

Quality in Education

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2 The Evolution of Quality Education in Western Australia

5 Quality Education and the Curriculum

Allan Blagaich,
Chief Executive
Officer, School
Curriculum and
Standards Authority

10 Teacher Education: The Way Forward

Contents

18 School and University partnerships: Reciprocal Responsibilities in the Practicum



The Evolution of Quality Education in Western Australia	2
Quality Education and the Curriculum	5
Showcasing Excellence: Art in the Garden	9
Teacher Education: The Way Forward	10
WAPPA Professional Achievement Awards	12
Pop A Game Changer	13
Out with WAPPA	14
A Word about WAPPA	16
School and University partnerships: Reciprocal Responsibilities in the Practicum	18

WAPPA's Vision for 21 st Century Education	20
Quality Education - The Parents' View	22
Spotlight on a WAPPA Member	24
Top Tips	25
On a Lighter Note	26
The secret to a quality education? Fun!	27
Thank you!	28
Celebrating a Career in Education	29

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The Evolution of Quality Education in Western Australia

Stephen Breen, WAPPA President

As the education year closes it is interesting to reflect on our schools' and our Association's achievements, our general progress and where we, as a profession, sit in the world of education delivery.

As an educator who talks to school leaders on a daily basis I have made a number of observations. My comments are of a general nature and have been gleaned from WAPPA member interactions, their 'gut feeling' on how they are travelling both professionally and personally, the research I have read and discussion at state, national and international gatherings.

I would like to set the scene by recounting a conversation I had recently with a retired colleague. I was in a doctor's waiting room and I met a principal who had retired some ten years previously. After a twenty-minute conversation (yes, I was in a doctor's waiting room!) it dawned on me the massive changes that have occurred in all aspects of education since my colleague had retired. The bottom line is that the role of the school leader has changed dramatically and individuals are at various stages of navigating their way through the changes.

Primary schools in Western Australia provide a quality education for our children. Notwithstanding all the talk about our high stakes results flat lining and our lowering in the ranks of PISA (along with most western countries) our schools, in my view, are producing quality outcomes, albeit within a massive reform agenda and equally massive societal changes.

Schools are dynamic and invigorating places. Perhaps that is why when members of the community visit a

classroom, they leave feeling uplifted by the experience. There is a certain 'buzz' about a primary school, often masking the complexities faced by the school leaders.

As someone who has been there, what I often see when I visit Western Australian schools is good leaders who are developing their schools based on common sense and evidenced-based education strategies.

I see leaders who have synthesised all the education initiatives and evidence and who are narrowing down their options based on collaborative decision making at the school level. The smart leaders are not trying to jump onboard every strategy or initiative. They are auditing their school on an ongoing basis, looking for contextual ways of improving and then sticking to their plan.

Over the last twelve months I have seen many leaders change their approach towards developing their schools. If we look back just three years, many schools were looking at quick ways to lift their results (usually NAPLAN), a way of navigating the external accountabilities that governments and the Department of Education had put in place. I now see a growing number of leaders setting plans in three broad areas:

1. A whole school approach to their literacy, numeracy and learning programs with a particular emphasis on teacher lesson development and classroom implementation.
2. A deliberate choice to focus on the whole child and plan around the social and emotional aspects. This includes the development of healthy cultures and workplaces.
3. A specific plan to engage with partners, neighbouring schools and colleagues so as to develop social capital.

Some leaders have gone so far as to put all other areas on hold. The change now sees good schools focussing on identified priorities and endeavouring to simplify their delivery of education. They are making informed professional judgments on managing the instructional and organisational development of their school.

My overriding view is that the vast majority of primary leaders have embraced the reforms. They are implementing the necessary changes and adapting to the new regime. On a daily basis, school leaders are managing educational change, conflict resolution and the practical implementation of research.

There may be bumps along the way, simply because of the complexity of a dynamic workplace with a broad range of stakeholders. School leaders I have met are working to capacity, very resilient, positive and always have the best interests of the students at heart.

For WAPPA, 2016 will be an exciting year with a number of big projects. The Association is working closely with a number of stakeholders to advocate on behalf of the profession. Resources and position papers are being developed in consultation with the membership, and with the guidance and expert advice from renowned educational leaders, both local and international. WAPPA will continue to represent primary school leaders in order to support the advancement of quality education in Western Australian primary schools. ●

SAVE THE DATE!

Mindful Leadership WAPPA Conference 2016

Wednesday 15 - Friday 17 June 2016, Crown Convention Complex, Perth

Today's primary school leaders strive to ensure that their school is successful and sustainable. While it may seem a daunting challenge, it can also be an exciting opportunity to create an innovative and thriving learning community.

Mindful leadership extends beyond processes and compliance. Mindful leaders are present and focussed, nurturing relationships with a shared view for school improvement.

Speakers at the 2016 conference will challenge and inspire school leaders, as they reflect on current practices and look ahead to cultivate great results for primary education in challenging times.

Visit wappa.asn.au for more information



Dr Pedro Noguera 2016 SPECIAL GUEST SPEAKER

Pedro Noguera is a Professor of Education at New York University. Dr. Noguera is a sociologist whose scholarship

and research focusses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional, and global contexts.

Dr. Noguera has published over 200 research and scholarly articles, monographs, research reports, and editorials on topics such as urban school reform, education policy, conditions that promote student achievement, the role of education in community development, youth violence, and race and ethnic relations in American society.

In 2014 Dr Noguera was elected to the National Academy of Education.



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Quality Education and the Curriculum

Allan Blagaich, Chief Executive Officer, School Curriculum and Standards Authority

One of the most important functions of the School Curriculum and Standards Authority (the Authority) is to ensure that all children in Western Australia are provided with a quality curriculum that clearly defines what it is that we expect them to know and understand at each year level. It is also the Authority's role to provide assurance that grades on student achievement are comparable across all schools no matter what school system or sector or what part of our state a student lives in. I am privileged to be the current Chief Executive Officer of the Authority and to have this opportunity to provide you with a little information on my background and on our work.

“If there is any secret weapon in supporting student learning it has to be the art of early intervention.”

Having grown up on a market garden in Spearwood, speaking Croatian and English (more Croatian than English), ‘the old school’ was central to our community. Spearwood Primary School was down the road, a little way from the general store, the post office and the railway crossing. Most of us walked to school or rode our bikes. Many of us went home for lunch and raced back in time for a quick game of cricket or kick-to-kick on the front lawn of the Quealy's home which was in the school grounds. Bruce Quealy was the ‘headmaster’ for the duration of my years at Spearwood and his youngest son was in my class for the seven years.

All of the standard halcyon reminiscence surrounds my memories of the school, oiled boards, bare feet, lunch sheds, and a triangle bell that you hoped one day you would have the chance to ring. However, my fondest memories are of my Year One teacher, Ms Proctor who ignited a passion for reading and learning. Ms Proctor, I now realise, demonstrated the skills many great primary teachers do. In the late 60's she managed a seemingly huge class (albeit on a veranda) with a very multicultural group of kids. She had an ability to set up groups and work with them brilliantly. A small group of us (the Rabbits) raced through the readers and seemed to master this adding up business and later, ‘rods’ very quickly. There were always extra challenges and work prepared ready for the early finishers. One of the challenges was ‘helping’ others with their work. Sitting next to a cousin who did find school a challenge, this ‘helping’, I suppose, ignited an early idea about teaching. In our class those who needed remediation received it and those who needed extension were provided it. The environment was filled with teaching aids made by our teacher on the back of cardboard from bookies cards from the races and our annotated work was stuck to windows and the weather boards of the veranda. These great memories created a foundation for a lifetime in education. As a principal, I wonder what feedback I would give Ms Proctor on her practice.

