federalelink

Independent Primary School Heads of Australia

VOLUME 27 NUMBER 02 DECEMBER 2022



Girl on Country – Jundal Djara

Connecting with Passion and Purpose

The Creation of Girl on Country – Jundal Djara

MORETON BAY COLLEGE QLD RECONCILIATION THROUGH VISUAL ART -

In 1901, the Greene sisters founded a school on Bay Terrace, Wynnum Manly, Brisbane, which prioritised an appreciation of, and engagement with, visual art as central to the holistic development and growth of the young women in their care. As part of the 120 year celebrations, the College sought to recognise the significance of the land on which the school was founded. In doing so, Moreton Bay College forged a relationship, and entered into an exciting project, with two local indigenous artists – Sonja and Leecee Carmichael– both Ngugi women belonging to the Quandamooka people, to create a commemorative bespoke cyanotype: Girl on Country – Jundal Djara.

> "We were honoured to work with Sonja and Leecee, two exceptional and inspiring artists who have so graciously shared with us the incredible art of Quandamooka weaving and have created with us this magnificent cyanotype to commemorate our 120th year,"

said Principal Mrs Janet Stewart. It's a very exciting time to be involved in contemporary indigenous art as it reflects our commitment toward strengthening the relationship with the local Aboriginal Community and the ongoing process of Reconciliation in Australia." The "cyanotype" composition embodies the narrative of connection to people, place and objects. Panel one encompasses the idea of place as nature – land, sea and sky, using natural objects collected from around the College and woven items created by students, parents and staff during weaving workshops held at the College by Sonja and Leecee. Panel two represents place, people and objects, and includes significant archival objects from the College and two students, who are actually the Art Captains, Amalia Levick and Bella Callegari. Members of the College community were involved in weaving workshops and this was an opportunity for participants to engage with contemporary Quandamooka weaving. Weaving is central to connectedness to country and draws inspiration form the land and its stories. Participants at the weaving workshops created a woven piece which then become part of the larger body of work, the cyanotype. The weaving workshops were attended by staff, parents, current students, their mothers, aunts, grandmothers, females of significance to the students, and Old Girls of the College, affirming that the history of MBC is her story. "I think it is about documenting our weaving stories in new ways," said Sonja Carmichael, "We were looking at ways we could bring our weaving alive on a large scale. By bringing images of our weaving into cyanotypes and using the very elements required for the growth of our natural weaving fibres on country – water, sun and salt – we are able to extend our practice." The final step in the process, the cyanotype creation workshop, was supported by photo media artist Renata Buziak. The items woven during the weaving workshops, as well as natural objects collected from around the College and artefacts which represent the life and history of the College were placed on the cyanotype fabric in low light and then exposed to UV light. The resulting 'blueprint' became the final artwork. The commissioned artwork – Girl on Country – Jundal Djara – was revealed during the College Founders' Week and is now hung in the Music Centre, where it takes pride of place. The College was excited to acquire the work of Leecee and Sonya Carmichael at a seminal time in the school's cultural history. It honours the Greene sisters' legacy, affirms the commitment to the MBC Reconciliation Action Plan and places female and First Nations voices at the heart of our identity and connection to land and country.





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EDITORIAL

Editor and Co Designer: Paul Clegg
Designed and Printed by Openbook Howden | www.openbookhowden.com.au

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IPSHA recognise the First Peoples of this nation and their ongoing connection to culture and country. We acknowledge First Nations Peoples as the Traditional Owners, Custodians and Lore Keepers of the world's oldest living culture and pay respects to their Elders past, present and emerging.

Message from the IPSHA Federal President

WAYNE REVITT



It is an interesting time to be involved in education. We can see the changes we have made, and are making, with IPSHA across the country are being reflected in many schools, across all sectors. In our IPHSA world, we are examining the appropriateness of the Grace and IPSHA Prayer in a more secular independent sector and world. We are exploring the need for reconciliation with our First Nations peoples, and how this might look for our organisation. The importance of safeguarding all members will also be a focus moving forward. Our fiduciary duty to all members has required significant changes to our constitution and financial practices. This push for change is a positive process, however, it is significantly more work and comes with a high level of accountability.

To accommodate this, we have developed and enhanced the role of our Executive Assistant and we are trialling upon the recommendation of Associations Forum, who provide IPSHA with governance advice and training, a new role within IPSHA; an Executive Officer. Part of this process has been an audit of how each State manages their finances and how we can develop the systems to make this process as equitable as possible. While there is still some way to go, progress has been made in determining the administrative and financial support required in each State. As responsibility for IPSHA finances rests with our Board, it is most important this process continues and we provide the support necessary to maintain clear and efficient practices across the country. I thank both Kate Cox and Paul Clegg for their excellent work in recent months to establish new roles and build on the significant work of the previous IPSHA Board.

In speaking of change, we are fortunate to be united with APPA on a national push to reform our educational system. Key issues include the crowded curriculum, a failure in national testing regimes and an emerging teacher shortage. From my point of view, we continue to struggle with a State and National focus on the ever-expanding content in curriculum – without a clear consensus on how to teach; and what attributes are most useful for our children to possess, by the time they leave school for the wider world. In short, we need to clearly define what we value in education – and change our perspective and actions accordingly.

We know that despite years of funding increases and sustained focus to lift student achievement across the country, student performance has failed to meet expectations. This has been confirmed by the recent Productivity Commission interim report, released last month. The report found new initiatives were needed to raise academic outcomes, boost student wellbeing, address vast education equity gaps and improve quality teaching. The report calls for a change in the way academic achievement is measured, after a decade of stalled literacy and numeracy performance in national and international tests.

The Centre for Independent Studies notes that, despite real per student funding increasing by 21 per cent over the past decade, student achievement has either fallen backwards, or improved only marginally. A contributing factor is that the measurement of educational outcomes is too shallow–and that clearer assessment of children is needed before they start school–as well as a national measure to give a better picture of how students are performing on finishing year 12.



IPSHA Board partnering with Ernie Dingo as critical friend through the construction of an IPSHA RAP



IPSHA Board Representatives with APPA colleagues, meet with Federal Education Minister to discuss draft Teacher Workforce Action Plan.

How can IPSHA continue to help our members? We have the benefit of a long-standing culture that brings leaders together, to learn from each other, improve their practice and lift student outcomes.

> “Andreas Schleicher, from The Organisation for Economic Cooperation and Development (OECD), has recently warned that Australia has ‘made learning a mile wide, but an inch deep’. He goes on to say ‘the challenge is to teach fewer things at greater depths...if you look at the top performing education systems, that’s what they do. They often focus on deep conceptual understanding rather than just surface content’. The aim here is to teach children to think for themselves and collaborate – ‘not produce robots who are good at repeating what we have told them.’

This relates directly to the National Curriculum, which APPA has declared is ‘impossible to teach’. APPA has made a submission to the Productivity Commission giving feedback and advice around the rewriting of the National Reform Schools Agreement. APPA’s position is that whole system change is required.

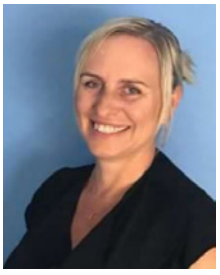
We are fortunate to have a voice in this process and I look forward to working with all school leaders from all sectors to advocate for what is best for our members and school communities.

Special thanks to our IPSHA Federal sponsors Furnware and Classolver, for their generous financial support and partnering with IPSHA. We also acknowledge our Honorary Life Members and all IPSHA members who have helped pave the firm foundations of our association that we benefit from today.

Thank you to all IPSHA Board members, and State Office Bearers, who volunteer their personal time to provide opportunities for IPSHA members and their schools.

I trust you find this edition of the Federal eLink to be informative of IPSHA activities over the past six months and as a resource to reflect upon and remind of the significant, complex and ever evolving roles of Independent Primary School leaders.

Meet our new IPSHA Executive Assistant



With the resignation of Laura Fries this year, the IPSHA Board was delighted to appoint Kate Cox to the important and evolving role of IPSHA Executive Assistant.

Kate has an extensive background in providing administration and finance support to organisations in both the private, and not-for-profit sector over the last 25 years.

> “I am a dedicated administrative services professional with a keen eye for detail and a passion for getting things organised!

Kate has worked for the WA branch of IPSHA since 2012 as their Finance and Administration Assistant, and since 2021 as the Finance Officer for the Victoria, Queensland, Tasmania and South Australian IPSHA Branches. In 2022, she was appointed as the Finance Officer for the IPSHA New South Wales Branch, replacing Susan Marshall.

‘I’m enjoying continuing to work with IPSHA now in a full-time role at Federal Level as Executive/Finance Assistant, and supporting the state treasurers in their important finance roles.’

Members Voice! Recent Survey Responses
What’s going well at a National Level for IPSHA .....

Biennial Conferences
Communication: IPSHA Connect and Federal E Link
Online Professional Learning
Collegiality Across States is Stronger

Unsung Heroes of IPSHA

ROD WOOD

WA IPSHA Secretary



It has been a wonderful honour to serve as a member of the Executive of IPSHA WA for the last 8 years and as a WA IPSHA representative for the National Advisory Council of the Australian Primary Principals Association (APPA).

> “During my involvement as a member of IPSHA, I have been most fortunate to have worked with a most collegial and supportive team of fellow Primary School leaders. The connections made and the knowledge that is freely shared is truly inspiring, and I have always felt that I could call on any of the IPSHA members for support or advice at any given time.’

The WA IPSHA group has always been a tight group that values sharing student-based experiences for our Schools and developing innovative and professional learning opportunities that allow us all to be challenged, grow, and be inspired.

We are a very social and connected group and the camaraderie offered is vital in helping to manage a healthy work-life balance due to the intensity of the demands our roles can play out. Not only are we able to celebrate the good, but also support each other in finding solutions and ways to share the load in all that we do. This is pivotal in ensuring that we have a community that we can reach out to and use as a space for friendship, professional growth, and learning.

I am currently the Primary Principal at Peter Moyes Anglican Community School having joined the school in 2014. My passion is growing my School, that is the students, my staff, and the community. Prior to that, I have worked in the Independent sector at St Stephen’s School and in various Department of Education schools in both remote regions and the city as a leader and in teaching roles. Currently, I serve on the School Curriculum and Standards Authority’s (SCSA) Curriculum and Assessment Committee.

