



Approximately 80% of principals say that anxious students have difficulty attending school.

SURVEY RESULTS – PART 2

In addition to obtaining Principals' Likert-scale responses (Part 1), leaders responded freely to two open requests:

- **Request 1:** *"Without identifying your school or any individual, please provide any general comments you wish to make related to childhood anxiety in your school or in primary schools generally"*
- **Request 2:** *"Please provide any comments you wish to make in relation to the prevalence of childhood anxiety over the last 3 - 5 years"* **NOTE:** As the comments were very similar to those for the first request, an analysis at the level for Request 1 was not applied.

Responses to Request 1:

494 individual comments were given for **Request 1** and were coded thus:

1. Comments relating to prevalence of anxiety: 211/494 ~43%
2. Comments relating to parents: 201/494 ~41%
3. Comments relating to staff: 92/494 ~ 19%
4. Comments relating to hypothesised causes of anxiety: 79/494 ~ 16%
5. Other: 47/494 ~ 10%

The following provides details of each set of responses.

Set 1 - COMMENTS RELATING TO PREVALENCE OF ANXIETY: 211/494 ~43%

43% of all comments (211/494) referred to the prevalence of anxiety amongst Primary school children. Almost all 211 comments indicated a high concern about the incidence of Primary School children's anxiety and/or an increase in the incidence.

Words beginning with '*increas*' (for 'increase', 'increased', 'increasing') occurred 122 times. *Rise* (22), *rising* (4), *risen* (1), and words including '*grow*' ('grow', 'growth', 'growing') (21 times) signified increases in prevalence. (Total: 170 instances.)

Respondents are highly concerned about the incidence of anxiety and its increase.

Set 2: COMMENTS RELATING TO PARENTS: 201/494 ~41%

Comments relating to parents were **segmented**.

Segment 1 of 4: Parents' mental health issues. 41% of the 201 comments related to this matter.)

For Set 1, 201 comments referred to parents. 43% of the 201 comments referred to a relationship between parents' anxiety concerns and their children's anxiety concerns. Respondents said or implied that many children's levels of anxiety were attributable to their parents' levels of anxiety.

Segment 2 of 4: Parents' practices. (42% of the 201 comments related to this matter.)

For Set 1, 201 comments referred to parents. 42% of the 201 comments referred to a relationship between parents' practices and their children's anxiety concerns.

Segment 3 of 4: Parents feeling "at a loss". (~15% of the 201 comments about parents related to this matter.)

Segment 4 of 4: Parents transferring improvement responsibility to the school. (5% of the 201 comments related to this matter.)

For Set 1, 201 comments referred to parents. 5% of the 201 comments referred to a relationship between parents transferring responsibility for change to the school and their children's anxiety concerns.

*This information is important as a correction for any suggestion that parents are absolving themselves of responsibility for their children's problems with anxiety.

Set 3 - COMMENTS RELATING TO STAFF: 92/494 ~ 19%

For Set 1, 92/494 (~19%) unedited comments referred to consequences arising for staff due to the incidence of Primary school students experiencing anxiety.

Set 3, Concerns Relating to Staff, presents major concerns for staff. In relation to caring for and providing for high, and increasing, levels of students with anxiety, they describe themselves as

- undertrained
- under resourced
- at risk of psychological and physical injury and
- time-poor.

In each of these four senses, then, leaders and teachers are personally vulnerable as they struggle to provide for anxious students, those students' peers, and themselves.

Set 4: RELATING TO HYPOTHESISED CAUSES OF ANXIETY: 79/494 ~ 16%

79/494 comments referred to hypothesised causes for the incidence of Primary school students experiencing anxiety.

Set 4 presents three major hypothesised causes:

1. Parenting (26 references)
2. Children's performance anxiety (19 references)
3. Societal influences (17 references)

Set 5: OTHER: 47/494 ~ 10%

CONCLUSIONS

Analysis of the survey results indicates that levels of Primary students' anxiety are major concerns for Principals, teachers, and parents. Principals say that student anxiety is increasing and is a major topic of discussion between themselves, with their teachers, and with parents. They say that they are under-prepared and under-resourced to provide adequately for anxious students.

They see parents as heavily implicated in solutions for the students. Many parents come to schools with their concerns but feel very much like the Principals and teachers to whom they come; they feel uncertain and confused and look to schools for solutions. Some even hold schools responsible for providing the solutions.