My pathway to teaching was via an Arts Degree and a Diploma of Education at UWA. My first appointment was to Eastern Goldfields Senior High School (SHS) as an English teacher, followed by an appointment to Lynwood SHS and then to the relatively new Leeming SHS. The principal of the school, Roy Browning, decided that he was going to challenge the norm and instead of

appointing two heads of department of science and society and environment he would create new Level Three positions to ensure that the arts and information technology were a focus of his new school. I became the first Limited Tenure Program Coordinator for the Arts in Western Australia. I learnt fairly quickly that a Limited Tenure Program Coordinator was the same as a Head of Department except that you got to apply for your job every three years! I suppose the sense of “limited tenure” never has faded me as a result of my ten years and three appointments to that position.

Leeming SHS was an amazing experience because the staff under my care were dedicated teachers and fantastic arts practitioners. After ten years at the school and a stint as the acting Deputy Principal, I went into central office to work with the arts team in developing the outcome statements. After two years I came to the conclusion that I could actually achieve more with the curriculum by heading back into a school and supporting teachers in implementation.

I commenced applying for deputy principal vacancies and was privileged to win a position at Merredin SHS. The mentoring by one of our finest secondary principals, Alison Woodman, and the support of a fantastic staff helped prepare me for my next appointment as Deputy to Warnbro Community High School (CHS). I was appointed as principal of Melville SHS – an amazing six years that were challenging and intensely rewarding. I often wonder whether I should have stuck to Michael Fullan's suggestion that seven years is the optimum time in a position, I fell short by one.

From Melville I went into central office for the second time into a newly created position – Executive Principal to the Director General. This was a fantastic opportunity that had been created to provide school-based folk with an opportunity to participate and contribute to the system from the position of the executive. The experience of being able to advise, advocate for and support schools was the motivator to apply for the position of Executive Director, Metropolitan Schools. I served in this position from 2008 until 2010. Then, with the introduction of Independent Public Schools, the structure of districts by necessity changed and I was transferred to the position of Executive Director, Statewide Planning. I served in this role until 9 May 2011 where I was appointed as the Acting Chief Executive Officer of the then Curriculum Council. In 2012 I was appointed to the position for a period of five years with the possibility of extension.

My current role has provided me with the most fantastic and challenging experience any teacher could wish for. To be presented with the opportunity to work daily with the chairman of a board that is absolutely focused on children, what they are learning and how we are supporting their learning, is a privilege. That we were both presented with an Act of Parliament that created, for the first time in Western Australia, an Authority responsible for the curriculum for all students from Kindergarten – Year 12 in all schools is remarkable. To be asked by government to create a Kindergarten – Year Ten curriculum and to replace a Year 11 and 12 curriculum simultaneously, is equally remarkable. The imprimatur for change and improvement, complemented by the opportunity to do this collaboratively and in full consultation with teachers and administrators from both school systems and sector, is feeding our enthusiasm.

The challenges of the position are in fact the same as the rewards. To be able to work collaboratively and consultatively and to ultimately find the levers which will lift the standards of student achievement in our state is challenging. It could be quite simple to lay blame or to find fault in current practice. The challenge is

to engage our teachers to yet again look at the ‘what’ (the content) and simultaneously to focus on the ‘how’ of teaching.

If there is any secret weapon in supporting student learning it has to be the art of early intervention: of knowing how to intervene when our students have not grasped a concept or mastered a skill. Supporting teachers to find those levers is what is motivating me – the how is just as important as the what!

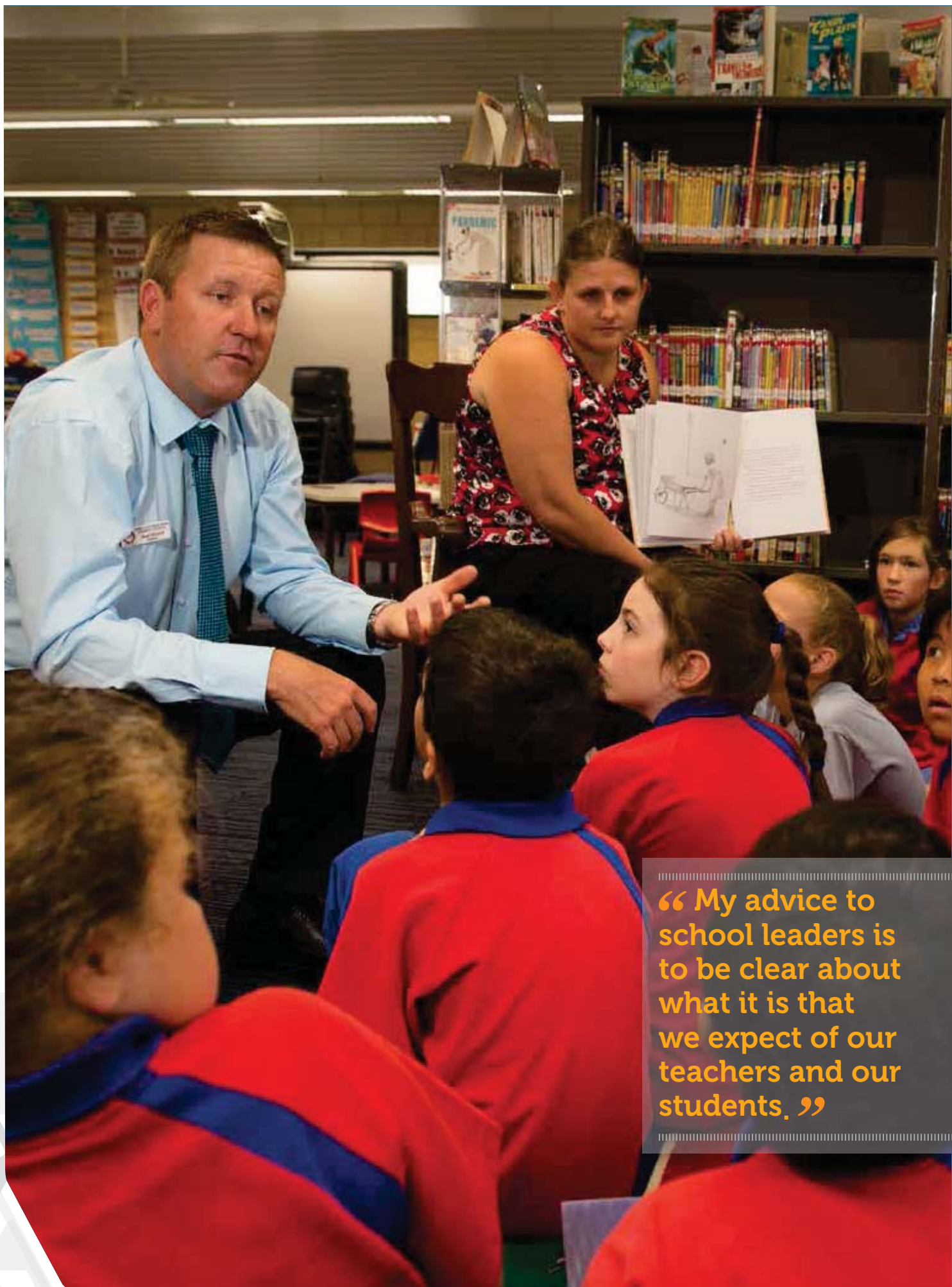
“What keeps me motivated is the desire to see our kids receive the very best education that we can deliver them wherever they live in our state.”

