

Lansdowne Public School

Weekly Newsletter Number 15

Tuesday 22 May 2012

Autumn at Lansdowne School is beautiful with all our trees showing their colours and losing leaves.

The Library is a nice venue for our "Biggest Morning Tea" which will be held on Thursday at 11.00am. Come along and join us for a cuppa in aid of the Cancer Council.

On Thursday morning all our school photographs will be taken so students don't forget to come along dressed in uniforms ready.



Principal's Message

Dear Parents, Carers and Community Members,

Here we go with week 5 and the term nearly half over!

Chatham High School and Partner Primary Schools~ Manning River Times Project

In continuing to build strong partnerships with primary, high school and community, we are fortunate in being able to send two students to work with Year 7 PACE class and representatives from other local primary schools on a project with Manning River Times. Selena and Jarred will attend 2 workshops at the high school over the coming month. They will be engaged in journalism and graphic design activities.

Local Schools, Local Decisions

I have included with the newsletter some facts sheets available from the department. After discussing the topic with our P & C they have requested that the fact sheets be sent home. I have also included a website address that is also very useful to answer your questions. www.schools.nsw.edu.au/news/lslld/index.php or just Google Local Schools, Local Decisions.

Opportunity Class Placements

A reminder that if you are interested in your child applying for a position in this class for Year 5 2013 (currently at Chatham Public School) you can go online and complete an application form or ask me for a paper copy.

You can go to www.schools.nsw.edu.au/ocplacement for more information and online applications.

School Photos

We are having these taken this Thursday. Please return envelopes and payment by Thursday morning.

North Manning Camden Haven Community of Schools

A very long title which represents our high school (Chatham) and all the partner primary schools. The principals meet regularly to plan and implement initiatives to improve and strengthen our partnerships. The next meeting is this Thursday and I will be hosting it here, after school.

Athletics Carnival

Please put Friday 8th June in your diary for our athletics Carnival. It is always a great family day and I have heard our canteen is planning some great food treats.

I will be attending the Taree Primary Principals' Association meeting this coming Friday.

Kind regards, Christine Wild

TERM 2 - CALENDAR OF EVENTS TO REMEMBER

WEEK 5	Thursday 24 May	School Photographs at 9.30am Lansdowne School Biggest Morning Tea for Cancer Council at 11.00am
WEEK 6	Wednesday 30 May	Lansdowne Choir to Taree Eisteddfod for our 10.00am Session
	Thursday 31 May	Science and Engineering Challenge for 56W at Taree Racecourse all day
	Friday 1 June	Whole School Assembly commencing at 2.20pm today
WEEK 7	Friday 8 June	School Athletics Carnival
WEEK 8	Monday 11 June	PUBLIC HOLIDAY – QUEEN'S BIRTHDAY
	Friday 15 June	Whole School Assembly commencing at 2.20pm
WEEK 9	Tuesday 19 June	P&C Meeting tonight at 6.00pm at the school
	Friday 22 June	Small Schools Athletics Carnival in Taree
WEEK 10	Wednes 27 June	Student Reports go home today
	Friday 29 June	Whole School Assembly 2.20pm This is the last day of school for Term 2

P&C NEWS

The P&C Meeting last week was well attended. We hope to have a few more meetings in the future at different times to help our parents and carers get along to at least a couple during the year.

Thanks to all those who helped with fundraising selling raffle tickets. At the meeting it was decided to hold a PIE DRIVE in the near future as another fundraiser. It's also getting into pie weather with the cold evenings.

Forms for this Pie Drive will be sent home to families in the next few weeks.



This Thursday at school at 11.00am.

Come along and have morning tea with a very small plate and a donation to the Cancer Council.

COMMUNITY NEWS.....

- **Lansdowne Public School has once again confirmed that we are taking part in the “Woolworths Earn and Learn” program for 2012.** This has now commenced and will earn valuable resources for our school. All you need to do is collect all the stickers when you shop at Woolworths and send them along to the school. We have students ready to place these on the sticker cards for the classes. You don't need to collect your dockets, just the stickers, which should make things easier for 2012. Last year we received many resources for the school and the students from Modern Teaching Aids, the program partner.
- **Coopernook Public School P&C Monster Fundraiser:** This will be held at the Coopernook School of Arts Hall in Macquarie Street Coopernook on Friday 25 May from 6.00pm to 9.00pm. There will be a Fashion Parade, Demonstrations, a Monster Raffle, Lucky Door Prizes, a Sausage Sizzle and other refreshments. Please come along and bring your GOLD COIN donation to support a great small school and shop till you drop! This event is sponsored by local direct sellers and supported by local businesses.
- **The Hunter-Central Rivers Catchment Management Authority** invites everyone to a **free screening of the environmental documentary “BAG IT”** as well as a marine debris presentation this Thursday 24 May from 6.30pm at the Taree High School Hall on the corner of Albert St and Macquarie St Taree. Light refreshments will be provided and more information is available from Derek.monks@cma.nsw.gov.au or 02 6551 8994.

