

# Australian Principals Federation



## President's Message – Tina King

*"Teachers to teach....leaders to lead!"*

Last week, Chris Chant (Federal President), Rod Kendall (AFP Councillor) and I had opportunity to travel to Perth for the APF WA Branch Annual General Meeting. The event provided opportunity to engage with our WA colleagues to discuss matters of concern. Our colleagues from South Australia were also in attendance with Phil O'Loughlin (CEO of SASSLA) providing a very informative session on school leader workload. It seems that irrespective of the state and jurisdiction, the issues remain the same for our school leaders – workforce challenges, workload pressures, high demands leading to high burnout and increasing accountabilities measures that continue to burden our schools and principal class.

Whilst over in the west, opportunity was provided to meet and discuss items on a national front, with a particular focus on the [The National School Reform Agreement](#) and the recently released [Draft National Teacher Workforce Action Plan](#) which was recently announced by the Federal Education Minister, Jason Clare. Whilst the plan has received praise and support across many educational sectors, consultation and feedback continues to be sought in preparation for the upcoming Education Ministers meeting in December.

It is with note that the recently released Census Data demonstrates that Teacher Education was the second highest area of study. If this is the case, then it is not simply a matter of attraction, but retention and we really must focus on better preparing and engaging students entering teacher training courses. By the same token, we must also focus on keeping teachers in the profession whether entering as a graduate or serving with loyalty for many years as an accomplished or expert teacher. This was a robust matter of conversation at a recent meeting with Minister Clare's policy advisor Dan Skehan. Whilst we spoke and discussed workload issues pertaining to teachers and identified the need for 'teachers to teach' we highlighted the importance of leaders who also need time to lead. *T. King*

Census Data released in June 2022 demonstrating the top eight areas of study for university and vocational education	
Field	Students
Business & Management	1.1 million
Teacher Education	836,000
Nursing	608,000
Building	580,000
Human Welfare/Services	553,000
Accounting	530,000
Electrical Engineering	426,000
Food & Hospitality	388,000

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APF Website

<https://apf.net.au>

## The Union exclusively for the Principal Class

## Executive Principal Salaries

Many members in the Executive Principal Classification (school based and non-school based) have reached out seeking advice and support in relation to remuneration as a result of the VGSA 2022.

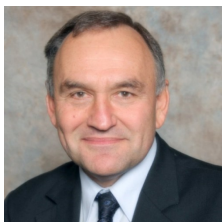
As previously stated, Executive Principals are employed as part of the Teaching Service however the respective salaries and remuneration is set out in Ministerial Order 1388 not the VGSA 2022. The order has been recently updated and replaces Ministerial Order 1038.

Ministerial Order 1388 now outlines the minimum and maximum salary levels for executive class which must be within the range set out below:

Salary Range	Effective from the first pay period on or after							
	1/01/22	1/07/22	1/01/23	1/07/23	1/01/24	1/07/24	1/01/25	1/07/25
Maximum	\$260,548	\$263,154	\$265,786	\$268,443	\$271,128	\$273,839	\$276,577	\$279,343
Minimum	\$175,978	\$177,738	\$179,515	\$181,310	\$183,123	\$184,955	\$186,804	\$188,672

We have been informed by DET that impacted employees in the Executive Class have been translated accordingly and will be receiving individual communication outlining salary adjustments and backpay to 1 January 2022. It is our understanding that this communication is imminent.

### From the memory box! No 3. Henry Grosse, Principal, Berwick Lodge PS



Songs, scents, and stories can, without warning, catch us off-guard, parachuting us back in time. Sometimes to places we rarely ever visit. Sometimes to places long buried. Back to the memory box!

I experienced such a moment recently at the Australian Primary Principals Association (APPA) conference in Sydney. It was a story – that of Kemi Nekvapil, international speaker, coach and author. Kemi shared her Origin Story with us. As an indigenous child raised by five sets of white foster parents (some incredibly loving, some – not so much), Kemi learnt to know her place in England and it was not the same place as that for white children. Thirty years later, Kemi has now unlearned that place, the place that she had internalised as her normal place. Her default base from which she acted.



