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From the President

Members will be aware of the current political and media debate over the justification for and value of “League Tables” of the student performances per school.

Ken Boston’s arrival back in NSW and speeches to principals and DET officers has widened the debate and members may want to join in this discussion.

My view is that unfortunately those who would like to protect us from media league tables cannot claim that schools already provide enough information. Their claims are compromised by the existence of some annual school reports that contain minimal, partial or possibly deceptive performance

information.

A quick look at publicly available annual school reports shows that the information about school performance varies widely between schools. This is despite a policy framework in which schools are required to provide quite comparative information and charts in their annual reports. The responsibility for compliance with policy rests with the principal and a deficient report can only be detected after publication.

In such an environment, even if Minister Gillard wanted to resist the pressure towards league tables from vested interests, she is not helped by such practices in our schools. My view is that if we had a much more vigorous (read properly resourced) quality assurance system for annual reports, they would all have sufficient information under the current requirements and no more would be needed. Then laws giving rise to league tables could be avoided. Tell the ISEA what you think.

On another matter CEO members will recall that in the course of negotiations with the DET for the current Salaries and Conditions Award for CEOs the ISEA agreed in principle to the introduction of a public service scheme of performance management subject to revisions to better reflect the roles, responsibilities and educational back grounds of CEOs.

Progress in negotiating the necessary revisions has been satisfactory with the ISEA’s stance being informed by members’ opinions. In short the ISEA has maintained that:

- the scheme needs to be relevant to the work of Chief Education Officers,
- that the *NSW Public Sector Capability Framework* was limited in capturing the work of CEOs, and,

- that the behavioural criteria were an issue if they only related to performance up to Clerk Grade 12 level.
- the scheme is not designed to deal with unsatisfactory performance.
- Section 2.0 *Process for managing performance management and development* could be appropriate with adjustments, such as in relation to the capability framework and the performance standards.
- It was also felt that the performance management scheme for Senior Officers could inform a CEO document, with some relevant aspects of it being adapted and included.
- In relation to the capability framework, the Leadership and Management capability stream together with the professional knowledge element appear to be important but the framework serves only a support role.

In addition feedback from CEOs indicated that in cases where the CEO supervises public service staff who are already under this scheme, it is a common experience that the highest standards are rarely the level at which those staff work, whereas the CEOs normally work at this level and higher. This becomes evident in developing state policy to take to national arenas. This is regarded as a limitation of the scheme in that even at the highest standard it would understate the responsibilities and expectations of CEO positions in general.

Just as this newsletter is ready for distribution the DET has provided the ISEA with a draft performance management policy for consideration. The ISEA will consult with members over this draft and advise the DET accordingly with the intention of finalising the policy in the near future.

Barry Laing ISEA President.

Sympathies to Former ISEA President

The President, State Council and members of the ISEA express their sympathies to former ISEA President Janina Sulikowski and her family on the death of husband and father Michael. Janina, a former Quality Assurance Director and School Development Officer, retired from the DET in order to care for Michael during his long illness.

John Warren's Report of the First ISEA Sponsored Overseas Placement

John Warren, School Development Officer, South Western Sydney Region, has returned from the first ISEA sponsored work related placement in North America. John spent time at the *Evaluation Centre*, Kalamazoo, USA and the *Education Quality and Accountability Office* (EQAO) in Toronto, Canada. John has submitted the following report of his placement:

A Fabulous Experience

I had a fabulous learning experience when I visited the Education Quality and Accountability Office (EQAO) and the Evaluation Centre, University of Western Michigan (UWM) throughout April, 2009. I was also fortunate to explore Niagara Falls, a national park in the Yukon, Los Angeles and Mexico, a baseball game, tasting ice wine, driving on the wrong side of the road, a hurricane in Chicago. The only thing I missed out on was the swine influenza as I flew home.



Smith Public School, Grimsby, Ontario

The EQAO is a Toronto-based organisation established in 1996, as a result of a Royal Commission, to provide the Ontario education community with resources and information from large-scale testing based on the Ontario reading, writing and mathematics curriculum. The resulting data from the testing regime is used to inform student, school, board and province improvement plans and strategies.