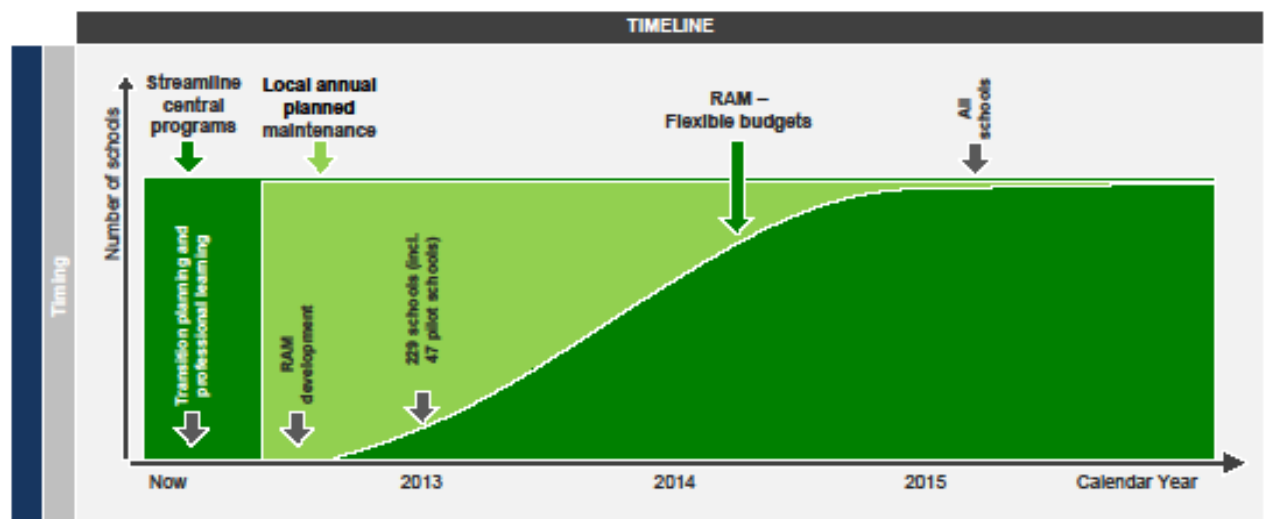
ATTACHMENT TO THIS NEWSLETTER.....

- **Information Documents from the Department of Education and Communities, “Local Schools, Local Decisions”** for the information of all our parents, carers and community.

MANAGING RESOURCES

DESCRIPTION	
CURRENT STATE	FUTURE STATE
<ul style="list-style-type: none"> Schools directly manage less than 10% of the total public school education budget Schools manage up to 600 separate line items and small program budgets Funding for schools is determined by student numbers and central programs Small changes in student numbers can lead to significant increases or decreases in teachers and support staff under the centralised staffing formula Schools have limited opportunities to manage maintenance 	<ul style="list-style-type: none"> Schools manage more than 70% of the total public school education budget Schools manage a budget that separates staffing and non-staffing funding Funding for schools reflects complexity as well as student numbers Funding changes gradually as school populations change over time Schools can manage annual planned maintenance to fit in with educational needs

NEXT STEPS	
NOW	SOON
<ul style="list-style-type: none"> New plain English guidelines and authority for all schools to easily manage annual planned maintenance from Day 1, Term 3, 2012 Combine and streamline reporting requirements for many small program budgets Professional learning and transition support 	<ul style="list-style-type: none"> Develop new Resource Allocation Model (RAM) by mid 2012 for staged implementation from 2013 New tools to simplify and support increased local decision making