I have been most fortunate to be able to develop my knowledge and growth as a leader through my involvement and participation in study tours to Finland, Hong Kong, and Singapore.

I am excited about the opportunity to now be able to give back to the association due to the positive experiences that have been afforded to me in my involvement with IPSHA.

MARK DUNN

NSW IPSHA Secretary



I joined IPSHA NSW Branch in 2015 when I was appointed to my first Head role at Trinity Grammar Junior School in Sydney’s Inner-West, a K-6 campus of 300 students but part of a much bigger Pre-K to Year 12 boys’ school across four campuses. Prior to that I had been Deputy Head at Shore, a teacher and Year Coordinator at Barker College, and a Kindergarten teacher at Pacific Hills Christian School. I have loved learning and working at all of these schools. I became a teacher because the people I admired and who looked out for me in my formative years were primary school teachers; I wanted to be like them and they saw enough in me to encourage me to pursue teaching. My passion is looking after and growing people of all ages in community and schools are unique places to be able to do so with students, parents and staff.

When I joined the Branch, my colleague and IPSHA mentor, Chris Wyatt (current NSW Branch President) suggested I find my feet but don’t leave it too long before putting up my hand to serve. Soon after, the role of Branch Secretary was vacated and I was ‘nudged’. The truth is that the Secretary role is a perfect fit for me as it allows me to contribute to the Branch and the conversation but from behind the scenes.

> “Being Secretary is a privilege and joy that has given me far more than I have brought to the role. I have had the opportunity to work closely with extraordinary colleagues from diverse schools who I otherwise would only see occasionally at Branch meetings, as well as be in the thick of Branch activity focussed on collegiality, opportunity and helping Heads better themselves and grow their communities.

In terms of my own wellbeing, I exercise and play sports in the outdoors as much as possible, take deep breaths whenever possible, occasionally tackle a cryptic crossword, and am well-served by a significant commute between work and home which allows me to process, reflect and compose tomorrow’s to-do list before I walk in my front door! I am also blessed with family, friends and a church who take care of me. I can be found in the front row at the SCG for any Swans home game and occasionally on the golf course in term breaks, but I am not sure either are good for my heart health or mental wellbeing.



Gearing Up for a Healthy School Year

The role of leaders in Primary schools is highly complex, ever evolving and increasing in intensity. Gearing up for a healthy school year should be a priority.

Where to Start?

To create the healthy, positive environment desired for the duration of the school year, it's helpful to examine issues at play at the end of the previous school year.

A good place to start is a simple self-check by individual school leaders on what is perceived to be the level of well-being in the school.

For example: On a scale from 1 (Not there) to 5 (Nailing it!)

1. How would I rate the state of wellbeing in our school currently? What does a 5 look like?
2. Name two factors that are supporting wellbeing in our school.
3. Name two factors that are barriers to wellbeing in our school.
4. What are the top three things that could be affecting the wellbeing of leaders, teachers etc?
5. How can …X…. be done in a more sustainable way?

The power of connection, trust and empathy

Author and speaker, Tracey Ezard, believes that connection, trust and collective empathy is the key to gearing up to a healthy school year.

"It's the work that connects us together as human beings," she explains. To think better, collaborate better, problem-solve better and decision-make better.

"Sitting down and actually connecting and getting to know people, understanding strengths, understanding what it is that is the unique thing that everyone brings to the table," says Tracy. "This creates a connection that builds trust and allows people to feel like they can bring their best."

Building Trusting Relationships

It is crucial to build strong relationships at the start of the year. Having all teachers and support staff work in collaboration with the leadership team to examine current relationship-building practices at the start of the school year, gives leaders and their staff the opportunity to support a variety of approaches to communication. The stronger the communication, professional relationships, trust and connection is with school parents, the easier it is to handle difficult conversations if they arise.

"Our work, our relationships, and our lives succeed or fail one conversation at a time. Speak and listen as if this is the most important conversation you will ever have with this person. It could be. Participate as if it matters - It does." Susan Scott, Fierce Conversations: Achieving Success at Work and in Life One Conversation at a Time

Recognising First Signs of Toxic Behaviours and School Culture

A toxic school culture is unhealthy and can be the result of behaviours and habits, that left un-checked become negative norms. Very often, initially, these behaviours and habits may not even be immediately obvious or even appear to be a huge problem.

However, in a delicate school ecosystem where emotions are contagious and behaviours can easily impact one another; these limiting behaviours, attitudes or habits can gradually become endemic and unhealthy.

So, what are the early warning signs and how can teachers and school leaders be better prepared to address them when they are in evidence?

Poor Communication

In schools with strong levels of communication, the school leadership team are in regular communication with all staff members, everyone is on the same page about where the school is going, what's happening and what is expected of them. Staff receive regular feedback and are coached by senior leaders to help them identify their strengths and areas for improvement. As a result, they know, where they are now, where they should be going and how their contribution fits into the wider school vision. In addition, resources and best practice are regularly shared between teams and reflection is ongoing.

Fear permeates most aspects of school life

If a safe space does not exist for these fears to be expressed openly and honestly, without fear of judgement, then cultures begin to develop that only serve to exacerbate feelings of disconnection, mis-trust and isolation. When fear is the prime modus-operandi for dictating behaviour, it becomes impossible for individuals to flourish. Consequently, behaviours that arise are linked to self-preservation; risk-taking and creativity very often fall by the way-side. The dominant inner and outer narrative is 'play it safe.'

Support has a detrimental impact on performance

Support is about helping another person to carry a load. It is about providing non-judgmental assistance to enable a group or individual to make sense for themselves on how best to carry the 'weight' that they bear. For such support between individuals to be effective, there has to be a mutual trust and respect on both sides. Where an environment in a school is deemed to be 'toxic', these types of relationships simply don't exist.

The standard we walk past is the standard we accept. To gear up for a healthy school year, it's important recognise any toxic behaviours that can permeate into a toxic school culture.

On behalf of the IPSHA Board, we hope all IPSHA members will have an opportunity to experience a positive, start that gears everyone up for a healthy school year ahead.

Paul Clegg

Celebrating Reconciliation

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Fixing Staff Well-Being Is NOT the Leaders Job

STEVE FRANCIS



The importance of staff morale and well-being have never been as significant as they are in these challenging times. In high functioning schools BOTH morale and well-being are a **shared** responsibility of both the leaders and the individual staff member.

> "I would argue that it isn't up to leaders to 'fix' the well-being of staff. Staff themselves need to take responsibility for their own well-being and the decisions they make.

Whilst there isn't a one size fits all answer to improving staff well-being here are FIVE tips for staff in schools to improve their own well-being.

1 **Set Your GOLDEN Rules** – Setting boundaries is important to limit the impact that school work can have on the rest of your life. The rules or boundaries that you put in place are a personal decision that depends on you and what works best for you. Here are some examples of golden rules:-

- Limiting the checking of work emails to 10 minutes (set a timer) and only Sunday to Thursday nights
- If possible, get school work done at school, don't take work home
- If you have to do some work at the weekend – specify the time and stick to it. Don't wreck the whole weekend!
- Sit down at the dining table for dinner three times each week
- Leave school at a reasonable time (early for you), one day per week and do something for you

2 **At the end of the day appreciate what you got done**, NOT what still needs to be done.

3 **Stop and sit down to eat lunch each day** and drink 8 glasses of water each day to look after your voice

4 **Make exercise a priority EVERY day**, especially when you are busy. Many people STOP exercising when they are busy at school (eg report writing time). However taking a break and getting some exercise is the most important thing they could do for your well-being AND your effectiveness.

5 **Try to avoid multi-tasking** by identifying the MOST important thing you should be doing with the time available and getting that done, rather than trying to do multiple things at once. Check out and try the Pomodoro technique!

For regular tips on staff well-being subscribe to receive the weekly Happy School articles. www.HappySchool.com.au

Whilst it isn't up to leaders to "fix" staff well-being, the BIGGEST factors that impact on staff morale and well-being are the school culture and leadership. It is essential that leaders focus on a culture that supports staff to do their best work. Positive and upbeat leaders create a "ripple effect" leading to positive and happy communities. The happiness of individual leaders has a far reaching affect. Leaders sets the tone. Their attitude is contagious. If they are positive and upbeat, staff, parents and students will be positively impacted. If they are negative, short tempered and gloomy, don't be surprised if those around them are too. Don't underestimate your impact as a leader. Attitudes are contagious.

Being positive and upbeat in January is easy when you are well rested and recharged after the Christmas break. It's more challenging to also finish the year well. Students (and for that matter staff) need positive role models in their life. As school leaders we have the opportunity to make a difference in people's lives each and every day.

Here are FIVE tips for school leaders to have an immediate impact on staff morale and well-being.

1 **Fake it until you make it!** – Even if you aren't feeling excited, put on a brave face. The fastest way to do this is to change your automatic response to the inevitable social inquiry of "How are you?" Instead of responding with "Not bad!" or worse still, "Busy!", try out a new response such as "Fantastic!" or my favourite, "Awesome!" It is difficult, if not impossible to say "Awesome" without an increase in energy.

2 **Use the Pareto Principle** (more commonly known as the 80/20 rule)–Pareto proposes that there are a small number of critical tasks or times during the day where we achieve most of our results. Pareto calls them our critical few as opposed to the trivial many. He says 80% of our results are achieved through 20% of our tasks or activities. Knowing which are your critical few is the first step. As a Primary Principal I believe my critical few times of the day or actions for setting the tone in the school included…

- being available to staff in the hour before school started each day
- being visible in the playground at the start or end of breaks
- being at the school gate at the end of the day as parents collected their children and
- staff meetings – starting and finishing on time, sticking to the agenda, valuing people's time and recording decisions made

3 **Praise often** – Both public and private praise are important. The praise needs to be genuine and as specific as possible. Saying to an individual staff member, *"I really appreciate the way that you calmly managed Johnny's behaviour during his meltdown"* is far more powerful than the broad statement, *"Thank you everyone for a great year"*. Don't stop doing the broad praise but look for more opportunities to give individual praise. At this time of year I challenge you to take on the Praise Challenge. Find three people each day to praise.

4 **Snipper instead of shotgun** – Where the behaviour of some staff has not met your expectations, have a quiet word to the individuals concerned (*snipper*) rather than raising the issue with the whole staff at a staff meeting (*shot-gunning*).

