

WORDS



WESTERN AUSTRALIAN PRIMARY
PRINCIPALS' ASSOCIATION

Volume 37 Edition 3 2017



Inspire Innovate Initiate
Conference 2017



KEEP CALM AND CALL



WAPPA supports its members with issues including but not limited to:

- Parent complaints
- Workplace grievances
- Discipline issues (Standards and Integrity)
- Bullying and workplace conflict
- Social media concerns
- Workers compensation claims and support
- School safety – assistance with prohibition orders and restraining orders
- Duty of care issues
- School board and governance issues
- Department policy
- Curriculum issues

"I am writing to give my thanks to WAPPA and particularly Liesl Quince (General Counsel), for the support, advice and expertise dealing with the department and riskcover. Liesl was very knowledgeable and guided me to a very positive experience and successful outcome. I am aware that having her 'in my corner' empowered me to have control of the process. I am very grateful to her and would like to formally recognise her kindness and support".

WAPPA Member



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From the President

Ian Anderson, President, WAPPA

It was terrific to see over 350 delegates attending our conference. The theme, *Inspire, Innovate, Initiate* resonated with members and our speakers explored and developed the theme well. They challenged delegates to examine what is happening in schools and to ask the question, "What is the problem?" before charging off and implementing yet another innovation.

Schools have undergone significant change over the past ten years and in many cases, are still in catch up mode. System change at both the state and national level has placed a huge amount of pressure on school leaders, with the push to be "innovative" just one of those.

Our first conference speaker, Abdul Chohan, summed it up brilliantly in two quotes:

"The six most expensive words in education are: "We've always done it that way."

and "Before implementing any change agenda, ask "What is the problem?"

The first statement is about clarity. Be clear on what it is that is currently happening and be prepared to ask and answer the question, "Is it good enough?" If the answer is no, then the leader needs the courage to explore, along with staff, the possibilities and push beyond past or current practice.

A good leader, however, is able to manage this change process, work through the implementation phase and ensure that staff are

not being overburdened with too much change. This, of course, is part of a leader's responsibility to provide for the health and wellbeing of staff, a responsibility we must be prepared to take on. The question I would ask, however, is "Who is looking after the health and wellbeing of the school principal?" At an APPA National Forum held in Adelaide recently, we heard that the evidence from Dr Phil Riley's ongoing research into Principal Health and Wellbeing clearly links positive wellbeing with successful schools. We also heard that once you work beyond 48 hours work per week, your effectiveness decreases dramatically. "In 1930 the International Labour Organisation (ILO) set the maximum working week to 48 hours. This remains the current hour limit beyond which, according to the ILO, no worker should exceed because of the potential health and safety risk" (Dinh, Strazdins, & Welsh, 2017, p. 42). 2016: Australian Principals average work hours: Mean: 53.5 hours (11.1% above the safe limit). Mental health begins to decline at 10 hours below the ILO limit and 20 hours below the average working hours for Australian principals

Associations such as WAPPA play a key role here and it is for that reason that we are exploring options to employ a dedicated Wellbeing and Support Officer to compliment our current support structures and give more direction to future programs and initiatives. Our plan is to have this role in place for the beginning of 2018.

While we are a Government system, governed by legislation, regulation and policy, the autonomy recently bestowed on schools is something we have been working towards for

a long time. Under the new Government, I am confident that the perceived "two tiered system" will be dissolved. School leaders require a clear direction for our future with all schools having access to the same flexibilities and autonomy, pioneered through the IPS initiative. I believe that school leaders will use this autonomy to develop programs and structures best suited to their local context, with the outcome focused on what is best for the students. Achieving this, however, won't be without its teething problems.

Hand in hand with increased autonomy comes a higher level of responsibility and accountability for the school leaders. This is, however, something to be embraced as we are proud of our Government schools as we work to make them the best they can be for our local communities. We need a school review system which is clear, understood by all and which goes across all schools.

Our task, and this is something WAPPA is investing heavily in, is to ensure that our school leaders have the knowledge, skills and abilities to manage resources to match the educational, social and emotional needs of their students and staff. This, of course, includes the appropriate levels of support. We need to address the imbalance of resourcing through the Student Centred Funding Model with particular focus on the year four to six areas, which are currently the lowest funded students in our system. WAPPA has commissioned a research study, aimed at exploring the concept of early and sustained intervention. This research paper will be completed by the end of this year and will form the basis of our submission to any review into the SCFM.●



Congratulations Stephen Breen

Stephen first joined WAPPA in 1987. At that stage, he was the deputy at Dumbleyung DHS. He then ventured around this wonderful state in a number of principal positions before joining the WAPPA Board in 2000. Stephen was then elected as a Senior Vice President in 2003 - 2007 before taking up the Presidency in 2008, a position he held with distinction until the end of 2016. While longevity is a great feat, his actions and relationships in that time continued to grow the Association seeing a range of initiatives to support members:

- An in-house legal service for members and the Association.
- Expanded and reshaped professional learning offerings including initiatives such as international study tours for members.
- The introduction of a number of grants offered to members to stimulate their development and provide new learning
- Through his passion for the use of social media saw him lead WAPPA TV to improve and model communication to members, the WAPPA Facebook page and of course #wappa53.

One of Stephen's real strengths is his passion for advocacy on behalf of members and education more broadly. He always made himself available to members and engaged in a lot of behind the scenes advocacy work for individuals of which most members and even board members would be unaware.

Stephen was also very prominent in the national education arena and in 2016 received Life Membership of the Australian Primary Principals Association and was formally recognised for his contributions to the Australian Government Primary Principals Association.●

"In our industry, the legacy you leave behind is not forged by awards and accolades, but more by the relationships and influence you have on others."

Colin Pettit, Commissioner for Children and Young People WA



A Chinese Solution

Paige McNeil, Managing Director, WAPPA

When selected to lead Gidgegannup Primary School in 2014, Michael Kovalevs inherited a traditional LOTE model comprised of a 0.4 French teacher. When the opportunity presented to reassess Languages during whole a school review, nothing was off limits in Gidgegannup's quest to improve student outcomes.

"Student and community surveys revealed a desire for a second language which was likely to be more relevant to future needs. There was also excitement from students using technology in an authentic way."

It was while attending the 2015 WAPPA Conference that Michael found his solution. Midvale Primary School where Michael's wife Nicole is a Deputy Principal was lucky enough to win the My Chinese Teacher prize of a five week free trial.

"After hearing the success they were having during the trial at Midvale, I pitched the online My Chinese Teacher concept to my team who were immediately intrigued. Staff visited Midvale and then we signed up for a five week trial for one year three class."

The staff and community were impressed and a collective

decision was made to proceed the following year."

To meet the technology requirements in the beginning, Michael purchased some low cost webcams and opened a Zoom account. It seems that the benefit of this program is that it uses cost effective, easy technology solutions. The school had also been saving for some years for a technology hardware update so Michael decided to link the two projects together.

Having a background in Information Technology did not stop Michael from consulting the professionals. Ironically also a WAPPA partner, Michael called Hall Jackson from Keepad to discuss their requirements.

While the school was upgrading their computer hardware they chose not to purchase interactive white boards but instead paired new white boards with projectors

which contained the interactive technology. The projectors display is a crisp and clear image with low heat and noise output. A Logitech conference package containing a camera with remote control zoom and a microphone base and two extensions was also purchased.

"The vision and sound quality from all areas of the classroom is excellent. Often the Chinese teacher will ask for the microphone to be turned down!"

Based in the same time zone, teachers communicate directly with the tutors to timetable classes. The 30 minute lessons require the teacher to be in the room and to learn Mandarin themselves.





“My Chinese Teacher allows us to meet Language curriculum requirements in a rich, authentic and engaging manner. Further, it incorporates several of the General Capabilities and Cross Curriculum Priorities.”

“Teachers are well supported to supplement the program with language practice and cultural extension beyond the online

lesson. Students and teachers sharing the experience of a second language is powerful”.

Additional resources are also provided to cater for a 30 minute follow up lesson. Today, teacher Leanne Snelling used revision activities prior to the live feed and followed the lesson with a game of Chinese bingo.

Michael has since expanded the program to year three, four and five.

My Chinese Teacher will also run a Tai Chi session at the school's open day so the community can also experience online cultural activities in real time.●

Q & A



Che, My Chinese Teacher

What do you like about learning Chinese?

Bronte: I love seeing Che every Thursday.

Josie: I like to learn another language.

Jack: I like it when we play games.

Is learning Chinese easy?

Reagan: No, its quite challenging and I like that.

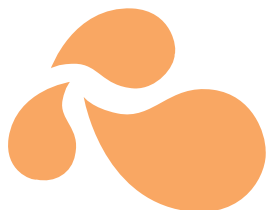
Molly: It is easy to learn the names of things but putting words into a sentence like we are doing now is a lot to remember.

Daniel: When we are learning sentences it is quite hard but I write it down in my book so I can remember.



Implementing a Language Program

From the beginning of 2018, all schools with primary aged students are required to implement at least one language program in year 3. The School Curriculum and Standards Authority (the Authority) recommend providing a language program from Pre-Primary to year 10 with years 9 and 10 optional. By 2030, all students from years 3 to 8 will learn a language. Schools may provide any language program that has been approved by the Authority.



My Chinese Teacher

The My Chinese Teacher program was developed to motivate students to learn Chinese in an exciting way that involves communicating with a Beijing based native speaker. Talking to a local is often regarded as the most exciting part of learning a language and a key factor in allowing students to develop real world context as to why they're learning a language and why it is important. With developments in video conferencing technology over the past few years, it is now possible for classrooms all across Australia to have a seamless weekly connection to a Beijing based teacher who is broadcast into the classroom for a live and interactive lesson.

Over the past 5 years we have been providing our program to a growing number of schools across both metro and regional areas and currently teach Chinese to over 12,000 students per week in Australia. The program has become so popular because schools are not required to purchase any additional technology to make it work and the internet requirements are minimal. The program aligns with the Australian curriculum and is being adapted to meet the recently released achievement standards within the Western Australian Curriculum. Our whole program is scoped and sequenced to take students on a consistent learning pathway through each year of primary school and also continues into high school. Our program has a fantastic track record at all types of schools, our smallest consisting of just 6 students and our largest consisting of 1100 students.

Schools who use our My Chinese Teacher program have complete flexibility about when they want their classes to have their weekly lessons. As we have a large teaching team in Beijing with over 30 teachers we can provide each school with their preferred lesson times, this is a departure from the traditional LOTE model and means no matter the size of your school, we can fit in with your timetable requirements.