What keeps me motivated is the desire to see our kids receive the very best education that we can deliver them wherever they live in our State. I believe absolutely that kids will step up to a challenge and that we have to be clear what the standards are that we expect of them. My experiences at Eastern Goldfields and Leeming proved that to me it doesn’t matter what the SEI of a school is, we need to be clear about our expectations. Kids value clarity. Isn’t it amazing how they know which teachers they can ‘try it on’ with and which ones they can’t? My experience is that they also know to whom they can get away with handing in a ‘half effort’. The courage for us as teachers is to be able to say “that isn’t your best effort and you are going to have to do that again”. It is only by doing this that we can get our students to step up to the challenge of achieving the best of which they are capable.

I firmly believe that the best position in the education system is that of the school leader. This position has the ability to shape a culture, to create a vision, to connect with a community, to support the learning of students and teachers and expect, in fact demand, standards. The role of the leader is at the centre of our system in terms of expectation and responsibility. My advice to school leaders is to be clear about what it is that we expect of our teachers and our students. Engage the parents, knowing full well that in many communities, our teachers may be amongst the most educated and are role models for the community. School leaders can expect that all abilities will be catered for in the class and that students are challenged and are provided with feedback. Support teachers to develop the skills to understand what the next piece of learning is for each student and to be able to identify what interventions have to be implemented if there has been a breakdown in learning. Be clear about what is to be taught and how feedback will be provided to the child and the parent.

To meet the expectations of the Authority’s Act and to support teachers to better understand what individual students can do and what the next piece of learning is, the Authority has invested in the purchase of *Brightpath* with the intention of making it available to all schools.

I would like to take this opportunity to congratulate staff in schools that have made the commitment to the *Brightpath* Assessment software. Over 140 Western Australian primary schools across both school systems and sector are using *Brightpath* to assess their students and to monitor growth in learning. The early adopter schools have provided the *Brightpath* team with a valuable source of information and importantly, data to support the development of the software to this point.



“ My advice to school leaders is to be clear about what it is that we expect of our teachers and our students. ”

We at the Authority have followed with great interest the progress that the *Brightpath* team has been making in supporting teachers to plan learning opportunities for students using the *West Australian Curriculum and Assessment Outline* through the use of the *Brightpath* software. We recognise the commitment that the Western Australian Primary Principals Association has made in promoting the support that the *Brightpath* software offer teachers in making reliable professional judgements, recording assessment results and reporting a range of formative and summative information. To this end, the Authority has made a commitment to purchase the *Brightpath* software license with the intention of ultimately providing all schools in Western Australia with access to the support that *Brightpath* affords to classroom teachers and administrators.

The Authority is responsible for the provision of the curriculum for all students from Kindergarten to Year 12 in Western Australia. To support teachers in implementing the Western

“Over the course of the coming years the Authority will make *Brightpath* available on an opt-in basis to all schools in Western Australia.”

Australian curriculum, developing teaching plans and to assist teachers in assessing and reporting comparable information about student performance, the Authority will be working with the *Brightpath* team to expand the number of ‘rulers’ that are currently available.

Over the course of the coming years the Authority will make *Brightpath* available on an opt-in basis to all schools in Western Australia. The Authority will begin a trial of *Brightpath* in March 2016. Whilst all schools currently using *Brightpath* will have continued access to the program, there are some changes in the arrangements that we will shortly notify schools of. New schools wishing to participate will be called for early in

2016. In order to be able to provide the appropriate level of support, we will have to control the uptake over the coming years with the intention of making the tool available to all schools within five years.

The ability to use technology to assist teachers in making good judgements about student learning, determine what an individual child or a group of children require and to demonstrate improved standards of achievement, are core to teaching, learning and assessment.

This intention aligns perfectly with the remit of the Authority and therefore will assist in improving the standards of achievement for all children in Western Australia. ●

Seeking New Knowledge

They come from across Australia, work in a wide range of fields, and every one of these adept and passionate individuals has a new mandate.

As Churchill Fellows, they will engage with the best from the global community to gain and exchange new ideas and innovation, for a better Australia.

Recently, 109 talented Australians were officially confirmed as 2015 recipients of a Churchill Fellowship, which will enable them to take their research to new levels. WAPPA members, Jacqui Hamblin and Fiona Walker were named amongst them.

Jacqui and Fiona join a long line of ground-breaking Australians who have crossed international borders to seek and bring back new knowledge to benefit their profession, industry, community and Australia as a whole.

Jacqui will spend seven weeks travelling to Scotland, Canada and the United States to investigate sustainable and successful models of Extended Service Schools (also known as Community or Full Service schools).

Fiona Walker will travel to the United Kingdom, Sweden and the United States to explore how findings in neuroscience can optimise student outcomes in Australian primary schools.

The Churchill Trust was established in April 1965, soon after Sir Winston Churchill's death on 24 January that same year, and since then has allowed more than 4,000 Australians to explore a subject of merit for the benefit of Australian communities. The announcement of the 2015 Fellows marks the start of a year of celebration for the Trust and its Fellows, as they enter their 50th Anniversary.

More than 100 Fellowships are to be awarded in 2016 worth more than \$25,000 each.

The 2016 Churchill Fellowship application package will be available for download from 24 January 2016.

Apply online from 28 February 2016. Visit churchilltrust.com.au for details.



CASE STUDY

Showcasing Excellence: Art in the Garden

Lisa Criddle, Principal, Allendale Primary School

Visual art is alive and well in primary schools in Western Australia with many students enjoying the discovery of different art mediums and learning about techniques.

Allendale Primary School in Geraldton held an Open Day in September with parents coming into the school to view their children's work. A highlight to this special day was the school's art exhibition which encompassed a showcase of learnt art forms for 2015. Science and music added to the day with students making musical instruments from recycled materials. The instruments were hung around the school to entertain guests and to stimulate the senses. Every student K-6 had an art piece on show for parents which all visitors were delighted with.

Coordinators of this special day, Helen Symington and Debra Clarke spoke to the local media about the importance of the arts and the need for integrating art with science and music in the primary school curriculum. School Board Chair, Lily Robson commented on the visual spectacular and the positive school vibe with students proudly showing their work to parents. ●

Teacher Education: The Way Forward



Dennis Yarrington, President, Australian Primary Principals Association

The most important factor impacting on student learning at school is the quality of teaching in the classroom. The calibre of person entering the teaching profession, the quality of initial teacher education courses, the experience gained during practicum, and the transition and induction received by the new graduate over his or her early years of teaching are all critical factors in achieving the best outcomes. Principals and school leaders have the responsibility for selecting staff, supporting beginning teachers and identifying mentors for pre-service teachers.

For each child to receive the best education possible, there needs to be consistent and high standards for initial teacher education courses. This will attract the best people to the teaching profession and ensure our principals and schools have access to teachers who can provide quality teaching and learning for our students. Ultimately, students completing initial teacher education courses must be 'classroom ready' at the end of their teaching course.

The Australian Primary Principals Association (APPA) advocates the skills required for teachers to be 'classroom ready' include:

- High level communication skills (listening, interviewing, report writing, difficult conversations and professional conversations).
- Skilled classroom management and effective teaching practices.
- Ability to build an excellent rapport with students, parents and colleagues.
- Professional conduct, positive attitude, integrity and strong values.
- Parent engagement skills and strategies.

Teachers are the ones given the task of preparing our future leaders, innovators, entrepreneurs and community builders. Our children will become the holders of our culture, heritage and history. They need to know about the past, how to honour our heritage and prepare for the future. They need to learn how to protect and foster our environment. Teaching the next generation is not just imparting knowledge but teaching the skills, capabilities and attributes for our young to grow and take up the role of building and enhancing our community.

Teaching, ultimately, should be seen as one of the most honourable professions. We need to be selecting, educating and training the best available people. Not everyone is suitable or capable. We need high expectations, clear protocols and standards on selection so that the best possible teachers are entering the classroom.

