

what's hot?



Term 3 Week 10 2011

Dear Colleague,

The 'hottest' thing on our agenda this term and early next term will be the Local Schools, Local Decisions Consultation Plan and Discussion Paper. Hopefully, you've had the opportunity to read the emails we have sent you outlining the process and the issues surrounding this initiative.

Politically, you need to be aware that the major parties, i.e. Labor and the Coalition, at both a state and federal level, are going down the 'more autonomy for schools' track. Our colleagues in other states e.g. Victoria and parts of Western Australia, are either already in a more autonomous system or involved in trials.

At a recent APPA meeting in Sydney, Christopher Pyne, the Federal Shadow Minister for Education, made it quite clear that if the Coalition wins the next election, then their policy will promote the Independent Public Schools model currently operating in parts of Western Australia.

So, whether we agree with it or not, increased decision making at a school level is going to happen. This is why it is vital that we all take an active role in determining what a NSW Public Education model might look like. I would ask that you look carefully at the information I sent out on Sunday, September 18th, on issues around the discussions you will have with your nominated School Education Director about the proposals of the Local Schools, Local Decisions policy statement.

You need to also be aware that the Discussion Paper will also be presented to the following stakeholder groups for their views and feedback:

- Ø Federation of P & Cs
- Ø NSWPPA / NSWSPC
- Ø PSFP
- Ø NSWTF
- Ø PSA
- Ø AECG
- Ø State Office Directors
- Ø State Government Parliamentarians
- Ø SRC
- Ø Institute of Senior Educational Administrators
- Ø Isolated Children's Parent Association

Parents and teachers at local levels will also have the opportunity to provide feedback on the discussion paper.

The timeframe for this initiative is quite tight and the Director-General, Michele Bruniges, has been asked by the Minister to have a framework ready for consideration by early February in 2012.

The governance of the initiative will be overseen by the Director-General; the four Deputy-Directors General; Michael McMahon, General Manager LMBR; Bill Middleton, Director Audit; and Di Marshall, Director of Public Schools NSW.

The group below this, responsible for the 'spadework' if you like, will include two Senior DEC Managers and two Principals (one primary, one secondary). The principal positions will initially be a 12 month secondment. I understand that the D-G will be sending out an EOI regarding these two positions.

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Other Big Ticket Items

State Conference – NSWPPA Business Session

It's not long now to the start of Annual Conference. On Thursday morning (Oct 27th) our NSWPPA Business Session will focus on the Local Schools, Local Decisions initiative. We have invited Gabrielle Leigh, President of AGPPA and the Victorian Principals' Association, to outline some of the issues that have arisen with the Victorian model of local decision making, bearing in mind their system has been in place since the Kennett era.

We will also hearing from Stephen Breen, President of WAPPA, by video conference facilities, on the positives and pitfalls of the current Independent Public Schools trial in Western Australia. There are apparently some significant issues with staffing and Principal workload.

Gabrielle will be present at the business session and will be happy to answer questions from the floor. Stephen, unfortunately, can't be present but will hopefully have provided a clear insight into what's happening in WA.

State Council dates for 2012 - reminder

The proposed dates for 2012 State Council (all to be held at Citigate) are:

- Term 1, Week 7, March 8th and 9th
- Term 2, Week 6, May 31st and June 1st
- Term 3, Week 7, August 30th and 31st
- Term 4, Week 7, November 22nd and 23rd

We would ask that all Local Council Executives ensure there are no clashes with State Council dates.

Supplementation 2011-12

We don't appear to be making much headway with the Supplementation issue. We had a number of representatives at a recent meeting with members of the Finance and Infrastructure Directorate to look at areas where possible cost savings could be made to ensure there is enough funding available for supporting supplementation claims for 2011. The meeting was unable to come up with any significant strategies at this point.

We will continue to pursue this issue with both the Director-General and the Minister over the ensuing weeks.