Our program is made up of two weekly components, the first being the weekly 25 minute interactive lesson with the Beijing based teacher. This is typically supported by the generalist classroom teacher, who supports behaviour management and also participates in the learning.

We also provide extensive weekly follow up activities, ranging from resource sheets, quizlets (online revision games) and online pronunciation videos. It is recommended that schools allocate an additional 45 minutes per week to cover these activities and every component of the program has been designed so it can easily be supported by the generalist classroom teacher with zero Chinese teaching experience. Having the generalist classroom teachers involved in our program has become one of the most celebrated components of our offering as we now have over 500 classroom teachers across Australia learning Chinese with their students as a form of professional development. We run an extensive induction program with all of our new schools so all staff are aware of

how to get the most out of the program. The induction also covers reporting and assessment which is managed by our team in Beijing who conduct the written, oral and aural assessment and provide the data back to schools to incorporate into their reporting templates.

Any school that uses our program is entitled to be matched to a Chinese Sister School which we arrange. This opens the door to classroom to classroom video conference interactions, pen pal exchanges and even country visits. We run professional learning trips to China for Australian educators so are heavily invested in providing the most holistic language and cultural immersion experience we can so schools can feel confident in making a long term choice to teach Chinese.

For any schools curious to see if our My Chinese Teacher program could be a good fit, regardless of your location, please contact me and we can set up a live an interactive demo lesson with a class of your choice.●



Tom Shugg
tom@myeducationgroup.org

5 Steps To Improving Productivity in Schools

What developing a relief teaching app taught us about time and efficiency.

By Schrole Cover

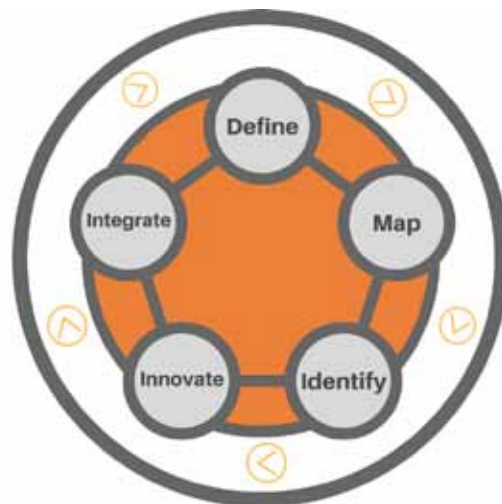
When we developed Cover we weren't trying to solve a relief teacher problem, we were trying to solve a time problem. That's right a time problem.

This next bit might seem a little corny but if you stay with me I think you will start to get a picture of what we were trying to do for schools. Every day we all start with 24 hours, or 1440 minutes, or 86,400 seconds. Despite having all of this time, we seldom have enough. That may be true of everyone but I don't know of a single person in education that believes they have enough.

Cover was born because our founders worked in schools that were spending 9-16 hrs a week dealing with relief. At 6:30am a call comes in from a teacher saying they're not going to be in, so you go to your list of relief and start calling. You're leaving messages, talking to people that can't come in, and it goes on and on. As it turns out that little problem was a big problem...its cost a minimum of 9 hrs a week, or 540 minutes or 32,400 seconds. I say cost because you can't get it back, there is no bank of time, you are given your entire time payout all at once and it just dwindles away.

Relief might be a big problem, but it is not the only productivity or time problem we face in schools. I'd like to use the rest of this article to explain our process in the hopes that it might help you solve some of your other productivity challenges.

Productivity Improvement Process



DEFINE: Define the challenge and the results you want.

MAP: Draw it out and include all inputs and outputs

IDENTIFY: All potential lags, pay particular attention to repeatable processes, where people are involved, redundant processes, and associated processes

INNOVATE: Technology, automation, reorganisation.

INTEGRATE: Test, measure, roll out and celebrate.

"Look for repeatable tasks that are done by people and you will improve productivity."

Wasting time is a problem for sure but wasting your people, that is huge. Your people are often wasted on repeatable tasks but they are valuable, creative, resourceful, flexible and amazing resources that should be focused on achieving a schools full purpose. We often hear, "Why can't people think outside of the box?" It's because we lock them in a box. A repeatable process or task is a box. The time it takes are the shackles.

Remember, we all have 24 hours per day, or 1440 minutes per day, or 86,400 minutes per day. It is the same for every school, every staff member, every student, every parent. It's all we ever get, so let's stop wasting it and use it for what really matters. Time's ticking.



Schrole
COVER



The Fathering Project

Anna Alford, Associate Principal, Kinross Primary School

It is well recognised that schools play a vital role in nurturing and promoting the social and emotional development and wellbeing of their students. Building resilience and wellbeing is imperative for both academic and social development so that students make positive choices and build positive communication as they navigate their school years and beyond.

their kids and how they wished someone had helped them. His work resonated with me and I was keen to implement this project at Kinross Primary School to positively promote the important roles of fathers and father figures in our school community.

I initially contacted the Fathering Project and spoke with Colin West who provided guidance with information and steps to follow to commence the project in the school. I was invited to an event whereby school leaders and fathers in metropolitan schools involved in the project shared their stories and networked. This was valuable as we linked with a representative from a neighbouring school, Currambine Primary School, who had commenced their journey earlier that same year.

The School Board and P&C were informed and keen to take on the project and we identified potential 'Champion Dads' to drive the project. Initially our Board chair, a dad of a Year 6 student in our school, took on the role and I encouraged two dads of younger students in the school to work with him to build their confidence in taking on the role the following year to ensure sustainability of the project in the school. I organised a meeting with these key stakeholders to discuss the formation of The Fathering Project and to plan our first meeting as an information session to inspire and motivate dads in our school community.

At the beginning of 2016, the first meeting was held at a local popular bar to make it appealing from the outset to deliver the important messages about the role of The Fathering Project

Professor Bruce Robinson, a respiratory physician, spoke at a WAPPA conference about his research into fatherhood and explained how his studies showed that an effective father figure is powerful in enhancing students' mental health and self-esteem, in turn improving school engagement and performance.

Professor Robinson explained that he created The Fathering Project after spending time with his terminally ill patients who expressed their regret in not spending enough time with



Campout evening: Roasting marshmallows and meeting other Dads.



Movie night: Dads and kids keeping cosy enjoying a movie before bed.

and how this project will not only benefit students in our school but also form positive relationships amongst Dads in our community. The event was advertised in the newsletter and through written invitations as a “Dads’ Get together”. The meeting was well attended with thirty two fathers who were positive and keen to contribute. It was led by a representative from The Fathering Project and Fathering mentors who were invited to share their experiences and answer questions. This early momentum was maintained and built onto through effective communication through Kinross Primary School’s Fathering Project Facebook Page, regular communication via email and monthly meetings held in the school’s staff room. A sub-committee has now been formed representative of eight members to form a Champion Dads’ group. This sub-committee is now linked to the P&C so they are able to draw on them for support, funds, financial transactions and insurance. Regular meetings are held to organise a broad range of events for Dads and their children to be actively engaged in. Such events have included BBQs and bike rides, overnight camp outs in the school grounds and Marshall Arts lessons. Involvement with the Currumbine

Fathering group has also been a positive partnership as a large number of our Dads attended the ‘Dads only’ bowls and poker night they organised. More recently the Kinross Fathering Group has returned the favour and invited the Currumbine Primary and Beaumaris Primary Dads to the Martial Arts events organised for later this term. Friendships and support networks are being formed throughout the community.

The Champion Dads’ Group also contribute their expertise and skills to the school to assist with maintenance and beautification of the school grounds. They have painted the interior of four classrooms, built limestone walls, refilled sand pits, assisted with relocating playground equipment and are now more willing to offer their assistance to the ongoing school activities such as sports carnivals and parent help. The committee has a database of thirty Dads who are willing to assist in school projects.

Mothers in the community have been pivotal in the development of The Fathering Project in that they encouraged the reluctant fathers and father figures to become involved and have acknowledged the benefits of

the positive relationships that have been formed. Both Dads and children have formed new friendships.

Moving forward the plan is to organise more events for social inclusion, for example, the Big Camp Out at Domain Stadium on Saturday 14th October, ‘Dadember’, activities to be held in the month of September which involve Dads being engaged in school activities such and more poker night for Dads. The Champion Dads group is also in the process of planning guest speakers to provide inspiration and practical information and tools for fathers to be better Dads.

To ensure sustainability of the project I meet twice a term with committee members to discuss projects and regular information is communicated through the school newsletter and the Kinross Primary School’s Fathering Project Facebook page.●

Women in Education

Join us for a day of inspiring leadership development.

Members
Non Members

\$80 + GST
\$120 + GST

Members may bring
an aspirant leader for \$50 + GST



Friday October 6
8:00am - 4:30pm
Telethon Speech
and Hearing
Auditorium
36 Dodd St
Wembley

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Hear the inspiring story of how **Tenille Bentley** came from adversity and went from no formal qualifications into building a multi million dollar company, awards from the prime minister and governor, board director on some of the most prestigious boards often as the only woman. She gives you 7 practical tools for success in building your own journey to leadership.

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Is Your Thinking Keeping You Small?

As women in leadership the challenges – personal and professional – are unique and moments to pause, reflect and collect your thoughts can be rare. **Claire Orange** will lead you on a self reflective wander along your own timeline, explore your own thinking templates and find out what is keeping you small.

Communicating Effectively

This age of multi-media, mixed messaging and constant chatter means you need to speak up and be heard, for all the right reasons. **Debra Bishop** leads a practical workshop to help you communicate confidently and professionally with your school communities, peers and stakeholders.

Maximising your Success as a Leader

Self Confidence attracts success and **Shona Rowan** will illustrate how when we think confident thoughts, we can achieve different results. She will present practical strategies to maximise your success by clarifying goals, indentifying unhelpful thought patters and aligning mindset to behaviour.

Building Flourishing Schools

Shannon Steven aims to explore the importance of mental health promotion and the crucial role that the principal and leadership team plays in creating a flourishing and proactive school. The session will unpack some of the key elements to ensure effective collaboration between principals and school psychologist.

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Constable Care Safety School

Open for Excursions

Western Australia's first road and transport safety school is open for excursions to teach primary school students vital road, bike and pedestrian safety. Our state has one of the worst road tolls in Australia and tragically our children make up a disproportionate number of these deaths when compared to other states and territories.