The UWM : The Evaluation Centre is on the campus of the Western Michigan University, in Kalamazoo. The Centre is very influential in educational research and develops student testing programs throughout the USA (and the world). The Centre's work is focused on professional teaching standards, classroom assessments and leadership development.



The tour objective (for me above) was to explore school improvement, school accountability, data-gathering and analysis, leadership development and capacity building, policy (processes, systems, structures and practices), community of schools ideas, transition across the schools and tertiary cooperation with school communities.

THE TORONTO EXPERIENCE ~ EQAO

The EQAO School and Outreach support for Ontario Schools is a catalyst for increasing the success of students by measuring student achievement and curriculum expectations. As a provincial agency, EQAO conducts a massive operation of conducting province-wide tests in English/French at the end of each Grade 3, Grade 6, Grade 9 Assessment of Mathematics (academic and applied programs) and the Grade 10 Ontario Secondary School Literacy Test (OSSLT). The large-scale assessment operation is a logistical nightmare that involves a team of over 3000 people hand marking - (twice) - reading, writing and mathematics. A pass on the OSSLT is one of 32 credit requirements for an Ontario Secondary School Diploma. 84% of fully participating first-time eligible Year 10 students were successful in 2008; 72% achieved the OSSLT in 2002. The assessments do produce objective, valid and reliable evidence which adds to the current knowledge about student learning and is an important tool for individual, school, school board and provincial level improvement. Schools and school boards create their own reports of EQAO data to distribute to their respective school communities.

The celebration of the quality of Ontario's public education system was outstanding. Publications that promote best practice, strategies that work, tools–techniques-tips, identifying outstanding administrators/ teachers, success stories from the field, action research initiatives and student successes were regularly published and widely read by all school communities across the province.



THE KALAMAZOO EXPERIENCE ~ University of Western Michigan

I was drawn to the 'Kalamazoo Promise' scholarship program, announced in November 2005 as a possible way to engage students through attendance and retention. The Promise provides four years of tuition and fees at any public college or university in Michigan for students who have attended Kalamazoo Public Schools. While most other scholarship programs are based on merit or need, the Kalamazoo Promise is based only on location. The program seeks to remove the financial barriers to enrolling in college for those students who have attended Kalamazoo schools and lived within its boundaries for at least four years of high school.

The Evaluation Centre is conducting an evaluation regarding the Kalamazoo Promise. The purpose of the evaluation is to determine whether the Kalamazoo Promise through its transformative effect on the education culture within the school district, has improved the progress of students through their K-12 experience; and therefore, better prepares them for entering a post secondary education

program. Some imagine that at least 4 to 5 years will be required to measure the anticipated long-term outcomes – that is, increased access and success in post-secondary education. Early indications suggest that student aspirations have been positively influenced by the existence of the Kalamazoo Promise. A majority of students and 67% of educators report that student attitudes about school work have improved. Around 85% of students note an increased motivation to succeed in school among their peers. One especially interesting finding is that after accounting for other background variables, the researchers found no difference in student aspirations by race/ethnicity. Educator comments suggested that teachers increasingly use the Promise as a long-range incentive in classroom interactions with students, motivating students to make cognitive and behavioural adjustments to achieve the identified goal of postsecondary education. Through a reciprocal effort, the Promise may inspire changes in both the goals that students set for themselves, as well as the intensity with which they pursue their aims.

Whilst there is evidence of positive change – for example, improved high school graduation rates, number of students entering colleges and academic achievements in public schools – there appears to be a much higher than normal first year drop-out rate at the Western University of Michigan. Preparation skills to succeed at university, with a focus on the first year are currently being strengthened by the university.