Principal Support

In the last 'What's Hot' I outlined the DD-G Schools' Principal Support model in place for the remainder of the year. While this is still very much in its infancy the State Executive and our Principal Support Reference Group believed it was important that we not only review the level of support our Association currently provides for Principals but also look at ways to increase and improve our effectiveness in supporting our colleagues when the need arises.

At our most recent State Council meeting, the results of our recent Zoomerang survey were tabled in addition to our proposal for increased support for Principals.

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The proposal includes the following:

- We can categorise 3 levels of incident (low level; higher level or a critical issue)
- At a critical level, such as a death etc... the DEC has highly supportive strategies
- As a professional Association, our aim is to support our colleagues. We believe the DEC model doesn't provide sufficient support for our colleagues, so we need to provide it.
- Our model will complement the Public Schools Portfolio model. Principals should afford themselves of this support if it is deemed appropriate.
- At a local level Area Councils are asked to
 - identify principals who have a level of expertise in areas such as finance, maintenance, funding support, challenging behaviour etc who can provide support for these issues. The PSRG will help with this function.
 - identify at least 2 principals (gender balance) as the initial contact for any principal requiring support (often in Area councils, the President, Deputy President or PSRG contact person have this role). Their role is to work with the SED and/or Area President to identify the nature of the support required and the most appropriate person to provide that support.
- At a state level, the NSWPPA contact is the President, Jim Cooper or the Vice President who is currently the Executive Liaison with the PSRG, Phil Seymour.
 - Our proposed model is for a bank of 100 days, funded by the NSWPPA, to be accessed through the President, Jim Cooper or the Vice President who is the Executive Liaison with the PSRG, Phil Seymour. These days can be used across the State to support principals who are confronted with issues of higher levels of significance.
 - These days can be utilized to support principals remotely, or face to face and may release colleague principals to give face-to-face personal support.

As a result of discussions around this the following motion was tabled and passed at State Council:

'State Council endorses the model proposed by the Principals Support Reference Group (PSRG) which: Provides support to NSWPPA members where SED or RD support does not address the immediate needs of Principals, utilizes colleagues to support NSWPPA members who are experiencing difficulty, identifies key contacts in each Area Council that facilitate Principal support, sets aside up to 100 days relief which is to be accessed through the State President / Vice President (liaising with the PSRG) to support Principals.'

Public Pre-Schools User Pay Model

We are naturally very disappointed that the Government has decided to pursue a user pay model for our Public School Pre-Schools. You would no doubt be aware that a major philosophy behind the origin of the service was to cater for children whose families were not in a position financially to access pre-school education in the private sector.

We have significant concerns about how the new approach will work, the fee structure for parents, allowances for children from disadvantaged backgrounds, the impact on schools (as schools will not receive the fees and may have to absorb more costs) and the fact that many of our 100 Pre-Schools have differing complexities.

Our Pre-Schools to date have not attracted any funding to support the enrolment of children with disabilities. Private Pre-Schools are able to attract funding, with what appears to be very few 'hoops' to jump through. If the Government continues to pursue the 'user-pay' model then equity would demand that Public Pre-Schools should also be able to access support for children with disabilities.

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A New Portal on the Horizon

I was invited to the launch of the new Staff Portal and Intranet project at Merrylands HS last week. Without going in to too much detail at this stage, I have to say, Tracey Sen, Director Communications, Karina Smith, Service Manager Communications and their team have done a mountain of work to improve the site. Much of their work has emanated from feedback from Principals, teachers and schools.

One of the biggest changes will see the portal and the intranet become one platform. It will be significantly easier to use, easier to access our most popular sites and allow Principals to establish an individual home page to suit their school's particular needs. There are many other user friendly additions and changes to the system.

The new site will be trialled in the New England Region next term to iron out any unidentified bugs. Tracey is hoping to have the new site fully operational across the state in Term One next year.