To address this urgent issue, the Constable Care Child Safety Foundation has developed an exciting early intervention initiative to enable children to learn vital road, bike, pedestrian and public transport safety skills.

The Constable Care Safety School is a best practice educational excursion destination that incorporates a scale replica town complete with fully functioning roads, traffic lights, railway and pedestrian crossings, even a train station and bus stop.

The new evidence based centre gives the youngest travellers the opportunity to encounter hazards in a safe, controlled environment. Using learning through play, it brings key road safety messages out of the classroom and onto 'the streets'.

"The Safety School is the very first road and transport safety school of its kind in Western Australia and it is desperately needed," said Constable Care

Child Safety Foundation CEO David Gribble. "Few people realise that transport related injuries are one of the leading causes of death amongst young people under the age of 15. Compared to adults, children are more at risk of injury on the roads due to a range of developmental, environmental and physical factors."

In an exciting world first, children visiting the Safety School will use cutting edge augmented reality software to engage with various road, bike and public transport hazards in a safe experiential learning environment.

"The use of gaming style augmented reality will ensure that children retain the messages that aren't just engaging; they're also potentially lifesaving," said Mr Gribble. "The technology also allows hi-tech data collection to

give teachers a real time view of their students' progress as they overcome the risks presented, with everything linked directly back to the school curriculum."

"This is a very exciting initiative, both for road safety education in Western Australia and for our Foundation," said Mr Gribble. "Constable Care has always worked towards providing tailored solutions towards keeping the young people of Western Australia safe, and it's exciting to see modern pedagogy has evolved since we started back in 1998, growing the field of safety education in ways we could have little imagined. I'm certain that a visit to the Safety School will be an experience that children will remember for years to come, as well as serving them well in their own day to day travels."●

Bookings are now
open for term four.

For more
information go to
www.cccsf.org.au





WAPPA INTERNATIONAL SCHOOL LEADERSHIP CERTIFICATE – Module One and Two

Ashley King, Director of Professional Learning, WAPPA



In July the first two modules of the WAPPA International School Leadership program were delivered by Dr Joanne Robinson from Toronto Ontario and it was a great start to this exciting WAPPA initiative. Dr Joanne gave great insight into the latest research in educational leadership from world renowned authorities as well as unleashing her own knowledge with passion and enthusiasm.

Module one opened the course digging deep into principal leadership for school improvement. We looked closely at the attributes of effective school leadership for the 21st Century and were then able to examine how this fits in with our own personal practice and ambitions as well as the alignment with AITSL framework.

Within the first few hours it was very clear that this was

not a lecture or update on who does what around the world. Our brains were switched on and we started to challenge ourselves, encourage each other and importantly learn more about the why and how of our own leadership journeys. More than a learning session the modules reflected a study like examination of the best proven practice on leadership. Taking this knowledge we were then reflecting on our own schools and systems and as a result had many 'ah-ha' moments when our deeper thoughts, reflections and collegiate advice encouraged and inspired our own leadership.

The academic side of the three days was very smooth with an almost comfortable learning process due to the way in which the delivery was blended with the expertise and collegiality of the participants. This year's course is fully booked and within the same room we had a great range of leaders from aspirants, deputies and principals of all levels and experience, as well as city and country members.

The three days gave us a lot of things to take away and think about. Examining what makes an effective school generated many questions at a personal level on which we could reflect on and perhaps even answer. On the third day we examined what an effective system looks

like. This definitely generated some great questions and after much thought, some great answers were proposed to some of the most complex issues we face as school leaders. Who knows, maybe the WAPPA ISL graduates will be the next generation of WA system leaders in years to come?

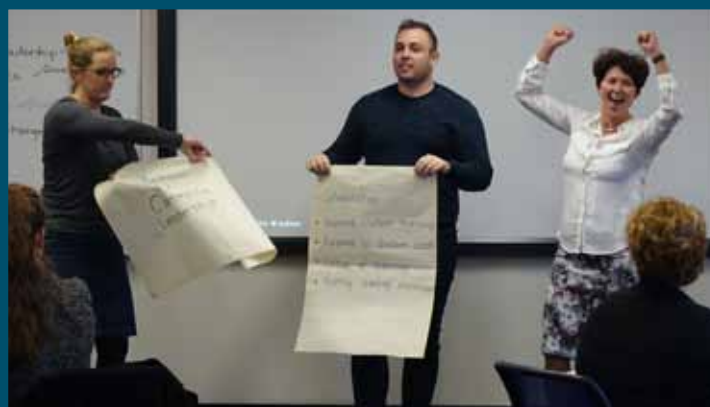
The first online component is now underway and we are now looking closely at setting goals and expectations using data. We will come together again in September for three days to examine classroom instruction and the importance of relationships in our schools.

After this first component, many of us left feeling full. We also shared similar thoughts that "every leader from all levels within our system really needs to experience, share and consider the challenges, insights and impact that the WAPPA ISL experience offers". All of the modules will be available in a flexible format in 2018 and these dates will be released on the WAPPA website in term 4 2017.●

Interested in ISL in 2018?



aking@wappa.net.au



A Partnership Between



**WESTERN AUSTRALIAN
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**INTERNATIONAL
SCHOOL LEADERSHIP**

A Collegial Journey

Bob King, WAPPA Life Member

When I retired, I found I had time to reflect on my career and realised that for me a defining moment had been in 1990 when I was invited to join a collegial group. I remember asking myself... "What exactly is a collegial group?" There are many 'formal' definitions for collegial groups like... A collegiate group is formed by a group of people who agree to come together to read, discuss, and share their mutual interests in order to extend the capacity of the organisation... I like the definition offered by William Burshaw (Phi Delta Kappa) who states... "A collegiate group is simply a place where everybody knows your name and trusts you"

I was first invited to join the Dianella Collegial Group by my district superintendent and I must admit I didn't even know the names of most of the other group members. That soon changed. Our initial meetings were facilitated by SDOs (School Development Officers) from the Dianella District Office and based on the I.D.E.A. executive development program. The group bonded quickly and I recall after our first four or five meetings a more senior member of the group confessing..."When I was asked to join the group, I didn't really think it would have much to offer me and I only agreed because I thought I might be able to help some of our younger

members. I must apologise for that and admit, of all the members, I feel I have had the steepest learning curve of anyone." He then thanked the group.

Upon reflection I also had some of my most valuable professional learning via my collegial group. I mentioned earlier that the group bonded extremely well and much of the credit must go to our group facilitators who purposely invited members that could offer alternative views. It included education support school principals, deputy principals, SDOs and principals from varying sized schools. The diversity contributed greatly to the success of the group. It wasn't long before all group members felt a sense of belonging and commitment. The basic principles of 'trust' and 'confidentiality' became imbedded in the group's psyche and allowed us to share problems and offer candid feedback in a collegial way. All group members felt valued and still do.

Over time the group lost members due to retirements and needed to induct replacements. A process was developed for this whereby any nominee could be vetoed by any other member without any need for explanation. This worked well and ensured those invited would be a good fit. The fact that the group still meets today after so many years is testament to the value

members place on it. In that time we even had members who were posted to country locations who still travelled to attend meetings regularly.

You will have noticed that earlier in the article I mentioned 'district offices' and 'superintendents'. In the group's life the Department of Education went through a number of restructures. At one stage I had been in five different districts without even changing schools. While these 'restructures' may have brought some efficiencies to the system, a sad piece of collateral damage was the loss of the pre-existing natural networks that in themselves provided some of the elements of a collegial group. The Western Australian Primary Principals' Association fully realised this and also feared the loss of a sort of natural succession planning that these structures provided. It was then that a conscious decision was made by the Board of Management to foster and promote collegial groups to assist in filling the void. WAPPA 'kick started' over a dozen new groups and most are still active and thriving today. My advice to any school leader is...If you aren't already in a collegial group, contact WAPPA with a view to joining one. You will not regret it and the benefits cannot be understated. Good luck! ●



Collegial Groups Frequently Asked Questions

Many school administrators belong to collegial groups and many others are keen to find out more and / or join a collegial group.

What is a collegial group?

Collegial groups can take many forms. For example, it could be a group of professionals who come together to engage in an action learning project that will have an end date.

However in this context we are using the term “collegial group” to refer to a group of administrators who commit to being a member of an ongoing group to share collegially and support each other through regular ongoing meetings. Critical to collegial groups are:

- Commitment
- Trust
- Confidentiality
- Professionalism

Why join a collegial group?

Members of collegial groups often state that some of the best professional learning they experience comes from their group’s meetings. Collegial groups also provide you with a support network of critical friends. As the groups are founded on the above principles they provide an avenue for open discussion, collaborative problem solving and collegial sharing.

How do you become a member of a collegial group?

You can register an interest in joining a group either as an individual, with a few colleagues or as a predetermined group. If needed WAPPA will assist in forming the group. As a rule of thumb, groups appear to function best when they have about a dozen members. Also they are professional network groups and do not need to be a friendship

group. It is often the case that diversity among members can contribute to a group’s effectiveness.

How do we get started?

Register your interest and WAPPA will invite you to join a group. A “mentor” can be appointed to facilitate an initial workshop meeting. Ongoing involvement of the mentor can be negotiated on a group by group basis. There will be a cost to provide the initial training and support file that will be issued at the first meeting for newly formed groups. The logistics of meeting times, venues, frequency and agendas will be discussed at the initial workshop.

How can I find out more?

Contact the WAPPA Business Centre: Ph 6380 1755
Email: wappa@wappa.net.au

Conference 2017 Day 1



"We aim to get every learner across the stage with dignity, purpose and options. And to have all learners leaving our schools more curious than when they arrived." - Judy Halbert & Linda Kaser

Andrea Burns, Master of Ceremonies

There were no capes and certainly no tights but there were a lot of superheroes in the room at the WAPPA Conference 2017.

In the audience there were hundreds of leaders. Some shiny and new, others veterans with decades of experience, but still hungry to learn more.

On stage, speakers who were generous with their knowledge and experience. They oozed passion. You can't fake this stuff. Their enthusiasm was infectious.

The opening speaker was Abdul Chohan – a genial Englishman who looks more like a kindly uncle than a superhero.

But actions, not looks, are what count, and his actions have been extraordinary. Abdul Chohan took some of the most academically disadvantaged children in forgotten schools in Northern England, introduced technology into their learning, through partnerships with business which changed their futures.

