

# Australian Principals Federation



## President's Report— Tina King

### President's Message

The proposed Victorian Government Schools Agreement 2022 (The Agreement) is resulting in continued discourse as contents are unpacked and provisions carefully considered. Many members are asking for the DET implementation guide, however this will not be forthcoming until the Agreement has been ratified by the workforce and endorsed by the Fair Work Commission.

In the interim, lots of questions are being asked and as school leaders go into managerial mode, the impact of new provisions contained within the proposed Agreement continue to cause alarm and concern (more on this later).

Upon recent release of the proposed Agreement, the upcoming phase of the process is for employees to have opportunity to vote. This process will be arranged by the DET with information provided to school principals over the next few weeks on how to conduct the vote at the local level. If the Agreement is approved by way of vote, the final phase is to lodge the document with the Fair Work Commission for ratification.

We have been advised that further information and the opportunity for employees to vote is likely to occur later this month.

### Upcoming APF Meetings

Over the coming weeks, the APF will be hosting several in person meetings as we continue to unpack the proposed Agreement and allow opportunity for discussion and engagement on this important topic. Please note the meeting dates and venues below and we encourage Principal Class members to attend. We also ask you to extend an invitation to a non-member.

You may register your attendance by emailing Gemma Needs at [GNaylor@apf.net.au](mailto:GNaylor@apf.net.au)

Region	Host School	Convenor	Date	Time
SEVR	Caulfield Junior College	Chris Chant	Wednesday, 9 March 2022	4:30 pm
NEVR	Highvale PS	Steve Richardson	Tuesday, 15 March 2022	4:00 pm
NWVR	Crusoe 7-10 SC	Simon Wood	Wednesday, 16 March 2022	4:00 pm
SWVR	Hoppers Crossing SC	Rod Kendall	Thursday, 17 March 2022	4:30 pm
SWVR	Sebastopol PS	Michelle Wilson	Monday, 21 March 2022	4:00 pm
NEVR	Lilydale HS	Wendy Powson	Wednesday, 24 March 2022	4:00 pm

If the locations and dates do not suit a particular network, any member wishing to host an APF meeting at their school, may reach out and we can facilitate.

*T. King*

### VGSA 2022 Update

The APF reached an in-principle agreement with the DET on matters relating specifically to the Principal Class. The provisions in the Agreement which relate to other school staff (teachers, ES, school nurses) were not a part of our negotiations however we know that principals will be tasked



311/19 Milton Pde.  
Malvern. 3144  
Office phone: 0412 584002

### In this Issue:

**Upcoming APF meetings to unpack the Agreement P1**

**VGSA 2022 Update and issues arising, from P1**

**APF Professional Learning Opportunity rescheduled to 3 June 22, at RGC. P3**

**APF State Council Report P4**

**Changes to Recruitment Guide, P5**

**Annual Report Updates— DET P5**

**Setting expectations of behaviour in the School Community, P5**

**eduSafe Plus upgrade, P6**

**APF Website**

<https://apf.net.au>

# The Union exclusively for the Principal Class

with implementing these provisions and ensuring compliance.

There are significant gains for PCEs in the proposed agreement however these are being overshadowed by concerns relating to the time in lieu provisions. It goes without saying that the vast majority of members are not pleased with the lack of resources and funding supports which should be made available to accompany the inclusion of the time in lieu requirements. There continues to be expressed concern and disquiet at the possible cessation or cutting back of camping programs, overseas learning experiences and the vast array of programs and events currently on offer.