5 **Feed them** at after school meetings and professional development – We all know how draining a day in front of students can be. To increase staff morale and the effectiveness of after school meetings and PD sessions, provide some food to re-energise the staff. This small investment will reap big rewards. Perhaps consider providing a surprise morning tea or mobile coffee cart.

To increase the alignment of leaders in your school, subscribe to access the ***School Leadership Sprints***. They are designed to build

Fixing Staff Well-Being Is NOT the Leaders Job... (continued)

the capability of individual leaders, your team and those aspiring to leadership roles.

School Leadership Sprints are SHORT, SHARP 10 minute videos designed specifically for leaders in schools. They provide practical and actionable strategies to enhance the leadership capabilities of school leaders and increase alignment and clarity.

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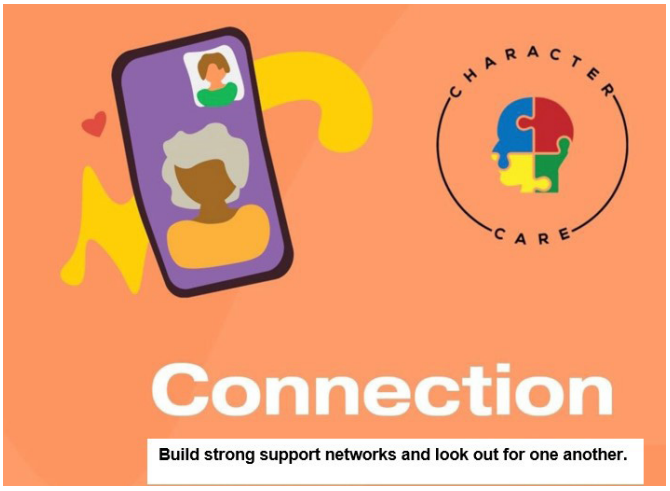
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https://www.happyschool.com.au/school-leadership-sprint/

Counselling Services Update

IPSHA is committed to showing our care and support to members, acknowledging the highly complex and demanding role of leading schools. Anonymous counselling services have been arranged through IPSHA for our members in partnership with Relationships Australia and Character Care.

All information relating to the counselling services and how members from various states can access these services is available on the IPSHA website at Counselling Services | IPSHA.





Lessons can't be taught, say stressed teachers

Malcolm Elliot APPA President

THE AUSTRALIAN EXCLUSIVE
NATASHA BITA EDUCATION EDITOR



Australian Primary Principals Association president Malcolm Elliott warns red tape is exacerbating teacher shortages. Stressed school principals are demanding changes to the new national curriculum, warning it is "impossible to teach" and can be nonsensical to students. Blasting education bureaucrats for imposing "cruel'' workloads, the Australian Primary Principals Association has blamed a confusing curriculum, red tape and "micromanagement'' for driving teachers out of the profession. "The current primary and early childhood curriculum is too crowded (and) impossible to teach if taken literally,'' APPA has told the Productivity Commission review of the national school reform agreement.

> "We call for rethink of the primary and early childhood curriculum (to create) a curriculum which is coherent and makes sense to teachers and students. "Where is the space for play, for wonder?"

Criticism of the curriculum, which was updated in April after a two-year review, comes as federal Education Minister Jason Clare prepares to meet his state and territory colleagues next month to troubleshoot the teacher shortage. APPA said principals and teachers felt "confined by a morass of measurement which kills initiative and creativity''. "In recent years, the intensification of the workload for principals has been cruel,'' it states in its submission to the Productivity Commission review. "When the bureaucracy is organised in silos, each of which transmits their edicts to schools without the crucial test of practicality, this adds to the intensification of work.''

APPA said education departments were "constantly measuring … in the hope that results come from increased micromanagement''. "Instead of creating flourishing organisations, this results in mediocrity, in a measurement-induced mire as schools struggle to respond,'' it said. APPA president Malcolm Elliott said literacy and numeracy must remain the "the foundation stones of learning''. But Mr Elliot described the revised curriculum – which had its content cut by 20 per cent in April – as a "millstone around people's necks''. He said teachers were disappointed that former Coalition education minister Dan Tehan's pledge to "take a chainsaw to the curriculum'' had failed to make it much simpler. "It's a huge document and teachers are overburdened,'' he told The Weekend Australian. "The volume of the documentation is less, but the workload has been little reduced, if at all. "It has to be cut back considerably and expressed much more simply in ways that everyone can understand and follow and implement.'' The Australian Curriculum, Assessment and Reporting Authority did not consult directly with APPA in revising the curriculum, but met regularly with the National Peak Parents and Principals Forum, of which APPA is a member.

ACARA chief executive David de Carvalho said the new curriculum had involved "extensive consultation and input from subject, curriculum and teacher experts, including primary teachers and experts''. "The primary years' content was reviewed through two dedicated primary reference groups,'' he said. "In addition, 47 volunteer primary schools and their teachers tested the updated primary curriculum … to ensure it was user-friendly for generalist primary teachers. "During the project, primary teachers said the new curriculum was more manageable and they particularly liked the separation of the Foundation year (kindy or prep) and appreciated the focused time to plan and develop a deep understanding of learning areas across Foundation to year 6.'' The ninth version of the curriculum – the first update in six years – appears to be clearer than the previous version. For example, the previous year 8 syllabus required students to "recognise that vocabulary choices contribute to the specificity, abstraction and style of texts". In the current version, they must "identify and use vocabulary typical of academic texts". The ACARA website describes the new curriculum as "three-dimensional; it includes learning areas, general capabilities and cross-curriculum priorities'', with an "inline glossary with in-built definitions''. Mr Elliott warned that Australia's teacher shortage was at crisis point, with a relief teacher in regional NSW having to teach five combined classes this week. "In some schools in NSW, positions have been left unfilled for longer than a year because they're unable to find people to take up those roles,'' he told The Weekend Australian. "Schools in NSW that would usually be regarded as very highly desirable are unable to fill positions because teachers can't afford to live within commuting distance – they can't find anything to rent and they can't afford to buy.'' Mr Elliott said some states had underestimated the teacher shortage because out-of-date teacher registration lists included those who had retired or died. He said APPA's survey of 2590 principals last year, conducted by the Australian Catholic University, found that half worked at least 56 hours a week, with a quarter working at least 61 hours a week during school term, and work during school holidays averaging 21 hours a week.

Reflections Upon Retirement

Michael Dunn

Honorary Federal Life Member, Michael Dunn, became a member of IPSHA in 1991, retiring in 2019 after over thirty years of headship.



My recent retirement has given me pause for thought and reflection on my long, fascinating and fulfilling career in schools. Much is made today of the difficulties we face as school leaders–the long hours, stress, conflict, complexity and imminent burnout that seem ever present in our roles as we navigate our schools through an ever-changing and volatile world. Naturally, I have had my share of all that, of but I have always tried to focus upon the greater purpose of our roles and the sheer joy that comes as we fulfil that purpose. Now, in retirement, this has come into even clearer focus.

> "We Heads of Junior School have the undeniable privilege of supporting and influencing the development of children in order to help make our world a better place – and what a magnificent privilege that is.

I could easily have missed the wonderful career I have so enjoyed had I heeded the advice of a Teachers' College lecturer on my first day in that institution in 1979. I remember that day well. Each student spent five to ten minutes one-on-one with a member of the lecturing staff, as part of their orientation. I was very keen to become a teacher but the lecturer to whom I was assigned told me that my HSC marks were too high for that and that I should be studying something else, at university. 'It's not too late', he said. He even offered to call the university and make arrangements for me to go there, instead. I was quietly indignant about that and still am. If only our society would assign to our beautiful profession its rightful value.

So, I persevered despite this initial discouragement and graduated in 1981. Teaching positions were enormously scarce in those days, with the NSW Department of Education telling me at interview then that the waiting list for being offered a position anywhere in the state was eight years long. Fortunately, I secured a position (by accident, really–but that's another story…) as a founding teacher at a brand-new school, St Philip's Christian College in Newcastle, NSW. The entire staff of that school on its first day amounted to two–the principal and me. There wasn't even a secretary. Being in such a fledgling school provided me with opportunities and responsibilities that most beginning teachers don't normally have, and after five years of school growth and development, I was appointed Head of the Primary School.

As perhaps you can imagine, as a young and quite inexperienced head of junior school, I felt somewhat isolated, was quite unsure of what I was doing and had a rather serious case of 'imposter syndrome'. By about 1989, this had all become rather too much to bear alone and I actively sought fellowship with others in my position. I had read a very good article in a professional journal about establishing effective collegial groups and with that model in hand, I made contact with (cold-called!) other heads of junior school in Hunter Valley and NSW Central Coast independent schools and formed what became a vibrant and highly effective collegial group. I had finally found my 'tribe' and, from the very first meeting, the sharing of ideas, problems and solutions was a powerful source of inspiration, friendship and solace for all of us. It was also in that first meeting that I heard about the existence of the Junior School Heads' Association of Australia (now IPSHA). No-one at the meeting was a member–indeed, there had never been a member from the Hunter Valley or Central Coast–one person there had simply heard about the Association while attending another meeting.

Yearning for even wider contact with other heads of junior school, I chased up that lead and became a JSHAA member in 1991 (it took a long time to become a member in those days!). Despite being a young and inexperienced, provincial head, I felt embraced by my JSHAA colleagues immediately; and there is absolutely no doubt that joining the JSHAA was the best professional decision I have ever made. Fortunately, I threw myself with vigour into the activities of the Association and consequently reaped the benefits of membership. IPSHA has been a constant source of friendship, fellowship, inspiration and professional development for me for over thirty years. It has sustained me through thick and thin and has provided me lasting and deep friendships with many dear friends around Australia and indeed around the world. Now, in retirement, a week rarely passes without contact with a friend I have met through IPSHA; and I still attend IPSHA meetings whenever I can.

I am quite certain that my membership of and involvement in IPSHA also contributed to my appointment to subsequent positions, following my 15 years at St Philip's Christian College. I was Head of Junior School at Cranbrook School in Sydney from 1997 to 2012 and Head of Preparatory School at Anglican Church Grammar School (Churchie) in Brisbane from 2013 to 2019–experiences I enjoyed and benefited from enormously. I then retired at the end of 2019, to return to our home in the Blue Mountains. At least, I thought I was retiring at that point… history would show that I was retiring in increments!

