

# Australian Principals Federation



## President's Message – Tina King

On behalf of the APF and our respective membership, I extend congratulations to Minister Hutchins who has been re-appointed as Minister for Education. We look forward to continued engagement with the minister and her office in continued advocacy and support for our principals and assistant principals.

Given that this is the last newsletter for the year, I wish to take opportunity to commend you for all your individual and collective efforts and achievements throughout another tumultuous year. Once again, during times of hardship and adversity, we saw how the spirit of community saw no bounds and that collective support and action once again prevailed.

As leaders you have continued to maintain a commitment to delivering world-class education despite the challenges of the past few years. The NAPLAN results released earlier in the year, whereby Victoria ranked first or second in eight out of 10 domains and the recently released VCE results clearly demonstrate outstanding commitment by school leaders and school staff.

As school and community leaders and members of the APF, it has been a pleasure to serve you throughout the year. We stand in awe and admiration of your continued efforts and endeavours and truly hope that you find opportunity to shut down and rest over the holiday period.

I would like to take opportunity to thank and acknowledge the wonderful team at the APF who provide ongoing support and service to our members. Mark Arkinstall has throughout the year attended to many member matters and concerns. His knowledge, support and advocacy are exemplary, and we are truly fortunate to have his services. Our newsletter editor, Julie Podbury, has been working in the background, ensuring the production and editing of our fortnightly newsletters and we are continually grateful to her for this labour of love.

The transition of our Executive Officer role from Gemma to Jenna happened with ease due to the high commitment and capacity of both individuals. Whilst Gemma continues to be besotted by parenthood, she has been there to lend a helping hand when needed. Meanwhile, Jenna has embraced the opportunity to transition into a new role and sector, having executed her roles and responsibilities with great capability and excellence.

I am truly grateful to members of the APF Executive, State and Federal Councils who are most giving of their time, knowledge and expertise. To the many former members and associates of the APF who are no longer serving members of the Department of Education, yet still stay connected with us, I wish to extend my gratitude for your ongoing support, sharing of insights and words of wisdom.

Wishing you all a safe and enjoyable time over the holidays.

*T. King*



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APF Website

<https://apf.net.au>

The APF office will be closed from:

Wednesday 23 December 2022 until Friday 13 January 2023.

For any **urgent matters** during this period, please call 0412 584 002

and a member of staff will get back to you.



## The Union exclusively for the Principal Class

## From the memory box! Henry Grosse, Berwick Lodge PS.



I've never heard a fellow principal ever say anything other than that they're there for the children, when asked of their main purpose as a school leader. That's to be expected, as much as it would in fact be true. What other purpose could there possibly be that would trump being there for the children? The point being that 'being there for the children' is the base on which we all build our leadership narrative. That narrative, with the passage of time, ages as we do. Hopefully, in doing so, it becomes richer, in much the same way as we can become wiser.

As a teacher, I was privileged to have been led by a number of inspiring principals. I also experienced some others. I can vividly remember how I felt upon receiving my first principalship appointment - exhilaration peppered with anxiety. Don't fret if that's how you feel. It's how you manage those feelings that's important. I'd be more concerned if those feelings weren't present.

In my earliest days as a principal, I had at my disposal, my internal disposal, the lessons I had absorbed as a teacher, influenced one way and the other by my leaders. Plus, of course, my formal leadership qualifications and my unbridled enthusiasm.

Now all these years later, the greatest lesson I've learnt, is that I'm still learning. Knowing that I'm still capable of learning protects me - from myself. Mistakes I made in the early days included, trying too hard to prove myself, and too quickly. I should have realised I'd already proved myself sufficiently to the people on the selection panel to not have to rush headlong into change or micromanage matters.

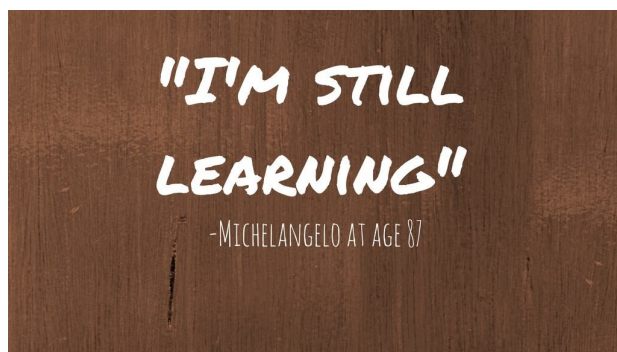
Quite recently, on the topic of leadership, an international speaker of some note, took a different tack to that I'd more often than not witnessed at such conferences. Their measure of high-quality leadership centred on the number of exemplary leaders that we had nurtured on our watch as school principals. That was food for thought.