ACKNOWLEDGEMENTS:

I wish to acknowledge the expert advice, co-ordination and care provided for this study tour by the following colleagues in North America:

Toronto

- *Marie Parsons, Chief Assessment Officer, Education Quality Accountability Office (EQAO)*
- *Michael Kozlow, Director of Data and Support Services, EQAO*
- *Maruerite Jackson, Chief Executive Officer, EQAO*
- *Mary Low, Director and Executive Member of the Outreach Team, EQAO*
- *Francois Lavictoire, Director and Executive Member of the Outreach Team, EQAO*
- *Dana D'Amore, Manager, Data Management and Analysis, EQAO*
- *Marguerita Lawler, Principal, St.Jean de Brebeuf Secondary School, Hamilton*
- *Hilary Abbey, Principal, Smith Public School, Grimsby*
- *Judy Spears, Executive Director, Literacy and Numeracy Directorate*

Kalamazoo

- *Sally Veeder, Deputy Director, Evaluation Centre, Western Michigan University*
- *Stephen Magura, Director, Evaluation Centre, Western Michigan University*
- *Charles Glaes, Superintendent, Vicksburg Schools*
- *John O'Toole, Math/Science and Assessment Coordinator, Vicksburg Schools*
- *Von Washington, Principal, Kalamazoo Central High School*
- *Judy D'arcangelis, Principal, King-Westwood Elementary School*
- *Emily Ziegler, Writing Coordinator, Washington Writer's Academy Magnet School*
- *Jianping Shen, The John E. Sandberg Professor of Education, Western Michigan University*
- *Arlen Gullickson & Jim Sanders, Evaluation Centre Consultants, Western Michigan University*
- *Stephanie Evergreen, Research/ Evaluation Coordinator of the Kalamazoo Promise, Western Michigan University*

Appreciation is also expressed to the numerous teachers, administrators and academics who willingly gave of their valuable time and resources at each of the institutions visited.

I also acknowledge Ron Ikin's (ISEA) professional advice and experience in supporting my application and directing me towards Marie Parsons and Sally Veeder. Both North American colleagues could not do enough for me to ensure my needs and tour objectives were met over the three weeks; and this included both the professional and personal domains.



Free Lunch Category, Washington Writer's Academy, Kalamazoo

The ISEA Award for Excellence in the Administration of Public Education

The ISEA is to sponsor its third *ISEA Award for Excellence in the Administration of NSW Public Education*. Recipients of the Award will be selected from members of the ISEA in recognition of their outstanding contribution to the administration and conduct of public education in NSW.

The recipients of the Award, who may be individuals or teams, will receive an inscribed medallion and a payment of upwards of \$5000.00 to support them in undertaking a professional developmental activity of their choice or to extend the work that has won them the Award.

Details of the ISEA Award for Excellence

The *ISEA Award for Excellence in the Administration of Public Education* is awarded annually to a member(s) of the ISEA in recognition of his/her/their outstanding contribution to the administration and conduct of public education in NSW. The recipient(s) will receive an inscribed medallion and a payment of up to \$5000.00 to support them in undertaking a professional activity of their choice.

The award will be determined in the opinion of the selection Panel by how each of the nominations:

- a) represents best practice in any aspect of the administration of public education
- b) aligns to a Department priority
- c) demonstrate a significant outcome at the local or systems level
- d) identifies the contribution made by the individual or group in achieving the outcome
- e) shows a relationship/link to student outcomes.

Nominations:

- a) Nominations for the Award may be made by any financial member of the ISEA nominating an eligible colleague or as a self nomination.

- b) Where two or more individuals are jointly nominated for the Award a separate Nomination Form is required for each. All nominees must be financial members of the ISEA and are required to sign the Nomination Form.
- c) Nominations for the Award will be undertaken in three phases:
- i) A Nomination Form must be completed and forwarded along with all supporting Documentation to the Executive Officer of the ISEA by the advertised due date
 - ii) The Panel will meet with selected nominators/nominees to further discuss the nomination
 - iii) The recipient of the Award submits a detailed outline of their professional activity, including approximate costings, to the Panel for approval.

Application forms for the 2010 ISEA award for Excellence in the Administration of Public Education are available on the ISEA's website [www//iseansw.org.au](http://iseansw.org.au) or from the Executive Officer on ron.ikin@bigpond.com

CEO Leave-Loading Back Pay Due to be Paid on September 3, 2009

Members will recall that they were asked to provide the ISEA's State Council with directions in respect to a dispute with the DET over discrepancies to leave-loading payments to CEOs over the course of the 2006-2008 Award and perhaps the 2004-2005 Award. Guided by members' response the ISEA pressed the claim and the DET eventually agreed to make the repayments.

