

Australian Principals Federation



President's Message – Tina King

As Principal's Day was celebrated across the state earlier this month, we trust that the unwavering commitment and efforts of principals and assistant principals were widely acknowledged and celebrated by respective school communities. The role of the principal is multi-faceted and complex, often comparable to that of a company CEO and in this edition, I provide my thoughts and insight on the linkages. Schools are indeed organisations, yet by the nature of the work and the responsibilities tasked upon our educational settings, we simply don't align schools with the corporate sector.

Contact from many of you continues to highlight the staffing shortages and respective recruitment challenges. At the time of writing this report, there were over 1,400 teacher vacancies across the state and the number seems to be continually increasing. Within the number of vacancies on ROL, just over 200 were tagged as graduate and a further 13 offering an incentive bonus. You may have seen Kimberley Tempest, Principal of Cobram SC and APF State Councillor appear on Sunrise last Sunday, highlighting the recruitment challenges faced, particularly by regional schools, and the innovative measures undertaken to attract teachers.

The revised 2024 enrolment process has seen many adjustments, with principals now having to grapple with the appeal process. Our Federal President and school principal, Chris Chant provides insights on how to best manage this process on P X.

T. King



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Ensuring Teacher Success**



www.principalsdigests.com

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<https://apf.net.au>

SAVE THE DATE

APF Annual General Meeting & Seminar

Friday 27 October 2023

9:30 am – 3:30 pm

Rendezvous Hotel

(Details to follow)



The Union exclusively for the Principal Class

The Principal Role: A Parallel to the Company CEO – Tina King



The principal role with a school is often perceived as analogous to that of a company CEO, both bearing a mantle of leadership and responsibility that extends far beyond mere management and administration. Yet a question to ponder is how many principals actually see themselves comparable to a CEO and if not why not? While the contexts and objectives of schools and corporations differ, there are striking similarities between these roles that showcase the intricate parallels in their functions, challenges and impacts.

First and foremost, both the principal and the CEO are at the helm of their respective organisations, steering the ship toward a predefined vision and mission. Just as a CEO sets the strategic direction for a company, the principal shapes the educational philosophy and strategic intent of the school. In both cases, the vision is the driving force that guides decision-making, resource allocation and the attainment of stated outcomes. The ability to communicate this vision effectively and inspire stakeholders, be it teachers or employees, is a shared trait critical to the success of both leaders.

Both roles require astute management skills to ensure the efficient functioning of their organisations. A CEO manages diverse departments, each with its own functions and objectives, while a principal oversees different year levels and departments within the school. Effective allocation of resources, optimisation of processes and ensuring alignment with overarching goals are key aspects in both contexts. Moreover, fostering a positive work culture and facilitating collaboration among staff members contributes to a cohesive and productive environment, irrespective of whether in a school or a company.

The principal and the CEO are both accountable for the performance and outcomes of their organisations. A CEO is answerable to shareholders, ensuring financial growth and stability, while a principal is accountable to students, parents, staff and educational authorities for academic growth and excellence. In both cases, performance metrics are pivotal in evaluating success, be it through financial reports, standardized test scores or both. The emphasis on continuous improvement and adaptation to changing landscapes is a common thread that underpins their approaches.

Leadership is perhaps the most pronounced similarity between the two roles. Both the principal and the CEO inspire, motivate and lead by example, navigating their teams towards shared objectives. Effective leadership involves empathy, communication and a keen understanding of human dynamics. Just as a CEO rallies employees around a company's vision, a principal fosters a sense of community and purpose among students, teachers and parents.

However, the principal's role transcends these parallels by embracing an additional layer of societal impact. Educators mould the future generation, equipping them with knowledge, skills and values that shape society. The principal, as the linchpin of the educational endeavour, carries a profound responsibility to foster an environment conducive to learning, critical thinking, and personal growth. In contrast, while the CEO contributes to economic growth and innovation, the principal contributes to the intellectual and social development of future citizens.

The principal role shares many commonalities with that of a company CEO, embodying leadership, management, and accountability. While the corporate landscape focuses on profit



Jenna Benison
Executive Officer

2022-23 Tax Statements

Remember your APF fees are fully tax deductible.

Members have received their tax contribution statements via email.

If you cannot locate the statement, or your details are incorrect, please contact Jenna for assistance either via email at JBenison@apf.net.au or via phone at 0412 584 002.



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Provide Clarity. We can

Enrolment Management Process *Chris Chant, APF Federal President*



In the last few weeks we have been working through a new process for accepting Foundation enrolments for 2024. This has been a new process for us and we have added some details around this and urge you to read the relevant policies, make those calls to regional staff as required and work with your colleagues and school based teams to ensure this is a successful process for you and your community.

