**State Council Term 4 2020 Speaker Summaries**

Georgina Harris

Impact of COVID. Budget. More announcement on the horizon. Phonics check. More assessments on the horizon. Quick data back to schools. New structure of DoE. Looking forward to new people joining us. Somethings weren’t connecting as we wanted them to. Attendance policy work was underway. A new tool coming. DELs keen to work on attendance. Attendance Hub website. My role – to make sure we are knitting together. We are clear in what we are bringing together. Murat and Cathy an increased voice. Schools in the power broker seat. Thinking through the effect of implementation. Critical shifts – clarity – we need to be better. The things that matter most – the work we are doing and why. Being transparent about where work is up to. We want you to know what you can expect from us. Finding things - website linkages. Transparency is improving – where, for what. Accountability. We haven’t held ourselves to the same standards you have help us to. We have had strategic comments and 90 day plans. School Improvement Exec meet every week. If something is not where it should be the question we ask of each other is why. Holding areas of the organisation accountable for what they are delivering for schools. What we are modelling. Evidence of our (state office staff) learning – because we can see your learning when we come into schools. We are working on reflecting the learning culture back to you that we expect you to have. What we want to deliver and how. We want to be far more transparent and open. Solve for the system not for the individual case. We are driving to drive a cultural shift in the DoE. Engage in life long journey of education – early childhood through to pathways (voc ed). Big focus on infrastructure. Political challenges – upper house. “Noted”. We still have this environment to work with. Latham influence. Massive reform – curriculum, primary new syllabus – enough. 6 terms on premier’s priority. Her commitment is unwavering. She was effusive in her praise of the system through COVID – keeping school’s open. Premier – make sure we have the tools in the hands of teachers. Economic disruption – more jobs as a result. The agenda to increase education standards is going to stay with us. Workload challenges – a lot of voices telling us. Budget challenges – government squeezing what they can. New Gonski money is basically locked in – staffing etc. We have a wages position from govt. Others at 0.3. Hoping we will do better. What do we have to trade with them. Not an easy answer. A very big leadership ask of you. Mid career Teacher for Australia – jaws dropped. We do not want their program. We are interested in working with them to capture people who could become a good asset. The Upper House Education committee is not being briefed by us. They get briefed by who they invite. Transformation Unit is focussed (in part) in ‘how we work’. Policy needs to be broad. Not based on minority opinion. We need to be clearer when engaging in designing processes. We want to be closer to the mark. We are bringing the school voice into all the decisions we make. We will reach out and test ideas. Massive under representation of student voice at system level. A range of ways we might do it. Principals in Residence has worked successfully. Stancey Quince HSC Band 6 initiative – lead by a strong educator – best possible team members (teachers) based on the data of their achievements. They are entirely focussed on building the practice of teachers. Set up to focus on practice (not responding to RMLs etc). Teachers don’t need to be involved in some of the things the system has involved them. Their expertise needs to be used in places that its best applied. LSLD – the future: This is what we expect of schools, the organisation – curriculum, finance, people – turn the inward bits of the Department outward. We are asking you to show how student outcomes are improving. EV for State Office – George supportive, colleagues not so keen. Govt, Public Service not pursuing. We have done things in organisational effectiveness. Flush out the them and us. The silos. GH not opposed to a corporate EV. There is not a UK system we would see as desirable to implement here. There is no UK agenda. I’m a citizen. Choice about where we want to live – better life, family, contribution to society. Counsellors – a plan to increase numbers in secondary schools. We don’t have a plan for attraction rates (ie compete with corporate pay). How do I stop us eating each other alive? Completing for the expertise (people). Achievements George is most proud of from 202 – how adaptive schools were. Incredible. Dealing with uncertainty – very quick decision making, not always clear. Looking at that for this year – a system that can deliver anything thrown at it. How quickly the Department came together. Police collecting toilet paper from Education. Logistical network. Rivals Linfox. Warehouses. From nothing – wow. The development of the check-in assessments. Look at what we can do in a short time. Phenomenal. The pace we were able to work at. We have the agility and the ambition. How do we mobilise the same energy and pace (with thought), but you get somewhere pretty spectacular very quickly. Aboriginal girl every extra year is 10 years on her life expectancy. Have wonderful Christmas and holiday season.

Sarah Mitchell

Welcome to everyone. Coming in from an interesting sitting week in parliament.

Budget announcement last week. Good education budget – ongoing funding, programs and infrastructure.

Different programs – invest in learning environments and stimulus.

Regional and metro renewal programs. Programs on wish list. P&C or things you wish for. Need to put some of the money in yourself. Priority to local trades people. 600-700 rural and 1000 metro school.

