

Australian Principals Federation



President's Report— Tina King

President's Message

I have valued the opportunity to meet with members in person, through various forums held over the last few weeks. Feedback and optimism remains positive however there is no denying the challenges facing many schools at the moment, particularly in relation to staffing shortages. As covid continues to impact across the workforce, access to replacement staff is extremely limited and at times non-existent. This is leading to cancellation of additional and support programs and resulting in school leaders required to undertake class supervision. The strain on the system continues to grow, and with limited supply, this is simply not sustainable.

The most topical item of conversation relating to the proposed VGSA 2022 (The Agreement) continues to be ongoing expressed concern relating to the time in lieu provisions, specifically the lack of accompanying funding and resourcing. As many school leaders give due consideration of the level of impact of TIL, alarm is not abating in terms of cancellation of key events and activities. Included in the body of the newsletter is an article from one principal shared with his respective school community in relation to extracurricular engagement.

The report from the 2021 Australian Principal Occupational Health, Safety and Wellbeing Survey is now available. This valuable report provides longitudinal data sets relating to school leader health and wellbeing.

*"The challenge of leading schools through Covid 19 will subside.
The crisis will ease. Schools have changed because of the
pandemic, and it is time to do the same with the work of our
school leaders."*

(Australian Principals Occupational.... Survey 2021)

Finally, I am excited to share that experienced Principal, APF member and State Councillor, Dr Loretta Piazza has produced a series of podcasts designed to assist principals, assistant principals and aspiring leaders. As a dedicated school leader with extensive experience in the government system, we thank Loretta for making these podcasts available to our members and for her willingness to share her knowledge, skills and expertise.

T. King

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.



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In this Issue:

Upcoming APF meetings to unpack the Agreement, P2

Extracurricular engagement...a message from a Principal, P2

Australian Principal Occupational Health, Safety & Wellbeing Survey 2021 Results (The Survey), P3

A new Podcast from Loretta Piazza, Talking Out of School, P4

Changes to NAPLAN dates 2023-2027, P5

Principals' Digest, an invitation, P5

Keeping Irreplaceable Teachers— Comment on "Dud Teachers"

APF Website

<https://apf.net.au>

The Union exclusively for the Principal Class

Upcoming Member Forums

Please note the upcoming meeting dates and venues below and we encourage members to attend. You may register your attendance by emailing Gemma Needs at GNaylor@apf.net.au

Region	Host School	Convenor	Date	Time
NWVR	Preston North East PS	Phillip Banks	Tuesday, 22 March 2022	4:00 pm
NEVR	Lilydale HS	Wendy Powson	Thursday, 24 March 2022	4:00 pm
NWVR	Crusoe SC	Simon Wood	Monday, 28 March 2022	4:00 pm
SWVR	Brauer College	Jane Boyle	Tuesday, 29 March 2022	4:00 pm
SEVR	Chandler Park PS	Jo Hillman	Wednesday, 30 March 2022	4:00 pm
NEVR	Grahamvale PS	Simone Higgins	Thursday, 31 March 2022	4:00 pm

Extracurricular engagement...a message from a Principal

Such are the concerns of Principals in respect to the implications of the Time-in Lieu compensations in the draft Agreement, some have determined the need to prepare parents for the up-coming changes should there not be a plan to fund schools for this initiative. This is a recent newsletter to parents from a Metro Primary School. You are welcome to use any of this material in your newsletters to parents. APF Editor.

I'm grateful to be a principal at a school where the staff care deeply about their community, are knowledgeable and skilful in their practice, and have a mindset focused on continuous improvement. When roaming the school each day I see firsthand the respectful and engaging interactions between teachers, students, and parents.

One month into the new school year, our students have established solid friendships and strong work habits; with it impressive how efficiently they get themselves organised and prepared for school each day. This enables staff to build on the relationships and routines and begin instruction: our scaffolded instruction model (known as [gradual release](#)) is broadly recognised as a successful approach as it moves classroom instruction from teacher-centred, whole-group delivery to student-centred collaboration and independent practice.

Whilst COVID is very much a daily concern, it is no longer a distraction from us undertaking our core business and focusing on our school's strong tradition of academic excellence.

A student's life at XXXX school is full of opportunities, being rich and varied with a range of co-curricular activities in the core curriculum areas of English and Maths, across 'specialist' areas, and including experiences that promote a sense of achievement and growth in their academic, personal, social and emotional development.

As you will have read in last week's newsletter, we have already recommenced a number of our extracurricular activities as we endeavour to increase the level of student engagement across the school. Next week our Year x students head to Gippsland for a three-day/two-night camp, and I appreciate the time of the teaching staff (and assisting parents) who are giving up personal time with their families to provide this opportunity for our students. Teachers do not get paid any extra for this enormous responsibility, and on behalf of all our students who will enjoy time away this week – thank you.

Having been asked about the possible impact of the 'in-principal' VGSA (industrial agreement) following reading the recent article '[Warning teachers' win on time in lieu will endanger school camps' \(The Age\)](#) I am also fearful the potential impact of elements of the 'agreement'.

