

Australian Principals Federation



President's Message – Tina King

As school leaders contend with the acquittal of time in lieu acquired as the result of camps, APF State Councillor and Treasurer Andrew Cock provides some insights and considerations relating to ES staff attending camps.

The Minister's recent announcement relating to cuts at the Department of Education, has left many wondering what structural reforms and jobs will be impacted and how this may influence service delivery and supports to schools. I am looking forward to discussing the proposed cuts and level of impact with the Secretary in an upcoming meeting.

Enrolment Management Plans continue to be a topical item of debate and recently a group of impacted principals had opportunity to meet with David Howes (Dep Sec) at the APF office to discuss concerns and seek clarification and understanding of the revised policy. Enrolment restrictions aim to ensure schools stay within their allocated capacity and that the school's infrastructure is sufficient to accommodate students without a need for relocatables.

There is certainly discord amongst parent groups as voiced via social media platforms and the media. Recently released figures indicate that in 2022, 41% of government school students attend a school other than their designated school. Whilst the figure is indeed high, it may not account for students who were in zone when firstly enrolled. If your school has been adversely impacted by a directive to limit the intake of students, we strongly suggest you follow up with your relevant region to voice concerns.

T. King

1. The Age: Students snubbing school zones amid calls to scrap outdate model, Roby Grace, July 25, 2023

SAVE THE DATE

APF Annual General Meeting & PD Seminar

Friday 27 October 2023

9:30 am – 3:30 pm

Rendezvous Hotel

(Details to follow)

VPA Principals' Day – Friday 4 August

An initiative of the Victorian Principals Association (VPA) which commenced over 20 years ago, Principals' Day offers opportunity to acknowledge and celebrate the pivotal role of Principals and Assistant Principals in leading our schools.

On behalf of the APF we thank our school leaders of their unwavering dedication, guidance and unrelenting commitment to shaping our system to be the best it can be. We admire your resilience and passion and applaud you in your efforts to transform lives every day.

(See P6 for more details.)



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<https://apf.net.au>

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Advertising of Graduate Teacher Vacancies



As from the beginning of this term, Teacher Graduate Recruitment vacancies must be advertised on an ongoing basis. Not many are aware of this changed requirement, with updates appearing on [PAL](#) recently and HRM Online update last month. There was no direct send to principals, so if you have missed this news, you are not alone!

The APF was consulted on the policy change late last year and we expressed strong opposition to this recruitment strategy. The Department stated that this was a measure to attract graduates to the profession as job insecurity is identified as a major distractor. Whilst the intent may be good, it has the potential to re-create an excess pool after taking years to clear and draining school budgets in the process. For example a family leave vacancy advertised with an ongoing status has the potential to create an excess situation.

It should be noted that whilst it may be a requirement to advertised graduate vacancies as ongoing, classroom teacher vacancies can continue to be advertised as fixed term or ongoing. Graduate teachers are eligible to apply for all vacancies, including classroom teacher vacancies.

For further information, see the relevant topics in the [Recruitment in Schools](#) policy and guidelines available on PAL or contact the Schools Recruitment Unit at: schools.recruitment@education.vic.gov.au or on 1800 641 943.

Time In Lieu for Camps & ES Acquittal, Andrew Cock



As we all venture into the space of school camps and acquitting TIL for staff, we continue to uncover layers to each scenario and areas that continue to add to Principal workload.

The best thing in your thinking is to keep it simple and that is ALL employees accrue at the same rate, ie: at 100% when on duty and at 50% when on call and available.

However, one area that has come up recently for my school is the difference between teachers and Education Support staff when attending camp, particularly the key difference is when the time in lieu is actually paid out in dollars rather than time for the ES staff:

- Teachers are paid at 100% for all their hours (this includes those hours accrued at 50% and 100% equalling the *total hours*)
- ES are paid at 100% for those hours in total that have been accrued within normal span of hours (eg 7am-6pm Mon-Fri) and at 150% for those hours accrued outside of normal span of hours (ie after 6pm and before 7am Mon-Fri and all weekend).

What that means is there is a significant difference if a school elects to pay out the ES staff member in dollars. This means that the hours between 6pm-11pm on an overnight camp will be paid out at 150% the ES normal salary. This amounts to anywhere between an additional 11 hours (2-night camp) and 22 hours (4 days) in additional payment if the decision is to pay out the acquittal.

Each scenario will be varied with different start and finish times for ES, but assuming an ES staff member works 9.00am-3.30pm the table below is a scenario for a 3-day camp.



Our **Emerging Leaders Program** has been very successful in an increasing number of schools.

We also offer **Coaching the Leadership Team** or **coaching individual staff** in a manner that produces effective outcomes.

One, some or all of our team are available to deliver programs tailored to your school needs.

