

# Supporting Principals to Lead a World Class, Twenty First Century Education

## The 2014-15 Tasmanian Budget

A Community Consultation Submission from  
The Tasmanian Principals Association (TPA)  
TPA@the HeartofLeadership

### Executive Summary

The 186 members of the Tasmanian Principal's Association (TPA) appreciate the opportunity to contribute to the 2014/2015 budget process.

TPA understands the current fiscal restraints and is aware Tasmania's size provides limited opportunities to gain efficiencies through economies of scale.

#### The submissions goals:

*We seek to support and enhance the work practices of Principals and the leaders they work with. The following principles are reflected through this submission:*

- *Retaining and attracting the highest quality school leaders*
- *Support leaders to achieve the delivery of high quality educational outcomes for all students*
- *Recognise that educational leadership is of the highest importance in the delivery of the DoE strategic plan*
- *Acknowledge the nature and complexity of school leadership*
- *Provide ongoing learning opportunities for educational leaders*
- *Provide incentives linked to recruitment and retention of highly effective leaders of government schools*
- *Improve leaders well being*
- *Acknowledge the role of Principal has gained in complexity as resources and roles and this has increased as the Department of Education bureaucracy have devolved tasks and responsibilities to school principals.*

Using information gained through surveys of principals, reference to research on support for effective educational leadership and a detailed understanding of the context of our schools, the members strongly recommend additional resources are directed to support school leaders through the provision of:

- 1. A Leadership Allowance**
- 2. A Personal/Professional assistance**
- 3. A Professional development allowance**
- 4. Sabbatical leave**
- 5. An entitlement to a Percentage of accrued sick leave at retirement**
- 6. Mentoring opportunities**

## Background:

### Understanding a Tasmanian School Leader's context

#### a. School Leaders make the difference in student learning?

Research indicates although effective teachers have the greatest influence on student learning, effective school leaders create the environment that enable teachers to be at their best. (Hattie, 2009)

Principals of schools in 2013 and beyond need an updated set of tools to lead learning.

#### b. How do Tasmanian Government School Students compare with students from across Australia?

The Australian Curriculum Assessment and Reporting Authority (ACARA) profile all Australian schools using the Index of Community Socio-Educational Advantage (ICSEA).

A school ICSEA value of 1000 is considered average.

The ICSEA value is used as a predictor of educational advantage. It is a measure of the external factors a student brings to school.

The value assigned to a school is the average level for all students in a particular school.

TPA's review of Tasmanian government school ICSEA values reveals just 30 of 183, k-10 schools achieve an ICSEA value in excess of 1000. (Table 1)

(If Tasmanian students were average you would expect 92 schools with an ICSEA value greater than 1000)

**Table 1**

	Tasmanian Government Schools ICSEA values- Summary *	
	2012	2011
Lowest	734	762
Highest Tasmanian	1159	1179
Most common value	942	920
The middle value	944	939
Number of schools with and ICSEA value >1000 i.e. above the Australian Average by area.	NW (1) N (5) S (25)	North West (1) North (6) South (23)

\* ACARA- MYSCHOOL Web Site

#### c. How much money is the Tasmanian Government currently allocating to each student?

Principles of equity suggest school funding should reflect the ICSEA profile described above.

Table 2 identifies the different levels of funding per state (2009)

**Table 2: Per capita expenditure**

	State and Territory Recurrent Expenditure per FTE student 2008/09 (Report on Government Services, 2011)								
	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aus
2009/10	12511	11510	12738	16357	12252	12552	16530	17824	12827
2008/09	11740	10880	11808	15488	11258	11718	15895	17450	12034

Tasmania's per capita funding ranks it 3rd lowest of Australia's 8 states and territories in 2009 and 2010

**d. What are Principal's concerns?**

(STAFF IN AUSTRALIA'S SCHOOLS 2010: MAIN REPORT ON THE SURVEY, ACER, 2011)

One-third of Principals consider school leadership positions to be unattractive.

In 2010, Principal's reported an average workload of 57 hours per week and 20 hours per week during holidays.

Support for new Principals is vital. During 2012, 70 of 191 Principal positions have been advertised and filled. This turnover is likely to continue for the next 2 years. *Principals' Australia Institute*, estimates that as many as 70% of Australia's 10,000 school principals will reach retirement age within the next five years.