A few Principals offered explanations for anxious children's difficulties. Explanations are critical for solutions and must be integral to the many possible implications that can arise from Principals' responses. Without explanations, identifying the best implications is very difficult. Consequently, this report requires further discussion with members and eventual planning and resourcing.

Robert Steventon PhD MEd BA

Consultant

February 2020

REFERENCES

Dweck, C 2017 *Mindset – Changing The Way You Think To Fulfil Your Potential*

Little, Brown Book Group London

Jones, S and Kahn, J 2017 *How we learn – supporting students' social, emotional, and academic development – consensus statements of evidence from the Council of distinguished scientists – National Commission on Social, Emotional, and Academic development*

The Aspen Institute. Viewed December 27 2019 at

<<https://www.aspeninstitute.org/publications/evidence-base-learn/>>

Recommendation 1 That the Government comply with its own Outcome Budgeting Policy and a true citizens' perspective of the education system by ensuring the 2021/22 Budget features the publication of school-by-school performance targets and appropriate accountability measures for how well these targets have been met (for schools of sufficient size where outcomes can be reliably measured). That the Government also publish the Department of Education's business plan developed in collaboration with Treasury.

Recommendation 2 That the Government, during the course of 2020, develop a single publication point where parents and citizens can access information about the new targets and performance data for their local school. Logically, this should be the My School website, which currently publishes National Assessment Program Literacy and Numeracy (NAPLAN) results and background information about schools.

Recommendation 3 That in the development of the new school performance targets, the Government include data from international assessments such as PISA, with comparisons against other States and Territories, as well as other nations. New South Wales should settle for nothing less than international best practice.

Recommendation 4 That the Government include Year 12 indicators (retention rates and Higher School Certificate performance) in its targets for high schools. That these be based on averaged school results (the best indicator of HSC achievement) ahead of various band level targets. That NAPLAN measures/targets also give priority to averaged results, ahead of band level data

Recommendation 5 That the Government's high school targets include post-secondary outcomes in work, further education, training and welfare; and the Minister for Education commission the Centre for Education Statistics Evaluation (CESE) to develop a post-Year 12 tracking tool as soon as possible.

Recommendation 6 That the Government work with the NSW Business Chamber and other industry groups, and vocational education and training experts, including the TAFE sector, to develop detailed performance measures for vocational education and training in schools, including a survey measure of business satisfaction with the NSW education system. That the Government then use this data as the basis of a concerted effort to improve service provision and outcomes in the State's school and vocational education systems.

Recommendation 7 That the Government ensure the school targets err on the side of ambition. Across the system, the goal must be to aggressively lift NSW's education performance and rankings. That an exception be made for schools and communities handicapped by unforeseen events, such as drought and bushfires. (One would expect, for instance, school attendance rates in these districts to be lower until such time as the natural disasters pass.)

Recommendation 8 That the Government amend subsection 18A(3) of the Education Act 1990 to allow the publication of comparative school results using CESE/Scout value-added data.

Recommendation 9 That the Government review the effectiveness of 18A(3) of the Education Act 1990.

Recommendation 10 That the Government develop a 'gold standard' measure of school performance based on value added/student-growth principles as part of the implementation of outcome-based budgeting. That this measure be the primary focus for ambitious improvement targets and accountability in the schools system (including identification of where schools sit as a percentile of primary/secondary school cohorts).

Recommendation 11 That the Government require CESE to revise its value-added/student-growth methodology to develop a 'pure' measure, as outlined in the report. That the value-added methodology also be broadened into: • learning domains beyond NAPLAN literacy and numeracy testing; and • regular school use of standardised Progressive Achievement Test (PAT) testing and publication of comparative data.

Recommendation 12 That the Government ensure no NSW school is worse off financially (its annual funding reduced) due to the introduction of outcome-based budgeting.

Recommendation 13 That the Government acknowledge that financial incentives have an important role to play in lifting school performance; and that under the Resource Allocation Model (RAM) funding principles, the best way of meeting school needs is through improved outcomes.

Recommendation 14 That the Government phase out the Low Level Adjustment for Disability funding stream (ensuring no school is worse off financially) as it does not require the diagnosis or confirmation of a disability. The committee recommends replacing it with an equivalent funding pool that rewards socioeconomically disadvantaged schools for improved NAPLAN literacy and numeracy results.

Recommendation 15 That the Government immediately review the RAM funding model to ensure no other perverse financial incentives have been embedded in its methodology.

Recommendation 16 That in two years time (2022), the Government review the effectiveness of the two financial incentive reforms recommended in this report (see Recommendations 14 and 25) to determine whether other, broader funding incentives are needed to lift NSW school results.