Limited vacancies remain for 2024.

Please contact David on 0412 927 007 or Julie on 0419 103 664 for further information



This also assumes that the ES staff member is always on-duty (other than 11pm-7am overnight)

Given the above considerations, the calculations for time in lieu are as follows:

Normal Attendance Hours	Camp Week Hours	TIL hours Accrued	TIL acquittal via payment
Day One 9.00am-3.30pm	9.00am-3.30pm (normal hours)	Nil	Nil
	3.30pm-6.00pm: on duty (within span of hours)*	2.5 hours @100%	2.5 hours at 100% of normal rate of pay
	6.00pm-11.00pm (outside of span of hours)	5 hours @ 100%	5 hours at 150% of normal rate of pay
	11.00pm-7.00am (on-call overnight hours)	4 hours (8 hours @ 50%)	4 hours at 150% of normal rate of pay
Day Two 9.00am-3.30pm	7.00am-9.00am (within span of hours)*	2 hours @100%	3 hours at 100% of normal rate of pay
	9.00am-3.30pm (normal hours)	Nil	Nil
	3.30pm-6.00pm: on duty (within span of hours)*	2.5 hours @ 100%	2.5 hours at 100% of normal rate of pay
	6.00pm-11.00pm (outside of span of hours)	5 hours @ 100%	5 hours at 150% of normal rate of pay
	11.00pm-7.00am (on-call overnight hours)	4 hours (8 hours @ 50%)	4 hours at 150% of normal rate of pay
Day Three 9.00am-3.30pm	7.00am-9.00am (within span of hours) *	2 hours @ 100%	3 hours at 100% of normal rate of pay
	9.00am-3.30pm (normal hours)	Nil	Nil
	*Span of hours as per VGSA 2022 for ES is between 7am and 6 pm.	Total: 27 hours	Total: 11 hours @ 100% of pay 18 hours @ 150% of pay

Andrew is principal at Blackburn Primary School and has served as APF State Councillor and Treasurer for several years. He can be contacted via email at Andrew.Cock@education.vic.gov.au

President's Note: The above example is demonstrative of how time consuming and complex it is to work out and acquit TIL accruals. The example provided by Andrew is for one ES staff member only – if a school is taking over 100 students on camp the accompanying workload and acquittal is immense for both principals and Business Managers. We have payment for staff attending camps for the overnight period (11pm to 7 am) but this falls well short of covering the times outside normal hours of duty.

Additionally to the work demands outlined in the above example, existing functionality on eduPay requires up to 6 claims to be entered by an ES employee with each of these 6 claims needing approval by the principal. The good news is that refinements to eduPay will see a new process which gathers all camp information into one claim through the use of questions, requiring only one approval by the principal (or their authorised Business Manager).



Leadership Behaviour for FEEDBACK

**Julie Podbury, DAFIN
Consulting**

SEEKING FEEDBACK

- Determine feedback you need and from whom
- Seek specific feedback.
- Be clear about the problem or concern, or options sought
- Listen openly without defensive responses.
- (Be careful about your non-verbals)
- Ask for ideas
- Express appreciation verbally and in writing

OBSERVATION FOR FEEDBACK

- Record specific behaviour, both verbal and non-verbal
- Note context as well as content
- Record words, phrases, quotes, actions, reactions
- Avoid the obvious observation flaws, eg:
 - over generalising
 - mind reading
 - interpreting

ANALYSIS FOR FEEDBACK

Code behaviour according to observation objectives

Think carefully about what to say and how to say it.

The Voice to Parliament



The issue of the upcoming referendum on the Voice to Parliament is one that has rightfully received a lot of attention and been the subject of intense debate. A number of organisations across the spectrum - political, community, sporting, commercial and professional - have chosen to announce their position on the issue. While it is not a subject that members have discussed with me, I feel it is necessary to share with the membership the APF's view on the matter.

While the APF at both the federal and state level, is totally committed to reconciliation, it has taken the view that it would not take a public position on the Voice, as the vote in a referendum is a matter that is deeply personal. It is not the role of APF State Councils (VIC and WA) to try to influence their respective membership to adopt a particular view. For the APF State Councils to adopt a position would be to assume that they had the full support of the membership to do so and the APF State Councils will not make that assumption.

Victorian Mathematics Curriculum Version 2.0

Schools have received information from the VCAA in relation to the revised Mathematics Curriculum Version 2. Curriculum changes, no matter how major or minor, do impact on workload and current workforce shortages only exacerbate the problem. We are pleased however that Minister Hutchins has announced the transitional implementation of the revised curriculum, with full implementation to be undertaken by 2025. This recognises and acknowledges the significant workload upon schools and provides much needed time for a staged implementation.



