

Australian Principals Federation



President's Report— Tina King

The stores and streets may be adorned with decorations and the air filled with the sounds and joy of carols, however, at a time when our physical, mental and emotional capabilities have been stretched to the limit, it may be difficult to find that seasonal cheer and festive celebration. Amidst the challenges and turmoil of school life and the ever ending 'must do' list, there is arguably no greater pressure and stress upon our school leaders than at this time of the year. At times like this, it is difficult to focus on the positives and rejoice and celebrate upon the successes of the year.

Principals and APs are renowned for their visionary and insightful leadership, but it would be fair to say that we never imagined and expected to be leading and managing through the demands of the pandemic with such purpose and conviction. Covid has changed the world and in many aspects, we simply cannot go back to the way things were. We are in a position to capture the learnings of the last 2 years and celebrate the incredible and at times, arduous achievements. The pandemic has redefined what schools are about, and you have been instrumental in bringing communities together and offering hope and optimism.

Your leadership and guidance have simply been outstanding and nothing short of admirable and praiseworthy. The system can revel at the quality and commitment of our school leaders however we know that this has come at a personal cost. The long hours of work, and the escalating and at times conflicting demands and requirements have taken a toll. There is no doubt that 2022 will be a bridging year and we cannot expect schools and leaders to attend to all the items that have been temporarily suspended and put on pause.

It has been my absolute pleasure to engage with our members over the course of the year. I stepped into this role at the commencement of the year with conviction and unwavering commitment to provide advocacy, support and assistance to our members. When faced however with the changing and escalating public health emergency of Covid, our priorities and directions had to be re-aligned necessitating the need to serve our members with greater urgency and increased provision of protection and advocacy.

On occasions, we have celebrated achievements that were simply not deemed to be possible, listened to shared frustrations and afforded praise and admiration for a job well done.

Please award yourself opportunity to shut down over the holidays and enjoy the joyful things in life that you have forfeited and neglected. This you have earned, and the system owes it to you.

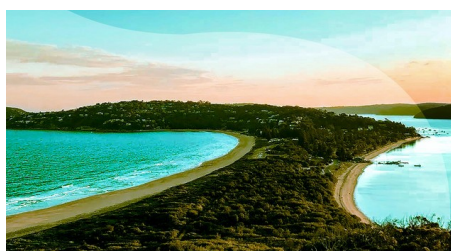
We are truly fortunate that the APF has an experienced team of hard-working individuals who ensure continued commitment and support of members. Thank you to Mark Arkinstall, Gemma Needs, Julie Podbury and David Finnerty for their relentless and incredible work.

A very special thank you also to our hardworking Executive - Phil Rogers, Andrew Cock, Wendy Powson and Michelle Wilson, for all their tireless efforts and endless support. Our APF Council consists of a number of committed and insightful school leaders and we thank them for their wisdom and guidance. We are continuously appreciative of the ongoing support from our sponsors and partners Their Care, Free Agency and Cyberhound.

Finally, a special mention and cheer to all our members for their stoic resilience in the face of endless challenges. We exist for our members and with your support, we look forward to continued growth and expansion of our organisation.

Compliments of the season and best wishes to all.

T. King



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In this Issue:

An update on the AGM & PD, P2.

Gemma has an important note about Membership renewal on P2 and another message re summer office hours on P8.

Henry Grossek has written a thought provoking piece which represents the collective view of many Principals regarding the more than challenging last 2 years, P2.

The Janus Principal, written by Cliff Gillam, who was the Executive Director Workforce in the Western Australian Department of Education, on P4.

The column on P4 has information about assistance re funding submissions.

P8 a message from Mark Arkinstall.

APF Website

<https://apf.net.au>

The Union exclusively for the Principal Class

AGM and Professional Development

Regretfully, our AGM did not proceed as planned last week due to a positive case at the venue. We would like to take opportunity to thank all attendees for the understanding demonstrated as many were in transit when they received notification. Such circumstances are a constant reminder that the pandemic is still here and impacts without notice or consideration.