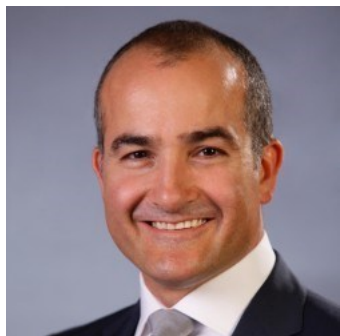
As principals continue to make predictions around the impact of time in lieu provisions, the feedback we are receiving centres around these key themes and concerns:

- *There is support for the concept of staff being recompensed for hours above what they are paid for. We have relied on the generosity and good will of teachers and the principal class for far too long.*
- *There is a preference to provide teachers and ES staff with financial recompense rather than time-in-lieu. Students are far better with maximum time with their own teacher rather than engagement of a CRT.*
- *Providing time-in-lieu in piecemeal time is disingenuous and not in the spirit of the good will built up with staff, although the school would employ every possible mechanism to provide time in lieu when classes and programs are not impacted; these opportunities however will be rare.*
- *If the school does not have funds or capacity to cover the time in lieu provisions and if passing the cost onto parents is unpalatable then the only option is to cancel the program/ event.*

At our regular EBA meetings with DET representatives, we have raised the matters of concern however it has been stipulated that there are no and will be no additional funding provisions to cover the proposed time in lieu element. I have been made aware of several School Council Presidents who have been collaborating and proactive in writing directly to Minister Merlino expressing concern and seeking reconsideration of the decision not to fund this element of the Agreement. One such communication read:

*Dear Minister Merlino,*

*I am writing to you on behalf of XXXX School Council and respective school community to ask for your urgent assistance in resolving some issues and grave concerns associated with practical implementation of the proposed changes to the proposed Enterprise Bargaining Agreement. The change that is raising concern is the impact that Time In-Lieu will have on our teachers, students and overall school. We are concerned this change will require a choice by teachers between teaching hours and community events (including camps, excursions, graduations etc), to the detriment of our students.*



*XXXX school has a history of over 130 years and one that prides itself on the sense of community that has been created, both at the school and in the wider area. Our school leaders, teachers and support staff play a core role in the foundations of this community and we want to make sure we are able to retain this connection.*

*We are also proud of our history of strong academic achievement and would like to see this continue. Every hour of face-to-face learning that our teachers can provide is essential to our students' learning,*



311/19 Milton Parade  
Malvern, 3144  
Tel: 0412 584 002

***A surge in membership has occurred in the last few weeks. Thank you to members for your advocacy.***



Gemma Needs  
APF Executive  
Officer

[gnaylor@apf.net.au](mailto:gnaylor@apf.net.au)

Join the APF  
<https://apf.net.au>

Forms can be  
completed on-line.

*especially after two years with the challenges and disruptions of working remotely. We are concerned about the potential increased absence of teachers from their classrooms to manage the Time In Lieu change, and the impact upon the continuity of learning for every student at our school.*

*We are incredibly fortunate to have such an amazing team of staff at XXXX School. As a council we fully understand and do not expect our principals, teachers and ES staff to volunteer their time or do unpaid work. We understand that Time In-Lieu can be managed in a number of ways – primarily paying overtime and making use of for CRT for coverage. However, we have concerns how this will be funded through the current funding model, while we are concurrently grappling with the impacts of changes to the Parent Payment Policy that has left very little funds available for 'discretionary' expenditure for our school (such as upgrading old classroom furniture).*

*Ultimately, we want to ensure what is best for our students and a large part of that is making sure our staff are supported and feel valued so they can continue the excellent work they do at our school. Our school and our community is better when our leaders, teachers and education support staff can continue the role they play in creating and building this community. We ask and greatly hope that the Victorian Government and Department of Education will look into the ways in which this proposal is to be implemented in schools to ensure both the academic and community aspects of the work can be continued.*

*(Note: School has been de-identified for privacy reasons).*

## APF Professional Learning Opportunity – Rescheduled Date

### Thriving and Surviving in Challenging Times

**Friday 3 June 2022, from 9:00 am to 3:30 pm**

**Riversdale Golf Club**

(200-280 Huntingdale Road, Mount Waverley VIC 3149)

Presented by **Maria Ruberto** with special presentation by **Dale Sidebottom.**

Registrations will open next term for both members and non-members and we ask you to note the date in your diary.

A reminder also that the **AGM will be held on Thursday 27 October 2022** and ask that you also take note of this important date in your diary.