Teachers are an incredibly committed and professional team who go way beyond the 'standard



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



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Join the APF

<https://apf.net.au>

Forms can be
completed on-line.

requirements' and do deserve to be adequately compensated.

Having spent some time in classrooms this week and in the yard, the children have told me how excited they are to be back at school with their friends and teachers and the events that they are really looking forward to. With the way Time In Lieu is being proposed, programs that are not a part of the standard Victorian Curriculum (camps, Soirees, Movie Night, Disco, Production, Carols) are at risk.

Events that are not extra-curricular (parent-teacher meetings for example), will likely in future need to be brought inside the standard work hours; hence the scheduling of Parent/Student/Teacher Conferences on next month as a Curriculum Day.

Principal, Metropolitan Primary School

Australian Principal Occupational Health, Safety & Wellbeing Survey 2021 Results (The Survey)

The Australian
Principal Occupational Health, Safety
and Wellbeing Survey



The 2021 data from the Australian Principal Occupational Health, Safety & Wellbeing Survey has recently been released with a copy of the full report available [here](#). Over 2,590 participants took part in the survey and whilst school leaders reported satisfaction in relation to *meaning of work*, *commitment to the workplace* and *self-efficacy*, **concerningly there is ongoing disquiet particularly in relation to**

workload and sheer quantity of the work. Additionally, rates of psychological ill-health remain of high concern with burnout and cognitive stress being the highest since the survey commenced back in 2011.

We know and acknowledge that the role of a school leader is complex, demanding and challenging. We must however take heed and begin to seriously look at how we can alleviate workload stress and demands that directly result from ever increasing administrative burdens and system accountability. Such matters are all too consuming, and whilst not diminishing their importance and subsequent requirement for adherence, there are simply too many tasks that fall upon our school leaders that should and could be undertaken by the system.

The Survey makes 14 recommendations with the 2021 results demonstrating that we need to:

1. Support school leaders by reshaping work practices, role demands, and targeting professional learning.

- The number one stress is the sheer quantity of work. Qualitative comments reported concerns about increasing bureaucratic and compliance work. There is frustration with administrative work that does not improve student learning. We need a national conversation with system and school leaders to develop comprehensive reform of the role.
- Teacher shortages are now at their highest rank as a source of stress since the survey commenced. Cooperative system planning across all sectors can redress these shortages.
- There are significant differences in levels of Burnout, Stress, and Job Satisfaction between inexperienced and experienced principals. Associations and governments can provide more targeted principal preparation and early career support.



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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- Female school leaders reported higher results than male school leaders for all five COPSOQ Demands at Work subscales. This trend may result in more female principals experiencing higher levels of Stress and Burnout. We need further research to understand these differences and their causes.

2. Create a shared dialogue to address bullying and violence.

- It is good there were minor declines in adult-on-adult bullying, threats of violence, and actual violence. Nonetheless, these remain too high, and far more than that experienced by the general population. Government policies to support principals are only part of the solution. Some wider community members need to change personal and online behaviour towards principals.
- 84% of Australian school leaders reported at least one form of Offensive Behaviour.

(Australian Principals Occupational Health, Safety & Wellbeing Survey 2021 pp3)

I encourage members to review the survey findings and remind you that the Department has several supports and proactive measures for you to access. The [Principals' Intranet Page](#) provides information on the various supports available and resources that leaders need to access regularly and urgently.



A GREAT TEAM

Productive, innovative team members say:

I am really enthusiastic about the mission of my organisation.

At work, I clearly understand what is expected of me.

In my team, I am surrounded by people who share my values.

I have the chance to use my strengths every day at work.

My teammates have my back.

I know I will be recognised for excellent work.

I have great confidence in my organisation's future.

In my work, I am always challenged to grow.

Leaders in highly successful organisations had regular check-in meetings with their people, asking two simple questions:

What are your priorities for this week?

How can I help?

Nine Lies About Work by Marcus Buckingham and Ashley Goodall (Harvard Business Review Press)

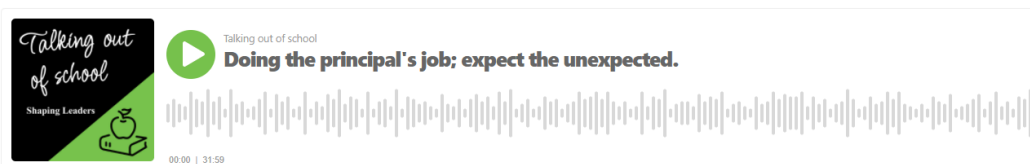
from Hippocampus,
an email publication of
Principal's Digest

Talking out of school, Podcast by Loretta Piazza



Being a principal is the best job in the world, but it's not for the faint hearted. It takes a huge amount of technical acumen, resilience, emotional regulation, and the ability to maintain a work-life balance.

Experienced principals, leaders and experts come together to share their experiences and stories, designed to help principals, assistant principals and aspirants *stay ahead of the game*.....