We are transitioning to an online webinar for the AGM this coming Thursday 9 December and members have received direct communication and information. An EBA update will be provided as part of the webinar by the APF bargaining team. If you have not received details of the upcoming webinar and link, please contact Gemma for assistance. We acknowledge that this is a busy time in schools, but if you can please afford the time, we ask you to join us for this important event.

The professional development aspect of the AGM **Thriving and Surviving in Challenging Times**, has been postponed to next year with registration opening early in 2022. Please note the new date of Friday 25 February 2022 in your diary and look out for registration details early next year. We look forward to seeing many of you there.

Membership Renewal – from the Executive Officer, Gemma Needs

As the only organisation that provides uncompromised industrial support and advocacy for the Victorian Principal Class, we have valued your membership and look forward to your ongoing affiliation and support. For those members who pay annually via PayPal, email communication has been sent indicating the expiration of your membership on the 31st December 2021 with invitation to renew.

The APF is fully committed to our members and their needs as they lead school communities in a range of often complex circumstances and across diverse employment contexts. Every setting presents its own unique challenges. Importantly, the support and advocacy provided is with complete discretion and confidentiality. We thank you for your ongoing support of the APF and encourage you to recruit and enlist others to join.

If you require assistance with your renewal, please do not hesitate to contact me. Best wishes to all for a safe and relaxing holiday period.

Winners and Losers, HENRY GROSSEK, Principal, Berwick Lodge Primary School



Michael looked back just once more. Why? No particular reason. No reason at all, just a reflex reaction. On turning away, he walked slowly to his car at the head of the staff car park, noting the faded sign 'Principal' on the bitumen denoting his car park space. He paused; eyes momentarily fixed on the sign, a ramshackle bundle of thoughts scrambling through his tired mind. The sign needed a new coat of paint, a refresher so to speak. So did Michael in a strange sort of way, but he wouldn't find that here anymore.

As he turned on the engine, his car radio simultaneously sprung to life. There was a time when Michael sprung to life at the drop of a hat, but not now. Michael drove carefully out from the school car park. Everyone had long made their departure, it was well after 5.00pm and this was, after all, the last day of the school year. It was more out of habit than by design, Michael's careful driving. Years earlier, a child had inadvertently, impulsively bolted across the staff carpark and Michael, reversing out from his car park space had hit the child. No great damage had been done to the child's physical wellbeing, nor Michael's car, but Michael's emotional state took quite a battering; undeservingly so.



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Any changes to schools, addresses and credit card details, should be notified to me ASAP, so I can keep my database up to date.



Gemma Needs
APF Executive
Officer

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Join the APF

<https://apf.net.au>

Forms can be
completed on-line.

Michael had one last task to perform in his role as school principal and it would take him an hour or so to reach his destination, more than enough time to be well-prepared. As he drove down the Monash Freeway to the city, he flicked through the music channels on his radio. Michael loved heavy metal, but not today. Something quieter, something soothing. He finally found it – *The Sound of Silence*. Ever since his college days when he first heard the haunting melody and evocative lyrics, that song led him into another world of musical delight; that of Simon and Garfunkel, a duo that left the world of popular music as abruptly as they had entered it. Thankfully the longevity of their music has endured much longer than their partnership as a folk duo, so thought Michael. Ironic he thought as the song played out that it should be playing right now. Troublingly so, given that cacophony of disparate voices, so loud, too loud, too present.

The television studio, the prop for his interview, was a disappointment, a bare bones room with a blue screen as a backdrop, a couple of chairs, a coffee table and technical staff deeply engrossed in quiet conversation. The host, he recognised - receiving a last-minute briefing by the director, oblivious to him, seated, just a few metres away. Michael was a shy person. Sometimes he wondered why he had ever taken on the role of school principal. His love of children and their learning had been his bedrock in his long career. The pandemic had tested him, more than he could bear at times. For all that, he had somehow managed to end up in a television studio at the very tail end of it all. The final curtain-call! Not what he had planned.

