

New South Wales Primary Principals Association Priorities 2017 – 2018

The NSWPPA seeks to support all Primary Principals in New South Wales government schools in making the primary years of schooling a rich, well-resourced platform for student Success - an investment in the future of our state and our nation. In 2017 – 2018 the NSWPPA continues to focus on the support of Principals and their schools in a changing paradigm. We have identified five broad Priorities which drive our advocacy and support.

Priority 1: Principal Wellbeing

Principal Wellbeing is key to successful schools across the state. This is our overarching priority.

| Key Drivers | Success Indicators | Action | Who is responsible? |
|--------------------------|---|---|--|
| Wellbeing | <ul style="list-style-type: none"> 2018 data is positive about Principal Wellbeing. (Increased % of Principals self-identifying as coping/coping well in the NSWPPA Wellbeing survey) DoE create a coordinated calendar of responsibilities and various workload expectations in advance and at timely intervals, Increased connectedness. Enhanced wellbeing outcomes as a result of projects/interventions (eg Flourish) Local networks of support. Effective utilisation of Principal School Leadership (PSL) to support individual and networks of Principals. | Investigation around: <ul style="list-style-type: none"> Professional Learning and support in resilience, change management and recovery Establish criteria for Principals/PPCs to access wellbeing funding for exceptional circumstances, interventions and proactive strategies/projects Investigate what strategies are working well to increase collegiality, connectedness, resilience and recovery and communicate broadly throughout the NSWPPA (Increased % of coping/coping well) Early career Principals have access to their assigned mentor Ongoing conversations with health and safety directorate Focus on educational leadership - bursar to oversee WHS, assets, finance | <ul style="list-style-type: none"> NSWPPA Executive Principal Support RG Legal Issues SC NSWPPA Principal Support RG: Project coordinators eg: Flourish Director Public Schools, Principal School Leadership - PSL NSWPPA Professional Officer |
| Capacity Building | <ul style="list-style-type: none"> Numbers of Principals and aspiring leaders completing the 18 modules. Increased participation in 'Art of Leadership' and Principal Credential. Linkages with external leadership organisations eg LEAP, ACEL etc Dealing efficiently with complaints and management. PDPs focus on our educational leadership and professional development. | Investigate: <ul style="list-style-type: none"> Professional Learning Strategy – continuum, succession planning, transition entering and exiting the Principal role | <ul style="list-style-type: none"> NSWPPA Executive Principal Support RG |
| Business Managers | <ul style="list-style-type: none"> Principals are afforded the time to focus on being an educational leader. DoE provides an increased & flexible allocation of administration support by formula. Greater understanding of the role and responsibilities of a business manager. % target of schools engaging a Business Manager. | Investigate: <ul style="list-style-type: none"> Staffing support models to focus the Principals' role on being an Educational Leader Business Managers need to be an entitlement not an optional extra | <ul style="list-style-type: none"> NSWPPA Executive Principal Support RG Business Manager Work Group |

Priority 2: The Principal in a changing environment

In a climate of devolved decision making and increasing accountability support for leadership development, Principal wellbeing and capacity building is at the forefront of our actions.

