

Australian Principals Federation

President's Message—Julie Podbury



Child Safe Compliance still causing concerns

Our last newsletter caused considerable response. A number of members continue to contact me to raise issues about Child Safe Compliance and the challenges it is causing in schools.

One member wrote:

Thanks for the latest newsletter. The article by Loretta was spot on. I have just been through the school review process and was shocked to find the school was not compliant in regard to a significant number of Child Safe Policies. I employed a consultant (retired principal) to go through every guideline to ensure we were fully prepared in regard to school policies to meet both VRQA and Child Safe policies.

The consultant has worked tirelessly on this since the end of last year. Towards the end term one, I took a significant number of policies to the School Council meeting for ratification. Our review began in week 2 of term two.

During term two, additional information /adjustments have been required. I have been told by the reviewer that a number of our policies were not compliant and this work had to be redone and taken back to the Council for approval, despite having used the Policy Portal templates from the outset. I am gobsmacked at the work load – an impossibility for most principals (including me). Despite having someone work on this 2 days per week – we have still been found noncompliant! For the sake of a sentence in many cases.

This is a point of huge stress. I have met with several colleagues over the course of this year, who have been highly distressed by the workload associated with the review process. Particularly in regard to these policy areas. For a couple of primary principals in small schools, it has lead them to question if they should remain doing the job. I have had a highly experienced principal in tears feeling they were not able to manage these demands. Like Loretta, I do not understand why the portal is not updated for every school in the state.

I have also had instances where the DET view does not align with the VRQA/Child Safe requirements.

I have also been told that the reviewer's company disagreed with the DET on certain matters and they would not be ticking the compliance box.

My comments are not about the value of the review process, it has been a great opportunity for our school community to reflect on our performance and progress. It is about the compliance aspect of the review process. Something has to give here. The workload is just not reasonable.

Another member sent this list,

Child Safe Standards

New documents and documents that have needed to be adjusted: (April 2019 – July 2019)

CSS Overview	Communication of Policies
Handout Compliance Cycle	S5 Flowchart Child Safety Reporting Procedure
Training Slides CSS Template	S5 How to Keep Children Safe for Parents
Where We Are Now	S7 Primary School – How to be Safe
School Council documents / Training Video	Information Regarding Student Sexual Offending and Sexual Exploitation
Communication Minimum Standards List	School Council – Update Risk Assessment and Review
Child Safe Standards – Index Folder	S3 Child Safety Code of Conduct – additional information added
Child Safety Commitment Foyer	S2 Child Safe Environment Policy – add information about our school.....see page 2...



In this issue:

On the first 2 pages we continue to raise concerns about Child Safe Compliance.

[Gemma Naylor our Executive Officer writes to members on P2.](#)

John Handley reports on the most recent [Initial Teacher Education meeting, discussing current and looming teacher shortages](#) on P3

[PD at your Network with the APF](#)

by Mark &/or Julie.
Details on P6

Page 5 outlines the details relating to our Annual PD Day on [Inclusive Education](#).

The AGM part is not more than 15mins

[Use the links on P5](#)

Mark McKelson returns with blog no. 9—[Know the Budget](#) on P6.

New tab to be added after Standard 7 –

Standard 1, 2, 3-5, Informing School Community and School Council

Informing school community about Child Safe practices and processes

Child Safe Standards Implementation Discussion Tool

Overview for new school council members

Child Safe Standards Compliance

PowerPoint – Compliance Training

Communication of Policies

Video for School Council : Child Safe



Podium 2,
Tooronga Village,
766 Toorak Road,
Glen Iris, 3146.
Tel: 0412 584 002

The APF is aware that DET and the VRQA are in discussions about this matter. However, the standard for compliance is constantly changing, and that means that less than 20% of schools in the state are achieving compliance.

Meeting the Minimum Standards and Child Safe Standards in Your Review

A recent audit report on the implementation of Child Safe Standards released by VAGO was critical of the VRQA, indicating they could have better supported schools in the implementation of the Child Safe Standards. In an attempt to address this, the DET has attempted to sort out the confusion between minimum standards and best practice (and myth from fact), which some reviewers are confusing it appears. This is addressed in the document linked below which is being given to schools about to undertake a review.

A DET employee has been seconded to VRQA in an attempt to sort out, what we can only describe as a debacle. When I hear of principals sitting in meetings sobbing under the pressure of meeting a shifting targets, reason deserts me! This is simply ridiculous....and the authorities have abandoned common sense it appears. Let's get it fixed urgently!

Information Resources for Schools, Regions and Reviewers can be accessed here.

Message from Gemma Naylor, APF Executive Officer

I would like to thank the APF members who have contacted me, since I began in this role in November 2018, for their incredibly warm welcome. It is a delight to assist you. I love working for the APF and find Julie, Mark, John and Ian a pleasure to work with.