I sat there in an audience of several hundred principals; Kemi’s story transporting me, without conscious effort, to my childhood. My parents, migrants from post-World War 2 Europe settled in picturesque West Gippsland, nestled between the Baw Baw Mountains to the north and the Strzelecki Ranges to the south-east. I came with them, a toddler just eighteen months old. My mother was German. My father was Polish. Their families were all well-educated.

My story, my internalised story took clearer shape when I started school. No matter that my father was Polish and had fought on the side of the Allies in WW2. Poland didn’t mean much to those rural primary school children with whom I went to school in those days. They did, however, know much more about Nazi Germany and I was born in Germany. In short, I learnt that something about me was bad.

My parents were all that I could ever have asked of parents. My father, a particularly scholarly man, valued the benefits of an excellent education very highly indeed. Education, as he would often remind me and my four younger siblings, all born in Australia, was the gateway to opportunity in life. In my case, a somewhat precocious child, inclined to play football or cricket rather than study, he set high standards – to the point that whatever I achieved it could always



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#### Fee Increase for 2023

The APF Executive and State Council have regretfully approved a slight membership fee increase of \$2 per month (\$24.00 p.a.) as a result of rising costs.

The APF is reliant solely on revenue from our membership base and as a not-for-profit organisation, we do not receive subsidies and contributions from other entities. This forms part of the uniqueness of our organisation as we are truly independent and uncompromised in our advocacy and support for members.

This fee increase will become effective from the commencement of the new year and adjustments will be made accordingly – there is no need for members to action anything.

**Jenna Bennison**  
Executive Officer

be better. Dad meant nothing but the best for me, but that was not how I read it. I was a disappointment, not good enough, never.

My story, that which I have developed and internalised and refined over the years is much more than being 'bad' and 'not good enough'. But those two self-beliefs can spring to the fore at any moment, and they impact on how I relate to my external world. Self-protection by way of camouflage and over-compensation are default behaviours, not uncommon to us all. That doesn't always auger well for others within our orbit, nor does it always for ourselves.

I shared my story with Kemi Nekvapil later in the day. That was a relief I was not expecting, certainly not - so far into my life and career. It made me wonder about my leadership. It made me wonder about my impact on others – those twin facets of my internal story, and what would change for me and others, if I could truly let them go.

## 2026 Victorian School Term Dates

The 2026 Victorian government school term dates have been adjusted to give Victorian communities the opportunity to participate more actively in the 2026 Commonwealth Games. School term dates for 2026 to 2030 were announced last year, before Victoria was named host of the 2026 Commonwealth Games. The Games are being held from Tuesday 17 March to Sunday 29 March 2026 across regional Victoria, with Geelong, Bendigo, Ballarat, Gippsland and Shepparton hosting a range of activities and events for 20 different sports and 9 para-sports.

The Minister for Education has approved the 2026 Victorian school term dates:

- Term 1: Tuesday 27 January to Friday 13 March 2026
- Term 2: Monday 30 March to Friday 19 June 2026
- Term 3: Monday 6 July to Friday 18 September 2026

Term 4: Monday 5 October to Friday 18 December 2026.

The information has been communicated to Victorian government schools via the Department of Education and Training's School Update on 8 November 2022. Schools are encouraged to share the information with their school communities through school communications.

## School Vacancies

Edenbrook Secondary College has advertised for an AP2 via Recruitment Online [Job ID 1314962](#)

If you know of any suitably qualified applicants, please encourage them to apply. Applications close 27 November 2022.

Contact: Johanna Walker (Principal) 0408 365 465

## Recruitment and Retention

**Attracting and retaining employees has proved a challenge in the wake of unprecedented levels of employee resignations and an increased desire for hybrid or work-from-home options. Mentorship is crucial to ensuring the success of newcomers: it provides opportunities for emulation, fosters employee relationships, and encourages integration with company values.**

**1. Mentoring is different from Managing** The most critical element of becoming a mentor is getting to know the mentee on a personal basis.