| Key Drivers | Success Indicators | Action | Who is responsible? |
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| Increased Accountability | <ul style="list-style-type: none"> NSWPPA voice integral to consultation and decision making with DoE. | Liaison with: <ul style="list-style-type: none"> Senior DoE personnel SPC/NSWTF Investigate Business Managers' role in Primary Schools | <ul style="list-style-type: none"> NSWPPA Executive |
| Leadership Development | <ul style="list-style-type: none"> NSWPPA Leadership Credential embedded as part of the leadership offerings for aspirants & current Principals. | Liaison with: <ul style="list-style-type: none"> Credential Group Art Of Leadership Working Parties, Reference Groups and Standing Committees Representatives on Pre Principal Credential | <ul style="list-style-type: none"> Leadership SC Great Teaching Inspired Learning Work Group |
| Principal Support | <ul style="list-style-type: none"> PSL representation and active contribution at State Council. Principals feel supported by their Association and know how to access support as determined by the flowchart. | Initiatives in : <ul style="list-style-type: none"> Funding for Principals requiring support Working with PSLs Principal support networks Communication PPCs working with PSLs and DoPS NSWPPA Principal Wellbeing program jointly funded by DoE and NSWPPA and communicate findings to Secretary and Minister Professional Officer appointed to support principals | <ul style="list-style-type: none"> Principal Support RG NSWPPA Executive PPC Executive Principal School Leadership Communication and Engagement SC |
| School Planning | <ul style="list-style-type: none"> School Plan, SEF, SPaRO and PDPs are interconnected. Increasingly positive feedback from Principals about SPaRO. | Liaison with: <ul style="list-style-type: none"> Learning High Performance Directorate Learning High Performance to ensure integral work is managed on supporting the implementation and delivery of the School Excellence Framework Systemic planning structures ensuring Directorates are communicating and monitoring the launch and implementation of initiatives and reforms | <ul style="list-style-type: none"> Assessment, Planning and Accountability RG School Excellence Framework Working Group |
| Quality Teaching Successful Students | <ul style="list-style-type: none"> Full implementation of QTSS funding for all schools. | Develop: <ul style="list-style-type: none"> An implementation plan for DoE to support Principals to roll out initiatives | <ul style="list-style-type: none"> Human Resource RG |
| Local Schools Local Decisions | <ul style="list-style-type: none"> Schools are staffed & operate to meet the local context and need. | Liaison with: <ul style="list-style-type: none"> Learning High Performance and LSLD Officers LMBR in consultation for 229 schools and the Stage 3 deployment (2000 schools) | <ul style="list-style-type: none"> NSWPPA Executive |
| Resource Allocation Model | <ul style="list-style-type: none"> Equity funding provided for all schools Transparent funding allocations | Liaison with: <ul style="list-style-type: none"> LHP and LSLD Officers Corporate – Treasury DoE personnel to ensure SSP settings have clarity on allocations | <ul style="list-style-type: none"> NSWPPA Executive RAM Principals Working Party & Base Working Party Finance & Administration RG |

Priority 3: Learning and Quality Teaching

The emphasis on the provision of quality teaching continues as funding models, new curriculum and professional accreditation impact on the operation of our schools.

| Key Drivers | Success Indicators | Action | Who is responsible? |
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| Curriculum Implementation | <ul style="list-style-type: none"> Reinstate curriculum consultants/experts to support schools. High quality documentation and resources. Less emphasis on online learning/delivery' | Guide: <ul style="list-style-type: none"> Implementation strategy and support Learning Progression consultation and implementation Implementation of Sport Guidelines | <ul style="list-style-type: none"> Curriculum RG Assessment, Planning and Accountability RG NESA Representatives |
| Professional Learning | <ul style="list-style-type: none"> NSWPPA registered with NESA as a Professional Learning provider. NSWPPA to organise and coordinate Professional Learning. | Guide: <ul style="list-style-type: none"> Support material development for curriculum The NSWPPA to become a PL provider The development of advisory papers on current research implementation | <ul style="list-style-type: none"> Learning Innovations RG Curriculum RG Leadership SC |
| Gonski | <ul style="list-style-type: none"> Full Gonski delivered. | Continue and drive: <ul style="list-style-type: none"> Awareness raising for full 6 year implementation Premier, Secretary and Minister briefing on data GONSKI awareness and advocacy in school communities Celebration of GONSKI successes | <ul style="list-style-type: none"> NSWPPA Executive AGPPA and APPA Representatives |
| Catering for specific settings and purposes | <ul style="list-style-type: none"> Curriculum and assessment procedures for SSP and small school settings developed Streamlined and efficient processes ie Annual Report. Support personnel who are experts in their field. SSPs staffed using appropriate K-12 entitlements | Liaison and involvement in : <ul style="list-style-type: none"> LaST negotiations EaLD formula in RAM Discussions on funding models & placement panels Investigations around innovative learning spaces | <ul style="list-style-type: none"> Disability RG SSP RG RAM WP Assets RG Learning Innovations RG |
| Accreditation | <ul style="list-style-type: none"> Principals are aware of requirements to support candidates for Highly Accomplished & Lead. Processes in place to use the Principal Standard for principal certification. | Consultation on: <ul style="list-style-type: none"> Highly Accomplished and Lead Accreditation Principals as Teacher Accreditation Authority Authority training for higher levels Arrangements for casual and temporary teachers through Accreditation Principal Accreditation using Principal Standards | <ul style="list-style-type: none"> Leadership SC |
| Transition P-K, 6-7 | <ul style="list-style-type: none"> Transition to School Statements P-K valued. | Consultation on: <ul style="list-style-type: none"> Curriculum and EC initiatives eg – Transition to School Report AEDC | <ul style="list-style-type: none"> Curriculum RG Student Wellbeing RG |
| Quality Teaching Successful Students QTSS | <ul style="list-style-type: none"> Publish / distribute best practice or success stories around how QTSS improved outcomes. Equity for SSPs allocation. | Consultation on: <ul style="list-style-type: none"> Introduction pack development including implementation strategies Effective use of funding and developing models for distribution | <ul style="list-style-type: none"> NSWPPA Executive Human Resources RG Leadership SC Assessment, Planning and Accountability RG |