In a couple of simple sentences, he outlined the philosophy behind a stunning educative turnaround.

"If you change belief, guess what? Belief will change behavior," he told WAPPA conference delegates.

"To change belief in education, stuff needs to be simple and reliable."

So, for the cost of what he would have spent on one laptop trolley, he bought 180 iPod touches. Instead of endlessly photocopying worksheets or relying on expensive text books many couldn't afford to buy, students had access to information on their devices.

"In the classroom, something amazing was happening," Mr Chohan said, "It was almost magical."

Children were excited to come to school. Educators worked hard on changing the culture from one where students weren't expected to do well, to one where they were. That meant changing the relationship between students, teachers and parents.

They worked hard on developing their staff. Just one innovation was the introduction of a weekly, compulsory professional

development session where they shared "the one best thing I learnt this week" and "the one thing that didn't work". All class planning is now done on iTunes U because it's easy to use and collaborative.

And the results, extraordinary. Engaged kids. Great results. Teachers who love what they do and are encouraged to try different methods to improve teaching and learning. The only proviso was that the method is simple and reliable.

Abdul Chohan told the WAPPA audience that, "we've always done it that way" are "the most expensive six words in education."

When they make the movie about Abdul Chohan's life (and they will) my pick is Daniel Craig to take the leading role, after all "cool Brit" is already in his DNA. Mind you, even James Bond's writers might struggle to dream up this sort of life changing innovation!



Conference 2017 Day 2



“Teaching isn’t rocket science. It’s far more complex than that.” - Dr Simon Breakspear

“You don’t get much growth in a comfort zone”, noted eminent academic Professor Stephen Dinham OAM on day two of the WAAPA conference 2017.

The author and researcher from the University of Melbourne was not mincing his words in either his keynote or concurrent session. He told the audience that leadership is neither a democracy nor a popularity contest.

“If you wait for everybody to get on that bus with you, the bus will never leave”, he said. “Sometimes you’ve got to go with what you’ve got – the coalition of the willing.”

However, he emphasized that standards need to be reasonable and catching people doing something right – not wrong- is important if feedback is to be effective.

“It’s more like gardening than mechanics,” said Professor Dinham wryly. “It’s more organic ... bit of warmth, judicious use of fertilizer....”

Still, the Professor was also keen to dispel common misconceptions around how students think and learn.

“Students do NOT use only 10% of their brains,” he said. “Someone made it up, folks!”

He explained contemporary research shows the best way for students to learn and to solve problems is to apply something they’ve just been taught. Success drives self-esteem, which, in turn, drives achievement.

“Self esteem boosting through easy success and empty praise, coupled with failure avoidance is counter productive.”

“The best teachers do make connections, give meaning and context.” Professor Dinham told delegates, “They don’t do it by ‘dumbing down’.”

Another compelling presentation on day two was from Dave Faulkner and Aaron Tait from Education Changemakers.

Dave is a past winner of the Young Australian of the Year and a former school principal who worked in northern Western Australia, and the Northern Territory. He recounted this exchange.

“When I told a family member I’d accepted a job as Principal at Halls Creek, she said, “You’re not taking my relatives to that place and I said to her, “ if it’s not good enough for my kids, it’s not good enough for anyone’s kids.”

Years later, Education Changemakers works with educators all over Australia, challenging and training them to think and perform differently.

Aaron Tait also had an extraordinary tale to tell. Straight

out of school, he declined an offer from the University of Western Australia and joined the Navy. Selected to join an elite force, he was deployed to Iraq, turning eighteen on the way. He served for seven years.

“Have I done good here?” Aaron Tait asked himself at the end of his time in the war zone. “ The answer? Probably not.”

So Aaron went to Africa, where he ran schools for street children in a Tanzanian slum and an orphanage in Kenya. Children who had no hope are now qualifying, and attending university. Their lives are no longer without hope.

Education has also been key for Aaron Tait – he holds three Masters Degrees, one from Cambridge University.

Dave and Aaron spoke of consciously disrupting the ‘norm’, in order to inspire innovative advances in education. And said a clear sense of purpose is key.

“Your ‘why’ should make you cry,” said Aaron Tait. **OVER**



Conference 2017 Day 3



"If there were any justice in the world, Dr Louise Mahler would walk around with a flashing sign hovering above her head that simply reads, "FABULOUS!"

On paper, Friday's opening speaker was a curious mix. A one-time singer with the Vienna State Opera, she has a PhD in business, degrees in both Economics and Master of Management, and is a Master Practitioner in Neuro Linguistic Programming.

What does that last one mean? No idea, but it sounded intriguing.

Dr Mahler further teased us with the topic of her presentation -promising to "unveil the secret ingredient of leadership".

And from the minute Dr Mahler took to the stage, she was 'ON'!

The secret she unveiled was what our bodies are *really* saying when we're interacting with people. Or, more accurately, why you should be choreographing your movements if you want to be seen as a leader.

Who knew that for twenty years, or thirty, or forty, we've been greeting people incorrectly? Under Louise's tutelage, the humble hello became a performance.

So, how *should* we be doing it?

"Like Jesus!" she declared.

What she meant was this - arms wide, palms facing up, and chin up, maintaining constant eye contact with your colleague/ boss/audience.

Breathe, then use "the voice of the powerful," Dr Mahler told the audience. "It's low.... and slow... and LOUD."

"Hiiiiiiii," we all boomed before dissolving into laughter.

The everyday handshake was lesson two of this master class. Again, eye contact is critical. The trick is to not look at the other person's hand as you lean into shake, instead look into their eyes.

"The hands will find each other," said the good doctor.

Even which leg you use to get near to the person you're greeting matters. (Again, who knew?)

Try it for yourself. (Stand up – go on, no one's watching...!)

Louise told us that stepping in with the left leg while attempting to shake with the right hand leaves one perilously close to stumbling over one's own feet.

(And one doesn't need to be Allan Pease to understand that falling over pre-introduction doesn't engender very much confidence at all, does it?)

The sturdier, and more reliable way to greet people is to lead off with the right leg and shake with



the right hand, while maintaining eye contact.

Got it?

The ensuing shrieks as hundreds of delegates navigated this seemingly simple manoeuvre proved that we still have a bit of work to do...

Lesson three was walking up stairs to greet someone at the top. The Mahler Method is to ascend without looking at the steps and, once again, eye contact must be maintained with your quarry. This one will definitely take practise...

If it sounds like an unconventional session to hold in a conference around innovation, it was. But isn't that the point of being innovative?

Dr Louise Mahler's session was laugh-out-loud funny. We learned to perform an oft-practised task in a different and more effective way. And it made us think, "Am I doing this as well as I could?". "Maybe I need to try something new?"

Innovative. Clever. Useful.

Or, the description I prefer - fabulous! ●

"The study tour encouraged us to examine WA leadership support for school leaders in our respective roles."

- Julie Carlson

2017 WAPPA Study Tour to *New South Wales*

Julie Carson, Consultant Principal, Institute for Professional Learning

We were delighted with our successful application to receive a WAPPA study grant to investigate approaches to principal and leadership support across Australia. Jennifer Hirsch and I visited New South Wales in May 2017, while Dean Finlay and Paul Neates are about to embark on a tour of Queensland.

The NSW study tour involved:

1. Meetings with Directors and staff from the Leadership and High Performance Directorate, NSW.
2. Meetings with Directors and staff from Leadership and Teacher Quality.
3. School visits.
4. Australian Council Educational Leader visit.

Our imagination was sparked by the insights shared from highly creative NSW Directors leading innovative approaches to instructional leadership

and school self-assessment. Significant changes have occurred in the last few years in NSW and we were witness to these cutting-edge programs.

Highlights included NSW's approach to:

- self-assessment and validation
- instructional leadership
- quality teacher rounds, spirals of inquiry and instructional rounds.

NSW schools use the School Excellence Framework as the basis of self-assessment and validation. The framework describes the key elements of high quality practice across the domains of learning, teaching and leading

Schools are supported with the implementation of the framework by 50 highly accomplished principals selected for a two-year secondment to the position of Principal, School Leadership (PSL). The role is one of coach and mentor to school leaders engaging with the School Excellence Framework and the development of school plans, cultural change and ongoing improvement.

PSL become system leaders and on return to their school have renewed vigour and a greater depth of understanding

of visionary leadership aligned to the Excellence Framework.

The PSL role is designed to support the professional learning, wellbeing and ongoing capabilities of school leaders in NSW public schools in the areas of:

- school excellence
- performance and development
- managing difficult and contentious issues
- healthy and effective leadership work practices
- system leadership
- developing communities of practice.

The PSL and 244 identified peer principals conduct the school validation process in pairs. The PSL does not validate the schools they support. 20% of schools are reviewed each year, involving approximately 400 schools over a 10-week period.

The Centre for Education Statistics and Evaluation provide a website for principals and school leaders to assess tools for whole school self-assessment. The site provides a range of data sources that could be used to inform whole school self-assessment. System-wide Focus on Instructional Leadership. **OVER**

Teachers use the AITSL standards as a tool to apply for the status of 'highly accomplished' and 'lead teacher'. The application and accreditation process is comprehensive and attracts salary increments. NSW has implemented a Leadership Development Initiative to support teachers in career progression with the provision of an exemplary principal mentor.

Mentor principals are selected on their demonstrated knowledge and experience as instructional leaders. The principals receive formal mentoring and coaching training.

Teachers are expected to lead a section of the school plan that directly targets a school improvement process related to instructional leadership.

In 2016, 200 school principals participated in a 12-month mentoring program to support aspiring leaders and in 2017, 104 School Principals were selected to participate based on available funding of \$8000.00 per participant.

Ensuring 'Lead' teachers are instructional leaders ensures career pathways to school leadership are based on instructional pedagogy.

The NSW DoE website provides pathways for professional learning for aspiring, lead

teachers, experienced leaders and system leaders. The pathways are mapped to AITSL leadership standards and provide easy links to on-line and system professional learning.

Leadership and High Performance

The NSW School Leadership Strategy identifies leadership pathways, management credentials and principal classification as a coordinated and comprehensive approach to identify, develop and support current and future school leaders.

There are three elements of the School Leadership Strategy:

- Leadership Pathways where teachers who demonstrate potential for school leadership will be identified early and given support. Current principals will map their capabilities to AITSL standards and may use the Leadership Pathways website to support their professional learning needs
- School Leadership and Management Credential – Ready to Lead. This strategy involves every new principal completing 18 modules and receiving an experienced principal coach for the first appointment.