### 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.

**Tina - 0418 478 807**



[TKing@apf.net.au](mailto:TKing@apf.net.au)

**Mark - 0418 551 375**



[industrialofficer@apf.net.au](mailto:industrialofficer@apf.net.au)

**Gemma— 0412 584 002**



[gnaylor@apf.net.au](mailto:gnaylor@apf.net.au)

## APF VIC State Council Report

At the first meeting of the APF State Council for the year, much time was spent discussing the proposed Agreement. There was unanimous support and ratification by State Councillors for the Principal Class Elements contained within the Agreement however concern and outrage was expressed relating to lack of funding and resourcing for the time in lieu provisions.

In addition to the Agreement, an analysis of member issues for the month of January to February 2022 was presented. The work and advocacy of the APF is extensive and whilst much of it takes place in the public domain through engagement with various groups and key stakeholders, a vast majority of our work is inevitably confidential in nature as we provide expert advice, support and advocacy in dealing with a variety of sensitive and private matters.

As the issue analysis table below indicates, we handled a breadth of matters (152 in total) for the time period indicated above.

Nature of issue	No.	Notes
Agreement/Staffing/Consultative	35	<i>Vast majority relating to proposed VGSA 2022 – TRP &amp; TIL.</i>
Allegations/Complaints/Invest	16	<i>These are against PCEs and lodged by parents or staff.</i>
Cleaning/Facilities/Funding	9	<i>All relating to Air-purifiers delivery and required maintenance.</i>
Conflict of Interest (Col)	2	
Contract – Principal Class	6	<i>APF support and intervention required.</i>
DET Policy & Initiatives	2	
Employment matters Prin Class	20	<i>Includes retirement &amp; remuneration queries and support.</i>
Legal matters	3	
Merit Protection Board (MPB)	2	<i>Assistance with grievances and hearings.</i>
Misconduct	3	
OHS	1	
Ombudsman	1	
Operational Matters -Covid 19	7	
Parent Complaints & disability	3	<i>Members struggling to meet needs of students, parental complaints and demands and advocates.</i>
Regional Relations	3	<i>Fractured relationships between leaders and regional staff.</i>
Staff	7	<i>Range of matters whereby principals seek assistance in managing difficult matters relating to a staff member (eg performance review, conduct).</i>
Staffing Matters	5	<i>Mainly recruitment support and advice.</i>
Workcover	10	<i>Support provided in navigating processes and RTW plans.</i>
Wellbeing & Workload	9	<i>Assistance to manage personal well-being and mental health.</i>
VIT	1	<i>Registration renewal (having been subject to complaint or investigation)</i>
Other – Covid	3	<i>Operational challenges and demands relating to Covid.</i>
VAPA	4	<i>Revised program for previous principals.</i>



In the Chinese language, two characters represent the word “learning”. The first character means “to study”. It is composed of two parts: a symbol that means “to accumulate knowledge” is placed above a symbol for a child in a doorway. The second character means “to practice constantly”, and it shows a bird developing the ability to leave the nest. The upper symbol represents flying, the lower symbol, youth. For the Asian mind, learning is ongoing. “Study” and “practice constantly”, together, suggest that learning should mean “mastery of the way of self-improvement.”

Peter Senge in “Schools that Learn, 2012

學習

from Hippocampus,  
an email publication of  
Principal's Digest

# The Union exclusively for the Principal Class



## Changes to Recruitment Guide

Amendments have been made to the Recruitment in Schools guide which set out the new provisions of Ministerial Order 1038 to include meeting the vaccination requirements as a pre-requisite for employment. The revised guide is available on HRWeb with the pre-employment requirements section of the Employment, Promotion or Transfer chapter changes outlined below:

### COVID-19 Vaccination information

*A person is not eligible for employment in the teaching service unless the person meets the [vaccination requirement](#) as set out in Ministerial Order 1038. Prior to commencement of employment a person must provide their Vaccination information to the Department. Until the person's vaccination information is recorded in eduPay, the person is not permitted to commence employment with the Department.*