(The Australian Principals Health and Wellbeing Survey, 2013 Draft Report: Dr Phillip Riley, Monash University) recommends 3 immediate interventions to support Principals in their work. The 3<sup>rd</sup> recommendation is reflected in this submission ie Recommendation C. 1. B A provision of time for principals to build and maintain professional support networks would be needed. (<http://principalhealth.org/Executive%20Summary.pdf>)

TPA members are most appreciative of the move to the "Fairer Funding" model as a means to develop the Better Schools principles. We acknowledge the impact this will have especially with each Schools Resource Package for the 2014 school year. We are expecting the staffing component, when rolled out 2014/15 will go some way to provide additional time a Principal of small schools requires to provide both management and leadership within their setting. Although size of school does add to complexity there are a core set of accountabilities that all principals are required to work within. We need to make sure each small school principal has the time to complete these

## Detailed Submission

### 1. A Leadership Allowance

This allowance recognises the complexity and specific nature of a Principal's school leadership role and responsibilities.

The allowance will:

- Be paid to all school based Principals
- Be an ongoing allowance for school based principals
- Count for all superannuation entitlements
- Be part of taxable income

**(Cost: 5% of salary as a Principals Leadership Allowance)**

## **2. Provision of Personal/Professional Assistance**

A resource that can be deployed by school-based leaders at their discretion to assist them in achieving the outcomes described in their role statement. It acknowledges the emerging and increased complexity of the School leaders work and allocated proportionally to the complexity of the school the Principal leads.

This resource will:

- Support Principals in all school sites
- Be distributed at the discretion of the Principal
- Be used flexibly in either payment of personnel or purchase of equipment.

***(Cost: average of \$30,000 for 190 schools per year = \$5,700,000)***

## **3. Professional Development Allowance**

This allowance will be provide annually to each Principal (both school based and out of school Principals) and used to provide continuity with their ongoing Professional Learning

The allowance will be provided annually as an itemised amount to the Principals work site.

The allowance will be:

- Used to help achieve both system and school professional development priorities
- Used at the discretion of the Principal
- Used for items such as, but not limited to higher education fees, conferences and their associated costs
- Accruable over 3 consecutive years.
- Scaled according to location

***(\$5,000 per 220 principals per year = \$1,100,000)***

## **4. Sabbatical leave**

Principals should be able to access a sabbatical leave process that provides time for them to participate in learning that is linked to professional wellbeing, career planning and systemic goals.

The program will:

- target those with more than 5 years principal experience
- be limited in number
- be accessed through application
- be no more than 10 weeks duration
- Contribute to costs, including higher education fees, travel and accommodation as identified through the application.
- be co-ordinated through PLI
- support school based/systemic goals

***(Cost: 12 per year (3, 3 and 6 per LS) \$420 000 replacement salary + \$10 000 per Person = \$540 000)***

#### **5. Entitlement to a Percentage of accrued sick leave at retirement.**

We contend that School Leaders historically take minimal sick leave throughout their careers resulting in considerable unused entitlement at the date of retirement. Traditionally, School Leaders are not replaced for periods of short term illness. The culture is for a Principal to turn up to work regardless.

This should be considered as an additional strategy to retain School Leaders in schools until they are eligible to retire as well as further acknowledgment of the value of their leadership within our system.

- Leaders must have accrued a specific number of days of unused sick leave during their time as a leader in order to access this entitlement at retirement.
- At retirement 50% of unused sick leave days can be converted to cash and included in the retirement package

***(Cost: Variable)***

#### **6. Mentoring Opportunities**

There should be provision of opportunities for Principals to work as a Mentor with peers or be engaged in a Mentoring relationship with a colleague. The relationship will be rewarding and provide impetus for ongoing career growth and leadership effectiveness of Principals. This program will support the attraction and retention of quality school leaders and enhance the professions collective learning and experiences.

This program will be:

- Administered through PLI
- Provide opportunities for a specific number of eligible Principals to take on mentor roles across the state for no more than 2 school terms per year.
- Give Mentors access to Professional Learning to fulfil this role
- Provide full replacement costs to the Mentors worksite for the period of the release
- Include all on costs including travel, accommodation and other costs associate with the role.

***(Cost: 4 mentors per year 1, 1 +2, 2 terms i.e. 2 FTE+ costs \$300,000+ \$24,000= \$ 324,000)***

**Thank you for considering our views. We firmly believe initiatives 1 to 6 will support Principals to work within a 21<sup>st</sup> Century School context.**

**The current support is based in the past and reflects a leadership paradigm of an old school. There are many risks associated in perpetuating a leadership model built on previous foundations.**

**New roles demand a new set of supports for School leaders.**

**David Raw**

For TPA

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