We need to be looking at the options that will lead to improving teacher education across Australia. Teacher education should not be the fall back course or a perceived funding source for universities. The reality is teaching is a profession and requires education and training supported by experienced mentors.

Classroom Ready Research

In order to gather evidence about current practice in initial teacher education, APPA conducted a survey of primary school principals: *Are New Teachers Ready for the Demands of Your School?* Several workshops were also conducted with primary principals in New South Wales, Australian Capital Territory, Northern Territory and Western Australia and feedback was obtained from the executives of APPA and the state and territory primary principals associations.

“The most important factor impacting on student learning is the quality of teaching in the classroom.”

Over 530 completed responses were received from across Australia. Responses were received from schools across a range of settings (metropolitan, regional, remote and very remote). The full report is available on the APPA website.

In completing the survey, principals were asked to rank graduates on a scale of one to six where one is ‘no evidence or understanding’ and six is equal to ‘excellent preparation and consistent practice’. The survey covered five areas, with a set of questions that sought responses to particular elements of the topic area.

The survey raised a number of serious issues regarding teacher preparation and teacher education courses. Some of the outcomes reported include:

- While 65% of respondents rated graduate teacher preparation for engagement with the community in the four to six range, as many as 18% found graduate teachers displayed limited evidence or understanding of the topic (one to two range).

- The survey showed that almost half of respondents rated graduate teachers’ curriculum knowledge and pedagogical skills as one to three. It is further noted that less than 8% gave the highest rating.
- The responses to ‘exhibiting a range of effective skills in classroom management’ indicated that graduate teacher understanding of this critical aspect is not strong (i.e. over half rated three or below). It is also observed that less than a quarter of graduate teachers are rated in the five to six range in being able to apply effective skills in classroom management.
- Graduate teachers are not adequately prepared to teach without significant levels of support. Many are not classroom ready. For example, over half of graduate (primary) teachers could not:
 - Teach reading (54%) and mathematics (51%) to a reasonable level.
 - Plan effective lessons (53%).
 - Deliver lessons that catered for the range of student needs (60%).
 - Design or implement valid assessment (59%).
- The ability to manage student behaviour is an essential skill for graduate teachers. This survey reports that 40% of respondents had worked with graduates who had inadequate behaviour management skills.
- Numerous comments from respondents indicate alignment of theory and practice is a key principle of initial teacher education courses and should be evident from the very beginning of the course.

The above issues and figures indicate serious shortcomings in many initial teacher education courses. However, comments from respondents to the survey indicated they believe some initial teacher education courses are getting things right. The report highlighted key recommendations to address the issues raised.

A Way Forward - Teacher Education: Top Ten Essential Elements for Teacher Education

At the APPA National Conference held in Hobart in September 2015, over 70 principals from across Australia participated in a forum on teacher education. The forum identified Essential Elements, which have now been endorsed by the APPA Board. Communication of the Elements will be undertaken by APPA and the national body will work with state and territory principals’ associations and universities over the next 12 months to ensure the Essential Elements are used to improve teacher education courses.

The Teacher Education: Top Ten Essential Elements for Teacher Education covers the four key areas of teacher education:

1. Entry and selection for teacher education courses.
2. Course content and program.
3. Professional experience and teaching practicum.
4. Transition and induction to the teaching profession.

The document will be available on the APPA website. One of the key factors of a successful course, as indicated by the classroom ready survey and feedback from principals’ meetings, is the relationship the university has with the school. The successful partnership is one that is collaborative and has shared values and vision for teacher education.

If we are able to implement these Essential Elements, I believe we have the options to make a huge difference and ensure our children are being taught by the best teachers who are highly valued. Teaching is an honourable profession. ●



WAPPA Professional Achievement Awards

Congratulations to the following WAPPA members who have received recognition of their professional learning achievements, or have been provided with a grant to continue their development and work towards greater outcomes for their school.

Aspirant Action Research (sponsored by Konica Minolta)



Tamara Bromley - Leading Change in Literacy Teaching Strategies

Regina Kroczeck - Leadership Coaching

Julie Major - Building and Developing Visible Learners

Leading From the Front

Sue Ashworth - Professional Learning Teams and Classroom Observations

Colin Chisholm - The Leader in Me Accreditation – Lighthouse Status

Mel Clark - Use of Tablet Computers in the Early Years Classrooms to Engage and Motivate Learning to Write

Franca Dillon - BYOD Leadership, Implementation, Training and Assessment

Janine Kinninment - Co-operative Partnerships

Neil McCallum - Visible Learning: Positively Impacting on Student Learning at Woodvale Primary School

Jacqui O'Donnell - Leading a Visible Learning School

Rosemary Simpson - Australian Early Years Index

Professional Study (sponsored by Camp Australia)



Karen Loan - Better Leading, Better Teaching, Better Learning

Professional Development Travel

Melanie Clark - Presenting at the Fourteenth Hawaiian International Conference on Education (January 2016)

Professional Learner's Recognition

Jacqueline Cooper, Associate Professional Learner

Melanie Clark, Advanced Professional Learner

Shayne Harris, Master Professional Learner

Cameron Lindley, Advanced Professional Learner

The WAPPA Board of Management would like to acknowledge and thank the Awards Committee for their time and commitment in assessing all applications.



POP

A Game Changer

CASE STUDY

Nick Stenhouse, Deputy Principal, Newborough Primary School (previously Neerabup Primary School)

In our constant search to provide quality education to our students the Neerabup Numeracy Committee sat looking at the latest NAPLAN results scratching our heads, what was going on? Despite a whole school focus on maths, strategies such as releasing our Getting it Right – Numeracy specialist to work alongside teachers, whole school planning, emphasising fluency through our Maths Wizard program and collaborative meeting tasks, the results were clear: our kids were not progressing.

While analysing the results we kept making the same comments: “we teach the content, the kids give up too easily, there’s no resilience there, there’s no understanding, no problem solving skills, no reasoning” - sounding familiar? Wait, there’s a problem: no understanding. Could it be that simple? They have trouble making the connection between the why and how? We can ram home content, fluency and problem solving skills until the cows come home but if our students were unable to connect related ideas and apply their knowledge to new skills, none of it would make a difference. So how do we actually teach our students to understand?

Fast forward two weeks and my colleague Amy Jose and I are sitting in Dr Paul Swan’s lounge room enjoying

coffee and homemade biscuits explaining our dilemma. “Yeah, yeah understanding” muses Paul casually, “I’m working on that now actually....” And so it begins, the brain explosion that is Dr Paul Swan, began unravelling the maths universe in front of us through a game called ‘Pop’ Amy and I looked at each other, both thinking the same thing: “How does he do that?” Instantaneously Paul demonstrated how a simple game like ‘Pop’ was able to assist in building students’ understanding. ‘Pop’ is a card game based on the game of ‘Snap’. Players have to match cards and can make multiple matches and take counters based on the number of cards taken to determine a winner. Amy and I left enthused, excited and ready to take it back to the staff.

During the Term Three Professional Development day we delivered ‘Pop’ to the staff and once the game in its simplest form had been introduced, the teachers’ creativity took over. Teachers discussed ways they could vary the game to suit conceptual learning based on their students’ identified weaknesses. After teachers decided on areas to target, the decision was made to include a version of the ‘Pop’ game at the beginning of numeracy blocks. The secret to ‘Pop’ is not the game itself. Rather, it is about developing a routine

to build fluency in the game. Once this has been achieved the game can be altered to target the development of students’ reasoning and understanding of any maths concept. The skill is developing a ‘Pop’ routine during the lesson which allows for differentiation and frees the teacher up to work with targeted students. Teachers are held accountable for their ‘Pop’ lessons through a series of sharing sessions during staff and collaborative meetings.