- Principal Classification based on size and educational needs of the school.

Principal Professional Learning and Reflective Practice

NSW recognises Quality Teaching Rounds as a professional learning strategy that brings together the strengths of professional learning communities, instructional rounds and quality teaching.

Quality Teaching Rounds encourage participants to explore deeply the pedagogy that's happening within their school and to gather data that is explicitly linked to a broader enquiry question.

Instructional Rounds

The process implemented in the Geraldton network by the Institute in 2017 is based on Principals selecting a 'Problem of Practice' relevant to their school context, school plan and instructional pedagogy. Principals were invited to observe classroom pedagogy related to the Problem of Practice and collect evidence to make observations to the host school. The NSW approach to Quality Teacher Rounds follows the same process using the Quality Teacher Framework.

Public Schools NSW - School Excellence Framework			
TEACHING ELEMENTS:			
In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.			
EFFECTIVE CLASSROOM PRACTICE	DELIVERING	SUSTAINING AND GROWING	EXCELLING
DATA SKILLS AND USE	<ul style="list-style-type: none"> Teachers regularly review and refine teaching and learning programs. 	<ul style="list-style-type: none"> Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. 	<ul style="list-style-type: none"> The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.
COLLABORATIVE PRACTICE	<ul style="list-style-type: none"> Teachers regularly review evidence to assess and promote the learning outcomes for students in class. 	<ul style="list-style-type: none"> Teachers provide explicit, specific and timely formative feedback to students on how to improve. 	<ul style="list-style-type: none"> Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
LEARNING AND DEVELOPMENT	<ul style="list-style-type: none"> All classrooms are well managed, with well-planned teaching, learning plans, so that students can engage in learning productively, with minimal disruption. 		
PROFESSIONAL STANDARDS			

Public Schools NSW - School Excellence Framework			
LEARNING ELEMENTS:			
In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across the community. Students take responsibility for their ongoing learning.			
LEARNING CULTURE	DELIVERING	SUSTAINING AND GROWING	EXCELLING
WELLBEING	<ul style="list-style-type: none"> All teaching staff understand their students' engagement and learning are related, with the school communicating practices for strengthening both. 	<ul style="list-style-type: none"> There is a directed and consistent effort by the school community to strengthen and deliver on school learning priorities. 	<ul style="list-style-type: none"> There is school-wide collective responsibility for student learning and success, with high levels of student, staff and community engagement.
CURRICULUM AND LEARNING	<ul style="list-style-type: none"> Expectations of behaviour are explicitly taught to students and reflect the values of school settings such as, citizenship, respect, honesty, fairness and excellence. 	<ul style="list-style-type: none"> Positive, respectful relationships are evident among students and staff, promoting student well-being and ensuring good conditions for student learning. 	<ul style="list-style-type: none"> Positive and respectful relationships across the school community underpin a productive learning, assessment, and support students' achievement of strong outcomes as learners.
ASSESSMENT AND REPORTING	<ul style="list-style-type: none"> School programs address the needs of identified student groups (e.g. Aboriginal students, gifted students, students with disability and students for whom English is a second language). 	<ul style="list-style-type: none"> Well-developed and current policies, programs and processes identify, address and monitor student learning needs. 	
STUDENT PERFORMANCE MEASURES	<ul style="list-style-type: none"> Attendance rates are regularly monitored and action is taken promptly to address issues with individual students. 		

Our study tour included a visit to NSW to Lurnea Primary School to engage in a 'Spiral of Inquiry' in spelling with 20 surrounding schools. The teachers developed an inquiry and collected evidence of spelling approaches in the year 4/5 classes. The facilitator led the inquiry and participants provided examples of evidence from student's work to exemplify their findings. It was inspirational to listen to the engaging and professional exchange of ideas focusing on evidence of student learning. ●

**For more information on the
2018 Awards and Grants
visit [www.wappa.asn.au/
the-profession/professional-
awards](http://www.wappa.asn.au/the-profession/professional-awards)**



RAC Little Legends club® is a free and exciting road safety program for primary school aged students. In 2017 we're giving four schools \$5000 to spend on resources. The two schools with the highest percentage of students and the two schools with the highest number of students signed up to RAC Little Legends Club® by 30 September 2017 will win \$5000.

For your school to be in with a chance, enter the competition today!

Visit rac.com.au/littlelegends for details

Terms and conditions apply. Competition ends 30 September 2017.

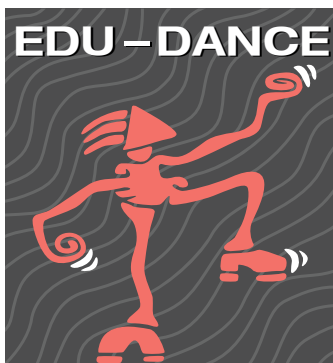


WAPPA Welcomes New Partner

EDU-DANCE

Providing Western Australian primary schools with
creative hip-hop dance programs since 1999.

www.edu-dance.com



Edu-Dance is an energetic creative hip-hop dance program designed for boys and girls from Kindy to Yr 6 providing students with the opportunity to be part of a dynamic dance fitness program within their own school communities. Edu-Dance has been running in over 250 schools over the past 18 years in private, public, independent and Catholic school communities with outstanding results. It has reached regional areas as far as Lake King in the wheat belt, Christmas Island in the Indian Ocean and the Tiwi Islands in the Northern Territory.

The program challenges students both physically and mentally while ensuring the level of difficulty remains engaging and fun.

Children learn best when they are being motivated, entertained, totally engaged and excited about the program they are participating in! Whilst addressing the curriculum requirements/changes over the years, Edu-Dance has continued to maintain the quality of the program and its high-energy delivery.

The program which now also includes an exciting new specialised Kindy program implemented in 2017, covers many aspects such as coordination, musical appreciation, self-confidence, and gives many children the opportunity to experience the excitement of performing in front of an audience.

Edu-Dance is a "Creative dance exercise program" designed to improve the students' level of fitness and health, while being encouraged to enjoy the challenge and have fun.

Edu-Dance has embedded the many learning areas in the subject of "Dance" in The Arts learning area of the Australian Curriculum into the program.

"The outstanding benefits of dance in Education"

The benefits of dance in Education are vast. The physical requirements of dance improve a child's gross and fine motor skills, strength, flexibility, coordination and overall health and fitness. Dance also improves cognitive development by improving self-confidence, body awareness, understanding rhythm and Musical appreciation as well as general sense of teamwork and achievement. The combined outcome of this has an amazing positive affect on a child's willingness to learn by providing a happy and exciting environment.

A fit and healthy child is a Happy child!

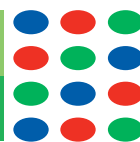


Colleen Osborne – Director
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Is a TTR Pension still worth it?

Despite the continued tightening of superannuation concessions, there are still some great strategies available for those who take good advice. Ensure you are one of those people who make the effort to do so.

Following the Super reforms of 1 July 2017, the government has removed the tax-exempt status of earnings from any Super asset that supports a Transition to Retirement (TTR) Pension. Now, earnings from assets supporting a TTR Pension will be taxed at 15%, regardless of the date it commenced. You will also no longer be able to treat super income stream payments as lump sums for taxation purposes.

The intent of this change was to ensure that TTR Pensions were not being accessed primarily for tax purposes, but rather for the purpose of supporting individuals who remain in the workforce. If you are over 60, your pension payments are still tax free after 1 July 2017. However, earnings within the fund will be taxable at 15%, compared to 0% before 1 July 2017.

As an example- if you set your TTR income at 7% of the account balance in the hope of not drawing down any principal, then as of July 2017 your fund will need to achieve 8.05% return to generate the same income (after the fund is taxed).

With these changes now in full effect, it begs the question- is a TTR strategy still worthwhile?

The answer is, of course, "it depends". Even though there will be a reduced tax benefit from 1 July 2017, keeping or starting a new TTR Pension may still make sense if you are:

- Transitioning from full-time employment to part-time work and require a pension payment from your super fund to supplement your income.
- Over age 60 and salary-sacrificing employer super contributions into your super fund and drawing a TTR pension to replace income lost through salary sacrifice.

- Under age 60 and have mainly tax free-component super benefits in your fund, as the majority of your pension payments would be tax free.
- Using the income from a TTR pension to pay down debts such as a mortgage.

In some circumstances, however, it may be wiser to close your TTR Pension and roll the funds back into your accumulation super fund. If you are considering this, it is important to get some advice before making the move. A transition to retirement strategy might sound straightforward to some, but there are key aspects of a TTR pension that require financial advice. If you would like to review your current TTR Pension strategy, or consider setting one up please contact the Moore Perica team on 08 9368 5688.

Source: <https://www.ato.gov.au/individuals/super/super-changes>

PICTURE A RETIREMENT PD DAY AFTER MEETING WITH MOORE PERICA

Retirement Planning for GESB members requires specialist advice from experts.

As proud supporters of WAPPA for the past 21 years, we have worked with many members in determining their financial goals and aspirations. During our time within the education sector we have gained extensive knowledge of GESB and offer tailored options for personalised salary packaging.

Your specialist financial advisers, Steve Perica and Richard Moore have both had significant experience within education and our expert and their expert advice incorporates, but is not limited to, the following:

- *GESB superannuation*
- *Debt management*
- *Salary packaging*
- *Estate planning*
- *Cash-flow management*
- *Transition to retirement*

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WAPPA IN PARTNERSHIP WITH THE FOGARTY EDVANCE PROGRAM:

APPLICATIONS NOW OPEN FOR 2018 Fogarty EDvance School Improvement Program

ACCELERATE YOUR SCHOOL IMPROVEMENT

The EDvance Program is one of the most successful school improvement programs in Australia, with consistent evidence of improved student outcomes, more engaged communities and stronger school leaders.

We will be launching a new cohort to start the program in 2018 including schools from the Perth metro and some areas of regional WA.

Fogarty EDvance developed the Program to give school leaders in disadvantaged communities the support to think and act strategically - taking tested ideas from the research and turning them into real change at their schools.

The 3-year leadership development program is for principals and their leadership teams and enhances the capacity of school leaders through an evidence-based approach including:

- 1-on-1 mentoring from past principals and education professionals
- a program of coursework for holistic school leadership
- access to experts and leaders in education, community and business
- the design, implementation and evaluation of an ambitious, yet realistic, school improvement plan

“WAPPA is proud to continue its partnership with the Fogarty Foundation, supporting our members’ schools to engage with this innovative program to overcome social disadvantage and provide sustainable improvement for their school community.”