BER update

At the end of September, there will only be two Principal Liaison Officers working on the BER. While most of the BER work has been completed there are still some outstanding works and re-scoping to be completed. We have some concerns about the level of remaining staff to support these works so should you have difficulty having your BER needs addressed, please contact me or a member of the State Executive. The BER Program office has asked me to include the information below.

Working on Defects for BER P21 facilities

The BER Program Office is working closely with the Asset Management Unit to ensure that schools that have registered their defects are being managed according to the Managing Contractor contract.

Defects are taking one – two months to be rectified so we ask you to be patient. The defects will be rectified.

Major defects (defects which are an OH&S issue or which involve weather penetration) will be accorded priority for rectification.

Please continue to notify your local Asset Management Unit and Asset Service Officer if you identify a defect with your Primary Schools for the 21st Century or Science and Language Centre project.

Click [here](#) to view the advice previously sent to all school Principals on defect rectification.

Rollout of P21 Interactive Whiteboard (IWB) complete

All eligible schools have been notified of the rollout of IWBs to BER P21 schools. We are well ahead of schedule and want to make sure that we have covered all eligible schools. If you think you are eligible or have received an email and not completed for either installation or compensation then please **ACT NOW**.

We don't want you to miss out if you are eligible to receive compensation or require installation.

Should you have any queries on this matter, please contact your BER Principal Liaison Officer, or [view the latest BER e-Newsletter](#) on the BER website (www.ber.nsw.gov.au)



Schools Facilities Standards Review

We have quite a large number of Principals from a variety of our Reference Groups who will be representing us at the November 10th workshop which will help in guiding the review, including discussing the appropriateness of the current SFS in the delivery of quality education.

International Confederation of Principals 2011 World Convention- Toronto, Canada

NSWPPA Report

Jennie Fogarty, Mark Pritchard, Jim Cooper

'Leading student achievement: an international odyssey' was the theme of the conference. I'd like to especially thank Jennie and Mark for their input in this report. The report may seem a bit long but I would encourage you to read it, as there are significant lessons to be learnt. I only wish some of our politicians took the time to attend such conferences and develop their policies on research and data gathered by educational experts in high performing systems from around the world rather than minority groups in the community whose only knowledge of education appears to be that they went to school!

The conference was hosted by the Ontario Principals' Council (OPC) in partnership with The Ontario Ministry of Education, The Catholic Principals' Council of Ontario (CPCO) and L'Association de directions et directions adjointes des écoles franco-Ontariennes (ADFO)

There were quality presenters who gave us much to think about - both for our own local context and globally. Approximately 2000 people attended from 50 different countries. 52 Australian primary principals attended the convention with three principals from the NSW Primary Principals' Association. The conference program consisted of plenary sessions, and then a choice of workshops, panels and international dialogues.

The first plenary speaker at the conference was Stephen Lewis, the co-founder and co-director of AIDS-Free World in the United States. He has worked with the United Nations for more than two decades and was the UN Secretary-General's Special Envoy for HIV/AIDS in Africa from 2001 to 2006. Stephen Lewis is the author of *Race Against Time*, and holds 32 honorary degrees from Canadian universities.

The theme of Stephen Lewis' address was advocating for children and the importance schools play in the lives of disadvantaged children. When a child is in conflict or coming out of conflict, the thing they want most is a school.

Lewis outlined a list of millennium goals:

1. reduce extreme forms of hunger and poverty by 2015
2. every child eligible for primary school is in a primary school
3. reduce dramatically infant mortality rates
4. reduce maternal mortality
5. gender equality in the world; you cannot achieve social justice without equality
6. turn back the rate of communicable diseases
7. sustainable environment
8. get the developed world to keep its global promises

Michael Fullan and Andy Hargreaves featured as plenary speakers and were engaged together in a debate about what works in schools, with a particular focus on testing. The position Hargreaves took was that testing should test what we value and referred to Stephen Lewis' plenary presentation and the millennium goals. Hargreaves also described how the province of Alberta, which is the highest achieving

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province in Canada on the PISA test, is moving away from system wide testing. Hargreaves referred to system wide testing as 'a dying old trend ... we need to follow the highest performing systems'.