Neerabup Primary is adopting a whole school ‘Pop’ approach and held the ‘Great Pop Off’ parent afternoon. The students had been busy developing their own set of maths based ‘Pop’ cards to take home. The aim was for the students to teach their parents how to play the game, in order to understand ways to develop mathematical reasoning and understanding skills. It is hoped that by maintaining a focus on these areas and continuing to support parents to develop these skills we will see an improvement throughout the school and students will be better equipped to apply their conceptual knowledge. ●

Visit Dr Paul Swan’s website to download the ‘Pop’ game
<http://www.drpaulswan.com.au/resources/freebies/>

Professional Achievement Soiree

Proudly sponsored by OSHClub, celebrating school leaders' success



Regina Kroczek accepting her Aspirant Action Research Award from award sponsor Daniel Laybutt, Konica Minolta.



Rosemary Simpson, Melanie Clark and Jacqui O'Donnell accepting their Leading from the Front Award.



Melanie Clark, Jacqueline Cooper, Shayne Harris and Cameron Lindley receiving their Professional Learner Recognition from Professor Bruce Robinson (guest speaker, centre).



Karen Giacomucci accepting the Professional Study Award from award sponsor Evelyn Twine, Camp Australia.



Retiring members: Anthea Veitch, Leah Ross, Gail Kimpton, Chris Sandri, Gavin Macoboy, Norman Ireland, Wendy Ireland, Brian Devereux, Elizabeth Blyth, Valerie Applegate, Tom Campbell

WAPPA/OSHClub

Leadership through Networking High Tea



Honourable Kerry Sanderson AO, Governor of Western Australia (keynote speaker).



Ian Anderson (WAPPA Vice President), Julie Thomas (OSHClub) and Stephen Breen (WAPPA President)

Out with WAPPA

“Thank you for a wonderful afternoon... it was greatly appreciated.”

- Natalie Tarr, WAPPA member



Bernadette Jones (Bullsbrook DHS) and Nicole Lambert (Bullsbrook DHS).



A Word about WAPPA

WAPPA Newsroom

Brightpath Breakthrough

In 2014, WAPPA committed support to Pairwise in developing and implementing Brightpath. The assessment and reporting software provides teachers and schools a basis for developing teaching programs that suit the needs of individual students. WAPPA and Pairwise are pleased to now have the endorsement of the School Curriculum and Standards Authority. On page four, Allan Blagaich has shared his personal journey, as well as an exciting announcement about Brightpath.

The Future of Education

WAPPA has commenced research and consultation to develop a position paper outlining a vision for primary education in Western Australia into the 21st Century. Stephen Macdonald, Director, Kaya has written an update on this project (page 20). The WAPPA Board of Management would appreciate input from members.

A Perspective on Quality

WAPPA is working with Western Australian universities as part of a review of initial teacher education standards. WAPPA is supporting the work of the Australian Primary Principals' Association (APPA) in advocating for an appropriate minimum ATAR for course entry, and a rigorous assessment process. Read an update from Dennis Yarrington, APPA President on page ten as well as an exclusive article from Michael O'Neill on page 18. Michael is the Dean of the School of Education at the University of Notre Dame Australia. Kylie Catto, WACSSO President shares the value of quality teaching and school leadership from the parents' perspective on page 22.

WAPPA Champions

WAPPA will be re-launching the 'WAPPA Champion' program in early 2016. All members are urged to start the conversation with colleagues about the benefits of WAPPA membership. A strong membership base is the foundation of WAPPA's strength as an advocate for primary school leaders. By encouraging your colleagues to consider membership, you are helping them get the most out of their profession and supporting your association. Your efforts will be recognised and rewarded! Email wappa@wappa.net.au for further information or to request membership brochures for your colleagues.

wappa.asn.au

Building Professional Capacity in your school

In 2016, WAPPA will increase its focus on delivering tailored services in your school. Working with a WAPPA consultant, you will receive personalised advice, resources and support. The expert consultant will bring a whole school approach and can focus on a specific area of curriculum or leadership at your request. Having seen the great outcomes that can be achieved through in-school consulting, WAPPA will be focussing increasingly on providing this key service to members.

Board of Management Update

Congratulations to Board member Keryl Caird who has been elected as a WAPPA Vice President. Lisa Criddle has joined Ian Anderson, Peter Beckingham and Keryl Caird as a member of the Executive. Both positions were made vacant following the resignation of David Lee, who we thank for his contribution.

Thanks to Linda Chandler for her contribution as a Board member, completing her term at the end of 2015.

Regional visits in 2016

Throughout Semester One (2016) WAPPA President, Stephen Breen hopes to speak to WAPPA members far and wide across the State. The WAPPA Business Centre will be in touch with each chapter to arrange a suitable time for the WAPPA members in the chapter to meet. The meetings will provide an opportunity for Stephen to provide an update on WAPPA's priorities, seek feedback on issues and initiatives and to meet new representatives in the area.

Teachers Registration Board

As a benefit to Ordinary Members and Active Life Members, WAPPA can pay the individual member's annual Teachers' Registration Board (TRB) fee at no additional cost to the membership. Members MUST complete an authorisation form and return it to the WAPPA Business Centre so this payment can be made on their behalf.

If an authorisation form is received by WAPPA before 31 December, the annual fee will be paid to the TRB by WAPPA, commencing from the next calendar year and on an ongoing basis thereafter.

It is the responsibility of the individual member to ensure their five year TRB registration is completed.

For more information or to request a form, please contact the Business Centre or visit the WAPPA website.

WAPPA Website

Visitation to the WAPPA website has increased over the past year. Visitors are viewing 30% more pages and staying for 36% longer. The website offers a range of resources for members. If you haven't visited recently, a great place to familiarise yourself is the Resource Centre. There you can watch the latest WAPPA TV clips and order professional capacity building tools.

2016 Dates

Annual Conference (includes WAPPA AGM)

15-17 June 2016 see page three

Board of Management meetings

Friday 22 January
Tuesday 23 February
Tuesday 5 April
Tuesday 10 May
Tuesday 28 June
Tuesday 2 August
Tuesday 13 September
Tuesday 25 October
Tuesday 13 December

2016 Board of Management

Steve Breen, President
Ian Anderson, Vice President
Keryl Caird, Vice President
Peter Beckingham, Board Member
Katrina Bonetti, Board Member
Lisa Criddle, Board Member
Gary Crocetta, Board Member
Ashley King, Board Member
Niel Smith, Board Member
Neil Spence, Board Member



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WAPPA Values

WAPPA strives to influence educational outcomes by enhancing the profession of school leadership. In representing the profession, WAPPA members and employees are encouraged to embrace these values.

Excellence

We foster a culture of excellence and recognise excellence amongst our colleagues and within the profession.

Integrity

We promote a culture of honesty and fairness - to our colleagues, members, suppliers and the community.

Respect

We look out for the health, safety and wellbeing of our members and ourselves, and aim to recognise each other's contribution to the success of the Association. We strive to treat others as we wish to be treated.

Empathy

We show understanding and broad-mindedness and communicate openly and respectfully.

Inclusivity

We believe that collaboration, cooperation, coordination and transparency are key to the successful operations of our Association. We strongly support opportunities to foster collegiality amongst our members and professional stakeholders.

Inspiration

Through the conduct of our business and through our professional and personal relationships we aim to inspire others and be inspired by others.

Thank you!

To all of WAPPA's volunteers - Board of Management, Committee members and Chapter Chairs, thank you for your contribution to the success of the Association.

School and University partnerships: Reciprocal Responsibilities in the Practicum



The WAPPA Board of Management is currently engaging with Western Australian universities to consider the optimum preparation for initial primary school teachers. Professor Michael O'Neill was invited to share the University of Notre Dame's perspective and practices in this area.