A few notes to help you, help me.

1. My working days are Monday, Thursday & Friday. Outside of these days please email me at gnaylor@apf.net.au. I am unable to answer office calls on Tuesday and Wednesdays due to commitments in my other role outside the APF.
2. If you change address, schools or get a new credit card please let us know as soon as possible so we can update our records.
3. If you are retiring/resigning from the DET please advise us by email so we can cancel your membership. If you want to remain a member or become an associate we will need a new email address, because once you leave DET your edumail address ceases almost as soon as you are out the door.
4. On Monday, Thursday and Friday I am at your service and will assist you in any way that I can.
5. Lastly, thank you so much to all our members for their referrals to our other Principal Class Employees. Word of mouth is the best advertising there is because it is a first hand account of the service you have been provided. Keep up the good work and continue to spread the word.

*Thank you for all
the new referrals.*

*I have been very
busy enrolling
new members
this month thanks
to our current
members.*



Gemma Naylor
APF Executive
Officer

gnaylor@apf.net.au

Join the APF

www.apf.net.au

Forms can be
completed on line.



join



Initial Teacher Education Report, August 2019, **John Handley, APF Advisor**

One wonders whether we are heading towards a precipice in our capacity to provide suitable teachers for our kindergartens and schools across Victoria and, more generally, Australia.

Most school leaders, particularly regional and rural, would be aware of the current challenge in procuring suitable teachers to replace those leaving the workforce or where enrolments are trending upwards. Population growth will continue to put pressure on the need for greater teacher numbers.

Political decisions have meant those considering Initial Teacher Education (ITE) courses have more stringent hurdles before them. Increased minimum ATARs, the changes to Literacy & Numeracy Test for Initial Teacher Education (LANTITE) as a compulsory entry requirement, changes to the Victorian Selection Framework (VSF) and the pending *Teacher Performance Assessment (TPA) are all intended to improve the quality of entrants as well as reliability of teacher preparation courses in the provision of suitable graduates.

Up till now there is insufficient data to provide evidence these initiatives are improving the quality of our prospective teachers, although you could expect higher expectations and standards to be beneficial. The ATAR changes are in transition, LANTITE is to be questioned regarding its 'fit for purpose', the VSF is being reviewed for effectiveness on behalf of DET, and TPAs are yet to be implemented.

In effect, at a time whereby there is greater need for more teachers, fewer people are seeing teaching as a post school pathway, the status of teaching is diminishing as a career. There is even greater pressure being brought to bear on VIT to approve 'Permission to Teach (PTT)' candidates to meet the shortfall. One might argue this is not a recipe for the provision of a sustainable high-quality workforce. Another apparent impact of not procuring appropriate teachers has been the increasing number of rural schools being pushed into P-12 or K-12 scenarios.

Adding to this conundrum is the three (3) year old Kindergarten Reform, a priority in making Victoria the 'Education State', which provides a funded additional 15 hours per week of play-based learning led by a qualified teacher. Modelling indicates a need for 4000 additional teachers over the next 10 years.

So where to from here? Our Government and Department are challenged with balancing increasing demand for teacher numbers with the drive to improve the quality of teachers upon entry to the workforce - surely a challenge for sustainability of our system. Let's not even mention a return to the 70's when we imported teachers from overseas!

*"The Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures ¹ (2015) (Standards and Procedures) requires that all pre-service teachers successfully complete a rigorous assessment known as the Teaching Performance Assessment (TPA) prior to graduation.

Program Standard 1.2 reads:

'Program design and assessment processes require pre-service teachers to have successfully completed a final-year teaching performance assessment prior to graduation that is shown to:

- a. be a reflection of classroom teaching practice including the elements of planning, teaching, assessing and reflecting
- b. be a valid assessment that clearly assesses the content of the Graduate Teacher Standards



WHAT DID I DO WRONG?

See your inevitable failures as opportunities to improve. Try keeping a *failure log* to help you look honestly at bad moments and disappointments and accept that the path to success isn't a straight line. Identifying what produces success is also important – good preparation, outreach, scheduling, delegation – but there's a tendency to be less systematic about bad moments, dwelling on feelings rather than specific take-aways. Keeping a private inventory of missteps is a good way to counteract that. When you fail, write it down. But instead of focusing on how that failure makes you feel, take the time to step back and analyse the reasons that you failed. Did you wait until the last minute? Were you too casual? Were you simply out of your depth? There are countless things that can go wrong.

"Failures Are Part of Any Success Story. So Track Them" by Tim Herrera in *The New York Times*, February 18, 2019

Quoted
from Hippocampus,
an email publication of
Principal's Digest

The industrial organisation for the Principal Class

- c. have clear, measurable and justifiable achievement criteria that discriminate between meeting and not meeting the Graduate Teacher Standards
- d. be a reliable assessment in which there are appropriate processes in place for ensuring consistent scoring between assessors
- e. include moderation processes that support consistent decision-making against the achievement criteria”

2019 Graduate Teacher Survey

Principals, graduate teacher mentors, provisionally registered teachers in government, as well as Catholic and Independent schools throughout Victoria are being asked to share their views on teacher education and support for graduates in a short online survey.