The ISEA has been notified that those CEOs eligible to receive a back-payment have been identified, the amounts of back-pay due to them have been calculated and payment is to be made in the pay of September 3, 2009. The payments will apply to the years 2003-2008 and to all staff employed in CEO positions over those years, including permanent and temporary positions whether full time or part time.

As the amounts paid to eligible CEOs will vary from individual to individual, depending on the actual years of appointments, the length of appointments, the level of appointments (Levels 1,2 and 3) over the eligible period, and pay increases, it is impossible for the ISEA to provide an accurate indication of what each CEO can expect to receive in the way of back-pay. Nonetheless the table that follows on **Page 8 of this Newsletter** provides a guide for each CEO to make a judgement as to whether the amount they receive is in line with their own calculations.

Remember that the basis of the under-payment was that CEOs over the years in question have been paid a leave-loading based on Clerk 12 (Maximum) salaries rather than CEOs salaries. Thus the repayment received should take account of the difference between annual salaries of Clerk 12s and CEOs over the period of each CEO's appointment.

Should any CEO believe that they should be eligible and yet not receive a repayment or receive less than they believe should be paid then they should immediately notify the ISEA by email providing full details of their time/dates/levels and position number/s as a CEO. The ISEA will take up each case notified and have it clarified and/or rectified by the DET.

New Members Always Welcome

All eligible DET staff (SES, General Managers, Senior Officers, CEOs or those who have held such positions) are welcome to join the ISEA. Membership details and an application form can be found on the ISEA's website www.iseansw.org.au or phone the Executive Officer on 02 9181 5879.

Table of CEO and Clerk 12 Salaries and Leave Loadings 2003 – 2008

Date	C12max	LL C12max	CEO1	CEO2	CEO3	LL CEO1	LL CEO2	LL CEO3	Difference CEO1	Difference CEO2	Difference CEO3
1/01/2003	82 914	1113	89 603	95 576	98 723	1 202	1 282	1 324	89	169	211
3/01/2003	86 231	1158	89 603	95 576	98 723	1 202	1 282	1 324	44	125	167
4/07/2003	90 543	1216	89 603	95 576	98 723	1 202	1 282	1 324	-13	67	109
2/01/2004	90 543	1216	94531	100833	104153	1 268	1 353	1 397	53	137	182
2/07/2004	94 165	1264	97367	103858	107278	1 306	1 393	1 439	42	129	175
2/07/2004	94 165	1264	97 367	103 858	107 278	1 306	1 393	1 439	42	129	175
1/01/2005	94 165	1264	99 314	106 974	111 569	1 332	1 435	1 497	68	171	233
14/01/2005	94 165	1264	102 790	110 718	115 474	1 379	1 485	1 549	115	221	285
1/07/2005	97 932	1315	102 790	110 718	115 474	1 379	1 485	1 549	64	171	234
13/01/2006	97 932	1315	106 902	115 147	120 093	1 434	1 545	1 611	119	230	296
14/07/2006	101 849	1367	106 902	115 147	120 093	1 434	1 545	1 611	67	177	244
12/01/2007	101 849	1367	111 178	119 753	124 897	1 492	1 607	1 676	124	239	308
13/07/2007	105 923	1422	111 178	119 753	124 897	1 492	1 607	1 676	70	185	254
11/01/2008	105 923	1422	115 625	124 543	129 893	1 551	1 671	1 743	129	249	321
11/07/2008	110 160	1479	115 625	124 543	129 893	1 551	1 671	1 743	72	192	264
1/01/2009	110 160	1479	118 516	127 657	133 140	1 590	1 713	1 786	111	234	307
9/01/2009	110 160	1479	120 713	130 023	135 608	1 619	1 744	1 819	141	265	340
10/07/2009	114 566	1 542	118 516	127 657	133 140	1 590	1 713	1 786	48	170	244

Blue indicates dates of CEO awards

Yellow indicates cases where CEO LL < C12max