*The person may record their vaccination status through Employee self-service on the My Vaccination page or as a mandatory 'My Vaccination' task as part of their pre-employment (onboarding) process.*

*School staff with access to eduPay (eg. HR administrators) can check whether a newly hired person has completed their 'My Vaccination' task as part of their pre-employment process (but are not able to access any vaccination information).*

## Annual Report Updates – advice from DET

The Annual Report is a legislative obligation that provides a valuable opportunity for the school community to celebrate achievements, reflect on the school's performance, and understand where and how improvement efforts have enhanced student achievement, engagement and well-being. As you know this is key to building community pride and confidence in the government school system.

Each year Performance Division quality assures at least 25% of Annual Reports after they are submitted by schools to ensure they meet the requirements of relevant legislation, Ministerial Orders, and the Victorian Registration and Qualifications Authority (VRQA).

This year we have made a number of enhancements to the quality assurance process to streamline the experience for schools and clarify the guidance that is provided. Specifically, these improvements include:

- The development of a Quality Assurance tab in the Annual Report module in SPOT so that principals, SEILs and Performance Division can quickly and easily see Quality Assurance status and communicate regarding the process
- The development of an additional guidance section on the Annual Report PAL pages that provides an overview of the quality assurance process for schools seeking more detailed information.

We hope that these improvements will continue to streamline the experience for schools in successfully completing their Annual Reports.

## Setting expectations of behaviour in the school community

A reminder of the supports, resources, and protections available to school staff through the [Work-Related Violence in Schools Policy and Procedure](#). As we settle into Term 1 2022, it's an important time to remind school staff that everyone deserves to feel welcome, respected, and safe in their workplace.



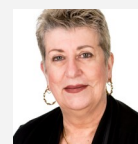
### PROFESSIONAL DEVELOPMENT FOR PRINCIPAL CLASS EMPLOYEES & Leadership Teams

We can devise a PD program to suit your specific needs, aligned to your Strategic Plan or any other need that your school might have.

Contact [dafinconsulting@optusnet.com.au](mailto:dafinconsulting@optusnet.com.au)

or

David Finnerty  
0412 927 007,  
Julie Podbury  
0419 103 664 or  
Loretta Piazza  
0418 597 069  
to discuss.



# The Union exclusively for the Principal Class



School leaders and staff can help build this sense of belonging and safety by working collaboratively with all adults in the school community and communicating expected standards of behaviour for parents, carers, and other adults.

To support a safe working environment for school staff, the Department of Education and Training's [Respectful Behaviours within the School Community Policy](#) sets out clear guidelines on the expected standards of behaviour for parents, carers and other adults who interact with the school community to reduce the risk and incidence of work-related violence towards school staff.

This policy is publicly available on the [department's website](#), with additional information and resources to support parents and carers to engage positively with school staff.

Principals and staff are encouraged to familiarise themselves with the policy and what constitutes behaviour and aggression in the workplace, so with the support of the department, they can actively set expectations for parents and carers across the new school year.

Sharing this policy and resources with the school community

School leaders can use a range of [resources](#) to share the policy and set expectations for behaviour in their school community, including:

- [poster for parents](#) (available in multiple languages)
- [poster for staff](#)
- [social media template](#)
- [draft newsletter content](#) to communicate with families (available in multiple languages)
- an [email template](#) to communicate with staff.



### **eduSafe Plus upgrade**

It is now easier for schools to report health, safety and critical incidents on one platform. An upgrade of [eduSafe Plus](#) has rolled out to the department. It includes a new look and extra functions;

- combining employee incidents and student incidents into one system
- allowing schools to self-report low and medium severity student, security and infrastructure related events in eduSafe Plus, rather than needing to call the Incident Support and Operations Centre
- enabling the reporting of minor incidents, accidents, sick bay and first aid for students
- OHS assurance (audit).

For further information, guides, frequently asked questions and training refer to: [eduSafe Plus Knowledge Base](#) and/or attend [eduSafe Plus Training Webinar](#).

### **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**