**2. Be Non-Judgmental When Offering Help** Being there to support your mentee in the moments during which they doubt their own abilities is essential to fostering their growth rather than their downfall .....continues in the column on P5



### 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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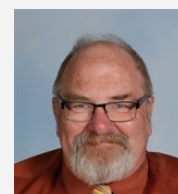
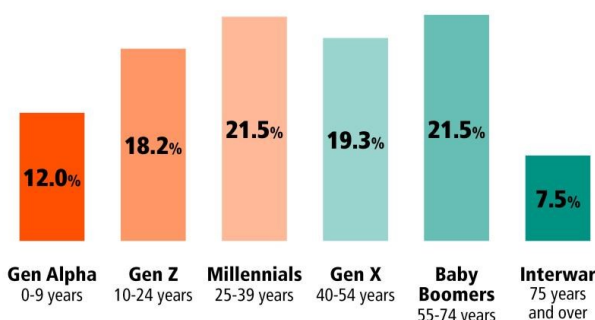
[jbenison@apf.net.au](mailto:jbenison@apf.net.au)

## 12 insights about work and study from the 2021 Census

Here's a quick snapshot of 12 insights revealed by 2021 Census data:

- Four big industries make up 40 per cent of the workforce.** Health Care, Retail, Construction and Education employ the most people in Australia, accounting for over 40 per cent of the workforce.
- Agriculture, Forestry and Fishing have the oldest workforce.** Almost 30 per cent of people working in Agriculture, Forestry and Fishing are aged 60 years and over, compared to 11 per cent across all industries.
- Young people are serving it up.** Fast Food Cooks had a median age of 18 years old, followed by Café Workers at 21 years. The observation that young people work in hospitality is confirmed in the Census data: the Accommodation and Food industry has the youngest workforce, with 45 per cent aged under 25 years.
- No changes in top occupations.** Sales Assistants, Registered Nurses and General Clerks were the top three occupations in Australia, as they were in 2011 and 2016.
- Female teachers are head of the class.** The majority of Early Childhood Teachers (98 per cent), Primary School Teachers (85 per cent) and Secondary School Teachers (62 per cent) are female.
- Construction slowly builds diversity.** Female representation is increasing gradually in the Construction industry, with females accounting for 10 per cent of the 109,000 Construction Managers in 2021 (up from 7 per cent in 2016). The number of females with qualifications in Building Construction Management has doubled since 2016, to almost 2,000. However, only 1 per cent of Plumbers, Concreters, Roof Tilers, Bricklayers and Carpenters are female.
- New technology, new jobs.** Software and Application Programmer now appears in the top 20 occupations in Australia, and Security Science is the fastest growing field of study. Advances in technology are also reflected in declining occupations. There are 41,000 Keyboard Operators in 2021, compared to 170,000 Stenographers and Typists 50 years ago.
- More than half of Australians now have a qualification.** Over 11 million people in Australia have a vocational or tertiary qualification, more than half of the population aged 15 years and over and a 20 per cent increase since 2016. We are also up-skilling further, with 1.1 million people studying after having already obtained a non-school qualification.
- Migration translating to work and study increases.** Qualifications in Southern Asian Languages more than doubled since 2016 becoming the third fastest growing field of study. The growth in this area of study is in line with Punjabi emerging as one of the top five languages used at home and the continued growth in Indian and Nepalese communities throughout Australia. In 2021, there were 5,600 Translators and Interpreters in Australia.
- Overseas born Australians are more qualified.** People born overseas were more likely to have a non-school qualification (63 per cent) than those born in Australia (56 per cent). 4 in 5 Australians who were born in India (82 per cent) and Bangladesh (82 per cent) held a non-school qualification.
- Students get down to business.** The most common fields of study in Australia are Business, Teaching, Nursing and Building. In 2016, Business was also the most common field of study.

- What do volunteers do when they're not volunteering?** In the 2021 Census, the professions most likely to volunteer were Ministers of Religion, Legislators, and Mixed Crop and Livestock Farmers, also the top three in 2016.



David Finnerty



Julie Podbury



Loretta Piazza

DAFIN Consulting can devise outstanding programs to deliver leadership training to your staff or staff from a group of schools.

Contact:

David 0412 927 007,  
Julie 0419 103 664, or

Loretta 0418 597 069  
to discuss how we can assist you

Feedback from current course is outstanding.

## The Union exclusively for the Principal Class

**C is for COACHING, Passion, Guts & Leadership—An A-Z for the unconventional leader, Deborah Patterson.**

Coaching is often confused with mentoring, and it is important to be aware of the similarities and differences between these significant tools that leaders use to improve performance.

Coaching more immediately relates to specific organisational requirements. Mentoring is done by someone with a relevant set of skills and experience. Mentors are mostly interested in the person and the content of the conversations, whereas coaches will additionally focus on the process of learning. (Head to 'Mentoring' for more information.)