Ian Anderson
President (WAPPA)

WE’RE TARGETING SCHOOLS THAT:

- ✓ are in low SES communities (ICSEA < ~990 or with >250 students in the bottom quartile of advantage)
- ✓ have a principal and leadership team that are committed to a 3-year improvement journey
- ✓ are in metro Perth or regional WA
- ✓ believe their educational outcomes can always be better

“The EDvance program has ensured that we as an admin team are focused on improving the educational outcomes of all of our students. It is taking us on a three-year journey of improvement, provided us with an excellent mentor who keeps us motivated and enthused whilst ensuring that we as a staff are continually reflecting on the effectiveness of the school programs, our own practice as well as the progress of our students.”

Liz Wildish – Principal, Two Rocks Primary School, WAPPA member & recipient of WAPPA Co-funding for EDvance Program in Cohort 4.



Fogarty EDvance

INTERESTED?

To learn more about the program, visit www.fogartyedvance.org.au to register your interest or call us on 6316 1600.

Leading the Aboriginal Cultural Standards Framework:

Carlene Thorpe, Principal Consultant, Statewide Services

The Aboriginal Education Teaching and Learning Directorate provides strategic planning; policy formulation and review; and development and implementation of strategic initiatives. The Directorate is responsible for ensuring the ongoing development and dissemination of strategies and support services to assist schools to self-assess, plan for, and improve the learning outcomes for Aboriginal students in Western Australian public schools using the Aboriginal Cultural Standards Framework.

In Focus 2016, schools engaged in familiarisation using the Framework with implementation to occur as part of Focus 2017 where schools use self-assessment against the Aboriginal Cultural Standards Framework in school improvement planning.

AETL Principal Advisor, Kevin O'Keefe, spoke with me about developing culturally responsive schools where sharing Aboriginal histories, languages and cultures will enable all students to thrive in our system.

Kevin believes one of the responsibilities of schools is to ensure that Aboriginal students are not engaged in a trade-off. That is, they don't need to trade away their own sense of Aboriginal identity in order to be successful students. The Aboriginal community wants their kids to be smart Aboriginal kids. Schools have a dual role to play in not only promoting academic success amongst Aboriginal students but also ensuring they

leave school with an enhanced sense of Aboriginal identity.

The Aboriginal Cultural Standards Framework is for all of our staff, all of the principals, teachers and support staff in our system, who work to provide for the needs of the Aboriginal community at a broad level. It is in all of our own best interest to understand this fact to start with and take some time coming to grips with a history and culture which is not necessarily from our own background. Not only do we have an obligation to learn it for ourselves but also we have an obligation to pass on to the next generation of young people an understanding of Aboriginal histories and cultures particularly in their local area. In this way, the Framework is for all schools even those with no or small Aboriginal student enrolments.

The fact is Aboriginal and non-Aboriginal people are going to continue to live in Western Australia in perpetuity and we have a choice about whether we want to live together in ignorance and disharmony or if we want to live in peace and with shared cultural understanding.

Some of the seminal thinking in this space has come from Dr Chris Sarra, who Kevin believes is one of the pre-eminent indigenous school educators in this country. Chris has emphasised the need for high expectations for students and to tease out what we mean by that. He is also clear about the dual role of schools to enhance the academic achievement of students whilst enhancing their

identity as Aboriginal people.

The Framework is a robust self-reflection tool with clear directing questions that enable us to investigate whether the ways we work with Aboriginal students and their families is as effective as it can be and to consider whether there are other things we can do that make their school experiences more relevant to the needs and aspirations they have.

A school that is good for Aboriginal students is a school that is good for all students. If a school is creating stimulating and engaging learning environments for Aboriginal students you can be confident they are creating those environments for all students. Leaders need to realise that working with Aboriginal families is an important part of the work. It is not just a responsibility to work in that space but a permission to do so. Often leaders and teachers feel they don't know enough about Aboriginal people, cultures or families, and are reluctant to intervene. Kevin's advice is to just get on, find out and do it. If you make a mistake the Aboriginal community will tell you. Be open to that and they will never hold it against you. They will just want to support you on your journey.

Make a connection to the Aboriginal people in your community, develop a relationship and pass the time of day with people. This starts at the most basic level of talking about you and asking about them. Talk about your family, share photographs, share family



connections and experiences. Start at the point we all have in common – family. It is important to talk with Aboriginal students and their families about things that are going well and expand on it. There will be times when a hard conversation with a community or family or student needs to take place and this will be better received and supported when a relationship that is based on positivity is established.

We need to find ways to reassure Aboriginal families about the value of, and their contribution to, school

processes, planning, journeys and learning. If we are going to do that we need to know what their needs, hopes and aspirations are. We need to be quite innovative and reflect upon the operations and processes in schools to find ways to welcome and engage the Aboriginal community if the ones we are using are not engaging.

There are a lot of effective educators working with Aboriginal students and families. We need to build upon the good practice. We need to provide opportunities for leaders and

teachers to share successful and effective processes and practices across schools. There is considerable accumulated wisdom in our system in building effective relationships; teaching and creating learning environments; using resources and producing improvement in the educational outcomes for Aboriginal students. It all gets back to developing culturally responsive schools and the Aboriginal Cultural Standards Framework provides an avenue to reflect, plan, act and share.●



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The Third Space

Developing Behavioural Agility Dr Adam Fraser

“Work harder, Work longer” was an adage that was easy to subscribe to before your business was at full capacity. But this old business model just doesn’t cut it any more.

The greatest challenge in business within the next decade is not the amount we have to do, as this shows no signs of lessening. Instead it’s the way we transition between tasks. Your job as manager, your job as a leader, your job as a sales person is to adapt your behaviour to meet the needs of the next role/environment/task. However too often one setback, one bad meeting, can derail a persons day by having a domino effect that robs them, and your company, of energy and focus.

Dr Adam’s cutting edge research with Deakin University explored hundreds of people with demanding jobs ranging from palliative care nurses to sales people to surgeons to leaders to special forces soldiers to elite athletes. What the high

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performers all had in common was that they used the Third Space to overcome setbacks and assume a mindset to get the most out of what is coming next.

The Third Space is the transitional gap between “what the hell just happened?” and “whats next?”. High performers use this space to decompress, jettison the negative and bring new focus and energy to the next task at hand.

In one study, when people used the Third Space between work and home it lead to a 41% improvement in work/life/balance.

In outlining the Third Space, Adam will bring to life his leading edge research and you’ll learn:

- How to use the Third Space to transition effectively between the different roles/ environments and tasks that make up your day to get the maximum value for each.
- How to access your own Third Space to be resilient to any challenges just

encountered. To reset and get back in an optimal state for high performance to take on the next task with a freshly focused and optimistic mindset.

- How to empower groups with tools to “Show up” at work fully responsible for the energy they bring to positively affect the behaviour and culture of the organisation.
- Proof of a direct correlation between truly engaging at work and positive impact it has to an employee’s wellbeing and happiness.
- A simple three step process to perform on the way home from work to dramatically improve work life balance and overall happiness.

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OUT OF BALANCE: THE WORKLOAD NEVER STOPS

PRINCIPAL HEALTH AND WELLBEING: POLICY TO PRACTICE SURVEY

Preliminary Report for the Adelaide Symposium 2017

The final report will be released at the APPA National Conference 12 September in Brisbane. To register go to www.qassp.org.au/appa-conference

The culture of primary schools ten years ago could well be found in this quote from APPA's report, *In the Balance: the future of Australia's primary schools (2007)* which looked at the resourcing levels of our schools:

“Teachers reported high levels of satisfaction with their role... Even teachers in the most challenging schools with the greatest shortfalls in resources maintained a positive disposition. The culture of primary schools sustains extraordinarily high levels of commitment, efficacy and goodwill.”

The same would likely have been said of primary principals at that time. Today, however, the expectations placed upon schools and the people working within them are 'out of balance'. This survey comment is indicative of the imbalance:

“The workload never stops. It is very difficult to stay proactive in the role. I find things coming at me so fast that it is hard to make a measured decision. I am often reactive. It is also difficult to remain focussed on strategy. Too many distractions...”

The above comment captures the widespread level of concern about the growing complexity, sense of isolation and heavy-duty commitment many primary school principals feel come with their role. Another comment highlights the fighting spirit and self-belief that is also discernible in the many thousands of words of commentary provided by respondents. It does, though, bring a note of caution:

“I would simply say that the greatest personal attributes any prospective or current serving principal must have (are) resilience, the capacity to bounce back from challenges, and the ability to find joy in professional life.”

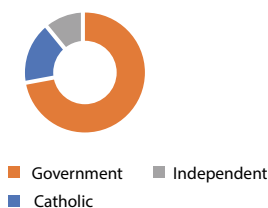
A WIDE RANGE OF RESPONDENTS

929 primary school principals responded to the Policy to Practice survey. Their responses are representative of the 7,200+ primary school leaders in all sectors and jurisdictions across Australia.

Respondents provided biographical and professional information, and answered questions about their roles, the policy environment in which they operate and the practices available to them.

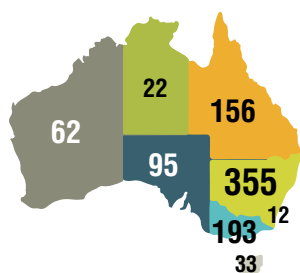
- The gender balance was 60 / 40 female to male with 44% aged between 51 and 60 years with a further 13% over 60 years old.
- Few (<3%) were under 35 years.
- A little over 30% had been in a principal (or deputy / associate principal) role over ten years while another 13% had 21 or more years' experience.
- Many respondents were relatively recent appointments with 65% being appointed to their present positions within the last five years.

Sector

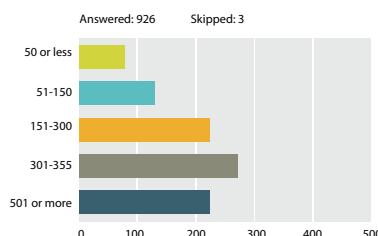


In what state/territory is your school?

Answered: 928 Skipped: 1

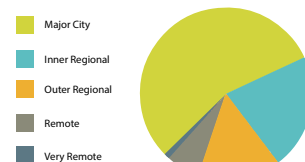


How many students are enrolled in the Primary Years at your school?



Where is your school located?