Hargreaves outlined five fallacies of leadership and change:

1. Speedy business models of change show that change that happens in one year only has a 10% success rate. In contrast, turnarounds in sport typically take 3-7 years (and this is accepted by most communities) – trust and relationships take time. (In one election period there can be enough change that can't be undone.)
2. Fallacy of replacement - usually the best formula is internally grown.
3. Fallacy of numbers – we should value what we value and commit to that - use data but don't be driven by it.
4. Prescription: results in adequacy rather than excellence; mediocre practice is described by standardisation. Standardisation and prescription are simply what gets you from awful to adequate, rather than from good to great.
5. Competition: commitment to collaboration and mutual assistance produces better results; schools working with schools, the strong helping the weak.

Fullan identified elements of whole system reform. The most difficult and complex component of system change is the chemistry. System change:

- Fosters intrinsic motivation
- Engages educators and students in continuous improvement of instruction and learning
- Inspires the collective / team work
- Affects all teachers and students
- Promotes internal and external accountability

Fullan also spoke about wrong versus right drivers:

- External accountability vs capacity building
- Individual vs group solutions
- Technology vs pedagogy
- Fragmented vs systematic

Hargreaves believes it is about having shared targets at a school level with lots of proximal indicators so that people can see improvements e.g. changes in rates of exclusions, higher attendance rates.

The debate focused on how targets should be set – by the system or by the school. There is no argument that targets are necessary.

Hargreaves argues that the example of Alberta gives points to the effectiveness of having school rather than system targets.

Sir Michael Barber is head of McKinsey's Global Education Practice and chairs the Pakistan Education Taskforce. He works for major challenges of performance, organisation and reform in government and the public services, especially education around the world. Between 1997 and 2001 Michael Barber was Chief Adviser to the Secretary of State for Education on School Standards and has also been Chief Adviser on Delivery to the British Prime Minister, Tony Blair.

Barber's presentation was about 'the science of getting things right' and he identified six key questions:

1. What are you trying to do?
2. Are you organized to get it done?
3. How do you get it done?
4. How at any moment will you know if you are on track?
5. If you're not on track what are you doing about it?

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6. How do you create an irreversible culture of delivery?

Barber spoke about 'good government' and argued that good education systems reflect good government and that it is essential to help the government be a good government because of the effect it has on school systems.

Other speakers included:

Jennifer James – Seattle – a cultural anthropologist, lecturer, writer and commentator.

Roger Martin, Dean of the Rotman School of Management, Toronto

Lesra Martin – Vancouver: the power to make a difference

Workshops included:

International Panel: Jim Gibbons, Pasi Stahlberg, Chen Yukun, Junhua Zhang,

Steven Reid: Knowledge Creation: the principal's role in fostering student achievement

Avis Glaze: Leadership for equitable and inclusive schools: a matter of will and skills

Barry Pervin: Great to excellent: leveraging leadership research, policy and practice

International dialogue: Governance and funding

Jennie Fogarty

NSWPPA Vice President

Principal, School Leadership

Professional Learning and

Leadership Development Directorate

SLSP Trial Update

At this stage the Minister has not made a final decision, regarding either the continuation of the trial in the Illawarra South East Region, or the expansion of the trial across the state. The NSWPPA sent a Zoomerang survey out to ISER Principals last week, seeking feedback and opinion on the success or otherwise of the trial. We will analyse and compile a report on the findings of the survey shortly.

Gonski Review on School Funding Model

The Review of Funding for Schooling Panel, headed by David Gonski, recently released four reports entitled:

- Schooling Challenges and Opportunities
- Assessing existing funding models for schooling in Australia
- Assessment of current process for targeting of schools funding to disadvantaged students
- Feasibility of a National Schooling Recurrent Resource Standard

Eight volunteers from our recent State Council have agreed to review the reports (which total around 600 pages). The information gained from these reviews will inform our submission to the Panel later this month. There are some promising findings in relation to the need for increased support for Public Education, especially in relation to students from low SES backgrounds and for ATSI students.