In late 2020, I accepted the Acting Principal position at Inner Sydney Montessori School, in Balmain, a Harbourside Sydney suburb. The position, covering for the principal on leave, was for a little over a year and was a most rewarding one, both personally and professionally. I met good people, learnt a great deal there and found that Montessori philosophy and practice resonated well with my educational philosophy and approach.

I think that I am 'properly' retired now but one can never be sure! Retirement has provided me the opportunity to spend more time with other aspects of my life that I value–my wife Catherine, my children, grandchildren and other family and friends. Musical expression has always been something close to my heart and I enjoy many hours these days recording songs in my home studio. We are also enjoying the beautiful world around us–in the Blue Mountains, around Australia and hopefully soon, elsewhere around the globe.

I often reflect upon the many excellent teachers and executive staff with whom I've worked over the years. I know that I have mentored many of them but I have equally learnt from them, too. Pleasingly, many of them have taken up headships and IPSHA membership since.

Reflections Upon Retirement... (continued)

I took the opportunity recently to address student teachers in a lecture/workshop. My topic was The Vocation and Humanity of Teaching, which gave me a potent opportunity to influence the thinking of some of tomorrow's teachers. During that workshop we focused upon (amongst other things) the following powerful quote from American Pulitzer Prize and Nobel Prize winning author, activist and humanitarian, Pearl S. Buck, that has long challenged and inspired me in my career:

> *Only the brave should teach. The men and women whose integrity cannot be shaken, whose minds are enlightened enough to understand the high calling of the teacher, whose hearts are unshakably loyal to the young, whatever the interests of those who are in power.*
>
> *There is no hope for our world unless we can educate a different kind of man and woman. I put the teacher higher than any other person today in world society, in responsibility and in opportunity. Only those who love the young should teach. Teaching's not a way to make a livelihood; the livelihood is incidental. Teaching is a vocation. It is as sacred as priesthood, as innate as a desire, as inseparable as the genius which compels a great artist.*
>
> *If a teacher has not the concern of humanity, the love for living creatures, the vision of the priest and of the artist, that person must not teach. Teachers who hate to teach can only have pupils who hate to learn. Great and true teachers think of the child, dream of the child, see visions not of themselves but in the flowering of the child into adulthood. They think of the child first and always not of themselves.*
>
> *It takes courage to be a teacher and it takes unalterable love for the child; only the brave should teach.*

I hope that these words can also inspire and affirm you, my IPSHA colleagues, as you go about your important and privileged work. I wish you well.

Michael Dunn
Honorary Federal Life Member



With Catherine in a McLaren Vale winery



Catherine on one of our Blue Mountains walks



At the Adelaide 2022 Conference with former Churchie Deputies, now IPSHA members, Scott Warfield and Lisa Challenor



In the studio

Leadership Legacies, Quips and Quotes



Joanne Pulsford (New IPSHA Member)

Head of Junior School, Good Shepherd Lutheran College

Darwin, Northern Territory

After a move to Darwin and taking up a Head of Junior School position in a new school, I am reading with renewed interested 'Nuance' by Michael Fullan.

> "Nuanced leaders have a curiosity about what is possible, openness to other people, sensitivity to context, and a loyalty to a better future'.



Narelle Barker AM

IPSHA Honorary State Life Member, Awarded 2014

Former Head of Palm House at St Peter's College SA and Head of Junior School at Wilderness SA.



Yee-Toh Gek Khiaw (ICP Member Singapore)

Kuo Chuan Presbyterian Primary School Principal

"
- Leadership doesn't stop when you retire!
- Leadership is hard work!
- Leadership is sometimes about making tough or unpopular decisions.
- Care about, trust and respect the people you lead.
- Encourage leadership in others.
- Action not just talk.
- Listen more than talk.
- Clear communication is crucial.
- Treat people as you would like to be treated.
- Leaders need to keep things in perspective for their own well-being–Categorise daily challenges on a 1-10 scale with 10 being death. This way the issue with a difficult parent may only be a 1!
- Advice passed on by an experienced principal 'no one said on their deathbed: I wish I would have spent more time at work!' Work towards life/work balance and set an example to others.
- Another principal told me he kept a message in his top drawer: 'Don't let the turkeys get you down!'

"
- Be stronger than your strongest excuse.
- As a team, do not be pushed by problems, but be led by our collective dreams.
- The only protective shield is relationships.
- Cultivate networks of support.
- Lead with compassion, optimism, vulnerability, and intentionality.
- Lead by doing (Walk the talk, Show the Way)
- In the midst of change, leave no one behind.



Kelvin Tay (ICP Member Hong Kong) (ICP Member Hong Kong)

Singapore International School (Hong Kong)

"L.O.V.E

L – Lead by example

O – Observe and listen actively

V – Verbalise and show care and concern

E – Enthuse and empower others

Students Take Meaningful Action to Make a Difference in the World

Will Wallace Principal, School Golden Grove Lutheran

Golden Grove Lutheran Primary School has enjoyed our partnership with School Aid which, together with our staff and students, is conducting a longitudinal study on the positive wellbeing and mental wellness effects of students' engagement in social justice and philanthropy. This aligned with our student leaders joining Kids Action Team meetings online, and we envisage being able to partner with our local public primary school, with whom we share a campus, to form a SA KAT next year. This work was recently recognised through School Aid accreditation, and we look forward to many other schools achieving this recognition in partnership with School Aid over the coming years.

Sean Gordon and I have been privileged to share much of the School Aid philosophy around philanthropy and its link to improving student mental health and wellbeing with the SA Education Minister, Blair Boyer MP, and are hopeful that these perspectives will increasingly be reflected in the state government's student wellbeing strategy.

> "Our innovative model of peer leadership, which is centred on community service and charity work has further supported our partnership with School Aid, as has our IB Primary Years Programme curriculum, which enables us to divide 'taking action' into five essential elements: **participation, advocacy, social justice, social entrepreneurship, and lifestyle choices**. These ideas have been put together to support these elements of action, and to encourage learners to take meaningful action to make a difference in the world.

Our students are mentored within our village learning cluster structure to engage in social justice and philanthropic projects as an integrated component of their learning each year. Our student representative council and student leaders also lead the taking of action. The school has young people involved in philanthropy, giving or volunteering programmes or projects. Some examples of recent student-initiated projects include formation of a student-led government to discuss and implement strategies to support the school's betterment, and the student body developing and rolling out a regular initiative to support the 'Backpacks for SA Kids' campaign, which provides practical resources that contribute to the care, safety and wellbeing of children and young people during periods of dislocation from home and routine care. Our students have also designed and helped



with the creation of the nature play areas and chill-out zones at the school, to support the student wellbeing of their peers. Students have organised and held regular fundraisers for many years to support a range of charities, including the Australian Lutheran World Service to support refugees and the underprivileged in third-world countries, as well as also supporting other organisations to achieve the same. This culture of philanthropy, community service and learning about social justice has been supported through the peer and buddy program within the school community and embedded throughout the IB Primary Years Programme. Student self-reported wellbeing has been high for a number of years, much of which has been attributed to engagement in these programmes.

SchoolAid

Engaging in Further Post Graduate Study

CALEB COOPER
Head of Junior School
St Phillips Christian College NSW



I have always been cognisant of the importance of engaging in further academic study to support my professional ability to critique discourse on significant matters relating to education. Notably, it was my belief that academic pursuit could further support my ability to navigate the nuances that emerge when leading people. In July 2019, I chose to commence the Master of Educational Leadership and Administration program through Massey University in New Zealand.

> "I chose this program because it inquired into creating and sustaining ethical, inclusive and socially just learning environments with a dual emphasis on applied educational leadership and critical thinking and analysis. My decision was further influenced by my experience of working under an outstanding principal back in New Zealand who had completed this program of study.

The full course involved six academic papers: (1) Educational Leadership in Action; (2) Theory and Process in Educational Leadership; (3) Evaluation of Educational Organisations; (4) Management of Human Resources in Educational Organisations; (5) Qualitative research in Education; (6) Professional Inquiry.

The specific program resonated with me because it led me through a process of inquiry and applied learnings on how to successfully manage and lead the complexities in a school. While the large quantities of research material were humbling, I greatly appreciated the internal journey where I have wrestled with a broad range of considerations that have shaped my values and principles that now guide my thinking and practice. It is in the wrestling that enduring convictions on leadership have been embedded. It is hard work managing family, study and school life, and there were times when the pressure was on, but the reward earned from completing an academic program has been deeply satisfying and fulfilling. In my experience this has been worth it, and it is my hope that my commitment to learning may inspire another like I was inspired by my leader.



Members' Professional Development Grants

WHAT ARE MEMBERS' PROFESSIONAL DEVELOPMENT GRANTS?

Members' Professional Development Grants are another way IPSHA supports the professional growth of members. $30,000 is allocated in each biennial budget to support this scheme. The maximum grant is $2,500 per application. Applications for funds close on the 30th September of the year prior to the year in which the member proposes to undertake the special study/project/conference.

HOW CAN MEMBERS' PROFESSIONAL DEVELOPMENT GRANTS HELP?

Members' Professional Development Grants can assist with travel, accommodation and/or other reasonable expenses when a member undertakes a special study or project or attends a conference, other than APPA Conferences. Members' Professional Development Grants monies are paid to the member, not to their school.

HOW DO YOU APPLY FOR A MEMBERS' PROFESSIONAL DEVELOPMENT GRANT?

To apply for a Member's Professional Development Grant, simply download the application form from the IPSHA website MPDG Overview | IPSHA and return to the IPSHA Federal Executive Assistant.

Just Wondering….



Helpful questions, provocations and wonderings!

? *Who makes your work environment a better place for you? How?*

? What are three words that describe how you wish to be remembered as a leader, teacher, colleague, partner, parent, grandparent …?

? **Belonging is a gift that someone gives to you!**
Who at your school doesn't get this gift of belonging? How can they be gifted belonging?

? How do we go beyond the school newsletter or an email to acknowledge someone?

? If anything is possible, what is important?

? How old would you be if you didn't know how old you are?

? If we learn from our mistakes, why are we always so afraid to make them?

? How have the power of names found their way into your hooks at the start of staff meetings, PD, teaching and learning experiences?