"Welcome to our show, Michael," purred the host, a seasoned current affairs television presenter, the warmest of smiles perfectly in place. Within moments Michael was relaxed. The presenter did not enjoy top ratings by chance. The ten minutes flashed by in a blur of conversation. Before he knew it, a friendly technician had gently removed the lapel mike from his coat, the host had smilingly thanked him, and at once re-engaged in earnest conversation with his director. Michael stood there for just a moment. Long enough, though, to realise it was time to go.

It's after the event, when all alone, that reflection can be a cruel companion. So it was with Michael, as he drove home from the television studio. A mere ten-minute interview, an hour's painful regurgitation. Every word, both said and unsaid haunted Michael, much as had the two years of the pandemic insofar as any misstep would land squarely on his shoulders. The saving grace this time, Michael thought was that there was no tomorrow, a thought he'd entertained in quite a different light on more than one occasion these past two years.

"You spoke so well, Michael."

"Are you sure?" Michael knew his wife Jan would always be there to shore up his faltering faith in himself.

"Yes. Absolutely. You covered everything and more."

"Really?"

More than he could ever admit to himself, Michael had found the past two years the most stressful of his entire career. The pandemic had snaked through his school community in so many ways, and so unpredictably, serpent-like, with often only him to offer support and resistance to an increasingly exhausted and despondent, not to mention fearful workforce. So, it felt!

"Yes, Michael. You mentioned with great clarity the impact on your staff of the competing demands of providing both remote and onsite learning simultaneously. The constant fear of infection and the apparent double standards in Covid safety measures under which school staff worked. You said it all."

"What about the children and their families? They suffered too – and there was so little I could do in so many cases. Those children, the ones who always seem to slip through the cracks. We didn't save too many of those. We hardly saw them, remote learning or on site. And then the parents. At least we received our pay all the way through," Michael's voice trailed off.

"You acknowledged them too, Michael, as you always do – even those for whom remote learning



Support for members

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

However, from time to time you may be concerned about a colleague. Please do not hesitate in making contact with us so we can offer them appropriate support.

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and lockdown with their kids was just too much. Don't be so hard on yourself." Jan always worried about her husband's capacity for what she felt was a form of 'professional martyrdom.'

Michael, thought for a moment. He knew Jan was right. The perfectionist, the acute sense of obligation, the kindness in his heart were worthy attributes in his career, yet not always, when unchained, his own best allies.

"You mentioned I covered 'everything and more', Jan. What did you mean? I can't remember all of what I said, just what I didn't say or didn't say well."

"Yes," Jane replied. "You surprised me actually, I must say, but in a good way," she hastened to add.

"When you were asked about the impact on the children of two years of disrupted learning due to the pandemic, you mentioned something I've not heard before."

"What was that?"

"You left the door open so to speak, on something quite important, I believe," Jan paused before continuing. "You said that while discussion on the impact of the pandemic with all its lockdowns and remote learning programs on children centred on their wellbeing and academic progress or lack thereof, the jury was still out on another feature of the pandemic."

"Oh yes" replied Michael. "I remember. The polemic and very public debate about lockdowns, mandatory vaccination and freedoms. It's torn families, colleagues and even friendships apart in more than a few cases and even brought science into dangerous question. What impact will that have on our children? They couldn't help but be caught up in the crosscurrents of what has too often become a very toxic social environment."

Editor's note: This article by Henry represents the collective view on how Principals are feeling at the end of a torrid 2 years of leadership.

Seeking The Janus Principal

Principals stand between education system design and its implementation, however, they are rarely asked to contribute to the formulation of those systems.