In a recent meeting, David Gonski stressed strongly that all stakeholder groups, including the DEC, should be sure to submit their responses to the four reports. Interestingly, he made a comment at the meeting that there appears to be more passion from groups in NSW about the Review than from other States and

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Territories. While this may seem flattering in the first instance, it's also a bit worrying that other jurisdictions don't feel as passionate about the Review.

NSWPPA – working for Principals

Since the previous What's Hot in Week 3 this term the Executive and representative activities have included:

- ❖ Meeting with Minister and Public Education Alliance re Local Decision making
- ❖ Addressing PPA regional and area meetings and conferences across the state
- ❖ Meetings with Public Education Alliance
- ❖ Meeting with BoS re Australian Curriculum update
- ❖ Meetings with Minister's advisor
- ❖ Meetings with Director, Disabilities Programs
- ❖ Attendance International Confederation of Principals Conference Toronto
- ❖ Meeting with Minister and Rural Ed Working Party
- ❖ Futures Alliance meeting
- ❖ AGPPA meeting
- ❖ APPA meeting
- ❖ Teachers Federation Principals Conference
- ❖ Meeting with Minister regarding Federal Government National Partnerships Disabilities Project
- ❖ Meeting with DEEWR in Canberra re Federal Govt education policies
- ❖ Meeting with Teaching Principals
- ❖ BER Stakeholders Meeting
- ❖ Attendance at Minister's Industry/ Education dinner lecture
- ❖ ACARA Communication Working Party meeting
- ❖ Meeting with General Manager HR re graduate recruiting
- ❖ Meeting with DD-G Schools re Literacy/ Numeracy Working Party
- ❖ Attendance at Bravehearts' Dinner
- ❖ Attendance at Ministers Awards for Excellence in Student Achievement
- ❖ Meeting with ACARA and David Gonski
- ❖ Attendance at launch of Staff portal and Staff integration project

A Bit of Politics to Finish With

I mentioned earlier in the report a comment made by Christopher Pyne, Federal Shadow Minister for Education at a recent APPA meeting regarding school autonomy. I thought I might share a few of his other statements from the meeting including:

- The use of a bursar is a good idea either for individual schools or shared between schools.
- He doesn't support the My School website and Principals and teachers are the experts and parents and politicians had no right to tell them how to do their job.
- He stated that the Gonski review will be useful but a Coalition government won't be taking any money away from the private system and funding will continue to be indexed.
- He lacks confidence in the Australian Curriculum and believes it may become a default curriculum. If it's not better, he doesn't believe it will be adopted, he has little confidence in ACARA and has no problems with schools and jurisdictions taking their own positions.
- He is more likely to fund schools or parents with children at risk directly through a voucher system rather than state programs.

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- Although the extent and level of autonomy will be determined by states, we will control it through funding.
- 'There are too many levels of reporting, too much bureaucracy. Teachers are being distracted from their bread and butter. We want to see more common sense and less political correctness.'
- In regard to NAPLAN 'I don't think parents should be able to have a shot at Principals about their NAPLAN results.'
- A to E reporting – 'We'll let schools run themselves.'
- Performance pay – 'We need to look at a fairer system for paying teachers. One that rewards teachers who put more effort in, regardless of their length of service.'

There are some very interesting comments made here and you need to read between the lines I think.

IN BRIEF

The following is a list of surveys and projects that may be of interest to Principals.

PLLDD Online Courses

Professional Learning and Leadership Development Directorate have a new suite of online courses for aspiring, newly appointed and current school leaders, the Leadership Learning program. The seven courses running in term 4 were advertised in the week 9 School Biz. Enrolment is through My PL@DET. For more information, please contact Jennie Fogarty.