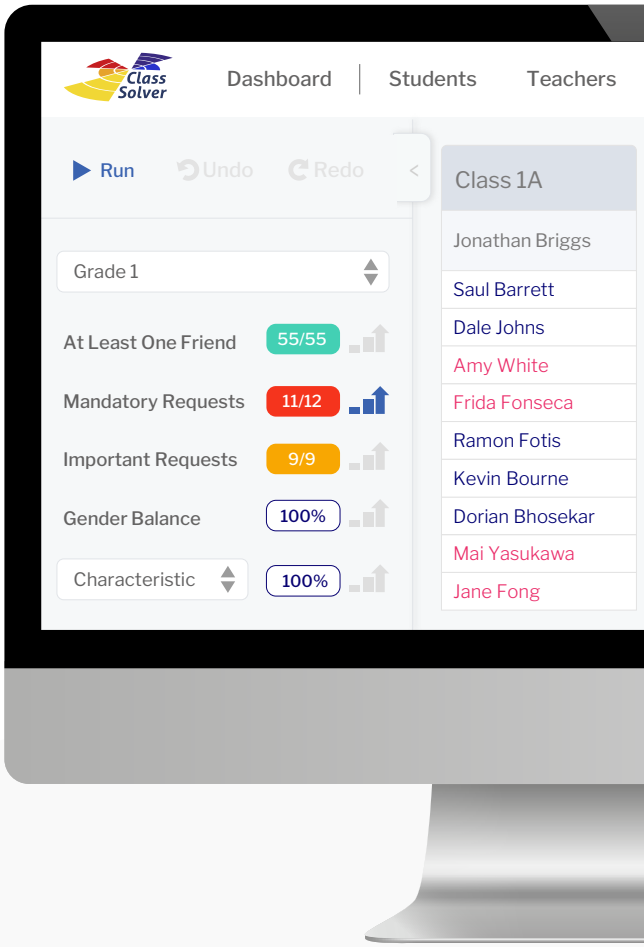
> "Among my favourite inquiries has long been to offer learners an opportunity to investigate their own names – the origin, meaning, cultural significance, and to share their learning with others which, in turn, can help contribute to the development of a strong, connected community.
>
> *Kath Murdoch*



Class lists just got easier...

‘We won’t go without it ever again!

Brad Gill
Head of Middle School
Scotch College, WA



Super easy to use

Drag and drop students between classes, while warning flags alert you to any issue that may need correcting.

No limits or boundaries

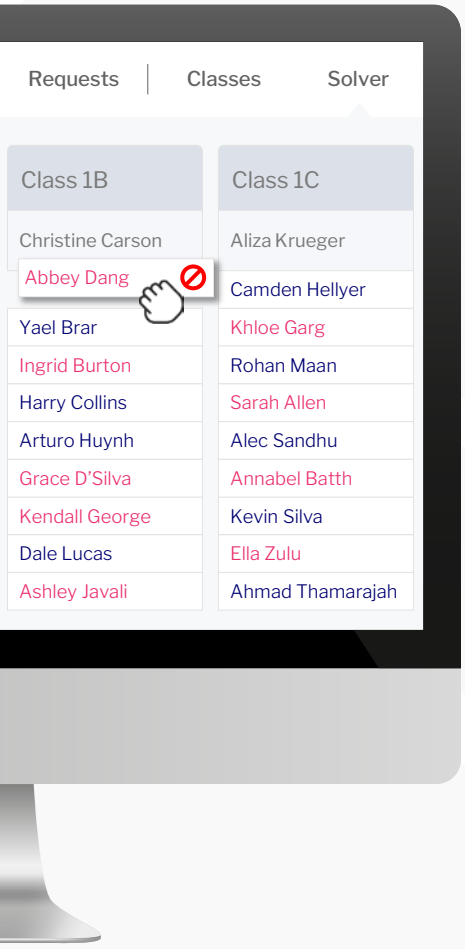
Balance classes on information important to your school and enter as much information about students as you need.

Different K-12 groups

Create language-based classes, streamed ability groups, vertical forms, composites, and even school camp cabins.

Watch the demo at **www.ClassSolver.com**

for these IPSHA schools



Trinity College
East Perth WA

Kilvington Grammar School
Ormond VIC

South Coast Baptist College
Waikiki WA

Carey Baptist Grammar School
Kew VIC

Pembroke
Kensington Park SA

Hillbrook Anglican School
Enoggera QLD

Beechboro Christian School
Beechboro WA

Annesley College
Wayville SA

The Geelong College
Newtown VIC

King's Christian College
Reedy Creek QLD

Geelong Lutheran College
Armstrong Creek VIC

St Peters Lutheran College
Indooroopilly & Springfield QLD

Peter Moyes
Mindarie WA

Trinity College
Gawler SA

St Philip's Christian College - Cessnock
Nulkaba NSW

Glasshouse Christian College
Beerwah QLD

Guildford Grammar
Guildford WA

Georgiana Molloy
Yalyalup WA

St James' Anglican
Alkimos WA

Emmaus Christian College
Emmaus Christian
South Plympton & Brooklyn Park SA

International Grammar School
Ultimo NSW

Swan Valley
Aveley WA

St Peter's Woodlands
Glenelg SA

The Hutchins School
Sandy Bay TAS

Peter Carnley
Calista & Wellard WA

Redeemer Lutheran School
Nuriootpa SA

Mueller College
Rothwell QLD

St John's Grammar School
Belair SA

Trinity Anglican School
White Rock QLD

Hillcrest Christian College
Clyde North VIC

Tintern Grammar
Ringwood East VIC

Balcombe Grammar School
Mount Martha VIC

Wesley College
South Perth WA

Ruyton Girls' School
Kew VIC

Arndell Anglican College
Oakville NSW

Moreton Bay College
Manly West QLD

Beaconhills College
Berwick VIC

Ballarat Grammar
Wendouree VIC

Rivercrest Christian College
Clyde North VIC

Pacific Lutheran College
Meridan Plains QLD

Fredrick Irwin
Mandurah WA

Eastside Lutheran College
Warrane TAS

Sunshine Coast Grammar School
Forest Glen QLD

Scotch College
Swanbourne WA

Good News Lutheran College
Tarneit VIC

Immanuel Lutheran College
Buderim QLD

Northside Christian College
Everton Park QLD

St Mary's College
Hobart TAS

Green Point Christian College
Green Point NSW

Kardinia International College
Bell Post Hill VIC

St Peter's College
St Peters SA

Highlands Christian College
Toowoomba QLD

St Mark's
Hillarys WA

Westminster School
Marion SA

Scotch Oakburn College
Launceston TAS

Genesis Christian College
Bray Park QLD

Watch the demo at **www.ClassSolver.com**

Around the Grounds

OPPORTUNITY, CONNECTION AND INNOVATION



The second half of the year has been very busy for the NSW branch with plenty of opportunities for collegiality and professional learning. The Term 3 Country Weekend is always a highlight as it provides an extended opportunity to connect with colleagues across a rich program of presentations, professional discussions, and social engagements. After two unsuccessful efforts to visit the Southern Highlands that were thwarted by COVID, we ventured south to The Gibraltar Hotel in Bowral.

The Country Weekend included presentations by NESA and AIS NSW as well as a full day workshop with Daniel Murray from Empathic Consulting. The workshop explored the way leaders can unlock the true performance of their teams by developing curious and empathetic skills to harness the 'tough skills' of leadership.

> "Whilst the professional learning is the carrot that draws people to the weekend, it is the dinners and opportunities for social connection that are the icing on the cake.

We are now looking forward to next year's Country Weekend hosted by Claire Dalziel at Calrossy Anglican School in Tamworth. There have been rumours of certain well-known country music artists joining us!

Our Term 4 Meeting and end of year lunch was hosted by Caitlin Remeus at St Ignatius where we were joined by Dr Adam Fraser. Given the significant discussion around principal wellbeing, this seemed important and fitting as a focus area in Term 4, and to look ahead to 2023.

Adam runs 'The Flourish Movement', a research-based, holistic program designed with and for School leaders, aimed at improving wellbeing and reducing burnout, improving leadership efficiency, and helping school leaders rediscover the love they have for the job. His presentation brought together aspects of his research on 'The Third Space' and some of his newer work that explores the importance of self-awareness and managing our thinking / emotions in order to lead well.

For those that haven't read Adam's work, I highly recommend it to you.

The APPA Conference that took place in Sydney was a real blessing for IPSHA NSW members and provided an additional opportunity for some outstanding professional learning in our own backyard. It was also lovely to be hosted by Joe El-Khoury at St Aloysius College for a combined social function with the IPSHA and Catholic delegates.

In line with our strategic priorities for the branch over the next two years of 'opportunity, connection and innovation', we have been exploring a number of new initiatives. Both initiatives stem from feedback received by the membership about their desire to engage in targeted professional learning opportunities in addition to the offerings at branch meetings.

The first of these initiatives is a new professional learning course we are hoping to offer in partnership with AIS NSW. The two-day course would be targeted towards newer Heads of Junior School looking to upskill in some of the more technical aspects of the role such as finance, budgeting, managing difficult conversations and performance management. We hope to share more information about this opportunity in the coming weeks.

The second initiative is the launching of Professional Learning Teams (PLTs) designed to provide an additional level of connection and professional learning for members as well as supporting innovative across our schools. After seeking feedback about possible areas of focus, we are planning on running PLTs in the following areas for 2023:

- Continuous Reporting
- Integrating First Nations' perspective across the curriculum
- Collective Teacher Efficacy / Building Capacity
- Effective Differentiation
- Motivation and Engagement

Each of the PLTs will meet virtually a couple of times each term to share their learning and exploration of the focus area and any actions being taken in the respective schools. It is anticipated that each group will share their learning at next year's Country Weekend. It is hoped that this initiative might grow in years to come, and perhaps even across Australia!

One of the major student highlights of the year was the Performing Arts Festival that brought students, staff and families from 19 IPSHA





NSW Report: Opportunity, Connection and Innovation

Around the Grounds... (continued)

schools together over three nights (6-8 September) at the Sydney Town Hall to celebrate the musical gifts and talents of students from the respective schools.

The other major event of Term 3 was the IPSHA Athletics Carnival held on Monday 29th August at Sydney Olympic Park Athletic Centre. It was fantastic to be able to host this carnival again with competitors and spectators from a huge number of IPSHA schools in attendance.