LED Lighting Program – about 700 schools using local electricians.

Sustainability Renewal program – expand to 50 schools eg solar, larger battery storage etc.

Free Pre-school package – benefits for children coming into primary schools. Big difference for household budgets.

COVID and recovery – Tuition program 330 million. More support for students who fell behind. 12-month program. EOI open for 2 weeks. 8000 EOIs. More than 5000 staff needed to deliver this program. Will work closely with principals. Flexible in delivery. More details to come. Will make a big difference. Digital options.

Rural access gap – upgrade digital infrastructure. Partnership with Telstra. Game changer. Started roll out in Dubbo. 370 million.

Hard year. Cognisant of workload on principals and added complications due to COVID. Raised by State Executive. Thank for what we have done. Get information/guidelines out early next week regarding Term 1. Hopes will be back to normal as much as possible. Working with health eg getting parents back on site. Depends on what happens over summer and any further outbreaks etc.

Mental health support – raised by State Executive. 100 school nurses to complement existing counsellor support. Health will fund and employ them. Current commitment for roll out of Counsellors in high school now.

Drought Entitlement Program – extending till 2023 and tapering it off over time. Consistency in staffing has been good for students and staff.

Curriculum review work continues.

Professional development review – focus areas for PD eg mental health, curriculum. More to say soon.

Thank you. Good working relationship with PPA.

Questions:

Family disfunction and mental health in students and community e.g. self-harm. Workload is incredible to manage for principals. Counsellors in schools rare. Concerned about lack of counsellors in primary schools. What action forward of services in schools?

Spoken about before. Challenges – training the workforce. Naïve about this especially in rural areas. Same in metro areas. 350 on scholarships to fill positions. Retiring workforce also an issue. Actively considering what can we do in primary schools. What can we do earlier on to get the support? Roles of nurses to look at how they meld with other services. Online Mental Health Hub has been launched with services such as Head Space. Huge issue, no easy solutions. Does want to do something. She is working on it. Aware of the gap. Nurses are a start – only 100. Needs to do more.

EV process for schools – is that same sort of process done with senior DoE officers and areas? Accountability. Ask Mark Scott. KPIs. Important to have accountability. Everyone needs to be accountable. Important that DoE knows what is not working. LSLD. Opportunities soon to address this. A good question.

Rural gap and technology investment – roll out – starting in Dubbo this term. More broadly next year. Where is the gap? Every teacher has their own laptop. Tech in classrooms and devices. One device to 4 students – rural. One to 6 metro. Faster and more reliable internet state-wide. Everyone off satellite. Upgrade distance education – better platforms and access. Ten different parts. Digital officers in schools – digital curriculum. Biggest gap between rural and metro to address inequity.

COVID tutoring scheme – 2021 planning now. Staffing allocation – some idea asap to include in planning. Indication would be very helpful. Imminent – more information. Provide postcode – who is on the list for schools to engage. Done by DoE. We will have a say in who comes in and how. Flexibility. Staffing allocation to be to us by end of term. Base allocation and then looking at school needs. About 130 thousand. Funding is for a year. Significant amount of funding. If this works and makes a real difference – good chance to road test.

Nurses – physical spaces in schools a challenge. Working through this. Based on what health tells us. Need to workshop this with Health. Does not know the answer. Guided by Health. Case by case basis. Will be fluid.

Rural and Remote Director – full time. Agrees. Thought they were fulltime? Sole responsibility of one person. A bit in rural space next year. Realises that there is a lot on now.

Principal Classification structure – PPA model. DoE in discussions with Teachers Federation. Raised by State Executive. Will investigate this and come back to us.

Teach for Australia – bespoke model for NSW. Still to be confirmed. Will not be following how it is done in other States. Work with DoE and stakeholder for mid-career retraining with appropriate supports. Aware of economic impacts. Teaching an attractive career. Need to have quality teachers in the classrooms. Work with universities. Still need to be qualified. Stakeholders will need to be at the table.

Principal wellbeing due to enhanced workload – talking to PPA to take stuff off our desks. Extra layer of COVID. Education has not had a break – drought, fires, COVID. Hard time as schools centre of community. Wishes we all have a good break. Everyone is exhausted. Looking at taking stuff off our desk. Delay till next year. Extend deadlines. No simple answers. Obvious things – working smarter not harder – let her know. Look at how they can support us.

Mark Scott

New advice coming next week regarding COVID and 2021. Clarity of parental access and excursions. Depends on progress over the summer. The advice will be higher level with more detail at the beginning of next year. Advice to schools – not big media announcement. Schools can choose what they share with communities this year.

Things will still be unsettled into at least the end of term 2 2021.

