

AAGSA Connect



Issue 3 May 2011

Newsletter Date: May 2011

From the President

It's hard to believe we are already in term 2. Term 1 has passed us by in a fleeting moment. For many of us it has been a turbulent start to 2011. With many of us being affected by floods, cyclones and bush fires. Our resilience has been tested and the strength of many school communities have shone through. A huge thank you to the many Business Managers across all states that have had a role to play in organizing donations through funds and supplies for the schools that have been affected across Australia.

Even though we are a vast land, when a crisis hits, the generosity and support of our colleagues always shines through.

The management committee of AAGSA have been extremely active throughout term 1. With the strong leadership of Deb Chancellor from Tasmania and the website sub committee have been developing our new website which will be up and running in coming weeks. Thank you to Deb and the committee for their hard work.

The management committee also submitted a submission to the Federal Government regarding the

Federal Funding in Schools Review. As a result of feedback gathered by your state associations, AAGSA developed a comprehensive submission which focussed on administration support and resourcing in schools. Submissions closed on the 31st March and there were many submissions received. We are kept up to date with the progress of the review and as more information becomes available we will update you in our upcoming newsletters.

It is imperative that as an association we continue to provide feedback into these important issues and we will continue to do so on your behalf in the future.

The federal government has also launched the next round of "A National Conversation with Principals", which took place on the 7th & 8th of April in Canberra.

AAGSA welcomes the opportunity for Principals to provide much needed engagement to the Federal Government to help further develop and outline policies and agendas that impact school communities. We would like to see these sessions extended to include Business Managers who have a major role to play in the running of the school.

Please don't forget many of our state associations have their state conferences coming up over the next few months. We encourage all AAGSA

members to consider attending other state association's conferences. The benefits of attending another states conference make it very worthwhile professionally. There is an opportunity to gain knowledge on best practices and network with other State Business Manager counterparts. More information about the upcoming conferences can be found in this edition of our newsletter.

I hope that you all have had a well deserved break and a smooth transition into term 2.

Warm regards

Sharon

Sharon Abbott
President



Australian Government

Education Connections

\$550 million has been committed by the current Commonwealth government for a National Partnership Agreement with States and Territories specifically aimed at improving literacy and numeracy – the building blocks of a good education

Transparency and accountability has been taken to a new level with the launch in early March this year of My School 2.0. For the first time we now have new information on how much funding is going into schools to educate students, information about student progress in literacy and numeracy, and how each school compares to schools in similar communities.

With three years of NAPLAN data now available, My School 2.0 will show trends in student performance in literacy and numeracy – this is new information available for everyone to see.

\$550 million has been committed by the current Commonwealth government for a National Partnership Agreement with States and Territories specifically aimed at improving literacy and numeracy – the building blocks of a good education. Despite some controversy, the early signs through the NAPLAN results on My School 2.0 are positive, showing that this unprecedented investment in improving literacy and numeracy is having an impact.

With more than 186,000 hits on the My School 2.0 website within its first 24 hours of launching, this is clearly a resource that continues to generate public interest in education

and is stimulating a widespread and informed debate on schooling.

Education Minister, Peter Garrett launched the revised National Safe Schools Framework in Brisbane on 18 March. The revised National Safe Schools Framework is supported by all Ministers for Education across Australia and is the only national anti-bullying resource of its kind in the world.

Since the National Safe Schools Framework was first made available in Australian schools in 2003, the use of new technologies such as mobile phones and computers has created new avenues for bullying.

In fact, a recent study found one in five children experienced some form of this new type of bullying and it is believed that the revised Framework will take into account students' safety and wellbeing in virtual environments.

In addition, the Framework will assist schools and school communities to develop a comprehensive response to bullying that is designed to make everyone in the school understand proactive and practical approaches to effective student safety policies.

On the 23rd March, the Schools Assistance Amendment (Financial Assistance) Bill 2011,

successfully passed through the Senate.

The legislation provides certainty to Catholic and independent schools through the extension of existing funding until the end of 2013, and capital expenditure until 2014.

This amendment was necessary to extend existing funding arrangements whilst the Review of School Funding takes place.

The second A National Conversation with Principals was held in Canberra on 7 and 8 April 2011.

Delegates including 140 school principals from across Australia and representatives from Principal associations, Unions and parent groups met with the Minister for School Education, Peter Garrett, to discuss the key topics at the forefront of the schools reform agenda.