It took me back to a parent information evening I attended several years ago. An evening for those parents who were contemplating enrolling their child at our school. That's a monumental decision for every parent. I recall it well for when my children were about to start school. As a parent, you simply want the best for your child.

"I'm interested in your take on your leadership in a couple of sentences," the parent asked me. "You've been a principal for many years," he added. It's a good question, one which I'd never been asked so bluntly and not in public previously. On reflection, I'm surprised I haven't, but then many of us, don't find being direct particularly easy. There are lessons in that too.

As I recall, I replied, as succinctly as I could - along the lines that I saw 2 key aspects to my leadership role. Firstly, ensuring that I had all bases covered to a high standard with my staffing and programs. That included my leadership team, acknowledging that what each of us brought to the team, collectively ticked all the boxes. Secondly, having my staff choosing to stay for more than the shortest time possible. Do that really well and our students would be well-served.

My 'leadership take' would never have ventured into such areas in my early years. That it has now, pays homage to the importance of being a life-long learner.



### MANAGING TEACHER EMAIL

For better or worse, answering emails from students or colleagues has become a significant part of almost every educator's job from K-12 through higher education. Consider these strategies for managing response-time expectations, writing emails faster, and reducing the emails you receive.

#### 1. Use Technology to Work Smarter Not Harder

Try a text expansion app, which allows you to save phrases you use over and over again.

#### 2. Encourage Students to Ask Questions on Forums

Have students post general inquiries on a forum in your LMS. This way you'll only have to respond to the question once and students who are maybe too shy or busy to email you directly, may also benefit from the clarification you provide on the topic.

#### 3. Add Time to Answer Emails to Your Calendar and Manage Response Expectations

Schedule a specific time each day to answer emails. However, as part of this strategy you need to communicate your general response approach.

#### 4. Know When Not to Email

As important as responding in a timely manner to emails is, it's also important to be aware of times in which you should not respond.

Acknowledgement: Eric Offgang: "Managing Teacher Email in Tech & Learning, July 2022

From Hippocampus, an email publication of

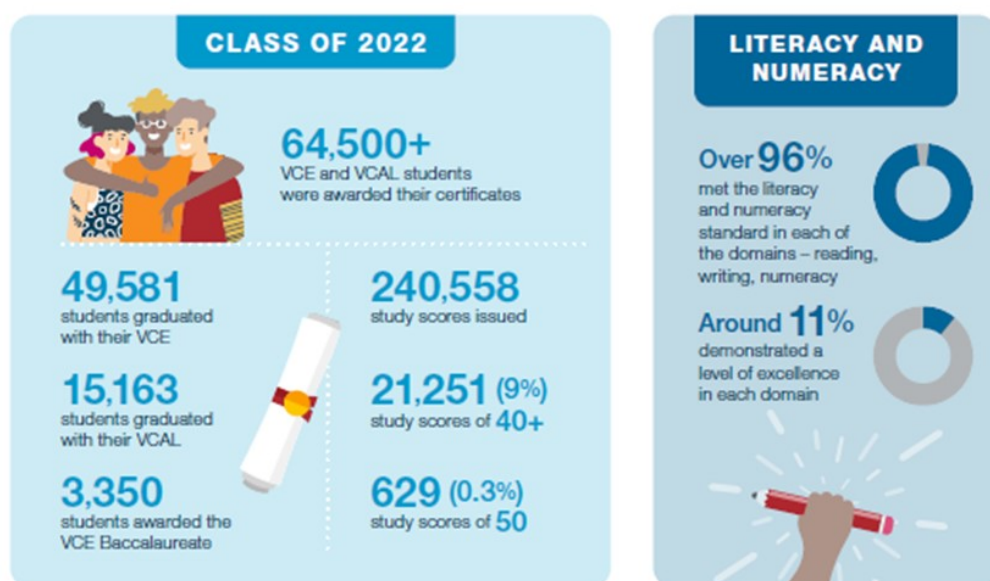
[www.principalsdigests.com](http://www.principalsdigests.com)