Thanks to Principals for their management in uncertain times. Looking forward to having a good break and rest. Acknowledge those that had bushfires also.

Targeted money from the NSW Budget with two purposes – stimulus and recovery from COVID.

Tutor support – 300,000 students. Working on the how. Same with nurses in schools – 100 through Health across the state. He hears the feedback from PPA about mental health in primary schools and this will be taken into account when planning for nurses. Real benefit to students, close learning gap due to COVID. Short term funding, not ongoing but we may need to consider, if it is effective how we could continue within normal budget.

Work on COVID has been great and appreciated but we also need to focus on improving learning and student outcomes. Larger investment, Principals have a lot of autonomy of the funds. Everyone is busy – we need to be busy on the right things.

Check-in assessments. Take-up by schools, the speed of information back, the links of answers to syllabus and diagnostic information. Provides little data – individual students and their needs but also big data – common areas of need across the Department. Looking at mastery – Yr 9 not having mastery of stage 2 or 3 outcomes.

School excellence in learning – planning, priorities and work to be done. Thank you for PPA input. Still looking at what infrastructure and supports are needed to support schools in implementing their plans.

Principals are responsible for improvement in their schools but it is a shared responsibility and we need to look how we support schools and Principals.

Restructure – Mark pleased with the recruitment process. Mark outlined the key people and their backgrounds. He also highlighted people with education backgrounds and emphasised the advantages of multi-disciplinary teams. People with fresh eyes and ideas.

Mark wants to see the benefits of our cluster – early childhood, schools and tertiary/skills. Wants Education to be a place where people want to be her, do their best and value being part of the Department.

Q ED in Rural and Remote – we'd like a dedicated ED

Part of Michelle’s remit – restructure with good intent but doesn’t always land perfectly first time. We will look at this area. Previously we have pumped money into this area but we haven’t seen the outcomes.

Q Schools have EV how will the new senior structure be evaluated?

Not an external validation of the senior executive. But building in senior reviews, increased audit and review processes of programs, performance audits from the auditor general.

Q COVID Communication

Hoping communication is better – headlines don’t match the reality. Mark frustrated too. Sometimes out of his hand – higher up releases comms

Q Future of check in assessments

We found them useful and schools found them useful. Link of check ins back to curriculum valued. Data back quickly. Move to formative assessment – low stress, low organisational work, less attention. We think they are valuable.

Second window in the next couple of weeks for schools who missed out. Commissioning of additional assessments for next year. Looking to link quality professional learning. Impact on COVID funding of not doing Check-in …..no impact but encourage schools to do the second window.

NAPLAN on line will be quick too but won’t have the curriculum links.

Q Ongoing Gonski funding what is going to happen it.

Need to plan what is effective and apply resources to it.

Murat Dizdar & Cathy Brennan

Updated Covid Guidelines for 2021 will be sent out prior to end of term and then a mid-January update.

Capacity for maximum of thirty singers for end of year celebrations outdoors, audience can sing along but anyone over 12 must wear a mask if singing.

School development days – can conduct face to face activities and not limited to 100, over 30 people must have a covid safety plan.

End of year Christmas parties can go ahead up to 100 people off site out of school hours follow venues Covid safety plan.

Interim advice to be provided about Term 1 PPC meetings.

SEiA - Situational analysis is the key piece of work schools should be invested in given the incredible amount of end of year activities schools need to engage in (class formation, timetabling, staffing etc.). No school should be feeling pressured in to having their SiP either completed or even underway at this stage. However, we all need to have our SiP completed by end of Term 1. SiP front facing piece of work that is published for our community.

DEL’s unpacking the assurance process about SiP sign off. Conversation with DEL re process, school directions and effective improvement measures, conversation should be differentiated, supportive and collaborative.

Consolidated Schools Schedule – Want to ensure transparency and ensure that they minimalise the impact on schools in first five weeks. Some of the things that will impact on us in Term 1, 2021

* Behaviour Strategy
* LSLD announcement will be imminent
* HP&G policy to be implemented in 2021
* High Impact Professional Learning. Core professional Learning
* Revised Professional Learning policy to be implemented in 2021
* Prioritising learning and school tome reflection tool
* FMO Carry Forward Policy
* Principal and Dp role descriptions and school leadership policy
* Implementation of new SASS training
* New staffing agreement
* New School Counselling Service Professional Practice Framework
* New Schoolbiz

The list is driven by the reform agenda, audit, legislation and most are difficult to remove from the schedule. Cathy and Murat have pushed back on many aspects to attempt to reduce the impact but these are the non-negotiables.