Michael O'Neill, Dean, School of Education, University of Notre Dame Australia

We can all look back on our preparation to become a teacher and I would suggest that an indelible memory will not always be the theoretical units undertaken but far more likely it will be the practicum that is seared into our memory. It is to be hoped that is because the experience was inspirational and confirmed all our reasons for choosing teaching as a vocation. I can still remember my practicum experiences some 35 years after the event!

In the context of the federal government Teacher Education Ministerial Advisory Group (TEMAG) report **Action Now: Classroom Ready Teachers** there has been much focus on the design of teacher education programs. The proposed reforms centre on five themes:

- Stronger quality assurance of teacher education courses.
- Rigorous selection for entry to teacher education courses.
- Improved and structured practical experience for teacher education students.
- Robust assessment of graduates to ensure classroom readiness.
- National research and workforce planning capabilities.

“...students will experience 32 weeks (160 days) of practicum over the four years of the degree”

This brief reflection will address the concept of preparing 'classroom ready teachers' through an outline of the University of Notre Dame's School of Education curriculum design for its Bachelor of Education (Primary) degree and Bachelor of Education (Early Childhood and Care 0-8 years) degree. As such it will be evident that our course is strongly aligned to the central themes of the TEMAG recommendations.

Rigorous selection for entry

In our efforts to ensure rigorous selection for entry we employ a holistic process. Firstly academic pre-requisites are strong with a minimum entry into primary teaching based on an ATAR of 70 and for secondary

an ATAR of 80. Many students enter primary teaching programs at Notre Dame with very high ATARs so the mean entry score is much higher than the minimum standard. In addition, students have to demonstrate personal qualities, motivation to study, academic potential as well as community engagement through a personal statement, academic reports and references from the school. All written documentation is explored in a face to face interview with an academic staff member, all of whom have had long careers in schools and many have been middle managers, assistant principals or principals in schools. The interview allows the student to express what drives them to enter the vocation of teaching and to see if Notre Dame is a fit for them. The process is time consuming but allows academic faculty to assess the candidate's interpersonal skills and aptitude for teaching.

The practicum

The University of Notre Dame's four year degree structure is completely centered on the practicum. Our program is essentially designed in phases of theory leading to a specific practicum experience each year. In total students will experience 32

“ Mentors have a responsibility to follow due process in assessment procedures... ”

weeks (160 days) of practicum over the four years of the degree. Students undertake a two week immersion experience in their first year after a year of theory. At this point they can make an informed decision about whether teaching is for them or in some cases we may challenge them to reconsider their choice if that experience is not successful. In each successive year thereafter, all students participate in a ten week fulltime practicum. This enables students to appreciate the *lived experience* of a teacher over the 50 days of a full term. If we consider that the academic school year usually consists of 40 weeks of schooling, students at UNDA spend 80% of an academic school year in the classroom. The total number of days (160) well and truly exceeds the AITSL minimum requirement of 80 days.

The primacy of the partnership ^W

Teacher training has long been a partnership between the profession and the universities. As such, it behoves the University in any way it can to pay back the generosity of the schools by providing quality support in the mentoring of its students.

To complement the supervision of students by their mentor teacher, schools have the opportunity for a designated staff member to undergo training to become a Head of Professional Practice (HOPP) for Notre Dame. These staff members (usually senior members of staff) take a Masters unit Professional Supervision of Beginning and Early Career Teachers which is provided free of normal post-graduate fees and if assessment is undertaken can be used for advanced standing into a Masters degree. The unit interrogates what the partnership should look like. What is the role of the student? What

is the role of the mentor? What is the role of the University supervisor? What is the role of the head of the professional practice or the school practicum coordinator? How do we make judgments of student performance against the AITSL standards? In addition, the literature on quality teaching, mentoring and coaching and a vast array of AITSL resources are all examined.

The University commits to providing the mentor teacher all of the support it can and if extra university supervisory visits are required for assistance to students and mentors alike they will be provided unquestionably. The practicum office and course coordinators provide another layer of support for the supervisor. When students are struggling the degree coordinator will attend. Our documentation provides clear guidelines for what is expected of students at each practicum and how they should be assessed. It also includes information on what has been studied up to that point. Student briefings outline a code of professional dress and behavioural expectations, recognising that professional behaviour is a key element of assessment.

What we hope for from the school

At the outset, universities rely on a generosity of spirit to accept the invitation to have a student! Without that openness to invitation, the profession will not survive and we are deeply indebted to our partner schools. Having the invitation accepted is the first step but we also rely on the discernment and sound judgment of leaders in schools to be selective when it comes to approving mentor teachers who take students into their classroom. We would hope that across all sectors they are the

schools' finest practitioners capable of modelling outstanding practice. We would also hope that they are empathic men and women with a finely honed emotional intelligence. They should be capable of nurturing and mentoring young, willing but inexperienced students who should be allowed to learn from mistakes and be encouraged to pick themselves up when they do.

Mentors have a responsibility to follow due process in assessment procedures, and just as they would with their own students, provide honest, detailed, quality feedback for pre-service teachers to help them grow in their journey to become the best practitioner possible. This requires a generosity of time and a capacity to listen and attend on the part of the mentor rather than be quick to judge. There is no doubt that when done well, taking a practicum student is challenging work on top of a range of other professional obligations but it should be an intrinsic part of our professional culture. With the right support and approach, mentoring can bring rich rewards for both parties enhancing the practice and reflection of the mentor and mentee alike.

Universities and schools working together are a powerful force for good. In our experience at Notre Dame, the profession is in good hands when a quality teacher education program is aligned with generous, able and supportive practitioners in the classroom. ●

WAPPA's Vision for 21st Century Education

WAPPA's Board of Management has undertaken to develop a strategic position paper that will encapsulate WAPPA's vision for primary school education in Western Australia into the 21st Century. WAPPA has engaged Kaya, an organisational psychology firm, to facilitate a research process.

Stephen Macdonald, Director, Kaya

Improving the outcomes of students within our schools is front and centre to what education is about. While our system rates within the 'good' range according to the OECD, there is a desire amongst many school leaders for our schools to move from "good to great". This is a phrase coined by Jim Collins, an American business author, in a book by the same name that chronicled the factors that made great companies.

In an education context it is important to consider those factors that will move our schools from good to great. An interesting twist to this idea is that it appears from research that for schools to move from good to great, the systems they are in must also move from good to great. This is more complex than to simply state that "the overall education must change". Moving from good to great does require a great system but it also requires a different mindset from those leading within the system. It is also vital that what is implemented is more than an ideological framework; it must be based on evidence of what works.

An understanding of the ecology of systems is also vital. That is, a system is made up of many systems and the interplay between each of these systems makes for an overall healthy environment. So what makes for a healthy system? What are we currently doing that is working? What needs to be modified or changed?

These questions form the basis of work commissioned by the WAPPA Board of Management. WAPPA has commissioned Kaya to facilitate a research process with local members and external stakeholders. The aim is to develop a position paper on the future of primary education in Western Australia for the next ten to twenty years. To initiate conversation about future possibilities Kaya has prepared a discussion paper "A High Performing System: Ideas from Research".

“ To achieve something different we need to challenge our accepted paradigms ”

The purpose of this paper is to create discussion and promote debate about what our system could be like. To achieve something different we need to challenge our accepted paradigms about how schools best operate and what is best at a system level. We need to challenge the focus on individual schools and think at a system level. This paper is not a list of recommendations or statements about what should be in WA, rather it is a reflection about what the research says about high performing systems around the world and the future of work.

“ This paper (sic) is a reflection about what the research says about high performing systems around the world and the future of work.”