[CLIFF GILLAM, FORMER EXECUTIVE DIRECTOR WORKFORCE IN THE WESTERN AUSTRALIAN DEPARTMENT OF EDUCATION](#), DEC 2, 2021

Leadership and School Improvement

There would seem to be a general consensus that the two most important factors driving student performance in schools are firstly, the quality of classroom teaching, and secondly, the quality of school leadership.

It is therefore understandable that the majority of articles that discuss school improvement seem to focus on, and offer suggestions for, the development of leadership skills in school principals, for it is clear that that first factor, quality teaching, has a significant correlation with quality leadership.

In a good deal of this discussion, authors tend to place their emphasis on the primary responsibility of the school principal being the agent for the generation of a culture of vibrant and enthusiastic learning within the school.

In turn there will be an emphasis on the school principal cultivating positive relationships in every dimension of the life of the school community – with staff, students, parents and wider school community.

And many writers have offered, on the basis of evidence for improving outcomes for students from year to year, strong and persuasive claims for the effectiveness of such exhortation. One model for effective principal leadership gaining increasing support has been the adoption of the ideal of Invitational Education, the cultivation of positive enthusiasm by staff and students for

FUNDING SUBMISSIONS

Do you need assistance with developing funding submissions to Government or developing policies?

Some of you may remember David Brooks from his work in school accountability, the Broadmeadows Schools Regeneration Project and school improvement in the former Northern Metropolitan Region.

David is semi-retired and has created a partnership with a former colleague (Richard Snow) from his days at State Treasury. For a small cost, they aim to offer data-based research, modelling and assistance in writing funding and policy proposals to government for organisations who may not have those activities as a core strength.

They want to help not for profit organisations advance proposals on the progressive side of social change. They understand how government ministers view outside proposals, and how public servants analyse the submissions they receive, because they used to be those people.

For assistance from David and Richard ring 0438 344 024 or contact via email at DBrooks1955@outlook.com

learning driven by the embedding within the school community core values of Care, Optimism, Respect and Trust.

Claims for the effectiveness of this leadership model have been reinforced by a commitment to the gathering and interrogation of data showing alignment of the model with improvement in student performance, measured against national and international standards.

However, and notwithstanding the value of this discussion and debate about the leadership role of principals within a school, there is a significant area in which the need for leadership by principals is too often overlooked.

Leading Within a System

All schools are part of a system of education within a political entity called the state. The state's role in regulation, policy formulation and funding of school education, whether or not the school is directly under the control of a ministry of the state, necessarily shapes the context in which school improvement is pursued by school leaders.

Any system, arising as it does within a political context, will inevitably carry with it ideological pressures – and beyond ideological pressures, the reality that the efforts of the school leader to provide quality outcomes in student achievement must be made within a framework of system demands and requirements that can compromise those outcomes.

Principals are best placed to understand and assess the tensions between pursuit of high levels of student achievement within a school and the sometimes constraining demands of the system, whether those constraints arise because of unchallenged ideological assumptions, or because of misalignment of policy with what principals know actually works in the classroom.

Sometimes systems impose pedagogic methodologies that clearly run counter to the actual work of teaching within a school. A clear example of a methodological theory of educational practice imposed by a system that constrained rather than assisted school improvement was the theory of Outcomes Based Education adopted by the Western Australian Department of Education in the early 2000s.

Principals and teachers were well aware that the administrative burdens created by modes of assessment of student achievement associated with OBE detracted from the ability of schools to create vibrant learning environments.

The consequences of the adoption of this educational theory were foreseen by many working as both leaders and teachers in schools – but there was insufficient organised resistance to prevent its adoption.

Within five years however, the limitations of OBE and its impact on the actual work of learning in schools had become clear enough, and the State abandoned the methodology. Meanwhile, an entire cohort of Year 8 to Year 12 students had perhaps a less productive period of senior school learning than might otherwise have been the case.

In that case, the ideological imposition was generated at the State level within a federal system of government which also assigned regulatory and system design roles to a Federal ministry.