As we have grown out of the interruption of COVID, our various Umbrella Groups that support collegiality between teachers across the branch have adopted a hybrid model for their meetings. This has included a full day meeting in person and one to two virtual meetings throughout the year. This new model has been very well received with attendance at all meetings increasing by a significant amount in all of the groups. We are beginning to face a new problem where groups rise to a size that makes it difficult to accommodate. This is a great problem to have and highlights the value that these groups have for staff at our schools.

Chris Wyatt
NSW Branch President

CONNECTING WITH PURPOSE



The theme for the QLD Branch this year has been "Connecting with Purpose" and it has been so good to see our IPSHA Heads doing just that. Our attendance numbers this year have been excellent and it is evident that everyone has missed the professional networking that IPSHA provides due to the impact of the pandemic.

Our Term 3 meeting was held at Emmanuel College on Wednesday 17 August. Steve Scott proved to be an excellent speaker. Sincere thanks to Jason Hewitt and Emmanuel Lutheran College, for hosting the day. We would also like to thank some of our Federal Board members for attending this meeting.

Our Term 4 Meeting included a Hot Topics session that was facilitated by Paul Clegg at Royal on the Park. This was an excellent session that really encouraged us as leaders to hunt for the good things in our schools. We also brainstormed what our IPSHA priorities should be in 2023. This activity will help to shape and guide the IPSHA Qld Office Bearers when planning for next year.

This session was followed by our Branch Meeting and Christmas Luncheon.

> "Long serving IPSHA member Louise McGuire was unable to make this meeting but, in her absence, we acknowledged her service to IPSHA. We wish her well for her future endeavours overseas. Louise has been an IPSHA member since 2002. We also took this time to farewell Deb West-McGinnis and Louise Morris.

A sincere thank you must go to the Committee for all of their hard work this year.

Lee Catterall
Qld State President



QLD Report: Connecting with Purpose

CONNECTING AND NURTURING



Over the past months we have individually and collectively continued to navigate the changing landscape of school leadership in the era of a pandemic, despite the relatively recent lifting of restrictions. IPSHA collegiality has continued to come to the fore, with members taking a moment to reach out to colleagues to offer a kindness or to reply to random questions from members grappling with strategic decision-making regarding camps, multi-class interaction, the use of masks, expectations of parents on-site etc. These small actions have been so appreciated.

This year has been a year of change for several of our members' schools as they have moved through transitions of leadership, and as a result we've welcomed new members in both observer and full member capacities. As always, IPSHA exists for leaders in all phases of their school leadership journey, and the value of connecting across ages and stages should not be underestimated. We look forward to many of these members continuing their relationship with IPSHA as Heads or in other capacities within their schools in the years to come.

> "In recognising changes in school leadership, I would like to thank Carl Salt in particular, for his enormous contribution to IPSHA during his significant time in the Association. Rightly awarded an IPSHA Fellowship recently, Carl has positively impacted the lives of many, and we wish him all the very best as he takes on his new role at Pembroke in a permanent capacity.

Around the Grounds... (continued)

During the second semester, we have enjoyed opportunities to collaborate and learn with each other and for our Middle Leaders to do so as well. Our Term 3 Branch meeting included a good representation of both Heads and Deputies, with a presentation and Q&A from the Hon Blair Boyer MP, Minister for Education, Training and Skills. This meeting included a fabulous tour of the new facilities built at St Ignatius School and we thank Nicholas Boys for his hospitality. Drinks afterwards at a local pub provided collegial engagement for those who chose to stay on. Also, in Term 3, Deputies enjoyed a follow-up PL day with Paul Meacock from Growth Coaching International and our EAL/D Collegial Learning group held a well-attended afternoon of learning. The Year 5 and 6 Junior Orator Competition, towards the end of term, saw good representation from schools across Adelaide.

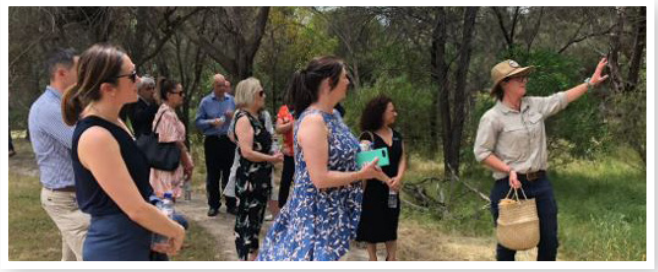
Following the disrupted start to the school year and postponement of social opportunities, breakfast for new and observer status members (those in Acting Head positions) with the SA Branch Executive group was held in September. The Annual Branch Dinner with partners was also held at the Torrens Arms Hotel. Numbers at the dinner were slightly down on previous years, however, it was a great evening enjoyed by those who attended.

We were blessed to be able to visit 2 of our schools slightly further from the city in Term 4 for a 'roving branch meeting' and we sincerely thank Annette Mikulcic at Woodcroft and John Dow at Tatachilla for hosting us. We have an incredible amount of collective wisdom among our membership, and we valued the opportunity to see the fruits of Annette's and John's thoughtful leadership and development of their respective schools. It was fabulous to tour the recently built Early Learning Centre at Woodcroft College and learn about the thinking behind the design and development of an entirely new Junior School building, currently under construction.

At Tatachilla Lutheran College we were treated to an informative presentation about some of the current directions of the school, including their significant focus on wellbeing. A tour of the new Reception (Foundation) Learning Centre showed the link between pedagogical theory and building design in practice. One of the afternoon's real highlights was a visit to Tatachilla's onsite Eco-Classroom within their Eco-Sanctuary, where we thoroughly enjoyed a guided tour, learning about the native flora and fauna of the area, indigenous connections, and ways in which students engage in learning both inside and outside.

So, we now look forward to 2023. With our broad membership group in mind, the SA Branch Executive group has been thoughtful in our reflections about our purpose, with a view to nurturing all members of the Branch. We are keen to explore a wide range of experiences and opportunities to connect, to promote cross-school interactions among staff and students, and provide interesting, relevant and thought-provoking content to encourage conversation, develop our minds, and enhance our wellbeing. Planning for the 2023 Tri-State Conference (SA, Vic and Tas) is underway, and a committee has been facilitated to coordinate a new model of Collegial Learning Groups to enable teaching teams to connect across schools.

Suzanne Haddy
SA State President





SA Report: Connect and Nurturing

OUR NETWORKS ARE OUR NET WORTH



> "An increase in members, a wide range of networking opportunities and a high level of engagement within our small group ensured that 2022 was a productive and fulfilling year for the Tasmanian Branch.

Our branch has experienced a period of considerable change over the past two years, with the departure of many longstanding IPSHA colleagues who carried with them extensive knowledge and history of the Tasmanian Branch. Within this period of change we have benefited from an exceptional group of new members joining the branch, motivated to be involved in IPSHA and now working to connect our schools through an expanding range of professional development and student opportunities.

Our key goal for 2022 has been to develop ongoing professional networks for staff within our schools. To meet this branch goal, we undertook the commitment to establish, and support, a new network group each term and offer termly breakfast gatherings.

Network group priorities
During the year, network groups were established for curriculum leaders, Deputy Heads, PA's/administrators, and staff working in learning support and gifted education roles. We experienced great success with the startup network groups, with participants highly motivated to work with like-minded colleagues and establish a schedule of regular meetings.

IPSHA Breakfast mornings
The opportunity to connect Heads and Deputies was recognised as a critical step in strengthening our IPSHA group and creating much needed networking opportunities for middle leaders. Having non-member advocates for IPSHA has been transformative for our branch, raising the profile of IPSHA and its role in supporting staff and students within our schools. This year's breakfast mornings were hosted by St Mary's College, St Michael's Collegiate and St Virgil's College.

Term 3 Branch meeting
Our Term 3 Branch meeting was hosted by Mark Febey at the Friends' School in Hobart. The accompanying professional learning was led by consultant and coach Gwen Pinnington, with a focus on *Leading in Uncertainty, Transition & High Stress Times*. This session gave insight into Heads leading themselves and their teams through the lens of *Trust*. The facilitators shared a taster of their "7 IN's of Trust" framework along with time for reflection, discussion and application plans.

During our branch meeting we reviewed our previous biennium goals and committed to renewing these for the 2022 – 2024 biennium, with the expectation this continuation would further the positive outcomes we have experienced this year.

Looking ahead to 2023, We are excited about the opportunity to connect with SA and VIC Branches during our Tri-State Conference in South Australia. While in August, Tasmania will host the National APPA National Conference, providing a wonderful opportunity for our members to participate in this significant event and help plan for some uniquely Tasmanian experiences for the conference delegates.

Connecting with Federal and other state branch initiative and PD
As a small branch, we appreciate the recommendations and support from other states. Two recent Tasmanian professional learning opportunities have originated from IPSHA recommendations:

Stephen Scott – The 15 Disciplines (presented at QLD Branch Meeting Term 3)
Stephen Scott presented in Hobart recently and was attended by leaders from IPSHA schools.

Cameron McDonald–Personalised Learning (Adelaide Biennial Conference)
Cam McDonald ran a full day immersion session for Hutchins Junior School staff with an open invitation for IPSHA School members to attend.

TAS Branch would like to pursue the offer by other state branches to connect with Professional Learning opportunities where possible.

End of Year Celebration
Our final opportunity to gather for the year will occur at our end of year lunch on 10 December at the stunning Callington Mill Distillery, in Oatlands. This will be a welcome opportunity to connect as a group, reflect on the year and thank our members for their contributions to our branch.

Stephen Coventry
TAS State President





TAS Report: Our Networks are our Net Worth

IN THE SPIRIT OF COLLEGIALITY AND SUPPORT



The Victorian Branch has had a very successful year, focusing on reuniting in the spirit of collegiality and support. Our current membership total is 86 members, with one new member, Susan Sawn, joining the Victorian Branch following her recent appointment to Huntingtower School.

Professional Learning
On Friday, July 19, the Victorian Branch met in Warragul for our regional Branch Meeting.

> "The professional learning on this day was by Brendan Maher from Leading Teams. Members had the opportunity to explore who they are as leaders, what they stand for and what legacy they aim to leave in their community.

This session followed a theme established earlier this year that has provided provocation for our members to reflect deeply and consider their career paths.

Around the Grounds... (continued)

To further develop their leadership style whilst planning for future opportunities. Many thanks to our Project Officers for organising these events and to Rowan Van Raay from St Paul's Warragul for hosting this event.