Priority 4: Communication

A collaborative and effective communication strategy to promote public school and systems partnerships with the wider membership, governments, Department of Education and all key stakeholder groups.

| Key Drivers | Success Indicators | Action | Who is responsible? |
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| New South Wales Primary Principal Association and Primary Principals' Councils | <ul style="list-style-type: none"> Key personnel are positively and consistently engaged in NSWPPA meetings. NSWPPA protocols and procedures are adhered to across the state for all PPCs, Reference Groups, Standing Committees and Working Parties. DoE personnel share a mutually respectful relationship. Principals value the role of the NSWPPA and their local PPCs. 'What's Hot' to expand to a professional document ie with links to PL, latest developments and explore current issues. Clarity in roles and responsibilities of Reference Group/Standing Committee and Working Party chairpersons and members. Clarity in roles and responsibilities of PPC Executive. Induction kit provided to chairpersons on an annual basis. PPC involved in the White paper / Green paper process to allow all members to have a voice. | Initiate: <ul style="list-style-type: none"> Invitations to Premier, Secretary, and Minister to Executive Meetings and State Council Meetings PPC communication strategies Ensure all PPC meetings have an agenda including Reference Group and Delegate's reports at meetings Promotion of professional learning and address current DoE reforms Green/White paper initiative The raising of PPC profiles What's Hot links to key documents Effective flow of communication Website and databases | <ul style="list-style-type: none"> NSWPPA Executive Communication & Engagement SC Presidents and Delegates PPC Reference Group, Working Party and Standing Committee Chairpersons and Area Contacts |
| State Executive | <ul style="list-style-type: none"> Regular communication sent out via 'What's Hot' including developments, movie clips, initiatives and a sharing of practice. Specific NSWPPA App. | Initiate: <ul style="list-style-type: none"> Revisit of term 3 2016 motion with Executive and core group – RG currency and other organisational structures Conversation on our current structures to ensure consultation and collaboration with DoE personnel Use of video conferencing facilities and Dropbox Investigate efficient communication tools in, out and within | <ul style="list-style-type: none"> President Executive Members Chairpersons |
| Input to Department of Education | <ul style="list-style-type: none"> Executive, Reference Groups and State Council the key drivers of communication in and out from DoE. | Ensure: <ul style="list-style-type: none"> Timelines are clarified Precise information is delivered consistently Consultation is offered Timely advice is provided on what schools need An organisational chart is provided to ensure effective communication and planning for implementation is known by school leaders | <ul style="list-style-type: none"> Communication & Engagement SC |
| Public Education | <ul style="list-style-type: none"> Reference Groups, Standing Committees and Working | Ensure: | <ul style="list-style-type: none"> NSWPPA Executive |

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| | Parties meet with Executive Directors and key stakeholders on a regular basis. | <ul style="list-style-type: none"> Consultation with key stakeholders eg : State P&C, Federation Executive and AGPPA | <ul style="list-style-type: none"> Public Education Alliance Representatives AGPPA Representatives Public Education Foundation |
| Senior Department of Education personnel | <ul style="list-style-type: none"> Open two-way consultation and communication occurs in a timely manner. | Continue: <ul style="list-style-type: none"> Termly meetings with Secretary, Deputy Secretaries, EDs Invitations to Senior DoE to WP, RG and SC meetings | <ul style="list-style-type: none"> NSWPPA Executive Chairpersons RG WP SC |