And at this national level of the state, in two key areas, initial teacher education and training, and curriculum, system limitations and edicts failed to reverse both a decline in the overall quality of entrants to the teaching profession, and poor curriculum design driven by demand for increasing subject area coverage with an associated narrowing of scope in disciplines such as history.

In the face of such powerful and shaping influences on the work of schools, efforts by principals to drive school improvement become complicated, and more difficult than they might otherwise be.

Responding to the System

Now it is clear that no one principal can effectively intervene to mitigate system wide demands.

But principal associations have been less effective than they might have been in influencing system wide issues.



KEEP THINGS IN PERSPECTIVE

Sometimes you will rise to the challenges you face, and sometimes you will fail. Four statements to help all front-line teachers keep things in perspective:

We all have choices. Teachers often have more control than we think we do, and the most effective teachers think through their options to determine what they and their students actually need in order to thrive.

Our choices have side effects. All problematic practices have been implemented with good intentions – but end up undermining teaching and learning.

We all need grace. Mistakes are inevitable and we need to forgive ourselves and focus on positive change.

We need one another. Somewhere – likely within your own faculty – there are teachers who have strengths in the same areas where you have needs and there are teachers who have needs in the same areas where you have strengths. Share your strengths, and reach out for help with your weaknesses.

Why Are We Still Doing That? by Pèrsida Himmele and William Himmele, ASCD, 2021

from Hippocampus,
an email publication of
Principal's Digest



In part, this has been because of a propensity for associations at the State level, in the Australian federal system, to concentrate on issues of resourcing, rather than system design and the alignment of the system with the development of vibrant and successful learning communities. And this propensity is understandable, given that the associations exist primarily to represent the views of their members to the controlling, State-based Department and Ministry of Education, and that on the whole, association members will usually have at front of mind questions of school resourcing and staff management.

But the solutions to these more immediate pressures tend not to address issues of system structural design and policy parameters which actually have profound impacts on successful outcomes for students. In terms of investment by the state in school systems in Australia over the past two decades, at both the individual State and Federal level, dollars per student have increased, so it is not a matter of a dwindling of base resourcing – quite the opposite.

Yet it is clear that notwithstanding the commitment and talent of many school leaders, at some level, Australian schools have been less than wholly successful in translating student engagement into high levels of achievement.

The Program for International Student Assessment (PISA) of the OECD publishes every three years a table of the standing of education systems across the world in terms of the assessed capability of students at age fifteen in numeracy, literacy and science skills. Relative to other OECD jurisdictions, the performance of Australian students has been in decline over those two decades. More telling is the fact that:

“Our own performance is regressing. The average Australian student is more than one full year behind 2003 levels in maths, one full year behind 2006 levels in science and a full year behind 2000 levels in reading.” (1)

The dominance over recent decades of inquiry-based systems of learning, and teaching practice associated with that model of pedagogy has been challenged in recent times by significant accumulation of evidence that explicit instruction can deliver better outcomes in terms of student learning. (2)

There is an increasing weight of evidence for the need to ensure that schools and their leaders adopt an evidence-based system of pedagogy that overturns theories of pedagogy still current in the teacher training syllabi of many of Australia’s tertiary institutions.

There is however little evidence for the voice of the principal class as a participant in this crucial contest in educational theory.

In part, this flows from the reality of the principal’s immersion, quite properly, in the demanding task of providing the leadership required in each and every school to maintain not merely positive and orderly administration of school activities, but the crucially important generation of engagement by the whole school community – staff, students and their parents – in the excitement and satisfaction of learning and the growth of knowledge.

The Janus Principal

There exists however a need for principals to be not only highly aware of where education policy underpinning the system in which he or she operates mitigates against the achievement of high quality outcomes for students, but also actively engaged in dialogue with the custodians of the system at the state level to shape and influence that policy.