Answered: 925 Skipped: 4



Above outlines the survey's broad representation of the Australian primary principalship. Well over 650 respondents offered multiple comments to articulate their personal context and experience. In fact, the 3,246 individual comments have seen detailed and insightful data gathered. This attests to the strength and validity of the survey.

Respondents were asked to self-assess their health and wellbeing status across three stages – in the current or most recent school term; while in their current position; in five years time if continuing in current position.

The mean score of respondents, when considering their health and wellbeing in the current or most recent school term, was below average (2.84). The percentage of respondents rating themselves as having above average health was 28%. This is considerably below the 56% ABS figure of Australians considering themselves in very good or excellent health.

There is little gender difference in self-assessed health scores. Across the three stages, for females the average is 2.78 and for males it's 2.95. Only 12 individual principals were able to rate their health and

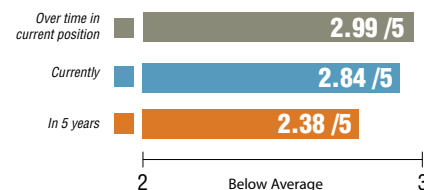
wellbeing as well above average in each of the three stages.

Significant concerns arise when considering what scores respondents gave in predicting their health and wellbeing in five years time should they continue in their current position. Of the 923 who answered this question, 206 (or 22%) said well below average. This compares with just 57 (or 6%) who rated their health well below average over the time in their current role. What also needs to be considered is that, when combining below and well below, there are 437 (or 47%) respondents who see themselves having either below or well below average health in five years time. Across Australia, there is a serious and troubling situation that needs urgent investigation.

Older principals, those over sixty, are the only age group to rate their health as above average (3.03).

Compared to other age cohorts, 20 to 35-year-old principals believe their health will deteriorate least in the next five years.

Health and Wellbeing Assessment



Clearly, primary principals believe their health and wellbeing has deteriorated, and will deteriorate further, should they stay in their current position. If it continues, we will see increasing early retirements and fewer applicants for leadership positions.

WORKPLACE AND POLICY

The comparison of how primary principals viewed working with employer and system policy environments was different between Government and non-Government settings. Just over half (54%) of Government school principals reported their policy environment was supportive and allowed their school to be effective while the figure was 87% for Independent and 77% Catholic principals.

The group with the smallest number reporting a supportive policy environment were principals who had been in the position more than twenty years (44%). However, more principals of this group believed they had a greater ability to influence and change policy (53%) than their less experienced colleagues.

More Independent primary principals (89%) believed

they had the ability to influence and change policy than those in any other cohort. There was a wide range of views between sectors and jurisdictions on this issue.

Almost 70% of principals have leadership coaching (short term, task based) available while mentoring (long term, relational) is available to just over half. These practices were valued by almost 85% of principals and available regardless of school sector or location.

Non-teaching executive support is available to 56% of primary principals. The figures, however, vary significantly between sectors (48% Government, 82% Independent, Catholic 69%). Whether available or not, 90% of primary principals value non-teaching executive support.

Where non-teaching executive support is used, respondents rated their health as above average (3.02) while those without that support had a lower self-assessment (2.57).

Job sharing is not widely available to primary principals (15%). Very few Independent primary principals (6%), for example, can job share. On the other hand, 20% of deputy or associate principals have this employment option. Overall, 49% of all primary principals value job sharing.

All ACT primary principals rated their policy environment as supportive. Under half (47%) from NSW reported they operate in a supportive policy environment.

ACCOUNTABILITY AND COMPLIANCE

While the survey didn't ask for views on the importance or otherwise of accountability, there is widespread acceptance within the profession and across the community that schools and principals are accountable and must be able to demonstrate that accountability in numerous ways.

There is no cohort of primary school principals in Australia who do not believe their accountability workload is increasing. Overwhelmingly, respondents agreed (20%) or agreed strongly (76%) with this proposition. In contrast, fewer than 4% were neutral or disagreed with the proposition.

This is a substantial issue at a school, system and government level given the impact on workload (see next section). It is seen to remove principals from their core responsibilities.

Respondent comments on accountability and compliance are revealing. There is little doubt that the increase is significant and having a deleterious impact upon their capacity to lead teaching and learning, implement successful change and manage personal workload and the workload of staff. Furthermore, it is apparent that the increasing demands of accountability and compliance are having a detrimental effect on primary principals' health and wellbeing.

This sample of personal reflections explains how the requirements tied to accountability are impacting on health and wellbeing:

"The responsibilities given to a principal are many and varied. There are too many compliance requirements for schools / principals to do their core business."

"I feel the expectation of accountability has more than quadrupled in the last two years. The role of principal has greatly moved away from leadership and the management of children, staff and community to accountability based forms and ticking boxes."

"Constant accountability allows little time for relaxation."

"The principal role is becoming increasingly unmanageable with rising accountability requirements and workload without increasing support or resources. This year in particular has been stressful and I have often felt I could just walk out and quit!"

"Decreasing support of parents, increasing accountability and expectations are resulting in spending unprecedented time and energy justifying and defending decisions and actions."

“This role would kill me, if I let it.”

Over recent years, primary schools have been affected by, for example, societal change and family pressures, technological advancement and the growth of social media, increased attention on education with raised parental expectations, and the focus on national and international student achievement comparisons. Schools have to ‘keep up’ with a growing knowledge of how the brain works and how children learn. In addition, there has been the introduction of a national curriculum, the teacher and principal professional standards, increased professional development requirements, national testing and, as noted earlier, more in the way of compliance and accountability measures. One principal wrote:

“Continuous change, reform and restructuring often require large amounts of extra work, especially accountability responsibilities.”

This consumes time that would otherwise (have) been spent working with families, staff and students. The extra workload seems to be building year by year without any space to get on with the business of running our schools. The effects of principal workload limit my capacity to engage in the more meaningful (and) interpersonal tasks that make the school a nurturing and engaging environment. Recently, the workload is so large that there is little room for self-care and very little job satisfaction.”

When asked, *Overall, I feel able to work with the employer and systemic policies that allow my school to be effective*, 61% of respondents agreed or strongly agreed. However, 17% were at the opposite end of the spectrum. These principals do not believe they are able to work with the policies available to them to provide effective schooling. The

size of this group would indicate their response is not likely to be competency related. They rate their health and wellbeing below their colleagues in all categories at present (2.27), in their current position (2.69) and in five years (1.60). Their professional situation is almost certainly harming their health. The following comment emphasises the untenable situation for many principals today:

“I have reached the point where I cannot relax my thoughts about what has to be done at school. It is extremely isolating and a phone call to a peer is certainly NOT the answer. Nobody has time for a good conversation. I do not have home time and wake everyday knowing I’m getting further behind; it’s overwhelming and so hard not to drain staff with extra. I’m putting out spot fires, living on the edge; not doing one thing well. Exhausting, tiring.”

THE POLICY AND PRACTICE PRIMARY PRINCIPALS VALUE

Respondents were asked to consider nineteen practices that provided professional, personal and role support, and indicate the availability, use and value of each. A practice that was ‘not available’ could still be rated as ‘valued’. A practice that was ‘used’ could also be rated as ‘not valued’. (It should be noted that a definition of each practice was not provided in the survey and could therefore mean some differences in interpretation.)

The most valued practice was the authority to use school-based decisions and processes in employing staff (95%). This was also widely available (89%) and used more than other practices (90%).

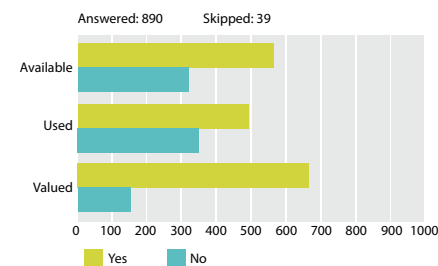
Other highly valued practices (>90%) included school-based teacher allocation, school-based staff management, professional development in

teaching and learning, support for school leader networks, support for professional associations and non-teaching executive support. The most available practice was the use of school review and improvement processes managed by employer / system (94%). It was used by 85% of respondents and valued by 73%. This is a low level of ‘value’ compared to many other practices.

Employee assistance services provided by either the employer or an external provider were relatively widely available (87% and 66% respectively) though used by far fewer (40% and 27%). While what these services might offer could be quite different across the many jurisdictions and sectors both were valued far higher than they were used (79% and 70%). Similarly, while only 29% of respondents had used extended leave, many more valued the practice (82%).

Survey comments suggest that, when valued practices are available principals will use them as required but, as importantly, will see themselves as being trusted, respected and supported.

Line management practices focussed on support and development



WHAT MAKES A DIFFERENCE

Primary principals lead complex organisations. Their health and wellbeing is a central component of the efficacy of school programs. Those who are operating in a supportive policy environment have a mean self-assessed health score of 3.09 while those in a non-supportive policy environment have a mean self-assessed health score of 2.34.

Significantly, principals who can influence and change their policy environment scored their health at 3.12 while those without that power gave themselves a lower score (2.53).

Analysis of responses where principals recognised they could rely on system or employer support in relation to student behaviour, staff performance and parental issues was informative. The less than 20% of principals who could rely on such support in all three

areas produced a mean score of 3.29 for their health and wellbeing. This compared to a mean score of 2.52 for the 10% of respondents who reported they couldn't rely on such support across all areas.

When commenting on some of the issues a principal confronts each day in this area, one respondent said:

“Clearly, the stress of managing relationships within the school – parents, staff and students – is a huge impact. Poor performing staff, high and sometimes unreasonable expectations from parents / carers, and poor behaviour from students all have a huge impact.”

Also significant was the situation for around 40% of respondents who either disagreed or strongly

disagreed that they received support for implementing policies related to poorly performing staff members.

A comparison between those agreeing they received this support with those disagreeing showed a mean difference of 0.59 in self-assessed health and wellbeing (3.22 as compared to 2.63). Comments reflecting this situation highlight the need for effective staff performance management.

“Management of unsatisfactory performance of staff is a huge burden on principals and support is ‘weak’. We are asked to hold teachers to account (re professional standards and performance) yet actually doing so is incredibly difficult.”

The question asking what changes respondents would make to the role of principal drew 664 comments. This was more than for any other written response question. 30% of comments mentioned the need to decrease the amount of red tape, paperwork and 'administrivia'. This is in line with the fact that over 95% of primary principals believe their accountability workload is increasing.