Priority 5: School Operations

Supporting principals at this time to embed in a systematic way day to day operational matters, mandatory compliance and training, and reform initiative

| Key Drivers | Success Indicators | Action | Who is responsible? |
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| Funding | <ul style="list-style-type: none"> Reduce the current anomalies in funding for specific settings.eg SSPs, Environmental Ed Centres etc. Increased transparency of RAM Funding allocations. Full allocation of Gonski implemented. | Consultation around: <ul style="list-style-type: none"> RAM, SALM and SAP Building Maintenance Business Managers Fine tuning funding anomalies Ongoing support for LMBR | <ul style="list-style-type: none"> NSWPPA Executive RAM Working Party Communication and Engagement SC Assets RG Finance and Administration RG |
| Innovative Pedagogical Practices | <ul style="list-style-type: none"> Pockets of innovation - equity and accessibility across the state for initiatives such as L3 & FoR Curriculum Advisers in all areas to support teacher practice. Mechanism to share best practice. | Investigate: <ul style="list-style-type: none"> Effective ways of sharing innovation | <ul style="list-style-type: none"> Learning Innovations RG Curriculum RG |
| Principal Classification | <ul style="list-style-type: none"> Transparent information on 'fluid and flexible' classification brackets. Teaching Principals are fully aware of the 2020 changes for all schools to the new classifications and the potential impact on their schools. | Investigate: <ul style="list-style-type: none"> and gather information for decision making and discuss models and ensure all settings are considered eg EEC, Support Units, Preschools, SSPs and Hospital Schools | <ul style="list-style-type: none"> NSWPPA Executive RAM Working Group Human Resources RG Administration and Finance RG |
| Viability | <ul style="list-style-type: none"> Principals moving through the protocols feel supported and confident in the process. | Ensure: <ul style="list-style-type: none"> Transparent processes are adhered to Protocols and practices are shared/checklist developed Clear directions for Directors Public Schools | <ul style="list-style-type: none"> School Viability WP Rural and Remote WP Principal Support RG Teaching Principals RG |
| Student Services | <ul style="list-style-type: none"> Improved capacity of Ed Services teams to meet needs. Encourage Ed Services personnel into schools and support attendance at Principal Network meetings. Discussion with Disability Programs around Modules of | Consultation on: <ul style="list-style-type: none"> Additional support for Support Units eg Administration time, DSC, pre-schools & programs Development of PL around complex cases | <ul style="list-style-type: none"> Disability RG |

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| | <p>best practice in case management of students with complex needs.</p> <ul style="list-style-type: none"> Improved policies around best practice for the establishment of Support Classes. ie. No stand alone units. Increased funding for students with complex needs regardless of setting. | <ul style="list-style-type: none"> Advocacy for support units, preschools , panel placements and specialist centers | |
| Staffing/SASS | <ul style="list-style-type: none"> Merit selection processes in place to use the Principal Standards/certification. IRIP strategies implemented PDP processes that meet the needs of SASS, schools and context in addition to system expectations are in place. | <ul style="list-style-type: none"> Advocacy for additional Administration FTE to focus on finance and data management SASS SASS Staffing TALEO – ameliorate our concerns Investigate incentives for teachers to commit to rural and remote locations Negotiate issues with staffing codes Initiate conversations to vary the staffing mix in schools | <ul style="list-style-type: none"> Human Resources RG Rural and Remote SC |
| Assets | <ul style="list-style-type: none"> Principals have a greater understanding of their role in Assets. Positive relationship between NSWPPA and AMU at all levels. Support documents and reference sheets for principals on AMU processes. AMU complete mandatory asset requirements. | <p>Investigate:</p> <ul style="list-style-type: none"> Maintenance and replacement of demountable buildings Innovative learning spaces – furniture and funding Employing experts to manage trees/fire safety etc | <ul style="list-style-type: none"> Assets RG Human Resources RG Learning Innovations RG |