The Romans had, amongst a plethora of Gods to be invoked for success, and propitiated to ensure that success, one with a particular prominence in relation to both the home and the state. This God was Janus, the God of gateways and beginnings. We still acknowledge him in the name of the first month of the year. He was a God of transitions. And school education is perhaps the most significant transition humans make between early childhood and early adulthood.

He was represented as a God by a statue with two faces. In one sense those faces marked the passage of time, one looking back to the past, the other forward to the future – in this aspect he

Role of the APF

Industrial Relations 101

At the **APF** consistent with industrial relations ‘101’ we are concerned with matters such as your salaries, classification, entitlements, protections, contracts of employment and amongst other matters, the manner in which you are assessed and the consequences thereof.

Further, your access to industrial and/or legal advice, advocacy and support in relation to matters of discipline, conflict resolution, conflict of interest, complaints and/or performance.

Industrial Relations 102

Industrial matters arising from the management and implementation of one’s professional role. Specifically as a function of the Principal Class Employee interpreting and performing their accountabilities and obligations as defined by their contract of employment; the operation of industrial agreements, Ministerial Orders and the changing compliance environment determined by legislation, regulations and policy.

The Union exclusively for the Principal Class

was the God of Beginnings. But the faces also signified the transition from the private world of the home to the larger world of Roman society, which was why the two-faced God was often to be found as a statue on the threshold of a Roman villa.

What relation does this ancient figure have to my theme? Simply that principals must have some sense of this God as an important tutelary deity with respect to the role the principal has in the world of education today.

One face is turned toward the particular school community for which the principal has accepted the responsibility and the duties of leadership.

But there is another realm of responsibility and duty to which the other face must be turned, and that is to the larger policies of the state (and in the Australian context, the State in both its local form and its Federal form, as education policy is made in both dimensions) which impact upon the school community he or she leads.

In the end, principals are best placed to understand where tensions between system policy settings and classroom practice may undermine what all of us would want to see – high levels of student achievement.

But work must be undertaken by principals to ensure their understanding of limitations in system policy and design is considered by the state and can positively influence policy and system change where that becomes desirable.

Collegial and Collective Action

This is, in a real sense 'political' work – and, like most political work it will be largely done through organisations, rather than by single individuals.

I am not aware that any of the professional associations of principals in Australia are constituted in ways that that would mobilise the experience of their members to specifically generate and propose education policy.

While good work is done in representing the views of principals working within the given parameters of the system to the custodians of those systems, there seems to be little to be heard from their Associations on larger questions of education policy – what should we be teaching (curriculum), how should we be teaching (what are the most effective pedagogical methods), how do we assess whether our teaching is effective (data gathering, testing, and interpretation) and are we providing future generations of students with the best and most effective teachers (initial teacher training and professional standards).

Perhaps one way to ensure that there comes into existence a powerful and influential voice for school leaders in the crucial debates on system design, and system policies, would be for principals to encourage the formation, within their professional associations, of a specific sub-committee tasked with review, debate and subsequent formation of a platform on educational policy questions.

The adoption of such a strategy would bring focus to the role principals and their associations can play in shaping future educational policy. Currently, or at least it seems so to me, engagement in this sphere of policy formulation and design, if it occurs at all, is ad hoc and desultory.

Yet, as I have argued, principals do have a responsibility to engage in the process of formulation and design of educational policy. It is they, and their schools, and most importantly, their students, who bear the brunt of the imposition of policies across the education system which are inimical to the development of school communities vibrantly, and successfully, engaged in the adventure of learning.

This is, undeniably, a further demand on the intellectual resources of the school leader, likely already extended by the daily pressures, both intellectual and emotional, of that role. To contribute positively to debate on such large questions as the system of initial teacher training and desirable reform, or the adoption of rigorously based pedagogical practice to displace long-established ideas such as Learning Styles designed instruction, the Janus principal must accept the



STARTING AT THE TOP

The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else.