Murat wants us to invest in the major ones that will impact on student outcomes such as HP&G, HIPL, Principal and DP role and leadership policy. SEiA is the major piece of work that will impact us in 2021 and we need to engage with the policy changes that will enhance school improvement.

Hope to see an easing of the changes so we can start embedding the important aspects of the SEiA.

School Development Days – Schools offered pre-recorded packages that contain summarised information around key topics. Use as needed.

* Principal Role Statement
* DP role Statement
* AECG Partnership Agreement
* School Success Model update
* SEIA overview
* PL strategy overview
* PL learning strategy activity
* Behaviour strategy
* Attendance overview
* Disability standards for education HP&G education
* Disability standards
* Literacy & numeracy support
* Anti-Racism
* Strong Start to 2021 (Kinder)
* PDP process

Covid Intensive leaning support program

* Baseline funding $5,541 with an average of around $130,000 per school
* Taskforce reviewing existing resources, including assessment resources and developing a catalogue of resources to support the program.
* Where gaps exist, additional resources and guidance for schools will be developed.
* More information to come in the next few weeks.

**Jane Simmons**

Behaviour Policy-Living framework, team meets regularly with Helen and Trish, engaged with all stakeholders, the challenge is bringing everything together as not all stakeholders agree/ have the same perspectives. Trying to bring it together in the strategy. There is a lot that is informing the strategy. Timeline-strategy, Term 1, 2021 but the policy and procedures won’t happen until Term 3. No negotiation. Specialist Behaviour will be in place Term 1. What is not negotiable, the strategy needs to represent the diversity of all the stakeholders in the space. People are concerned about the workload, but they are supporting us. Lots of dependencies upon the strategy.

Nurses-Pilot was introduced in 2017. Introduced by Piccoli to Cooma, Tumut and Young, philanthropic funding enabled the placements. DoE working with Health to place Nurses, they will be supporting communities of schools. Targeting disadvantaged and vulnerable, 50% regional support, Primary and bushfire affected schools.

Counselling positions- the DoE will be reviewing methodology starting in 2021. Be aware and ensure it is connected. Inclusion and wellbeing team will be across this. Term 4 2015 stakeholder team that PPA were involved in determined this. What will PPA input be for 2021

Flexible Wellbeing Money-Child Protection, Health and wellbeing team are consulting with us. Looking at several models. Inequitable access to the money. Suggested to the Minister regarding Scaredy Cats/ Anxiety Project-Process that need. Input from PPA in this space.

Access Request-post panel advice-the AR process across the state has never been consistent, this needs to improve. The Disability strategy. Changes to the model will commence at the beginning of Term 1, 2021. Schools have been testing in preparation. Communication piece appears to be controversial but there are significant number of moving pieces, working across it. Rationale- what best meets the needs of students. Communication to families about ARs, the responsibility will be the schools, the school has the relationship with the parents.

New Curriculum support- NESA has carriage of the curriculum, DoE working closely to ensure that NESA are conscious, waiting on further information- crucial that advice is given to NESA but that we as a system are prepared-middle of next year. Auditing what is happening in schools additional to curriculum. Work is underway, making sure resources are up to date. This sits with educational standards.

*Question responses*

Access Request-Pilot schools have not indicated any issues with schools being the ones who communicate the outcome of Access Requests, families have fed back it is very impersonal when it is not coming back from the schools- the relationship is with the staff in the school. The DeoE position is the school has the relationship.

Curriculum- NESA has previously not engaged with PL, this is changing and they see more of a role, how do we keep NESA accountable for this? DoE and NESA relationship is the strongest it has ever been, need to be working alongside not as a stakeholder. Premier sees NESA and DoE as one. DoE give a lot of feedback and they are seeing the cause and effect. They are legislated, not operational but the work DoE are doing with them, this is improving.

Jane will get back to us regarding IL’s

COVID tutor's allocation-finalising specific details, doing some modelling to ensure the allocations work. Directly engage casual or temporary teachers, also engaging others-4th year etc. Specialist secondary areas are where there me be challenges. Based on report from Grattan Institute. Information being provided. You can use your own, there will be guidelines about what you can and can’t do. Identified student need. Some teachers registering without accreditation, NESA has approved they do not need it for this. Different cohorts of people will be needed across different areas. Different pay scales as well. This information is coming ASAP.

Behaviour Specialists process is currently being finalised so we should know the outcomes ASAP>

Check in assessments- looking at expanding it, an important mechanism on all levels. Immediate input and impact encourage all to complete, 87% of Primary schools participated. Identify students who need the tuition from the results. If you haven’t done it the option will be open for others to do it.