Some of the ideas/questions covered in the paper include:


- What is needed to prepare students for the future of work that they will engage in?
- Education needs to be both collaborative and competitive at the same time.
- There may need to be a change in basic assumptions about what makes a good school.
- Long term skill development of teachers and leaders is a priority.
- We can learn much from other systems but we need to implement a system that is designed for Western Australia.
- A sustained strategic focus on improving student outcomes through system wide improvement is a priority.
- What does localised control actually mean and what is needed to support it?

- Schools need to become more proficient in using data to drive improvement.
- Rethinking what a school leader is and what their job is.
- Lifting the standards of accountability for student results.
- 21st century schools require 21st century leaders.

The development of a Blueprint for WA Primary education that outlines a journey forward over the next ten to 20 years is a process that requires strategic and systemic thought from education leaders. The Board of Management encourages school leaders to read the evidence and provide their point of view. ●


To obtain a copy of the research paper please contact WAPPA's Communications Manager, Jasmin Slingsby by emailing jslingsby@wappa.net.au.

Stephen Macdonald has spent a number of years working in and around schools in a variety of leadership roles ranging from pastoral care positions, external educational consultancy and leadership coaching. Stephen is an Industrial Organisational Psychologist and Perth based Director of Kaya.



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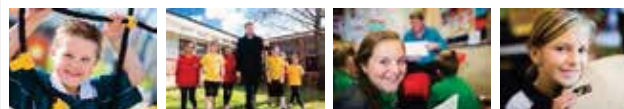


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Quality Education – The Parents' View

Kylie Catto, President, WACSSO

The Western Australian Council of State School Organisations Inc. (WACSSO) is the peak body representing parents of public school children in Western Australia. Kylie Catto has been President of WACSSO since 2012.



At the heart of what any parent wants for their child is for them to be happy, safe and to have the best opportunities in life. It is widely accepted that opportunities largely stem from access to an education system that caters for all young people irrespective of their demographic profile or personal attributes. Every student must be afforded the same opportunities to achieve. Just what is a quality education? The key to answering this in how families, the wider community and government systems collaborate to fulfil aspirations around happiness, safety and opportunity.

Since its' inauguration in 1921 WACSSO has provided services and representation to Parents and Citizens Associations (P&Cs) state-wide. Much can be gleaned from snippets of WACSSO journals, conference minutes and reports over the past 94 years that allows insight into the collective thinking of parents in relation to school education. Perhaps the most significant aspect about the passage of time is not the issues that have changed, but those that have not and the fact that these consistent challenges link back to those three core aspirations.

Reflecting historically on the Australian education landscape, there are marked similarities in the challenges and complexities faced within the education system now and then. Issues highlighted in snippets from 1920's copies of WACSSO's Parents' and Citizens Broadcaster journal include schooling for students in remote areas, child nutrition, school bag weight, provision of dental services, adequate facilities and

physical learning space, parental engagement, resource provision by government, school-leaving age, teaching conditions, class sizes and many more issues today's school leaders will be well cognisant of.

“ We want to see our leaders being brave, creative and innovative – the same qualities we expect from our children. ”

Recent years have seen a focus on ensuring educational quality from the very beginning of a child's formal schooling years. We are fortunate in Western Australia that pre-primary is now a compulsory year of schooling. The Australian Government's Productivity Commission Inquiry Report on Childcare and Early Childhood Learning (October 2014) found a quality early childhood educational program led to socialisation benefits for children, better transition into formal schooling and improved performance in standardised test results in the early years of primary school¹.

Parents want to see schools taking heed of the experts, delivering a best practice, evidence based education program that embraces the move toward a less structured and more playful approach. In some contrast to the schooling of yesteryear, today's

parents want schools to join them in instilling in their child a joy of learning, rather than a rigorous necessity.

Children can enjoy learning when their educational needs are met. This works best when schools embrace the different learning styles, passions and abilities of individual children and provide an educational program that is interesting and meaningful. This is by no means an easy task as expectations placed on schools grow with the burden of the increasingly complex societal issues our diverse student population is faced with. Naturally these expectations have a flow-on effect to individual school leaders. We expect the system to be there to support our school leaders as they support their school community, by ensuring complementary services for students and families are easily accessible to those who need them, whether this be targeted health services, community agencies or additional educational support.

Perhaps divisively, we believe standardised testing has its place in a quality education. We recognise the necessity of core subjects in providing the foundations for lifelong learning. A polarising issue for parents and the education community, NAPLAN is the annual target of consternation and debate in media circles over the lesser-highlighted WAMSE and newer OLNA test, with results regularly misused and exploited. Across varying opinions on the value of standardised testing some core, valid concerns exist, including 'teaching to the test' and the potential for detracting from the regular educational program, as well as stresses on students and of course the unintended by-product of league-tables.

“In some contrast to the schooling of yesteryear, today’s parents want schools to join them in instilling in their child a joy of learning, rather than a rigorous necessity.”

When used as intended as a diagnostic tool, we believe these tests have great merit in assisting schools to understand how best to improve student achievement in the areas that need it most. The continual inference by the media that NAPLAN data is the yardstick for the worth of a particular school is the real issue here. Our focus with parents is that the data should be considered as a snapshot of their child’s progress. We encourage parents to look at NAPLAN data as just one piece of a collective of information about their child’s achievement and emphasise that alone it does not illustrate the true quality of the education delivered at their school. It is in our view particularly important for school leaders to communicate the purpose of NAPLAN to parents and provide ample opportunities for valid concerns to be raised.

Parents want a modern education that is preparing their child to be the adult of tomorrow, not today. This means fostering in children creativity, critical thinking and skills in entrepreneurship. Worryingly, recent research by the Foundation for Young

Australians found that 58 percent of students and 71 percent of vocational education students are training for occupations that will be radically affected, or may even disappear due to automation¹. The New Work Order Report recommended that enterprising skills training, including communication, project management, financial and digital literacy, the ability to critically assess and analyse information, and be creative and innovate start in the primary school years². We recognise that to do this, first teachers must be equipped with the skills to facilitate this type of learning, which falls to universities and government to keep pace with global trends.

A quality education recognises the human aspect of its student cohort. School communities should demonstrate strong attitudes around embracing diversity and a commitment to providing a safe place to learn. Unfortunately bullying continues to be an issue in many of our schools. Tackling bullying and its impacts is a shared responsibility of the student, the school and the family. We want students and staff to go home every day in as good or better health than they arrived. School leaders must ensure the framework is in place to prevent, identify and manage situations – and parents are willing to be involved here. When policies are developed or programs implemented school leaders should consult with the community to ensure the result is reflective of community expectation. When parents and the school community have an opportunity to take part in the collaborative development of policies they can take ownership of these issues and they will support the stance at home.

When there is an effective principal it shows across the whole school. It is well known that where there are quality educational leaders it is demonstrated through the outcomes of students and the wellbeing of staff. We want to see our leaders being brave, creative and innovative – the same qualities we expect from our children.

We look up to our school leaders as professionals and role models. Parents want school leaders to be visible and accessible when they need them. We often hear stories about that ‘special principal’ and the difference they made in students’ lives - the principal who could remember the name of every child in the school, for example. We want our leaders to be invested in our kids’ education, not just in running a business. The business of education is important but we want the biggest investment they make to be in the education of our students.

We see a quality education for our children as a shared responsibility. Although parents may be the first (and life-long) educators, schools provide the formal education opportunities. We know that where there are great leaders, great things are achieved, and schools are no exception. ●

¹ Foundation for Young Australians. August 2015. *The New Work Order. Ensuring young Australians have skills and experience for the jobs of the future, not the past.* P7. <http://www.fya.org.au/2015/08/23/the-new-work-order-report/>

² Foundation for Young Australians. August 2015. *The New Work Order. Ensuring young Australians have skills and experience for the jobs of the future, not the past.* P2. <http://www.fya.org.au/2015/08/23/the-new-work-order-report/>



Spotlight on a WAPPA Member

Natalie Burns, Principal, Joondalup Education Support Centre

Natalie Burns joined WAPPA in October 2015 as an Ordinary Member.