The purpose of the 2011 forum was to engage with school principals and to provide an opportunity for the Australian Government to further outline its policies for school education and facilitate discussion and feedback on the impact of the policies at school level.

To see what was discussed at the 2009 forum, including key outcomes, please visit <http://www.deewr.gov.au/Schooling/Programs/NationalPrincipalsForum/Pages/2011Overview.aspx>



The WASSRA Management Committee is continuing to represent its members on various Education Department committees and groups.

WASSRA Connections

The start of 2011 has seen Mother Nature throw her might around in the form of floods, bushfires and earthquakes and our thoughts are with all the school communities affected.

I hope that everyone had as relaxing a break as possible and like me are looking forward with enthusiasm to the challenges of the year ahead.

The WASSRA Management Committee is continuing to represent its members on various Education Department committees and groups. We are also representing the Education Department in such areas as Department of Treasury Procurement. We are conducting meetings with our current and prospective sponsors current and prospective and planning is in full swing for our 2011 WASSRA Convention.

Education Networks and Regions

Central and District Offices have continued with the implementation the Education Networks and redistribution of schools into new regions. The transition is going a lot slower than anticipated with the Regional Offices amalgamation ongoing.

The make-up of the new support network for schools is still being determined and how it will function is still an unknown.

Human Resource Consultants

The start of 2011 saw the Schools Human Resources Consultants move from District Offices to Central Office. The new process of electronically submitting staffing forms for all support staff and the redistribution of schools to new consultants has meant that the start of year staffing processes has caused some frustration for registrars/business managers who have had to start building new relationships with their consultants while learning different processes.

Professional Development

The Institute of Professional Learning, which is a branch of the Department of Education, is taking over professional development requirements for all staff within the department. They are developing new streams of professional development with an emphasis on all types of learning being available to all staff if there is an interest and not limiting

who can attend. There will also be some nationally accredited courses available. There is a plan to offer modules with on-line and face to face content to make professional development opportunities easier, especially for our regional colleagues. WASSRA will be continuing to work closely with the Institute of Professional Learning.

Thank you
Tracey Seaton
President

Victorian Connections

Term 1 was an incredibly busy time in school (when isn't it busy I hear you say!) and for the ABMVSS it was no different.

On 21st March we held our State-wide General Meeting with 260 delegates attending. This professional learning day is an excellent opportunity for members to network with colleagues from across Victoria, and not just from their own networks, it is also an opportunity to obtain updated information from colleague presenters, latest initiatives from Department of Education presenters and a key note speaker in the afternoon.

Ita Buttrose was our keynote speaker in March. Ita is an exceptional Australian, who has led in so many different theatres of endeavour as a business-woman, journalist, author, motivational keynote speaker, advisor to corporate, community and welfare; and as a director. Ita's presentation was inspirational on many levels and warmly received by our delegates.

We recently surveyed ABMVSS members and we will share the results with our members in our next ABMVSS Adding Value Newsletter. We had a great response and it is clear from the data that as a profession we have huge potential for growth. The experience we share as a collective group is precious and the amount of energy and time we expend supporting school initiatives and Principals is evident through the data.

By utilising this data we can ensure that our profession continues to develop through collaboration, one of our greatest assets, our collective skills and attributes.

Term 2 in Victoria commenced on 27th April after a longer term break than usual, providing many Business Managers the opportunity to take some time away from school to recharge their batteries.

We then turned our attention to our Mentoring Program (sponsored by mecu) which commences later this term. One of the most important aspects of the program is matching mentors with mentees to ensure a most meaningful and enjoyable experience. We are really fortunate to have mentors who are willing to formally partner a less experienced Business Manager or Aspiring Business Manager.

Our JUA Innovation Award panel process has now completed and the winner of the \$5,000 professional/personal learning scholarship will be announced and presented with their award at our conference 'COLLABORATE' Welcome Dinner on 25th May.

The prestigious Victorian Educational Excellence Awards night will be held on Friday 13th May at Crown Palladium with approx 1300 attendees. The mecu Outstanding Business Manager Award is just one of the awards to be presented and the winner will receive \$10,000 to undertake a research

project. The award also has a positive impact on their career. Another award is the DEECD outstanding Education Support Team Award and recognises the impact an ES Team can have on improving student outcomes within their school setting. Kris and I will attend this prestigious awards evening as we both sit on separate award judging panels.

Our conference is fast approaching and we are excited to welcome delegates from WA, SA, Tasmania, ACT and we are hoping Sharon Abbott will fit us into her very busy schedule! We have a varied workshop program for delegates to tailor their own professional learning.