- **Decrease administrivia. Employ business managers and appoint one to all schools, with small schools sharing the role.**
- **Take away a lot of the paperwork. For example, WHS and policy compliance. Have someone employed in schools to help schools manage this.**
- **Move the accountability and compliance elsewhere so I can lead learning like I did ten years ago.**

Changes proposed by respondents included exploring other methods and processes for meeting some OH&S / WHS, Human Resources, and plant and facilities compliance requirements. Just on 25% of respondents recommended more 'support' for primary principals with student behaviour, staff performance

and parent issues most often mentioned. The support requested was not only in the form of increased staffing levels. Strengthening of principal authority in these areas through changed policy settings was also mentioned.

- **Ability to hire staff and manage poor performers more appropriately.**
- **Employ an accountant to manage the accounting finance package that is now in schools. Employ a pastoral care support person to manage student and family welfare and mental health needs. Free up time for the principal to lead learning and be seen as a lead learner across the school by students, staff and community.**
- **Support with bullying of principals by aggressive parents through social media.**

Just under 10% of respondents directly suggested changes that would alleviate excessive workload. Many referred to the provision of a personal, administrative or executive assistant to the principal in primary schools as a necessary change.

THE LAST WORD...

Australian primary principals know that to be highly effective they must be healthy and have a good level of personal wellbeing. For this to be a reality in the school setting, the policies and practices must be fit for purpose, available, used and valued. Principals accept responsibility for the lifestyle and professional choices they make. However, as the survey shows, they understand that their health and wellbeing can be, and is being, affected by their role as a school leader and by the policy environment in which they work.

APPA's Policy to Practice Survey is a 'wake up call'. Principals need to devote energy to keeping physically, mentally and emotionally well. However, what's clear is that the expectations placed on schools, together with demanding accountability and compliance measures, have increased hugely. Additionally, parental aspirations have never been higher at a time of a global uncertainty, economic concerns and high youth joblessness in Australia. In amongst this we know that primary schools are complex organisations with limited available resources. They need solid support and good structures as well as the time and resources in place to support our primary school principals in leading their schools.

Good schools are **"characterised by dedicated school leaders and teachers with high expectations of student learning, and communities that respect and value education"** (APPA Charter on Primary Schooling). Principals must be able to rely upon clear, practical and well targeted employer, system and government policy and practice.

This comment is typical:

"A lack of trust and support makes dealing with the complex issues of leading schools very isolating, adding significantly to stress levels and having a negative impact on the health and wellbeing of principals. Principals are struggling in the role and leaving in increasing numbers."

It does not need to be so. Systemic and employer trust and support is not too much for any professional, para-professional or volunteer working in primary schools to expect. Principals stand ready to play their part in making 'trust and support' the new reality.

NOTES TO THE PRELIMINARY REPORT

THE FINAL REPORT

The Final Report of the Principal Health and Wellbeing Survey: Policy to Practice will be released at the APPA 2017 National Conference in Brisbane on the 12th September.

MEASURING OUR HEALTH AND WELLBEING

Self-assessed health status is a commonly used measure of overall health and aims to reflect a person's perception of his or her own health at a given point in time. It is a useful and valid measure of a person's current health status, as well as providing a broad picture of a population's overall health.

In 2011-12, over half of all Australians aged 15 years and over considered themselves to be in very good or excellent health (55.1%), while 4.0% rated their health as poor. There was no significant change in the way Australians rated their overall health between 2007-08 and 2011-12.

Men and women showed no differences in the way they assessed their overall health in 2011-12. (ABS 2011 Census Report)

USE OF QUOTES

We have used a number of quotes in this paper. While endeavouring to use quotes from a range of respondents, individuals or their context (State / territory or sector) have intentionally not been identified.

WHY USE MEAN SCORES

Respondents rated their self-assessed health and wellbeing on a five point scale (1 – 5) where 1 is well below average, 2 is below average, 3 is average, 4 is above average and 5 is well above average. The mean score for this 5-point scale is 3 equating to average health and wellbeing. The mean score is a good measure of the average for these data because it

identifies a single value as representative of the entire group and includes every response.

ROUNDING

When reading the survey findings, percentages have generally been rounded.

THE SCALE

When asking for a rating to particular issues (satisfaction, support received, etc) a five-point scale has been used – strongly agree, agree, neutral, disagree, strongly disagree.

Where respondents used this scale to agree or disagree with statements about policy or practice, the use of mean scores would not provide useful data. Instead these survey items are analysed by comparing the percentage of respondents at each point on the scale.

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Australian Made for Australian Schools



Furniture and service designed for schools

It is essential that school furniture is designed to support and enhance learning environments in schools. This is why the Woods team has, for over half a century, studied how children learn – from a behavioral, ergonomic and cognitive perspective – in order to develop furniture that is flexible, adaptable and stimulating. Their product range positively enhances the educational environment, ensuring children are reaching their full learning potential.

Today Woods has its people travelling all over Australia to work with educators, architects and specifiers to design and provide the best possible learning and teaching outcomes. Service does not end when the furniture is installed and support can continue years down the track. They provide schools with professional advice on how to integrate best practices into the learning environment, which in turn inspires education and allows students to perform better in a flexible and stimulating setting.

Australian manufactured

Whilst most furniture suppliers to schools have chosen to use imports as the key source of their furniture supplies, Woods remains Australian owned and continues to manufacture their award winning, innovative furniture right here in Australia, as they have done since 1953. Their preference is to procure raw materials from other Australian manufacturers, ensuring they are creating our products in a sustainable manner.

Environmental standards

Not only are Woods committed to providing inspired and flexible learning environments, they

are also passionate about being leaders in environmental sustainability. At their factory they have adopted processes of utilising solar power, harvesting rainwater, waste minimisation, resource conservation, recycling and sustainable manufacturing decisions and processes.

Their products are GECA certified (Green Tick). This provides schools with the confidence that their furniture meets environmental, human health and ethical impact criteria. Additionally, all Woods products are VOC Emissions Certified and contain no volatile compounds or carcinogens that cause chronic irritation to children. Naturally, Woods considers this an important factor when developing furniture that will be used daily by many children.

Quality and service

Woods furniture is manufactured to the highest quality standards of AS/NZS 4610, ensuring their products meet the demands of classrooms today and well into the future. They back this promise with a 10-year warranty on the entire Woods range.

By implementing best practice in management control, business practices, operation performance, communication and coordination Woods achieved an ISO 9001 accreditation, thereby ensuring they maintain a consistent level of service and product delivery throughout their company.

By investing in CNC machinery such as steel tube benders, a laser cutter, robotic welders and woodworking equipment, Woods has the technology to produce the majority of the components

for its broad furniture range in house, resulting in cutting down manufacturing lead times. Additionally, their own extensive warehousing facility, teamed with strong alliances with locally-based transport companies, mean that Woods has the resources to meet customer expectations and requirements by delivering their products anywhere throughout Australia in a timely manner.

Innovation and design

Utilising their in-house research and development team, Woods is constantly expanding and refining its line of products to ensure they keep providing current furniture designs, relevant to today's complex learning and working environments. Their strategic partnership with VS, a German company which is arguably the world's best designer and producer of ergo-dynamic and flexible school furniture, ensures Woods is always at the forefront when it comes to innovation and design within the Australian education system. By incorporating their design philosophy with products that are produced to the high Australian and New Zealand Standards, in an environmentally sustainable way, Woods are creating furniture that not only enables students to reach their full learning potential, but also contributes to a better future for them and the planet in which they live.

ASCA member benefits

In addition to the great service and high quality products Woods provides to all their customers, ASCA members receive extra benefits including a 15-year warranty on all Woods products and 60 days trading terms.

Congratulations WAPPA's 10 and 20 year members

In 1996, WAPPA embarked on developing a 'New Professional Level' for the Association and for the profession. With this, the membership structure was formalised and current membership status and dates commenced from 1 January 1996.



**Celebrating 10 Years of
WAPPA Membership in 2017**

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Ralmo Dias	Jacqui Quartermaine
Dee Doubikin	Myles Rees
John Gillett	Jason Romeo
Dean Goldspink	Carol Selley
Pat Grafton	Margaret Sheedy-Dove
Di Green	Phil Springett
Gayle Higgins	Jane Weir
Weston Jackson	Trevor Williams
Denise Jeffs	Cathy Willis
Fiona Kelly	David Womersley
Michael Kovalevs	Janet Wood



**Celebrating 20 Years of
WAPPA Membership in 2017**

Craig Ashby	Martin Humphreys
Peter Beckingham	Steve Ivey
Ken Bennett	Garry Jones
Phillippa Berkhout	Darrell Kent
Doug Booth	Andrew Kilgallon
Lee Brady	Brian Lee
Tom Campbell	Steve Lockwood
John Chapman	Hugh McCrackan
Jenni Chittick	Jeff Murphy
Len Christie	Anne Napolitano
Graeme Church	John O'Neill
Terry Coumbe	Cris Partington
Ron Crabbe	Terence Pestana
Tim Cremin	Wayne Press
Gary Crocetta	Peter Rigden
Graeme Dadson	Shane Rutter
David Dique	Rod Scott
Shane Doherty	Charlie Serravite
Ric Gates	Brian Simpson
Val Gray	Suzanne Temple
Lisa Helenius	Trevor Williams
Andrew Holmes	Lee Woodcock
Geoff Hood	Jan Workman
Steve Hovitch	Stephen Yates

WAPPA AWARDS & GRANTS

**APPLICATIONS OPEN MONDAY 4 SEPTEMBER 2017
AND CLOSE THURSDAY 12 OCTOBER 2017**

The WAPPA Awards and Grants Sundowner is a celebration of members who have significantly contributed to shaping the future of education through effective, progressive leadership.

WAPPA grants provide funding to enable members to build their capacity to provide high level educational leadership resulting in a positive impact in schools. The awards recognise the outstanding leadership and dedication amongst our members.

The 2018 Awards and Grants will be presented at the WAPPA Sundowner.

Thursday 2 November 2017

4.30pm

**Lakeside Auditorium
Telethon Speech
and Hearing Centre
36 Dodd St Wembley**

2018 AWARDS

- Level Three Innovation Award
- Aspirant Leadership Award
- Deputy Principal of the Year Award
- WAPPA Fellowship Professional Learning Awards

2018 GRANTS

- Regional Leaders Professional Learning Grant
- Camp Australia Professional Learning Grant
- Leading From the Front Action Research Grants

For more information visit:

<https://www.wappa.asn.au/the-profession/professional-awards>