If the relationships between administrators and teachers are trusting, generous, helpful, and cooperative, then the relationships between teachers and students, between students and students, and between teachers and parents are likely to be trusting, generous, helpful, and cooperative.

If, on the other hand, relationships between administrators and teachers are fearful, competitive, suspicious, and corrosive, then *these* qualities will disseminate throughout the school community.

Roland Barth, Founder, Harvard Graduate School of



from Hippocampus,
an email publication of
Principal's Digest

burden of remaining intimately engaged with and by both the academic and the political debates which swirl around and through the world of school education. It is a lot to ask.

In seeking the Janus principal, however, we are seeking to strengthen the voice of both lived pedagogical experience and complex administrative experience within large systems. We entrust the future of our children, and ultimately, the nature of the society in which we live, to their teachers and those who lead them.

We should be eager to temper the influence of politicians and non-practitioner academics on system design and policy for school education with that voice, because it is the voice with the most direct and immediate insight into the quality of alignment between system demands and the student outcomes achievable within each and every school.

It is my hope that there will be principals willing to take up the challenge of creating that stronger voice by working within their professional associations to create, built on a foundation of shared values and shared knowledge, an acknowledged and respected source of advice and guidance to the state, and the community, on better education policy and fit-for-purpose system design.

Cliff Gillam holds Masters degrees from the University of Western Australia (UWA) and Monash University, and spent the first eight years of his professional life lecturing at UWA in English literature.

After a further eight years working as a theatre professional, he commenced a career in public service, retiring as a senior executive in 2017. He was for 8 years the Executive Director Workforce in the Western Australian Department of Education, and assisted in the implementation of the Independent Public Schools reform commenced in 2010.

Post-retirement, he has presented senior leadership programs for the Department of Education, provided consultancy services to the Principals' Federation of Western Australia, and developed a program in the History of Ethics delivered at the Albany Summer School.

i Cited by Paul Kelly, The Weekend Australian, July 24-25, 2021 p.16

ii Cf Cognitive load theory (nsw.gov.au)



**Dr Loretta Piazza,
Principal, on leave
Meadowglen PS**

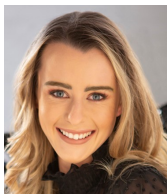
Loretta is joining DAFIN Consulting as part of the team available to assist schools in working with their leadership teams.

Her inclusion to the team brings our collective leadership experience to 86 years: All of Loretta's experience has been with a primary perspective with. Additionally she has had a great influence on the system, with a number of stints in the central office and her Doctorate on matters relating to Principal H&WB

Loretta has an outstanding reputation as an innovative and ethical school leader.



From Executive Officer, Gemma Needs.



Another very challenging year for all is drawing to a close and I wish to thank every member for their contribution to the APF this year. After what has been incredibly difficult and trying year for our school leaders, I trust you will all find rest and relaxation over the summer break.

I'd like to take this opportunity to thank Tina and Mark for their work and mentorship this year. I have thoroughly enjoyed working with them and look forward to another successful year in 2022.

The APF has successfully concluded its casual Elections for 2021 and its with great pleasure that we welcome the new members to both Council and Executive positions. I look forward to working with all existing and new members in the new year as we continue to provide industrial protection and support to the principal class.

Please note that the office will be closed from Monday 20 December 2021 until Friday 7 January 2022. For any urgent matters during this period please contact us on 0412 584 002.

An end of year message from our Industrial Officer, Mark Arkinstall.



Warm wishes for the festive season to all our members after a very tough year. I hope you all have a restful break as you deserve it. I trust that 2022 will be a much more manageable year.



**PROFESSIONAL DEVELOPMENT FOR PRINCIPAL CLASS EMPLOYEES
& Leadership Teams**

Contact dafinconsulting@optusnet.com.au or David Finnerty 0412 927 007 or Julie Podbury 0419 103 664.