Regions have provided an individual webinar including a comprehensive slideshow for Primary and Secondary settings. Your SEIL would have access to this content.

The new statewide enrolment timeline provides Victorian government primary schools with clear timeframes for enrolling students who will commence Foundation in the 2024 school year.

This is the first time that schools will use a statewide timeline for enrolments into the Foundation year.

The timeline includes key dates, activity descriptions and an overview of responsibilities to help schools to plan for their Foundation enrolments. Key dates and activities for schools in the 2023–24 timeline include the following:

- Enrolment applications from parents/carers are to be submitted by Friday, 28 July 2023.
- Schools notify parents/carers of the outcome of enrolment applications by Friday, 11 August 2023.
- Written appeals from parents/carers are to be lodged with schools by Friday, 25 August 2023.
- Schools notify parents/carers in writing of the outcome of appeals by Friday, 15 September 2023.
- Closing date for a written appeal to Regional Director is Friday, 20 October 2023.

Appealing enrolment decisions

Parents and carers are able to appeal against a school's decision not to provide a placement. This can occur in relation to enrolments at Foundation, placements at Year 7, or placements at other year levels. In the case of appeals regarding Foundation enrolment or Year 7 placement decisions, there is a set date by which time the school must respond to parents/carers lodging an appeal, usually 2 to 3 weeks after the appeals period closes.

What would an appeals process look like in your school?

- Appeals are considered by the school's placement or enrolment committee and/or principal
- The school's decision will be communicated to the parent/carer in writing.
- In assessing the appeal, the school needs to check to ensure compliance with the priority order of placement and the processes for verifying permanent address.
- Schools will assess and make a determination for appeals on compassionate grounds on a case-by-case basis. Make sure you keep all your notes, emails etc. Information around compassionate grounds is also a part of the FAQs in the Prep Parent enrolment packs.
- If the appeal at the school level is unsuccessful and parents/carers are not satisfied that the school has correctly applied the Placement Policy or adequately considered their circumstances, they are able to appeal to the relevant regional director, by lodging an appeal in writing.
- Appeals to the regional director must be lodged by the set closing date – October 20th 2023. Appeals to the regional director are considered by a panel of senior regional staff



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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which then provides advice and a recommendation to the regional director who makes the final decision.

Enrolment applications submitted after the application due date of 28 July 2023 will be processed by the school as they are received. Schools must manage enrolment applications in accordance with the department's [Placement Policy](#)

DE Link [Enrolment Policy Link](#)

Chris Chant is the Principal of Caulfield Junior College & French School Melbourne



From the memory box, Henry Grossek, APF Councillor



To what extent do those cliched sayings, to which we are all exposed, stay with us, influence our behaviours and emotions and remain within our minds unquestioningly? **'It's lonely at the top'** is one such saying that I've heard countless times throughout my career and to be honest, in my principalship, I've repeated to others. **'The buck stops here'** is another. Together they can form a potent sense of personal responsibility and consequent isolation in the position of principalship in trying circumstances. Unchallenged, they can form part of one's belief system of their role as a school leader and the manner in which one approaches their role. By the way, these cliches haven't gone completely out of fashion.

What would that tell us about ourselves? Leaders who are truly lonely at the top, why so, and what could they do about it? Is it somehow a self-fulfilling saying that entrenches itself in one's mind to the point whereby loneliness is perceived to be truly felt? Does the saying confuse loneliness with social isolation? Possibly – social isolation is seen as a state of having minimal contact with others. Loneliness, on the other hand, is widely regarded to refer to a subjective state of negative feelings about having a lower level of social contact than desired (Peplau & Periman 1982).

Interesting questions, given that research indicates that both loneliness and social isolation can be harmful to our health and well-being. Loneliness has been linked to general dissatisfaction with life (Schumaker et al 1993) through to premature death (Holt-Lunstad et al 2015)). Social isolation for its part has been linked to mental illness, emotional distress, poor health behaviours, poor sleep, suicide, etc (Hawthorne 2006, Holt Lunstad et al 2015).

Of equal interest and importance is the consequences on others of principals who were truly lonely, and or socially isolated at the top. What would that say about the principal's style of leadership in the first place? For that matter, what would it say about the impact of the expectations and accountabilities principals are expected to bear too?

I've discussed this matter with more than few colleagues in recent times. We were in agreement that it can feel very lonely in our positions at times and it's not a stretch to say that this may well be a factor in why so few colleagues in our profession appear interested at the moment in becoming principals.