Natalie, welcome to WAPPA! Could you tell us about your school?

Joondalup Education Support Centre is a primary school dedicated to educating students with special needs, predominately students with intellectual disability, ASD and severe mental health diagnoses. We are collocated with Joondalup Primary School. We are quite a large education support primary school with enrolments in the mid sixties.

How long have you been at Joondalup Education Support Centre?

I have been at Joondalup Education Support Centre since midway through 2013, on a fixed term contract, as acting Principal. I am now substantive at this school and this is my first Principal placement. Prior to Joondalup I was the Deputy Principal at Malibu School.

What's the most rewarding part of your role?

I really enjoy working with people and feeling that I am in a position where I can make a difference to students, staff and families.

How do you manage your work/life balance?

I get to work quite early and enjoy the time on my own in the mornings. I make a habit of not taking work home, and not bringing home to work.

What motivated you to join WAPPA?

Working within the network I am part of, colleagues suggested I may find it beneficial. I was (and still am) a member of WAESPAA (Western Australian Education Support Principals and Administrators' Association) which is great for my context however I feel WAPPA is also very relevant to me. ●



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Top Tips

WAPPA President, Stephen Breen shares his top tips on developing high quality primary school education.

1.

Prioritise early identification and early implementation of prerequisite skills and knowledge for future learning. The evidence is overwhelming; if schools constructively intervene in the early years, student outcomes will improve.

2.

Quality school education needs quality pedagogy. There is no substitute. Curriculum and technology will come and go but high level pedagogy is needed to successfully engage and teach skills, knowledge and attitudes.

3.

Set high expectations for teaching and student learning. Students need boundaries and they will rise to the challenge if the expectations are realistic and consistent.

4.

Students need a safe and supporting learning environment to reach their potential. An environment which encourages respect, cooperation, participation, care and fairness.

5.

Schools need to develop a system that strategically develops, encourages and privileges professional judgement. We should never lose sight of the fact that it is a teacher's professional judgement that enables students to flourish. ●



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On a Lighter Note

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7	2				4		8	6
	9		8	1	3		2	
		1	6					8
4	5						1	9
3					9	7		
	4		9	5	8		6	
2	3		7				4	5
		9	4					1

Visit the News, Events and Publications page on the WAPPA website for solutions.

Brain teasers

How do you get 24 from 9, 6, 11 and 3, using addition, subtraction, multiplication or division?

What word in the English language is always spelled incorrectly?

If you had a 5 litre bowl and a 3 litre bowl, and an unlimited access to water, how would you measure exactly 4 litres?

Wordsie



Gather the letters that Wordsie has chosen throughout this edition and jot them down here:

— — — — —

Unscramble them to form a word and email it to wappa@wappa.net.au. All WAPPA members who submit the correct word by Monday 18 January 2016 will go into the draw to enter the 'WAPPA Wordsmith Hall of Fame' and win a puzzler prize.

Congratulations to Jonathan Phillips who has joined the WAPPA Wordsmith Hall of Fame as the winner of the Edition 3 Wordsie competition.

Five Phobias you may not have known existed:

Cherophobia – Fear of happiness

Philophobia – Fear of falling in love

Oikophobia – Fear of homes

Kathisophobia – Fear of sitting down

Siderophobia – Fear of stars

The secret to a quality education? **FUN!**

Jasmin Slingsby, Communications Manager, WAPPA spoke to students to find out what they think makes a quality education. Thanks to West Leederville Primary School for allowing us this opportunity.

How does your teacher know they are doing a good job?

"We all go home smiling when we leave on a Friday."

Do you think what you're learning now will help you when you leave school?

"Yes, because our teacher doesn't just teach the basics, she also teaches us to be kind." - Nicola, Year Four student

Why is it important to learn?

"Well if you don't learn, you won't succeed. So teachers have a big importance."

What have you learned this year?

"I've got better in long division. I sometimes make mistakes, but I've got better."

Can you have fun and learn at the same time?

"Definitely. Some activities in life are fun but unexpectedly you learn something. That helps me a lot."

- Shardul, Year Three student



How does your principal monitor the school's success?

"She visits our class once or twice a week, and sometimes joins in... she makes sure the teachers aren't confusing the kids." - Sara, Year Six student

Why is it important to have a great school leader?

"A good principal makes a good school. A good principal will always be organising things and making things fun."

- Michael, Year Six student

What does quality education mean to you?

"Making it fun so that students actually enjoy it and don't just tune out."

- Tim, Year Six student





Abacus Educational Suppliers exhibition space at the 2015 conference.



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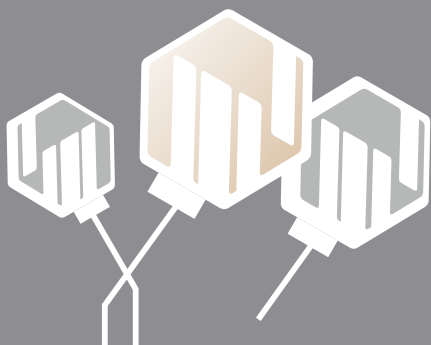
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A special thanks to Teachers' Mutual Bank for their support as the inaugural program partner for WAPPA's Professional Support Program.



Celebrating a Career in Education

This year, 48 WAPPA members have rung the school bell for the final time as they prepare for their retirement. Congratulations to those members, we hope you will keep in touch with the Association.

Valerie Applegate

Patricia Edwards

Christine McDonagh

Cristina Sandri

Jean Blechynden

Stephen Fairs

Annabella McKern

Robert Searle

Elizabeth Blyth

Susan Hall

Lynda Moir

Desmond Semmens

Tom Campbell

Marie Hand

Sandy Murray

Peter Smith

Nola Chromiak

Denise Hilsz

Linda Needs

Ellen Tompsett

Kevin Clarke

Norman Ireland

Kathleen Nortier

Gregory Tompsett

Carol Coumbe

Wendy Ireland

Edward O'Keeffe

Lynette Van Nierop

Stana Couzic

Gail Kimpton

Julie Pash

Trevor Vaughan

Brian Crossley

John Klauz

Stephen Pash

Anthea Veitch

Brian Devereux

Cheryl Langley

Bevin Paxman

Richard Walker

Marie Donovan

Christopher Leed

Cheryl Ridgeway

Ian Wookey

Christopher Dorozenko

Gavin Macoboy

Leah Ross

Stephen Yates



New Commissioner for Children and Young People

Past WAPPA President, Colin Pettit has been appointed as the new Commissioner for Children and Young People for a five-year term commencing 16 November 2015.

Colin departed WAPPA in 2007 and most recently held the role of Secretary of Education for the Department of Education for Tasmania.

On behalf of WAPPA members and staff, we wish Colin all the best in his new role and looks forward to working with him to improve educational outcomes for Children in WA.

Making spirits bright



Wishing you a joyous holiday season
and a healthy, happy new year.

From the WAPPA Board of Management and staff.



We are happy to announce that our

NEW WEBSITE is now LIVE!

Our newly launched website is intended to be faster, multi-device-friendly, easy to use, quick search and more. Your shopping experience will be smoother, quicker and simpler.

To celebrate this launch we offer **10% discount**
Offer ends 31st of December 2015.

If you wish to avail yourself of this offer please quote
" **WAPPAmember** " when ordering.

Shop Opening Hours: Mon - Fri: 8:30 - 4:30, Sat: 9:00 - 12:00



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