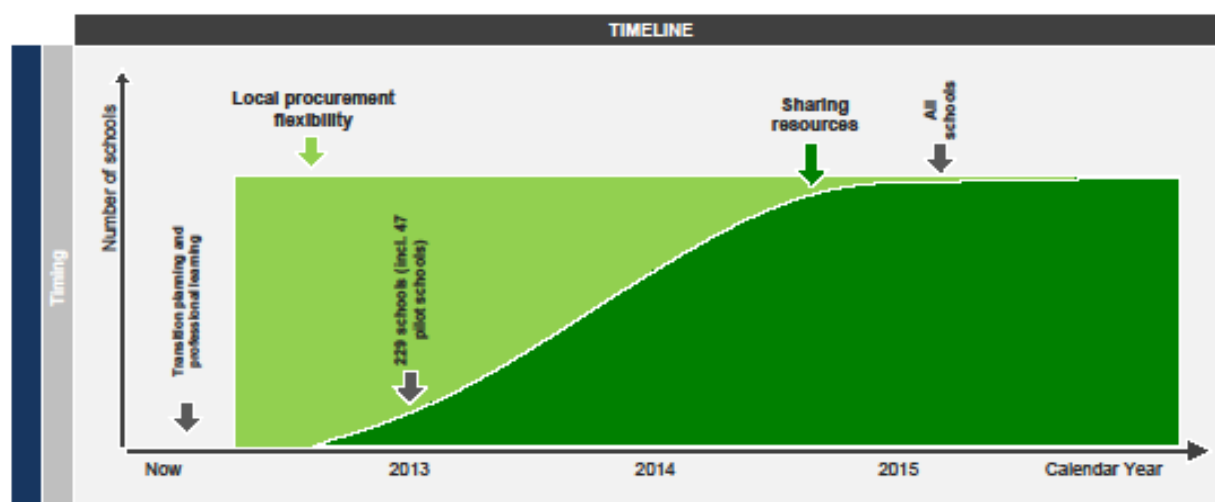
STAFF IN OUR SCHOOLS

DESCRIPTION	
CURRENT STATE	FUTURE STATE
<p>Description</p> <ul style="list-style-type: none"> A rigid staffing formula determines the number and roles of staff in schools based on student numbers Centralised staffing directly places some transfers and staff returning to duty into vacancies as they arise in schools. This means that some schools rarely get a say in how vacancies are filled Salary progression based on years of service not professional standards Performance management processes that link to professional standards are not consistently applied in schools School leaders find processes to deal with staff underperformance slow and cumbersome Current or aspiring school leaders do not require formal leadership and management credentials before being eligible for leadership positions Principal salary and classification are linked to student numbers, regardless of the complexity of the school or its students The extent of local authority can be unclear due to multiple approval levels creating the possibility of local decisions being reversed 	<ul style="list-style-type: none"> Schools choose the number and roles of staff within their budgets to best meet local needs Schools determine the mix of permanent and temporary staff to meet local needs Incentive transfers remain to ensure teacher supply in rural and remote schools Schools can offer local incentives within their budgets Schools choose how they fill at least every second vacancy once incentive transfers and Aboriginal employment applicants are placed Salary progression based on attainment of professional standards Performance management and professional development of all staff are linked to the school plan and professional standards Streamlined processes enable school leaders to swiftly identify and respond to underperformance School leaders have leadership and management credentials before being eligible for leadership positions Principal salary and classification are linked to school complexity not just student numbers Clear role expectations, capabilities and line management accountabilities are defined
NEXT STEPS	
NOW	SOON
<p>Description</p> <ul style="list-style-type: none"> Introduce limits on central appointments and transfers, except incentive transfers and Aboriginal employment applicants, from Day 1, Term 4, 2012 Progressively increase flexible local decision making within the state-wide staffing system and simplify existing processes Refine policies so that schools have more flexibility to vary the mix of staff as vacancies arise Professional learning and transition support Current school leaders have access to professional development in the transition to greater local authority starting from Term 3, 2012 	<ul style="list-style-type: none"> New tools to simplify and support increased local decision making Strengthen performance management, planning and development processes for all staff, including school administration and support staff by Day 1, Term 4, 2012 Gradually transition to standards-based career progression for teaching staff Review classification of principal positions to include complexity for progressive implementation from 2013 as schools adopt more local authority Schools can buy the professional learning support they need from internal or external sources
TIMELINE	
<p>Timing</p>	