The 2019 Graduate Teacher Survey seeks feedback on course experience, including the practicum, as well as the effectiveness of school-based support for graduate teachers. Feedback from the survey will help course providers and school leaders to improve teacher education programs and better support the needs of graduate teachers.

The Victorian Institute of Teaching has emailed a link directly to provisionally registered teachers, mentors, and principals inviting them to complete the survey, which is open for participation from 5 August until 25 August.

The survey has been developed by the Victorian Initial Teacher Education Community of Practice, a panel of educational leaders, led by the Department of Education and Training. The survey is conducted by the Social Research Centre.

Participation is voluntary and anonymous. That said, this survey is powerful in provision of information to improve the quality of teacher preparation.



Support for members

We are here to support and offer advice to all members at any time.

Julie - 0419 103 664

jpodbury@apf.net.au

Mark - 0418 551 375

industrialofficer@apf.net.au

John—0407 557 862

jjmhandley@gmail.com

Ring us direct

Have you booked your place at the APF Annual PD & AGM yet?

All the details are on the following page....

It is an important topic...INCLUSIVE EDUCATION!

Many experts will be in attendance to share their advice and help formulate solutions to the Inclusive Education issues in mainstream schools. Our Specialist School members will offer considerable useful advice.

Places are limited....please REGISTER NOW!



Mark Arkinstall
APF Industrial Officer

“It is way easier to make a hard test that smart people can do well on than one that shows growth tied to teaching and learning.”

Jack Buckley quoted in “Re-Imagining Social-Emotional Learning” by Rebecca Bailey et al in *Phi Delta Kappan*,

Quoted
from Hippocampus,
an email publication of
Principal's Digest

The industrial organisation for the Principal Class

**REGISTER
NOW!**

Reminding you about the annual PD which is designed to address the most pressing of all issues facing our members. APF member and DET experts are working together to make this a valuable day from which you will take away valuable knowledge and skills. Places are limited. Book now to ensure your place.



[https://
apf.net.au/apf
-agm-2019/](https://apf.net.au/apf-agm-2019/)



Inclusive Education is Complex

Pathways to Success

APF Annual PD & AGM

8.30 to 8.55 Registration & Coffee

9.00 Welcome: Julie Podbury, Victorian Branch President

9.05 Opening Address: Stephanie Woollard, OAM, Seven Women and Hands on Development: Education of Women & Girls with disabilities in Nepal and study tours for students to Nepal to broaden perspectives through hands on experience. (30mins)

9.40 Session 1. Policy Framework Snapshot & Navigating Pathways; Sharon Barry, Todd McBeth. (Data Capture, Knowledge building, Problem Solving) (50 minutes)

10.30 Session 2. Working with Parents & Advocates; Best Practice; Frank Handy, Chair, Independent Office (50 minutes)

11.20 Morning Tea (15 mins)

11.45 Session 3. Case Studies; Neil Cunningham, Brent Heywood (PINs, Staff Wellbeing, Restraint & Seclusion, Facilities, Legal matters, BCBA's) (45 mins)

12.30 Lunch (30 mins)

1.00pm Session 4. Opportunities; John Mooney, Todd McBeth (Sharing Session. Training of staff, Scholarships, Specialist Schools supporting mainstream schools, Case Studies)(45 mins)

1.45pm Session 5. Panel: John Mooney, Emerson School, Murray Geddes, Lookout Centre, Neil Cunningham, Kilberry Valley PS Georgina Lyell (DET NDIS), Helen Quiney DET Safety, Todd McBeth, DET Inclusion (each panel member has 5 minutes to talk about their area of expertise relating to their portfolio (30mins).

Panel members are invited to respond to three set questions (15-20 mins) then we open for Q&A (20-25mins) (Total 70 Mins)

2.55pm AGM (15 mins) Peter Beckingham, Federal APF President

3.15pm. Close, Thank you, Sponsors and Door Prizes

3.30pm End

APF Councillors note: A brief State Council meeting will be held at 3.40pm

**Thursday 24th
October, 2019**

9.00am-3.30pm

Riversdale Golf Club

200 Huntingdale Road

Mt Waverley, 3149

Members \$65

Non-members \$85

[See Map](#)

Parking information: Enter at front gate and park in designated spots. For overflow parking follow the road past the back of the clubhouse.

Note: If travelling by Train, Jordanville Station (Glen Waverley line) is a 9 minute walk to the front door of the club. (36 mins from Flinders Street)

Contact

Gemma for information

0412 584 002

EMAIL:

gnaylor@apf.net.au

This is the link to registration and payment on our website.