Student Leadership Program

Once again, our Student Leadership program took place this year, with 27 schools participating in three venues across Victoria. This program was rated highly by participants and accompanying teachers, allowing our students to reflect upon their leadership qualities and promoting a call to action to make a difference in their school community. The IPSHA Victorian Executive recently met with Ben Righetti from WELS regarding the 2023 Student Leadership program to explore connections with our IPSHA vision and future opportunities with this program. We look forward to launching this extended program with members next year.

Victorian Executive

At the recent Victorian Executive meeting, nominations were received from three members to join the Victorian Executive. The committee accepted the nomination from Kerrie Neophytou, Wyndham Christian College, who will join our committee. Kerrie has been a previous member of this group and is highly qualified and experienced in Governance. We welcome Kerrie back to the Victoria Executive.

Farewells

As we conclude 2023, we say farewell to the following members from the Victorian Branch who are moving on to new positions or retirement:

Mr Paul Barklamb, Westbourne Grammar. Paul has been a long-standing IPSHA member and valued colleague to many in our organisation. He has mentored many aspiring members, some of whom are now in Head of Junior School roles. Paul has been Head of Junior School at Westbourne Grammar since 1998.

Mr Howard Kelly, Camberwell Grammar. Howard was recently awarded an IPSHA Fellowship for his service to IPSHA over his career spanning the Victorian and Tasmanian Branches. Howard has been generous with his time as an active IPSHA member and was well known for organising many Victorian events. Howard has been Head of Junior School at Camberwell Grammar since 2007.

Mr Tim Mahon, Huntingtower School. Tim has been an IPSHA member since 2008 at Overnewton Anglican College and Huntingtower School.

Catherine Maimone-Crowhurst, Loreto Toorak. Catherine has been a member of IPSHA in her role as Head of Junior School at Loreto since 2011.

Ms Kate Giles, Ruyton Girls' School. Kate has been a member of IPSHA in her role as Head of Junior School at Ruyton since 2019.

We wish them the best for the next stage of their journey.

The Victorian Branch will gather on December 13 for our end-of-year event to celebrate our very successful year. I sincerely wish all members and their school communities a restful and rejuvenating break as they recharge for a prosperous 2023.

Allison Prandolini
VIC State President

LEADING CULTURE AND KEEPING IT TOGETHER



Fifteen Heads and three Deputies attended the Regional Retreat in September at Bunker Bay, focussed on Leading Cultural Change in Schools. Speaker Rabia Saddique was well received and had the membership engage in deep refection, on how they lead culture in their schools. The feedback was positive.

Our Federal sponsor, Class Solver representative Brendan White, spoke to members, and we were grateful to have him attend. And to share the many ways Class Solver can assist schools with their group organisation.

Our first face to face Executive Meeting took place in mid-October, with the General Meeting and Professional Development afternoon later that month. The theme was 'Keeping It Together,' with guest speakers, Dr Bridget Boultwood, Dr Steve Heath and Sylvana Oates. This presentation discussed the increased complexity of children's needs within schools. The focus cantered around integrating the child's complex learning need with the demands of curriculum and how children manage emotionally from a developmental perspective.

Regular IPSHA WA event surveys have provided the WA Office Bearers with an indication of how valuable the Heads and staff at membership schools felt about IPSHA events. The response has been positive overall. Regular surveys are providing the WA Branch executive with feedback on how we can improve the service and grow, the membership.

Several WA IPSHA members attended the APPA Conference in Sydney in November, including Penny Crane, Wayne Revitt, Tim Simpson, Anthony Moses, Katie Petchell, Shirley Steel, Michael Brown and Vanessa Hallett.

It was wonderful to have IPSHA student events taking place during Term 3 and 4. Our Coeducational Athletics Carnival, hosted at All Saints' took place in September, then the Coeducational Golf Tournament in October and the year finished with the Coeducational Touch Rugby Carnival and Cricket.

Penelope Crane
WA State President



Speaking As One, Standing Up Together

The Australian Primary Principals Association (APPA) is one of IPSHA's linked Associations that provides a collective national voice for Government, Catholic and Independent Primary and Middle School Principals in Australia. APPA is a strong national lobby group that has much influence at the Federal level and as such indirect influence at both state and local levels.

Mr Malcolm Elliott, President | Mrs Sally Ruston, Deputy President | Mr Graeme Feeney, Executive Officer | Mrs Tania Buktenica, Executive Assistant

SALLY RUSTON

APPA Deputy President



From the outstanding APPA Conference with connections with Ministers of Education both State and Federal, to our highly productive meetings this term, the work of APPA has been important and influential. To speak as one about the importance of primary education across all sectors and states is truly unique and most powerful.

APPA 2022 National Conference – Sydney

The Sydney Conference was an outstanding success for those who attended in person and online. The line-up of speakers was sensational from Mitch Wallis being so incredibly vulnerable and real to make clear the importance of mental health, to Dr Richard Harris who spoke with such humility and self-deprecations about the extraordinary mission to bring Thai children out of drowned tunnels. The week was jam packed with presenters who rang accord, were highly relevant and lifted our leadership to the next level.

The social events were great fun, including the dinner at Daltone house for over 500 with Chilli Jam playing to the IPSHA and Catholic Principals gathering so kindly hosted at St Aloysius, much time was available for reconnecting and re-engaging.

The Expo format was novel with the whole of the first day dedicated to touring the 60 plus sponsors. Access was made so easy with plenty of time to explore new products and resources.

> "To have both the State Federal Ministers present at the conference spoke volumes of the importance seen in connecting with Primary Principals though APPA. The Minister for Education – the Hon Sarah Mitchell open the conference. While the Federal Minister for Education – the Hon Jason Clare address principals to launch the draft Action Plan, focused on reducing the teacher workforce crises. Minister Clare then spent an additional hour in workshop with primary leaders from all sectors to seek feedback on the draft plan.

2023 APPA Conference Hobart: 30 July to 2 August 2023
Refreshing Leadership and Inspiring Futures



Given the huge success of the Sydney APPA Conference, we warmly encourage IPSHA members to put aside time to attend the next APPA Conference that will be held in Hobart, at the Hotel Grand Chancellor from 30 July to 2 August. Plans are well underway to ensure this conference is as equally inspiring and uplifting for primary leaders from around Australia.

Visit the conference website: APPA Conference – 2023 APPA Conference (appaconference2023.com.au)

Addressing Inequity for Regional, Rural and Remote Schools

Fiona Nash – the Regional Education Commissioner has been keen to connect with APPA to identify practical strategies to reduce the inequality of resourcing and outcomes for students who learn beyond the metropolitan boundaries. She sees the priorities around enabling aspiration, access and attainment

Key issues include:

- Staffing shortages and the positive incentives needed to bring and retain teachers 'in the bush'. Seeking a solution to providing training in regional areas so that people have no need to leave rural and remote areas to learn and grow skills.
- Improving access to 'wrap around services' such as Paediatricians, Educational Psychologists, Speech and Occupation Therapists and other allied health professionals through organised clustering and mobile wholistic service units.
- Creating aspirational opportunities and experiences for students as 'they can't be what they can't see'.
- Enabling improvements in initial teacher education courses in regional areas that better equip young graduates for teaching in rural and remote areas.

Celebrating Reconciliation

Speaking As One, Standing Up Together... (continued)

National Teacher Workforce Action Plan – how do we put the fun back into teaching?

> "Globally, the Education workforce is in crisis. The supply of qualified teachers, after a long period of decline in many countries, is completely unsustainable for our current – let alone future – needs. In 2022, the sector's drawn-out battle with COVID-19 disruptions has compounded staff wellbeing risks that were already critical. Forget living in 'uncertain times'; these are harrowing times for many in the sector."

This is the opening statement in the 2022 State of the Sector Report. The issue is well known – an insufficient supply of teachers. What is much less clear is how this problem is to be solved both for the short and long terms.

The National Teacher Workforce Action Plan draft identifies the following key areas in attempt to address this crisis:

- **Elevating the profession** to raise the public perception and status of teachers.
- **Improve the teacher** supply through incentives, bursaries and facilitating mid-career shifts to teaching and nationalise teacher registration and accreditation.
- **Strengthen initial teacher education** courses to elevate graduation rates and ensure confidence in capacity to teach once qualified.
- **Maximise the time to teach** by reducing administrative burden and through the employment of additional administrative staff.
- **Better understanding future teacher workforce needs** though data gathering and researched analysis.
- **Better career pathways to support and retain teacher in the profession –** currently the salary ceiling reached early in a teaching career is a disincentive to remaining in the classroom and in teaching when compared to other like professions.

Currently 28 action items have been identified. While it is recognised that the problem is deep, intrenched and enormously difficult to resolve, there is a belief that the plans are not sufficiently audacious, cohesive or funded to have any real impact.

Being able to influence policy on matters of such importance to primary leaders and our children is crucial and essential work. To collaborate with a united view with our colleagues from the Government and Catholic sectors, adds impetus and authority to our mission.



Federal Minsiter for Education – the Hon Jason Clare discussed the National Teacher Workforce Action Plan with Primary leaders from all sectors.

Global Perspectives

Rethinking Educational Leadership



PAUL CLEGG

Immediate Past IPSHA Federal President



One of IPSHA's linked associations, who we partner with, is the International Confederation of Principals (ICP).

The ICP is the only global association that brings together the representatives of school principals organisations from all over the world to discuss the challenges facing school leaders, wherever they work.

In October 2022, the ICP Council, met in Singapore and prior to this gathering, the last time the ICP met in person, was in 2019 in Shanghai, before the global pandemic. As Immediate Past Federal President of IPSHA, I was fortunate to be able to represent IPSHA on both occasions at these engaging, thought provoking, perspective enhancing, gatherings of global educational leaders.

During the two-day Council Plus meetings, three questions were discussed, debated and analysed from leaders, students and presenters.

What challenges are leaders in your region currently facing? How are they being addressed?

What steps are being taken in your region to make leadership more sustainable?

What lessons have been learnt from the Pandemic and the period afterwards?

Whilst there were many differences in the global educational contexts shared across the globe, there were as many commonalities of challenges being faced as educational leaders.



Singapore, as hosts of the 2022 ICP Council Plus event, shared their rethinking of approaches to education and leadership.

Mr Chan Chun Sing, Singapore, Minister for Education, shares below his thoughts on; the forces of change, never wasting a crisis and the evolving role of teachers and leaders in Singapore.