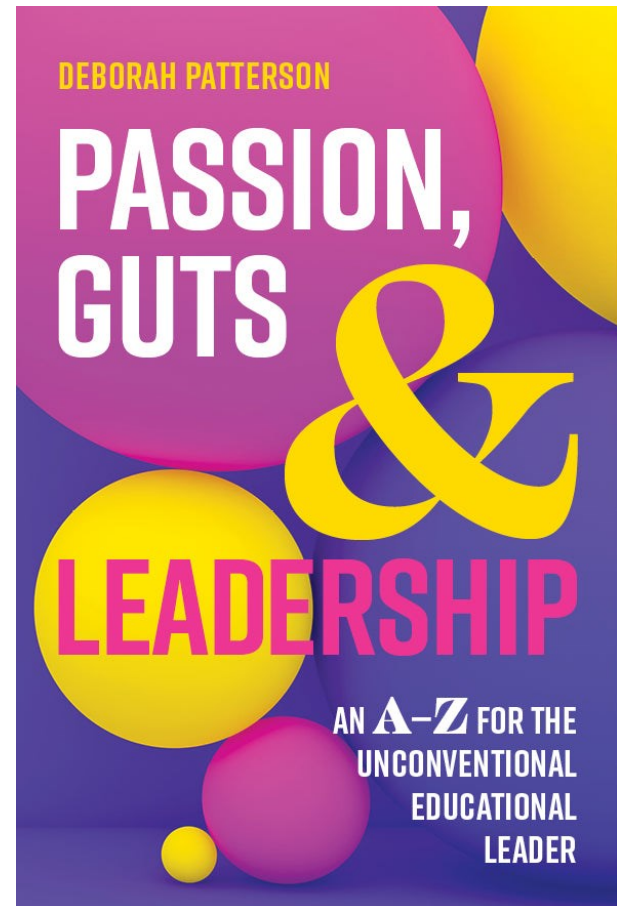
The purpose of coaching is to help staff use their day-to-day work as a learning experience to recognise and take advantage of opportunities to improve their performance, knowledge and skills. The use of specific tasks is accompanied by ongoing performance appraisal and review.

**Major features of a coaching approach to staff development**

1. An ongoing process
2. Planned allocation of tasks or responsibilities
3. Regular appraisal of performance through formal feedback, discussion and review
4. The recognition that every task can have development potential

Good coaching techniques require a leadership commitment to the continuous development of staff training. Each task is a learning encounter. This approach has the benefit of allowing staff to realise that it is possible to work, learn and develop at the same time.

A coach focuses on the process of coaching conversations, in addition is looking at the person and their situation. The person being coached is encouraged to be responsible for their own learning. The coach will indirectly be accountable how skilled are they at facilitating change.



Staff benefit from immediate feedback on their performance; their job satisfaction improves as their skills and work involvement increase. Their importance to the school becomes more apparent and they can see their leader not just as a manager, but as someone who genuinely cares for their professional development and is there to help.

The leader benefits from a more rewarding and productive team. They develop greater confidence in their staff, with whom they have strong and mutually beneficial working relationships. There are more opportunities for delegation, and the leader's own confidence and reputation grow as they become known as someone who inspires and develops their team's skills.

See more about Coaching in the book...available at all good book sellers & [ambapress.com.au](http://ambapress.com.au)



...from P 3

**3. Be Intentional with Your Time** Mentors need to deliberately seek out the younger employees, take time, and be available to them.

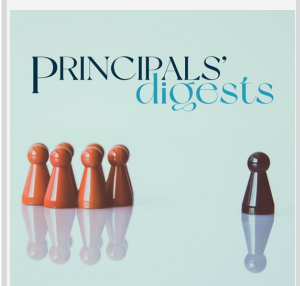
**4. Culture is King** Make sure your mentee is familiar with school values

**5. Familiarize Newcomers with the Entire Company** Assimilating into a new or first company can be challenging and intimidating for a younger, less experienced employee.

When mentoring is taken seriously, the positive impact on all parties involved cannot be understated.

*Acknowledgement: Ryan Campagna, "5 Mentorship Tips for Recruitment and Retention" in CFO, August 2022*

*This is an amended version of the article in a recent issue the Principal's Digest.*



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