<https://apf.net.au/apf-agm-2019/>



Abstract

Of all the matters our members deal with, the issues around inclusive education and severe behaviour disorder generates the most stress and pressure. Inclusive education is very complex and yet some of our members have faced the most incredible challenges and found a way forward in the best interest of both the school and the child. The aim of this day is to discover how to find the way forward in this space and share best practice.

101 Things you need to know about being a principal, Mark McKelson

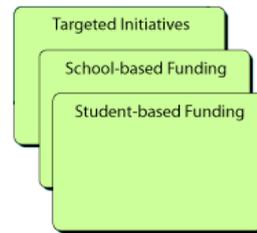


No 9—Know the Budget

Talking to most Aspirant Principals the one thing that scares them the most is the school budget. We are all experts with data, know how to manage student behaviour, can lead curriculum discussions but most of us haven't got an accounting degree. I was lucky enough to work in a school in my early days that was in crisis financially. Resources were scarce, classes were big and the staff were overwhelmed. The great thing about being in a situation like that is you get to see how to work your way out of the situation, the difficult decisions that need to be made and the impact positive change can have on the community. We need leaders who are willing to take these situations on and drive positive change.

I can remember my first day as Principal and I was so excited that I was finally going to see the SRP website for the first time. I'd previously felt like it was a secret file and I'd have to storm Area 51 and get a private viewing. I look back now and think, how scary is that? I'd never actually had the opportunity to play with SRP planner until the day I became a principal. Luckily for me I'm a logical, mathematical thinker and I worked it out reasonably quickly. However, in my first term I discovered (made) errors that could have put us in deficit by up to \$200k, one for not manually adjusting the PSD students in the planner and another because my business manager had over budgeted by \$100k in revenue for the current year. I could have gotten myself into a lot of strife early on, had I not worked those problems out.

We are a cagy lot us principals and most of us probably don't like sharing our inner thoughts about the school budget. Some of us are control freaks (like myself) and don't need too many opinions about what are already difficult decisions. Some of us probably don't fully understand it and don't want to look foolish. The problem is, in a system of under prepared principals we need to do a better job or sharing our thoughts with the budget and giving aspirant principals the opportunity to play with the SRP planner tool.



From the Aspirant Principal's point of view, don't be afraid to ask what you need to know. If you have only worked in schools in a strong financial position seek out principals who have done the hard yards. Making the financial decision to have larger classes is relatively straight forward, the challenge comes with getting the school council on board, managing the consultative committee, staff and parent expectations. Whatever decision you make needs to be part of a long term strategy to improve the overall financial position of your school. In primary schools it might be introducing class splits, in secondary school it might be cutting a particular subject, sometimes you don't have a choice, but it's how you manage the politics that will determine if you succeed.



You need to get yourself onto the school finance committee as soon as you're an AP. Sitting and observing the principal answer the questions about school spending and learning about managing the cash budget is just as important. I've watched colleagues start their first principalship without this experience and they are on the phone for support frequently. I used to work closely with leaders of curriculum budgets and create spreadsheets so they could track their spending. It really helped me develop my negotiation skills and let them know I was watching and they couldn't overspend their budget.

We don't get to this level of leadership without having to say 'no' to a few people along the journey. The budget more than anything will require you to say 'no' more often than you would like. As most applicants are unaware of the financial position of the school when they apply (this probably needs to change) it's important that you have a plan for the different situations you will encounter. I remember going into a school flushed with resources and exorbitant budgets and wondering where all the money was going. But that created its own set of problems. In all situations it's important that the first thing you do is work with the community to develop your vision and plan for how you are going to resource this over your first five years. Please, give your leaders the knowledge and support they need so they are ready when it's their turn.

APF Member, Mark McKelson, has been a member of the principal class at a number of schools across Victoria. He is currently based at Camberwell South PS. He is writing these "blogs" based on his experiences, in support of new or acting principal members of the APF, and has endless topics that he will write about which will appear in future issues of the Vic Branch, APF Newsletter.



Professional Learning with the APF

A number of schools and Networks have already booked a visiting PL service to Networks and other groups of school leaders. There is no cost associated with this service.

Industrial Officer, Mark Arkinstall, is offering two presentations. The first on **Conflict of Interest**; The second on the **Merit Protection Board**. Mark is very experienced in both these fields and has a lot to offer. The feedback from Mark's PD has been outstanding.

Julie is offering **Health & Wellbeing**, a presentation that is as amusing as it is important.

Allow approx. 60 mins for any of these presentations, although they can be tailored to fit a time slot if requested.

Please ring the presenter directly to arrange this.

Julie - 0419 103 664

jpodbury@apf.net.au

Mark - 0418 551 375

industrialofficer@apf.net.au

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