FORCES OF CHANGE

With or without COVID-19, there are fundamental global, economic and social forces that are constantly shifting and shaping our education system. As jobs evolve and dissolve, what we learn in our schools today may be obsolete by the time students enter the workforce. Therefore, it's critical that we equip students with strong foundational skills rather than just content knowledge, so that they can learn quickly on the job in the future.

> "Our students should not only possess strong critical thinking, problem-solving and communication skills, they should also demonstrate curiosity, confidence and resilience to adapt to changes and navigate future uncertainties in a fast- paced dynamic environment.

Due to the changing family structures, there is less support occurring at homes. Children have fewer resources to turn to for emotional support or guidance. Schools in Singapore will have to shoulder part of the responsibility to make up for insufficient support at home.

The advent of the social media force has greatly impacted how young people see themselves in a picture-perfect digital environment. These comparisons create a sense of discontentment and pressure to conform. It does not help that social media runs 24/7 and our students are constantly connected to their friends rather than physically present with their families.

NEVER WASTE A CRISIS

Mr Chan Chun Sing, says to never waste a crisis and that the hybrid form of education initiated through COVID -19 is here to stay. Our future education model in Singapore will comprise a combination of supervised and unsupervised learning.

Global Perspectives Rethinking Educational Leadership... (continued)



ICP Council-Plus Delegates Singapore 2022

THE EVOLVING ROLE OF TEACHERS AND LEADERS

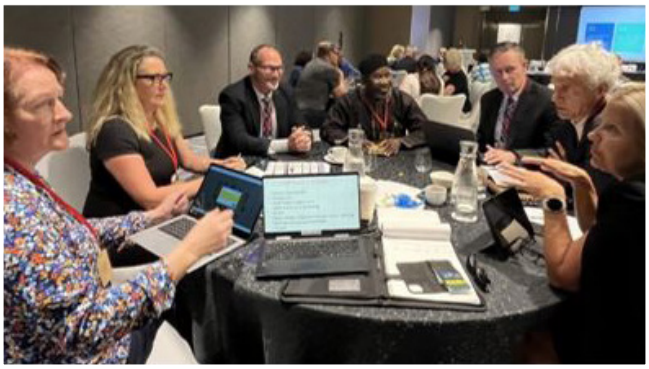
With adaptive learning and an increased reliance on technology, our teachers' skill set will have to correspondingly develop. Besides upskilling in the area of technology, our teachers' role will also evolve, as they focus attention on character development in children. All teachers in Singapore will be trained in skill sets related to Character and Citizenship Education (CCE) and how to build partnerships with parents to support their children's personal growth.

While we work towards multiple pathways of education for our students, our teachers, many of whom have never worked outside of a school, need to experience different pathways of education themselves. They need to be equipped to keep in pace with the rapidly changing world and to grow personally and professionally. In future, all teachers in Singapore will be given the chance to level up their skills by gaining exposure beyond the education sector. They will be given time off to pursue their interests whether in research, or experiencing other industries to bring frontier knowledge to the classroom. They will role model what it means to be a life long learner.

The Minister for Singapore Education firmly believes that the work of teachers and leaders is underpinned by conviction and a sense of agency. Conviction and agency can only stem from having a clear understanding of purpose. Taking time to engage staff in the rationale behind the purpose of change and caring for teams is essential. He firmly believes that if leaders take care of their teams, their teams take care of the mission.

I encourage IPSHA colleagues to explore the ICP website About | International Confederation of Principals (icponline.org), which features resources and articles on global education matters, including health and wellbeing.

Source: PRINCIPIA Volume 14 Number 1 2022



ICP delegates sharing educational context and ideas from Ireland, Kenya, British Columbia, Australia, New Zealand, Finland, and the Netherlands.



ICP Member Jacob from Ghana

We Welcome and Acknowledge our Newest and Acting IPSHA Members

NEW SOUTH WALES

Anne Graham
Acting Head of Primary
Gib Gate

Deidre Fulcher
Head of Primary Years
Norwest Christian College

Gillian Coote
Deputy Principal Primary
William Carey Christian School

Jenny Squire
Deputy Principal–Head of Junior School
Oran Park Anglican College

Kylie McPherson
Head of Junior School
Lakes Grammar–An Anglican School

Mia Dineen
Head of Junior School
Tangara School for Girls

James Lister
Head of Primary K-6
Penrith Christian School

NORTHERN TERRITORY

Joanne Pulsford
Head of Junior School
Good Shepherd Lutheran College

QUEENSLAND

Anna Payne
Head of Primary
King's Christian College

Jason Locke
Head of Primary
Toowoomba Anglican School

Christy Gittens
Head of Junior Learning Community
Hillcrest Christian College

Brendan Ganley
Head of Primary
St Joseph's College Gregory Terrace

SOUTH AUSTRALIA

Rebecca Stevens
Acting Head of Junior School
Seymour College

Caryn Schutz
Head of Junior School
Trinity College–North School

Cathie Eggar
Acting Principal
St Andrew's School

Heath Perrott
Head of Primary
The Hills Christian Community School

Nick Smith
Head of Junior School
Investigator College

TASMANIA

Melanie Sluyters
Director of Primary (Acting)
Mount Carmel College

Sheona Carter
Head of Junior Campus
Launceston Church Grammar School

WESTERN AUSTRALIA

Julie Wall
Acting Head of Primary
St Andrew's Grammar School

Laurelle Coto
Head of Primary
Southern Hills Christian College

Noah Clark
Head of Primary
Frederick Irwin Anglican School - Halls Head Campus

Thank You and Farewell...

NEW SOUTH WALES

Joel Weekes
St Gregory's College

Thomas Psomas

All Saints Grammar

QUEENSLAND

Louise McGuire
Somerville House

Louise Morris
Brisbane Boys' College

Deb West-McGinnis
St Peter's Lutheran College – Springfield

SOUTH AUSTRALIA

Carl Salt
Pembroke School

VICTORIA

Kate Giles
Ruyton Girls' School

Paul Barklamb
Westbourne Grammar

Howard Kelly
Camberwell Grammar

Tim Mahon
Huntingtower School

Catherine Maimone-Crowhurst
Loreto Mandeville Hall

WESTERN AUSTRALIA

Richard Wright
Presbyterian Ladies' College

Maree Matthews
Blue Gum Montessori School

Kathryn Netherwood

Lance Holt School

Mark Your Calendar

Invest your time into these opportunities for your professional growth, wellbeing, collegial support and sharing of practice.

PROPOSED IPSHA FEDERAL BOARD AND BRANCH MEETING DATES FOR 2023							
Term	**NSW Branch**	**Qld Branch**	**Vic Branch**	**WA Branch**	**SA Branch**	**Tas Branch**	**APPA**
Term 1	**Monday 20th February** Executive Meeting Trinity Grammar	**Friday 3rd March** Executive Meeting Ormiston College	**Wednesday 22nd February** Executive Meeting The Knox School	**Thursday 2nd February** Executive Meeting All Saints College	**Friday 31st March** Executive Meeting tba	**Thursday 10th February** Executive Meeting Hutchins School	**Mon 13th – Tues 14th February** APPA Board Melbourne
	Friday 10th March General Meeting Abbotsleigh	**Friday 17th March** General Meeting St Peters Lutheran College	**Thursday 2nd March** General Meeting Tintern Grammar	**Thursday 2nd March** General Meeting BBI All Saints College	**Wednesday 22nd February** General Meeting tba	**Friday 24th February** General Meeting Scotch Oakburn College	**Tues 7th – Wed 8th March** APPA NAC Canberra
Term 2	**Monday 1st May** Executive Meeting Trinity Grammar	**Friday 5th May** Executive Meeting Ormiston College	**Wednesday 3rd May** Executive Meeting MLC	**Thursday 27th April** Executive Meeting All Saints College	**Friday 23rd June** Executive Meeting tba	**Friday 5th May** Executive Meeting Online	**Tues 2nd – Wed 3rd May** APPA BOARD Perth
	Friday 19th May General Meeting Epping Club tbc	**Monday 22nd May** General Meeting Trinity Lutheran College	**17th – 19th May** General Meeting Tristate Conference SA	**Friday 26th May** General Meeting Regional Retreat Bunker Bay	**17th – 19th May** General Meeting Tristate Conference SA	**17th – 19th May** General Meeting Tristate Conference SA	**Tues 23rd – Wed 24th May** APPA NAC Adelaide **Tusday 13th June** APPA Board Canberra/Zoom
Term 3	**Tuesday 25th July** Executive Meeting Trinity Grammar	**Friday 21st July** Executive Meeting Zoom	**Wednesday 2nd August** Executive Meeting Hume Anglican GS	**Thursday 27th July** Executive Meeting All Saints College	**Friday 22nd September** Executive Meeting tba	**Thursday 27th July** Executive Meeting St Mary's College	**Sun 30th July – Wed 2nd Aug** APPA Conference Hobart
	Friday 11th August General Meeting Country Weekend tbc	**August 17–20 tbc** General Meeting Hervey Bay Biennial Conf	**Friday 11th August** General Meeting Geelong Grammar	**Wednesday 9th August** General Meeting All Saints College	**Wednesday 16th August** General Meeting tba	**Friday 25th August** General Meeting Fahan School	**Tues 15th – Wed 16th Aug** APPA NAC Melbourne **Monday 11th September** APPA Board Brisbane
Term 4	**Monday 16th October** Executive Meeting Trinity Grammar	**Friday 6th October** Executive Meeting Ormiston College	**Wednesday 11th October** Executive Meeting Loreto Toorak	**Thursday 12th October** Executive Meeting All Saints College	**Wednesday 15th November** Executive Meeting tba	**Friday 20th October** Executive Meeting Online	**Tues 31st Oct –s Wed 1st Nov** APPA NAC Canberra
	Friday 27th October General Meeting St Paul's Grammar	**Friday 20th October** General Meeting City venue tbc	**Friday 20th October** General Meeting Greenfields Albert Park	**Friday 3rd November** General Meeting All Saints College	**Wednesday 8th November** General Meeting tba	**Friday 10th November** General Meeting Launceston Grammar	**Monday 27th November** APPA Board Sydney



2024 IPSHA BIENNIAL NATIONAL CONFERENCE

The 2024 IPSHA Biennial National Conference will be hosted by the Victorian Branch, and will be held from ***Thursday 23 to Saturday 25 May 2024.*** *Add the dates to your calendar!*