Recommendation 17 That in the development of student 'well-being' performance targets/results, the Government seek to improve the methodology and reliability of the Tell Them From Me survey, addressing the concerns raised in the report.

Recommendation 18 That the Government make it mandatory for government school principals to consult with their school community about major spending decisions.

Recommendation 19 That the Government include in the job description/duties of government school principals a requirement to foster the size and success of their school Parents and Citizens' Association, with performance measures as to how well they do this.

Recommendation 20 That the Department of Education require its schools to seek to conduct exit interviews of parents when students leave a school.

Recommendation 21 That the Minister for Education commission the Centre for Education Statistics and Evaluation (CESE) to develop a specific set of verifiable, ambitious targets for remote and isolated schooling.

Recommendation 22 That the Minister for Education give greater priority to developing performance measures, targets and accountability in disability education and commission CESE to identify best practice, working with experts.

Recommendation 23 That the Government amend its Local Schools Local Decisions policy to include the principles of earned school autonomy. If school outcomes are exemplary, the school would be given more managerial freedom. If outcomes are substandard, the school would be placed on a performance plan and subject to departmental intervention to correct the problem and lift its results.

Recommendation 24 That the Department of Education review the criteria for the appointment of principals to better reflect the qualities (personal and professional) of those leading Best Practice Schools.

Recommendation 25 That the Government place school principals on performance-based contracts with significantly increased salaries. Performance measures should be based on the effective use of evidence and data, and achievement of high-level school results (measured primarily by value adding). Successful principals would receive performance bonuses; failing principals the termination of their contracts. The new system should also be used to meet Minister Mitchell's goal of giving "incentives to our best principals to take up jobs in our most challenging schools".

Recommendation 26 That the Government place Directors of Educational Leadership (DELs) on performance-based contracts, using the combined achievements of their local cluster of 20 schools (measured primarily by value adding) as the main assessment criteria for whether or not to extend their contracts.

Recommendation 27 That the Department of Education give principals full control over teacher recruitment decisions, with an expectation that they handle staffing problems within the school directly without automatic referral to the Employee Performance and Conduct (EPAC) Directorate.

Recommendation 28 That the Government create a new category of NSW school, the Best Practice School, to recognise and honour exemplary achievement in the education system (as per the best practice characteristics set out in the report), with these schools drawn from all three school sectors: government, Catholic and Independent. The creation of the new category would not only acknowledge the work of the best schools, but also place pressure on other schools to reach this status.

Recommendation 29 That the Government assist Best Practice Schools (government and non-government) with the networking of their methods, so that other, less successful schools can also benefit, with extra resources being provided from Gonski growth money as a new funding support program (given that the Gonski money can be used for any purpose past the school gate). We simply don't have enough of these outstanding school leaders in NSW; so wide networking of the success of Best Practice Schools is a logical way of spreading their influence.

Recommendation 30 That the Government ensure the principle of direct/explicit instruction is the main teaching method in NSW Government schools. LEGISLATIVE COUNCIL Measurement and outcome-based funding in New South Wales schools xx Report 40 - February 2020

Recommendation 31 That the Government require schools to publish the details of their teaching methods and classroom programs on their website, annual report and My School entry (with an

explanation of their effect-size impacts) and specifically, the use they are making of direct/explicit instruction.

Recommendation 32 That the Government acknowledge the positive attitude of Best Practice Schools in their use of NAPLAN as a verification tool for their in-house data. That in its current review of NAPLAN, the Government avoid any substantial discontinuity in outcome measurement for Best Practice (and other) schools, given that outcome-based budgeting relies on rigorous, consistent measurement systems over time.

Recommendation 33 That the Government, as a matter of policy, narrow down the purpose of schooling to give greater priority to student achievement (academic and vocational), issuing a ministerial statement to this effect. As the Minister has said, encouraging positions on political and social issues is the work of parents, not schools. All schools must follow this approach.

Recommendation 34 That the Government commission CESE to undertake further work studying the success of Best Practice Schools, refining the model identified in this report and making further recommendations for scaling up high-level education success.

Recommendation 35 That the Government establish an independent authority for the measurement of NSW school outcomes and the public reporting of them, examining the alternative models presented in the report.

Recommendation 36 That the Government urgently implement the recommendations of the 2019 NSW Auditor General's report on teacher accreditation and quality.