WORKING LOCALLY

DESCRIPTION	
CURRENT STATE	FUTURE STATE
<p>Description</p> <ul style="list-style-type: none"> Restrictive central procurement policies make it difficult for schools to purchase from local businesses Schools have limited opportunities to share management structures and administrative work which leads to duplication of effort and unnecessary workload Schools have limited opportunities to share resources and facilities on a voluntary basis Local governance and engagement through P&Cs and school councils 	<ul style="list-style-type: none"> Principals will be free to make more local decisions for purchases up to \$5,000 Schools will have more opportunities to use local contractors Schools have opportunities to jointly create administrative, management, and leadership structures across schools New processes and templates make it easier for schools to share staff and resources Schools choose from a menu of community consultation strategies to suit their contexts

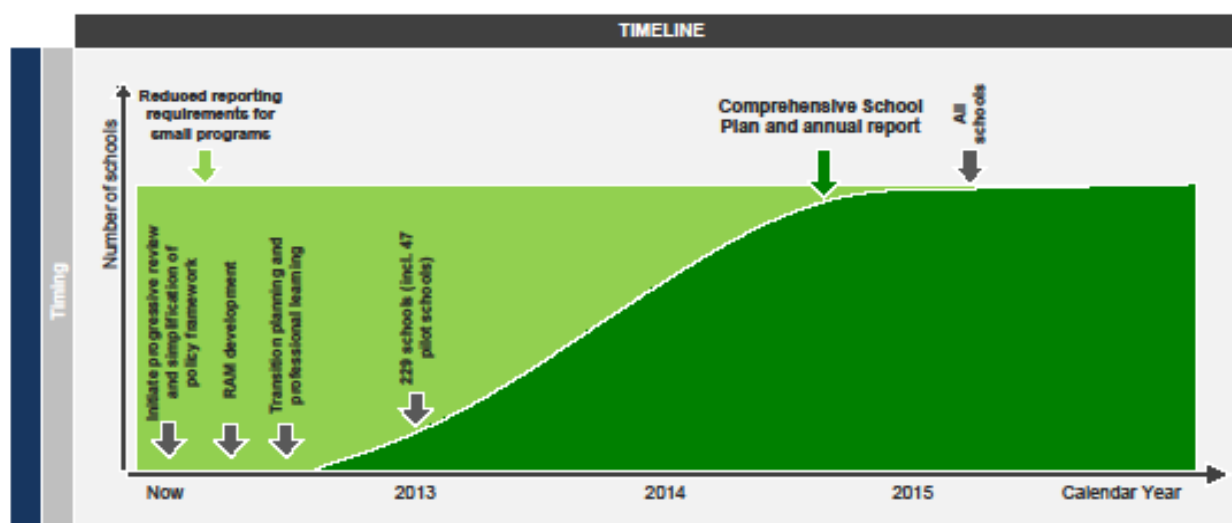
NEXT STEPS	
NOW	SOON
<p>Description</p> <ul style="list-style-type: none"> Increase local decisions for purchases up to \$5,000 from Day 1, Term 2, 2012 Increase opportunities for schools to use local contractors Simplify processes for schools that choose to share staff and resources Professional learning and transition support 	<ul style="list-style-type: none"> New tools to simplify and support increased local decision making



REDUCING RED TAPE

DESCRIPTION	
CURRENT STATE	FUTURE STATE
<ul style="list-style-type: none"> • 200+ policies organised around central policy units • Schools have to report their expenditure and performance to multiple parties, multiple times for multiple allocations of funding • Requests for information from and manual work to support decisions by schools are repetitive and time consuming • Separate and time consuming application processes for centrally run programs 	<ul style="list-style-type: none"> • Fewer and simpler policies organised around the work of schools • A comprehensive school plan and annual report connected to student learning outcomes and budget • New tools simplify and support increased local decision making, including for finance and human resources transactions • Resource allocation model funds schools directly

NEXT STEPS	
NOW	SOON
<ul style="list-style-type: none"> • Progressively review, simplify and refocus the 200+ policies that currently relate to schools • Simplified, integrated school planning and reporting processes • Professional learning and transition support 	<ul style="list-style-type: none"> • New tools to simplify and support increased local decision making



MAKING DECISIONS

DESCRIPTION	
CURRENT STATE	FUTURE STATE
<ul style="list-style-type: none"> A relatively large State Office makes most decisions about schools 	<ul style="list-style-type: none"> Schools make most decisions Schools are supported by regions A significantly smaller State Office develops policies and guidelines for schools

NEXT STEPS	
NOW	SOON
<ul style="list-style-type: none"> Realign State and Regional Offices to better underpin the work of schools Professional learning and transition support 	<ul style="list-style-type: none"> New tools to simplify and support increased local decision making