Access Requests- Robyn requested Principals will be provided with explicit detail and information that we as Principals can feedback. Principals need to be informed. We may need some Professional Learning. There is not room for all students, appear to be a competitive environment to gain a placement in an appropriate setting. Jane agrees that the support needs to be built to make this successful. The decision needs to be based on the needs of the student. The Principal can delegate the contact to DP, AP etc. It is a system response.

**Lisa Alonso-Love - Relieving Chief People Officer**

(Last day in role)

Human Resources function – improvements. Improving but has a way to go. Two teams with HR function led by Kara Collins. School Workforce and People and Culture working closely together. Rural and remote incentive review – what's working and what’s not working; discussion paper released in new year for comment. Working with school leadership Institute and working with NSWTF around PD framework

SMR - A lot of work around a whole lot of things. We’ve done some great analysis to help make improvements to the support to schools. Continue to do the work around school executive promotion system, rural and remote, SSPs.

Health and Safety - New service delivery model dedicated staff for local network management. Integrated incident notification, response service, complex case and emergency management functions. Hoping that a customer service focus will improve service delivery.

HCM – made a few changes recently, reviewed in October to make business case for ongoing funding in replanning phase. Will continue to work strongly with schools but will have a small team through this phase. We’re super-committed. Probably hear from Eric. As Yvette comes into the CPO role???

Teacher supply – there is some significant work around supply; a decrease in take up of teaching – particularly secondary schools. Need a sustainable pipeline. Work coming in the new year.

Staffing agreement and other IR work – formal negotiations with NSWTF on staffing agreement starting in Term 2

SASS award decision – BM transition arrangements effective from 2021. SASS implementation will come with support.

Current conditions for principal movement and classification – PPA has a position; Michael T asked if she was familiar and asked her to look at the modelling and will get back to us. He raised involvement with PPA in consultation and SMR and our wish to be MORE involved. Strong desire from PPA for parity in a range of areas eg SASS, counsellor, RFF etc with secondary. Responses was budget context and will put on Yvette's agenda and acknowledged we had raised this for some time. Michael recommended face to face opportunity to meet re this. Teaching principals - no good news from Lisa (all good things we should be looking at will take back to the team).

Targeted grad question – process for them; sometimes they don’t have the capability and numbers are being referred to TPMI or PES, concerns around some Aboriginal teachers who may not be fully qualified before appointment. Principal experience is that the targeted grad process needs a rethink. There is a team with a specific criteria and an interview process.

Principals in residence program has been effective – when is the right time to involve principals; have a commitment to the model.

Support Units – No class-free DP with 7 classes or more. Has nothing to advise, Lisa has never heard that previously.

PPA request to hold off principal changes while classification is reviewed – she said okay

Concerns about principal wellbeing – who is responsible in the DoE for principal wellbeing, sits in Health and Safety function – they have leadership. “Kind of a good thing for Marnie to look at that”.

Bob raised no systemic response to improve principal wellbeing. “Maybe the thing I can take away to do is to look at the last survey. I’ll ask her to come prepared with that information.” Rob asked who is the person we can go to – Lisa agreed to set it up.

What happens to PSLs returning with no school – she'll take that on notice.

Scott asked about Rural area relief program – no confirmation that it will go ahead in 2021. She’ll come back to us.

Casual supplementation pilot has commenced. Got low take up; if there were things that bothered them raise with Lisa. Didn’t take up as there were no staff to employ.

Trish’s take-away – Yvette will be briefed about everything, everything will happen in the new year and nothing has happened on her watch.

Gerard Giesekam & Vanessa Felton & Jess Horn

* Spending today’s budget on today’s students – coaching support (targeted schools with high unspent $$); Carry Forward policy; simplifying school budgets. Good news is – we're getting better at it.
* Over next 4 years we need to spend any unspent SBAR funds that have accumulated (not all at once, as it will be too much for Treasury). This will utilise the 6101 Fund to coordinate the process. 4 years ties in with School Planning cycle.
* Schools will be supported in this process – HR to help identify staff, DEL to be involved, school to identify needs & roadblocks – action plan to be developed.
* From the end of 2021, unspent 6100 funds must be spent within the year they are allocated. There will be some conditions to carry forward unspent funds – to be approved on a case-by-case percentage. There will be a small percentage of funds allowed to be carried forward without approval – amount to be determined (these are likely to be carried forward into the following year’s 6100 – not into the 6101)
* Launch for all of this is Week 5, Term 1, 2021. Good communications are promised. Ditto allowances for specific needs of all schools – including small schools. PL for all schools will be provided in Terms 1&2.
* Any principals who feel that they’ve suffered undue financial stress due to Covid in 2020 should speak to their DEL.