The VCAA is providing a suite of resources including webinars which may be accessed on the VCAS [VCAA Website](#). Further resources are to be made available throughout Terms 3 and 4 including a suite of professional learning modules

NAPLAN Data Sets

Schools are in receipt of their NAPLAN reporting package and subsequent data sets. The [VCAA Data Service](#) portal includes a range of item level, student and schools reports however did you know that the same reports are also available in the Panorama portal? We have received many favourable comments from principals in general about the Panorama site and the various dashboards and general functionality and content of the site.

Due to the earlier administration of NAPLAN and the introduction of a new scale and time series, results for this year are not comparable with results from 2008 to 2022. From this year, NAPLAN results are reported against proficiency standards, with student achievement shown against 4 levels of proficiency. Additionally there is a standard for each assessment area at each year level. This replaces the previous NAPLAN bands and national minimum standards.

Several members have raised concerns about the impact of the different measures, particularly the impact of the new proficiency scales on the School Strategic Plans and subsequently AIPs, and the need for adjustments to School Performance Reports, Annual Reports and Panorama Supplementary Report. The changes are currently being worked through, with updated information to follow.



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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Mark - 0418 551 375



industrialofficer@apf.net.au

Jenna— 0412 584 002



jbenison@apf.net.au

Sponsor's Breakfast and PD Event – Presented by TheirCare

A reminder about the upcoming TheirCare **TC talks** Event scheduled for Wednesday 16th August. This is a free event and is open to all Principals, Assistant Principals, middle leaders and any staff you believe may benefit from this great opportunity.

Dale Sidebottom is the creator and founder of Jugar Life and Energetic Education. Two multidisciplinary business platforms that provide people with the tools to make *play* a focus to improve an individual's mental and physical well-being. Dale is a full-time 'play' consultant who taps into his 20+ years working in the education and fitness sectors to educate individuals, schools, sporting clubs and corporate organisations globally on the benefits 'adult play' can have on mental health and wellbeing.

Dale is also the author of *All Work No Play* and a TEDx speaker. Dale has worked face to face with students, teachers, schools and corporations in over 20 countries around the world.

If you have not yet secured your spot please do so by clicking the link below; <https://www.eventbrite.com.au/e/651286544587>



"The most effective teams regularly disagree. Great leaders create safe work cultures that honor differences of opinion and allow respectful debate to take place."

Leadership First

Both quotes in this column are from Principal's Digest. Contact Detail on P1

TC Talks
TC Talks – TheirCare's first Principal PD Day
16 August 2023

Amora Riverwalk Hotel, Richmond
7:30am breakfast
followed by presentations by

Michael Abela
TheirCare CEO

Tina King
APF President

Dale Sidebottom
School Leadership Fun Shop

10:30am
event concludes

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Working with a Mentor, Principals's Digest, Leadership, Volume 29, Number 33

The principalship is one of the most visible yet perhaps loneliest jobs in a school. Even with high-tech connectivity, principals can feel isolated. To weather tough times, you need various forms of support.

In a recent article encouraging principals and aspiring principals to seek experienced mentors for guidance, Paul Young writes that "you won't have the same social circles as you did before you became a school leader. Teachers who were your friends will view you from an unfamiliar perspective. Collegiality will seem to evaporate. Friendships you relied upon for normalcy in your life will dissipate. The relationships that principals need to form with their staff, students, and parents differ from those you might have enjoyed as a teacher". An effective, caring mentor will ensure that you don't feel deserted. A mentor can help guide you through dark periods and help restore your sanity when day-to-day challenges accumulate, and life becomes excessively chaotic. (Got to www.principalsdigests.com to access full article)

"Have we created critical thinkers, team players, and problem solvers? Have we addressed social and emotional growth? Have we instilled a concern for social justice? For ethics? Have we created a love for lifelong learning?"

Lew Smith

The Union exclusively for the Principal Class



PRINCIPALS' DAY 2023

Join us in saying thank you to our Victorian
Government School Principal Class Members



Leadership Behaviour for FEEDBACK

**Julie Podbury, DAFIN
Consulting**

GIVING FEEDBACK

- Draw out and acknowledge the perceptions, feelings and concerns of others
- Restate your comprehension of the circumstances to ensure there is no misunderstanding
- Your non-verbal responses are as important as the verbal ones. Ensure they mirror each other
- Respect all parties
- Anticipate the emotional effects of specific behaviours and conversations
- When managing conflict, consider the implications for all parties and ensure that all have the same information
- Use well worded, thoughtful and sensitive verbal and written communication

SENSITIVITY

Acknowledge the perceptions, feelings and concerns of others

Ensure there is no misunderstanding

Your non-verbal responses are as important as the verbal ones. Ensure they mirror each other

Use well worded, thoughtful and sensitive verbal and written communication



VICTORIAN
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ASSOCIATION



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