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World's Biggest Classroom

The organizers of the Schools Spectacular have been organizing a project to broaden the involvement of schools in the Schools Spectacular. It involves schools developing literacy, visual arts or multi-media projects to the theme 'Imagine'. A number of schools have taken on projects already and more information can be found at the following link:

<http://www.schoolsspectacular.com.au/2009/index.php?page=wbc2>

Dare to Lead

Dare to Lead is conducting a National Conference titled 'Getting it right – Bringing it all together' on Friday 14 October in Sydney (Citigate Central Sydney).

The conference aims to answer the following questions:

- What has worked in schools to improve outcomes for ATSI Students?
- What are the Critical Success Factors?
- What does research tell us needs to be in place before learning can be effective?

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- Who should be involved in our students educational improvement?
- What role does community play in strengthening school programs for students?
- What other organisations play a role in student success?

This conference draws together best practice from across Australia in all geographical and student population contexts. Presentations from schools will demonstrate the “process” as well as the program.

Dare to Lead Membership □ Since the inception of the *Dare to Lead* project several years ago, Principals’ associations nationally have supported the initiative and encouraged all schools’ membership. This support remains unchanged. While 5500+ schools are currently members of the *Dare to Lead* Coalition, the NSW Primary Principals Association encourages membership from every NSW primary school and the engagement of every Principal across the state.

Dare to Lead is not just for schools with Aboriginal and Torres Strait Islander enrolments; it is for every school because every school has its part to play in building the next generation’s understanding of Australia and its full history. Joining the *Dare to Lead* Coalition of schools is free. Membership gives access to resources, to professional discussion and to professional development activities, all led by a team who themselves have a wide experience as principals. Such benefits will be apparent to schools at time when Indigenous students’ outcomes are high on the agenda and when the impending National Curriculum sets some new challenges for all teachers and school leaders. Membership details are available from the *Dare to Lead* website.

Dare to Lead Collegial School Snapshot

Dare to Lead is the flagship project for Principals Australia focused on supporting school leaders to improve outcomes for Aboriginal and Torres Strait Islander students.

The 2 state coordinators for *Dare to Lead*, Mark Crouch (primary principal) and Ian Nebauer (secondary principal), are currently seconded from the NSW DEC. We have both have been working across the state to support principals and school executive in a collegial, honest and supportive way to strategically plan for successful Aboriginal student outcomes.

The *Dare to Lead* team is receiving significant expressions of interest (EOI) for Collegial School Snapshots. The Snapshot is a situational analysis of Aboriginal education in the school and can be used to inform future strategic planning. This year we will not be able to accommodate all schools which have sent an EOI however we are advising schools and regions that schools might place something like the following in their strategic plan:

Action	To complete a strategic Aboriginal Education Plan
Strategies	Engage with community/local AECG to develop the plan Engage <i>Dare to Lead</i> to conduct a Collegial School Snapshot which will assist the development of a situational analysis Utilise regional Aboriginal Education staff to assist in the implementation of the plan
Indicators	Completed Strategic Plan signed off by local AECG Professional Learning Plan to support the Aboriginal Education strategic plan
Resources	Global funds, Equity funds, NP funds, Aboriginal Education Funding and School Nominated Projects (SNP)

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Please remember to contact your Association, through either your local Area Primary Principals' Council President or State Executive members, if there are any matters with which we can provide support and assistance.

NSWPPA Secretary Will Randall is recovering from hip replacement surgery (that's hip not lip) and is well on the way to being ready to run a marathon when he returns in Term 4.

On behalf the Executive, Jackie Malecki, Jennie Fogarty, Steve McAlister, Desley Morgan, Grahame Morgan, Mark Pritchard, Will Randall, Geoff Scott, Phil Seymour and myself . . .

Be sure you have a relaxing break, knowing that Term 4 will undoubtedly see us all flat out trying to fit everything in, in what always seems to be an ever-diminishing time frame. We also look forward to catching up with all those able to attend Annual Conference in Week 3.

Best Regards,

Jim

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