## VCE Results

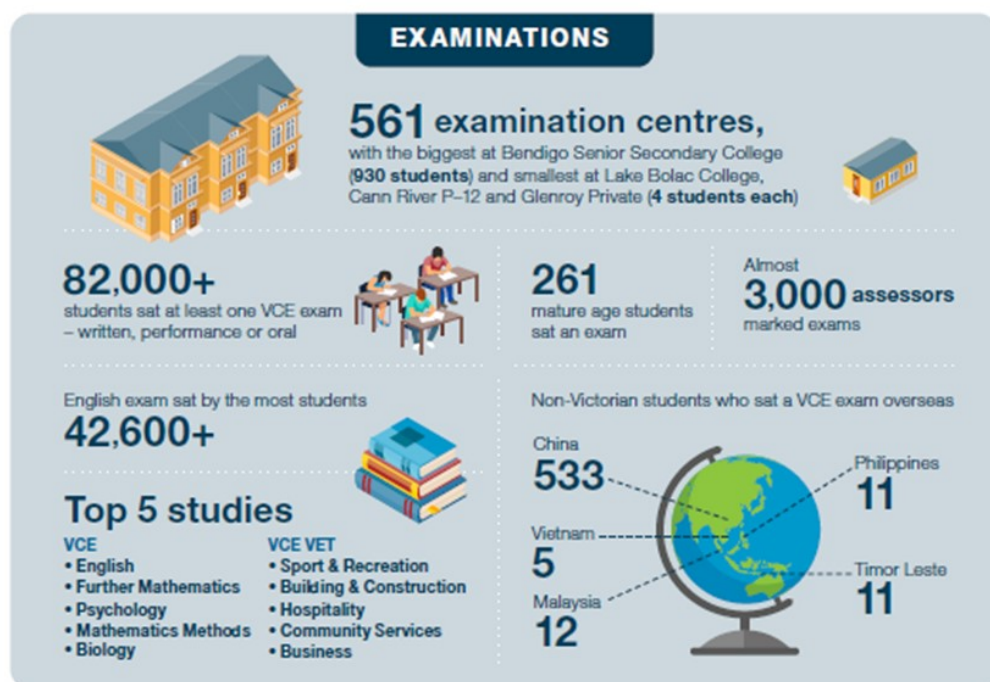
With final year students in receipt of their VCE results this week, we take opportunity to congratulate school leaders and staff who have supported students on this journey. As a parent of a final year student, I experienced first-hand the extensive support and guidance provided by leaders, teachers and the system as a whole, following three years of disrupted learning.

This year has seen changes to the literacy and numeracy standards assessment introduced into the General Achievement Test (GAT). Further adaptations are planned for 2023 with the new VCE Vocational Major replacing VCAL. The team at VCAA is leading the transition of this work and we congratulate them on their current efforts and endeavours in ensuring 65,000 final year students were in receipt of their VCE and VCAL results.

### 2022 VCE Results Infographic produced by VCAA



## 2022 Results Snapshot



### 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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## Member Issues: Time in Lieu

We continue to receive emails from members as they face ongoing challenges relating to the accrual and acquittal of time in lieu.

### Time In Lieu

*I have been monitoring, with interest, the impact of TIL, these are the facts:*

*Time in Lieu began on Monday July 25<sup>th</sup> and since that time **teaching staff** have accrued 485 hours of TIL.*

*The acquittal for many of the hours has been completed, however, the time away from students has meant interrupted learning.*

*Those who have acquitted some of their time with early departures, have missed planning sessions and PD that is part of the school goals.*

*The acquittal, at this late stage, is being paid out with funds that have been taken from other projects.*

*An Assistant Principal, the Business Manager and Daily Organiser have spent at least 6 hours a week communicating with staff, planning when the time can be acquitted and working on edupay to ensure they 'get it right.'*

*The number of emails to approve/discuss TIL with each staff member and then constantly access ROL to approve TIL, has added to my workload exponentially.*

*So, how can learning improve when teacher attendance is disjointed and patchy and/or their planning and PD is affected? How long can the budget hold out?*

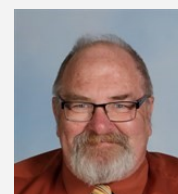
### Principal - Metropolitan Secondary School

The above statements will resonate with many members. As time in lieu for camps becomes effective in 2023, these concerns will only be exasperated. The APF positioning on acquittal of time in lieu continues to be that it should be acquitted through monetary means with payment made outside of the school's SRP.

It's nearly the end of the school year..... and when it is, it's



## The Union exclusively for the Principal Class



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 programs is very positive.