Recommendation 37 That the Government establish a School Inspectorate as an independent unit undertaking regular inspections of classroom practices, teacher quality and school management. The inspectors would be responsible for auditing teacher accreditation, recommending action against substandard teachers, handling public complaints against schools and additional functions (as outlined later in the report - see Recommendations 39, 40, 44, 55 and 60).

Recommendation 38 That the Government task the proposed School Inspectorate (in cooperation with DELs) with proactively identifying different levels of teacher accreditation, overcoming the problem of very low numbers of Highly Accomplished and Lead Teachers. Currently, teachers need to apply for these higher rankings and pay an application fee. Under the new system, inspectors would identify them in the first instance and, as long as they agree, confer the new accreditation (at no cost to teachers). PORTFOLIO COMMITTEE NO. 3 - EDUCATION Report 40 - February 2020 xxi

Recommendation 39 That the Government ensure the new school inspectors have access to all classrooms and the capacity to set improvement goals for teachers (in collaboration with principals, DELs and the teachers themselves), playing a vital monitoring, assessment and feedback role in improving teacher quality.

Recommendation 40 That the Government ensure that school inspectors (if established) are truly independent with a singular focus on improving classroom performance and accountability. They should also be a point of data collection on teacher quality across the government system.

Recommendation 41 That the Government use the introduction of outcome-based budgeting to produce a single, coherent definition of teacher quality (based on the value added to student results) as the key measure of teacher and school success.

Recommendation 42 That the Government develop a formal Tailored Support policy, specifying:

- the measured level of under-performance that automatically triggers intervention in a failing public school (a mandatory process that schools must agree to);
- the range of changes likely to be made to school practice to improve school outcomes;
- the type of binding performance plans and hard-data measures and targets entered into with the school's leadership, guiding the Tailored Support process;
- under outcome-based budgeting, the additional resources provided to each school receiving Tailored Support (as a change to school funding – that is, an additional RAM category); and
- the level of public accountability at the end of the process, with a comprehensive report to the school community on what has occurred, its successes and failures. The objective is to give schools a chance to improve, rather than stigmatising them at the outset with an announcement of Tailored Support intervention.

Recommendation 43 That the Government commission CESE to research and introduce a mandatory best practice framework for teaching methods, learning materials, classroom content and practice, physical classroom design, external consultants and school management, within which NSW government schools are obliged to operate (henceforth known in the report as 'the CESE menu').

Recommendation 44 That the Department of Education use school inspectors to guarantee compliance with the CESE menu of educational best practice.

Recommendation 45 That the Government ensure, once the "CESE menu" is established, classroom teachers have the appropriate support to implement this "menu" into their teaching plans, in a similar model to the support provided by the peak organisation for independent schools.

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Recommendation 46 That the Minister for Education use the proposed independent measurement authority to overcome the lack of central data collection about NSW schools, building a detailed information base to help guide better practices.

Recommendation 47 That the Government urgently review the effectiveness of its open-plan classroom initiative.

Recommendation 48 That the Government only allow immediate-past school leavers who have a 70 minimum Australian Tertiary Admission Rank (ATAR) and 70 university Grade Point Average (GPA) to teach in a government school. This 70/70 rule would be in addition to the current HSC benchmark for new teachers (needing three Band 5s, including one in English).

Recommendation 49 That the Government develop a policy to allow people from a wide range of backgrounds (not just university Education graduates) to teach, provided that: • as a quality control measure, entry to the profession should still be by competitive means; and • non-graduate teachers also comply with Australian Institute for Teaching and School Leadership (AITSL) standards to be registered for employment in schools.

Recommendation 50 That the Minister for Education introduce the Teach For Australia program into NSW government schools as a matter of priority.

Recommendation 51 That the Government explore other means in its own recruitment and training processes (including an expansion of the School Leadership Institute) by which highly successful

people from outside the teaching profession can be recruited into NSW schools (subject to the quality safeguards set out in Recommendation 49).

Recommendation 52 That the Minister for Education ensure that the NSW Education Standards Authority (NESA) only certify university teaching courses consistent with CESE's best practice menu. As the biggest employer of teachers in the country, the NSW Government has significant leverage in this regard.

Recommendation 53 That if the university system fails to cooperate with Recommendation 52, the Government pursue alternatives in teacher training/recruitment, utilising non-government teaching colleges (such as Alphacrucis), online training providers and organisations like Teach For Australia.