MM SCHEDULED FOR RELEASE ON MAR. 24, 2022

We stand with all principals.



Listen to this Podcast when our president, Tina King talks about how the APF helps principal Class employees *stay ahead of the game*.



or

shapingleaders.com.au/the-podcast/

The Union exclusively for the Principal Class

Changes to NAPLAN dates

In case you have missed the news, ACARA has announced a number of changes to the NAPLAN. Commencing 2023, NAPLAN is being moved to Term 1 meaning results and information will be available earlier in the year (May 2023) in order to inform teaching and learning. For more information about the changes visit ACARA's [NAPLAN Improvements FAQs](#).

Term One, NAPLAN test window dates 2023 to 2027

Year	Test window	
2023	15/03/2023	27/03/2023
2024	13/03/2024	25/03/2024
2025	12/03/2025	24/03/2025
2026	11/03/2026	23/03/2026
2027	10/03/2027	22/03/2027

PRINCIPALS' digests

The APF makes use of some of the articles in our newsletter to members and think they are extremely valuable to underline the matters we are dealing with. We invited Principals' Digest to write a piece to you, and strongly recommend this as an outstanding resource for school leaders. APF Editor

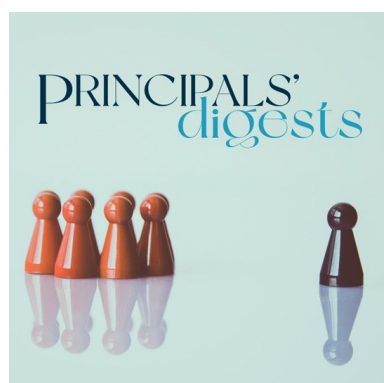
Principals' Digests are here to save Principals work. I know from my 10 years as a principal what it is to be on call 24 hours a day and the struggle to be proactive when the daily work is, by its very nature, mostly reactive. For a small annual subscription, you will receive 6 Microsoft Word articles a month that aim to save you time by providing you with summaries of current publications in leadership, teaching and learning as well as useful newsletter and assembly material. Where I have used online material, I provide links to the full articles so that you can share them with your staff should you choose to do so.

This saves you reading and research time and puts material at your fingertips, usually not more than one page long. You can quickly summarise and adapt to your context allowing you time to get on with the other myriad tasks waiting for you each day.

Go to <https://www.principalsdigests.com/digests> where you can subscribe to the Digests. Digests subscribers will also receive the Hippocampus Newsletter each month to further keep you informed and up to date. Subscribers will receive the 12 Digests and 2 newsletters already distributed this year.

Let us know if you need an invoice for your school and we'll send one out to you.

Adrian Scott.



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

or

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



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HOW TO KEEP IRREPLACEABLE TEACHERS

The important teacher retention problem is the failure to retain the right teachers, those high-performing teachers everyone acknowledges are the best in the school. These irreplaceable teachers have a deep and lasting influence on the lives of their students, an influence that goes far beyond school examination results. Losing these teachers can inflict a serious wound on staff morale, school improvement and student achievement.

These teachers often have a low opinion of working conditions in schools where the principal does not address poor performance, using such blunt techniques that all teachers receive the same message about their abilities. Too often, we fail to improve low performers yet we still keep them on the staff.

The goal must always be to keep the good teachers!

The good news is that top teachers who experience two or more of the following retention strategies from their principals or heads of department plan to keep teaching at their school for nearly twice as long:

FEEDBACK AND DEVELOPMENT

1. I receive regular, positive feedback.
2. I am helped to identify areas of improvement.
3. I am given critical feedback about my performance informally.

RECOGNITION

4. My accomplishments are recognised publicly.
5. I am informed that I am high-performing.

RESPONSIBILITY AND ADVANCEMENT

6. Opportunities and paths for teacher leader roles are identified for me.
7. I am put in charge of something important.

RESOURCES

8. I am provided with access to additional resources for my classroom.

Acknowledgement: The Irreplaceables: Understanding the real retention crisis in America's urban schools, The New Teacher project, July 2012

Principal's Digest, July
2012

Editor's note: This may be a decade old reference, however in opposition to the Acting Federal Minister for Education, Stuart Robert's views about "Dud Teachers", which according to him are only found in Government Schools, I thought it opportune to remind you some of the useful strategies for retaining some of the many outstanding teachers in our schools.



On the same topic you might find Julie Szego's article, in The Age today (23 March 2022– Page 18) thought provoking. The article titled **Exam question No.1: Dud teachers, or dud policy?**, makes a number of key points.

The first being "Robert's remarks were outrageous for the assertion the duds are confined to public schools. He takes the private schools' alleged "success" as proof their teachers are up to the task – an analysis that ignores the raw material teachers work with."

The last and most salient point, draws clear attention to the inequity of funding in Australian schools. "Poor kids are competing against rich kids on a playing field that's even more uneven than it was 10 years ago. Got that? It will be on the exam in May. "



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.

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