So, what can we do to alleviate loneliness and isolation in our roles? A starting point would be to take a close, hard look at one's organisational design structure. To what extent is it an inclusive design, one with a healthy distributed leadership model in existence across the school? Shared responsibility is a great antidote for loneliness. Transparency – it's not a case of too much or too little being the problem, but rather the quality of the transparency in relation to the issue in question.

There's that forever bogey of 'fear of failure' that stops so many dead in their tracks. Silence prevails and loneliness and isolation quickly follow. I've long measured the value of principal network meetings, forums and conferences on, not only the speakers engaged and topics

either provide clarity or add to the confusion. Administrators can make priorities, expectations, and their vision abundantly clear. Make sure that you and your staff know what the two to four most important areas are.

Practical examples: Communicate your expectations, vision, and goals in every communication possible.

Believe in Them, deeply. Simply put, every single person deserves someone in their life that believes in them more than they believe in themselves. When we communicate this clearly and consistently, we increase the self-efficacy of those we lead. Believe in them enough to support them so that they can truly be their best.

Practical examples: Visit or be present and engaged with some classrooms every day.

Write at least one handwritten note to a staff member per week.

When you see something, say something. Don't wait to tell staff you're proud of them or excited about what you saw. Do it immediately.

Remind staff often that they are appreciated and valued.

Be interested in who they are as humans and help them grow not only professionally but personally.

Create space to engage with staff about their personal lives. It always means more when a compliment is given based on what you know their values are. Support teachers to create boundaries so that they can take care of themselves and their families.

Acknowledgement: Joe Mullikin: How Administrators Can Help Ensure Teachers' Success" in Edutopia, September, 2022

The Union exclusively for the Principal Class

discussed, but equally on the level of collegiality generated with colleagues. More than most, knowing I'm not alone, is most reassuring and health inducing.

Henry Grosse is the Principal at Berwick Lodge Primary School



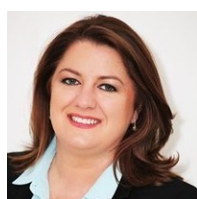
Updates to Recruitment in Schools Policy & Guide

The revised Recruitment in Schools policy and guidelines are now available on PAL. Key changes include:

- Enabling a second or subsequent employment to an advertised vacancy. See: [Second or subsequent employment to an advertised vacancy](#)
- Requirement that all graduate teacher vacancies are advertised on an ongoing basis and subject to a probationary period. Additionally, where the SRP of a school exceeds \$8 million, an additional 4.0 FTE vacancies per year may be designated as Teacher Graduate Recruitment vacancies. See: [Teacher Graduate Recruitment program](#)
- Clarification that the probationary period for a teaching service employee who has 12 months service with the employer in the previous 24 months, including any period of fixed term employment, will be up to 6 months for a teacher or 3 months for an education support class employee. See: [Translation to ongoing employment](#)
- Details of the severance payment applicable where a student support funded position ceases within 7 years. See: [Student support funded positions](#)
- Addressing eligibility to ongoing employment for family leave replacements. See: [Annual departmental process](#)
- Reduction in the duration of fixed term contracts from 5 years to 3 years for those who do not hold a special education qualification but are employed in a special school or setting. See: [Special settings and visiting teachers](#)
- Change in the eligibility requirements for offers of ongoing employment in special settings or as a visiting teacher. A fixed term teacher must either hold an approved special education qualification or have completed 3 or more years of continuous employment as a teacher in a special setting and be assessed as suitable for ongoing employment. See: [Translation to ongoing employment](#)
- Outlining arrangements for the temporary transfer of an ongoing employee where there is no agreement on the timing of the release, and inclusion of notification requirements for extensions to the transfer. See: [Temporary transfer of an ongoing employee](#)
- Greater flexibility to allow those seeking part time employment to apply for full-time vacancies, including a subsequent offer of employment at a lower time fraction. See: [Long-term vacancies](#) and [Selection decision](#)
- Additional guidance for promoting diversity and inclusion in recruitment processes. See: [Advertising Vacancies](#) and [Selection](#)

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

Alternative Settings Educational Review



The Minister for Education has announced a department-led [review of alternative education settings](#) (AES). The review will assess the current state of alternative education and make recommendations to government by the end of 2023 on potential improvements or reforms to ensure optimal learning and wellbeing outcomes for all students accessing AES.

(continued in column)

Alternative Settings Educational Review continued.....

As part of its work, the review team will engage in targeted consultation with a range of stakeholders, in order to assess the current effectiveness of AES, provide strategic direction and recommendations on the role of AES and the provision of optimal service.

The APF aims to provide input into the review, however we would like to canvass the opinions of our members before making any submissions. If you would like to provide comment, please send via email to TKing@apf.net.au by Friday 31 August 2023.