Recommendation 54 That the Government adopt a policy of identifying outstanding classroom teachers achieving high level results and keeping them in these valuable classroom and teacher mentoring roles, but at salary levels comparable to principals. This is what the Highly Accomplished and Lead Teacher classifications should mean. Priority should be given to ensuring these teachers are available in disadvantaged schools, where their standards of excellence can have the biggest impact.

Recommendation 55 That the Government measure teacher classroom success by the value-added (where available) to student results over several years, along with (more conventional) performance assessments by school leaders, inspectors and DELs.

Recommendation 56 That the Government establish a trial program for the recruitment of school principals from outside the teaching profession: leaders with a track record of workplace success and strategic insight. Under this program, employment would be through performance-based contracts, with financial bonuses for improved school results (and obvious sanctions for failure).

Recommendation 57 That the Department of Education improve training programs for school principals and deputy principals. This should be a key focus of the NSW School Leadership Institute, developing a strictly evidence-based, best practice approach to school management and expectations for classroom practice.

Recommendation 58 That the Government ensure, in drawing teachers from universities that follow the CESE menu, priority be given to Schools of Education that teach evidence-based early reading instruction (as outlined in the report).

Recommendation 59 That the Government require schools to publicly report in detail on their literacy teaching methods and effect-levels associated with them, and that this information be gathered and collated centrally by the Education Department (or independent measurement authority, if established).

Recommendation 60 That the Government, in guaranteeing school compliance with the CESE menu, give priority to evidence-based early reading instruction. That school inspectors and DELs be used to ensure classroom compliance with high-effect literacy programs.

Recommendation 61 That the Government use the Tailored Support and Best Practice School Network programs to end educational disadvantage in NSW, bringing struggling schools up to best practice performance.

Recommendation 62 That the Minister for Education introduce a NSW equivalent of the 2019 Victorian reform package for disadvantaged schools (as outlined in the report), consistent with Minister Mitchell's stated goal: "We must give incentives to our best principals to take up jobs in our most challenging schools".

Recommendation 63 That the Government produce a full report on the success of the Minto public housing redevelopment project (as outlined in the report), learning its lessons and identifying similar communities and schools that would benefit from redevelopment schemes. An effective way of improving disadvantaged schools is to improve the local neighbourhood. LEGISLATIVE COUNCIL Measurement and outcome-based funding in New South Wales schools xxiv Report 40 - February 2020

Recommendation 64 That the Government develop and publish a clear policy on the interface between Health and Education services (especially regarding the problem of cost-shifting), using the guidelines outlined in the report.

Recommendation 65 That the Minister for Education report to the NSW Parliament: • every 12 months on the Government's performance in meeting the targets in Recommendation 21 (remote and isolated schooling) • every 12 months on the state of NSW school literacy, addressing matters arising from Recommendations 58, 59 and 60, and literacy test outcomes (NAPLAN, PISA etc) • every six months on the Government's progress in bringing disadvantaged schools up to best practice; addressing the challenges of the 12 to 15 per cent of public schools operating in an environment of social crisis; and the development of the Department's 'new tool' for identifying and measuring these problems.

Recommendation 66 That the Government, building on the success and contents of the January 2020 Memoranda of Understanding, take this process a step further and negotiate School Education Accords with the non-government sectors to: • replicate the success of the Victorian system in sharing de-identified datasets across school sectors, • develop CESE as a cross-sectoral resource for identifying best practice and sophisticated school/student measurement and data usage, • adopt in the non-government sectors, as far as possible, the outcome-based budgeting reforms applying to government schools, especially with respect to teacher quality, value-added reporting, ambitious school improvement targets and the CESE best practice menu. To assist parents and ensure consistency across the State, the same set of school-by-school performance outcomes need to be published across the government and non-government sectors, • ensure non-government school sectors have Board representation on the proposed independent measurement authority, and • secure the support of non-government sectors for the Best Practice School Model and widespread school improvement networking (backed by eligibility for a new public funding program).

**Measurement and Outcome-based funding in NSW schools.
recommendations:**

Teacher & teaching strategies	30,31,41, 45,47,48,49,50, 51, 53, 55, 58, 59
Inspectorate	37, 38, 39, 40, 44, 60
CESE	21, 22, 34, 43, 44, 45, 52
Data	1,2,3,4,8,9,11,32
Principal & Role	18, 19, 24, 25, 27, 56, 57, 62
School Comparison/ performance	1,2,8,9,10,11,13,23,28,29,42
Targets	5,7,17
High School	5,6
NESA	52
HALTS	54
OTHER	12,14,16,20,26,33,35,36,46,61,63,64,65,66