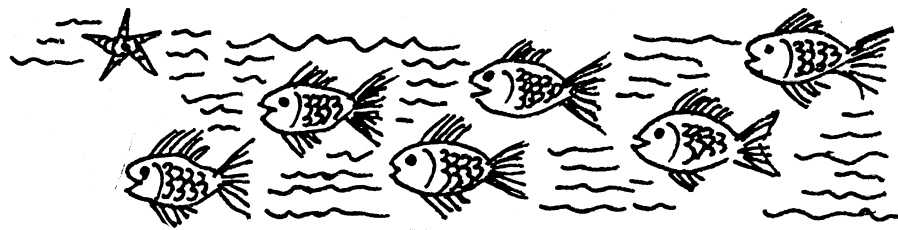


**INQUIRY INTO MEASUREMENT AND OUTCOME-BASED
FUNDING IN NEW SOUTH WALES SCHOOLS**

Name: Name suppressed

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Partially
Confidential



Mr Mark Latham, MLC
Portfolio Committee No 3– Education.

Inquiry into Measurement and outcome-based funding in NSW schools

I wish to make known what is happening in some NSW schools as a result of present policies and management practices, firstly to the staff involved and secondly, to the children who are affected by what is happening to the staff. I am writing as a member of a low socio-economic community on of NSW, and as a retired life-long teacher who felt the palpable trauma of a huge group of 70+ people attending a retirement dinner, last year, for three of forty three of my former colleagues.

Over four and a half years, these forty three and soon to be forty four staff members, have had their working lives terminated, cruelly, by Executive bullying. The Tedeschi Report (2019, p.171) states that in many cases, this should be regarded as conflict, but it does allow for a critical threshold to be reached when there is a risk to health and safety (for staff and I believe, students), which is happening in NSW Schools.

I wrote to my Member of Parliament, who told me that I just have to wait until the Principal is moved to another school, but, in addition to that, he put me in contact with a member of the P & C, who informed me that the school's NAPLAN results had been unacceptable and that the new Principal had been ordered to get rid of the staff; he then invited me to visit the school with him.

While visiting the school, the Principal informed me that her role was to bring in casual teachers of her choice, mentor them and send them on. This did not correlate with what I had experienced in 45 ½ years of teaching. When I asked about the \$1.5 million in the school bank account, she said that she did not like Departmental buildings and that she was going to build what *she* wanted; maybe this could be seen as a case of 'empire building', referred to in the Sun Herald editorial, 11.8.19. p36.

I had been made aware, by teachers, that many children who needed the help of a Teacher's Aide were being denied the service ; the salaries of the Teacher's Aides were going into the school bank account to help pay for the building. One teacher was so distressed about this, and complained bitterly, so bitterly and effectively that two of the Teacher's Aides for the badly affected children were re-employed.

Each student at the school has to pay a mandatory School Education Pack charge of \$75 each year, which would also help the bank account. (Encl) If the child does not pay, he/she has nothing to write with and nothing to write on. The child is bullied; pity the student who cannot effectively participate in the classroom activities The teacher cannot provide written proof that he/she has taught the lesson proficiently to *all* students; the teacher is bullied, and there is always the threat that he/she will be put on a 'program' as an inefficient teacher.

After four years of revolving doors of casuals going in and out of the school, at the whim AND BULLYING by the Principal, the NAPLAN results were WORSE.

For 6 months I had been writing to the Director of Education about my many concerns; he did not answer my letters after December 1918, except under the direction of the Minister of Education. At all times, I have the impression that heads are buried in the sand, and that the Director goes to incredible lengths to deny what is happening in the school. **There is a very real problem with communication.**

I have also lodged a submission to Mr Tedeschi on the review of EPAC. (Encl.)

Recently, I've been informed that **a teacher cannot inform his/her local Member of Parliament about what is happening in NSW schools, because it is a breach of the Code of Conduct!** I no longer work for the Department of Education and I will happily inform you, about what is happening at one school on the _____, if you wish to know! Living in a democracy, I am **appalled** that practising teachers are gagged in this way.

As I see the situation, the Local Schools/Local Decisions policy is not working. Some parent bodies do not have the expertise to analyse and evaluate the Curriculum Vitae of prospective Principals; to my knowledge there is no training for the parents and/or members of the P & C. As I mentioned, in my submission to Mr Tedeschi, nepotism exists, and the right person is not necessarily appointed to the position.

While this getting rid of present 'deemed inefficient staff' maybe seen as improving the quality of the teachers at the school, I ask respectfully, that it should be done without traumatising each teacher, each family, each extended family and a whole community. The Premier sent me a flyer at the beginning of the year, promising 'to take pressure off you and your family'; this isn't happening for a whole community on _____. Surely, there must be a kinder set of procedures to 'get rid of school staff.' I am aware that one compensation case has been completed, and two more are under way with private solicitors; just how much is the government willing to pay in compensation cases for Executive Bullying in one school? There are forty more possible compensation cases to come from just one school on _____.

_____, I travel the state regularly and extensively, sharing my skills and expertise while listening to stories that matter. I am hearing, _____, that this bullying of teachers is widespread throughout the state. Surely we can be more humane than this. Is it necessary to ruin the lives of a whole generation of teachers and their extended families by putting them through the trauma of bullying by Executives?

I am concerned that the students, many of whom come from disadvantaged homes, will be more than aware, that certain members of the school staff are being targeted and cruelly bullied by the Principal. In turn, it's a role model they can perpetuate, and bully other students at the school. The bullied teachers leave the school, and are replaced by young, inexperienced casual teachers who are quickly moved on. It's a revolving door, the impact of which is undesirable in NSW schools and would negatively impact on the education the students receive. 'The standard you walk past is the standard you accept.' (Lieutenant David Morrison) Is it any wonder that the educational performance from a school such as this, is poor?

Enrolment crackdown, reported in Sun Herald 11.8.19, means that parents who wish to enrol their children at another school that they feel would be preferable, will be prevented by a new policy, introduced on July 22nd, 2019. Many parents, in disadvantaged areas, do not have the funds to pay for private school education, and the children are left to suffer.' The enrolment in _____ school in question, went down by 8% during the last three years; surrounding schools, went respectively up by 6%, 10% and 32%. (How Does your School Compare, ABC Website, 14.8.19) With school shaping children's futures in so many ways, parents justifiably fret about whether the closest institution the best one.' (Sun Herald, Editorial, 11.8.19, p36.) Preventing students from leaving a school, with unacceptable bullying practices, can only be seen as inhumane.

In conclusion, management practices in schools need a major overhaul; you can't establish best practice for teaching methods in a constant, abusive atmosphere of harassment, which, for disadvantaged students is a continuation of home. Who is checking up on the needs of children with a disability? The quality of the teaching profession can only be developed by quality people. Who is taking notice of the measurement of results from schools that are not performing? The Local Schools/Local Decisions policy is not working.