Our international presenters this year are Mark Pepera, CFO from Westlake City Schools in Ohio, USA (also an ASBO Board member) and Merle Stober, School Business Manager Wingfield Primary School, Cape Town, South Africa. Professor Karen Starr from Deakin University will facilitate an International Panel Forum on Friday morning along with a couple of Australian Business Managers.

Of course the conference would not be complete without our Thursday night gala dinner, this year the theme is 'Hollywood', think glitter and glamour, walk the red carpet, strike a pose for the paparazzi, dress to impress and dance to Jelly Bean Addiction!

It is not too late to register for our conference; we love to welcome our interstate colleagues, share experiences and continue the valuable networking



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Victorian Connections Continued

opportunities. www.abmvss.theconferencemanager.com.au or contact Jacqui Muir on 03 9363 6111.

After our conference we will turn our attention to our new ABMVSS Leadership program – A Feather in your Cap (sponsored by VicSuper). This program will run in term 3, a one day program and we will offer the program in four regional locations. We are conscious not to cross over the Department's Bastow Educational Institute of Leadership program for Business Managers – a strategic technical leadership program, which this year runs for 5 days, two days in Term 1, one day in Term 2 and two days in Term 4.

The 'Business Manager for a Day' Program commenced in term 1 with staff from the Department of Education and Early Childhood Development (DEECD) Financial Services Division (FSD) visiting their nominated schools. Business Managers are now commencing their reciprocal visits with their allocated departmental staff. A visiting Business Manager attended a Business Manager Group (BMG state-wide) meeting being held in Treasury Place during her departmental visit and she informed us this was a great opportunity and insight to see first-hand and understand how the Department's work translates through to schools.

Evaluations and reflections from this inaugural

program will be taken into account prior to the second round of 'Business Manager for a Day' program expressions of interest released. We have been advised there is a strong possibility this program will be extended to include HR Services with an eventual possibility the program will be offered department wide.

The ABMVSS awarded a further 4 membership scholarships (thanks to our generous sponsors) and we have another 5 scholarship to be awarded. Membership scholarships are intended to support Business Managers in smaller schools in regional and often more isolated areas, providing an opportunity to become more familiar with the our Association, provide support and professional learning opportunities.

INTERNATIONAL CONFERENCES 2011

ASBO International
16-19th September –
Seattle USA

www.asbointl.org

National College

13-15th June –

International pre

conference workshops

National College

Nottingham

15-17th June – ICC
Birmingham UK

www.nationalcollege.org.uk

We continue to share knowledge and ideas and have committed to keeping the international dialogue open. The ABMVSS has decided to put forward an international perspective article for ASBO's School Business Affairs (SBA). Trevor Summerson's

(National College UK) article is included in the ASBO SBA April edition.

To our AAGSA affiliated associations who have conferences occurring shortly, we send our best wishes for a great conference experience for your respective associations and your delegates. We understand the detailed planning and organisation that occurs to provide an enjoyable and 'seamless' experience, we know all conferences will be a wonderful success.

Kind regards

Linda

Linda Lee
ABMVSS President

Membership scholarships are intended to support Business Managers in smaller schools in regional and often more isolated areas, providing an opportunity to become more familiar with the our Association, provide support and professional learning opportunities.

Tasmanian Connections

Planning for our Annual Conference is progressing well – “Together Everyone Achieves More” (TEAM) to be held on Thursday 21st and Friday 22nd July at the Country Club Casino in Launceston. The TSAA Committee are committed to providing members with quality and informative professional development opportunities to enhance individual’s capabilities and increase the performance of teams.

This year’s stimulating conference offers three exceptional speakers, along with a vast variety of targeted state-wide programs that:

- Promote quality practice
- Build leadership capability
- Support professional networks
- Embrace new technologies

Workshop options include:

- Finance I and Edu Point – questions and answers
- Risk and Emergency Management
- Cyber Safety and ICT Regulations
- Managing Salaries in the new Finance System
- Reducing Workplace Bullying
- Time Management

We would like to encourage delegates from our Interstate Associations to attend our Conference – registration will be available via our Website later this week – www.tsaa.asn.au If you have any queries please do not hesitate to contact Leonie Johnston or Deb Chancellor. Our Association will cover the cost of Conference Registration and accommodation for one representative to attend from our Associations around Australia.

The Interstate Delegates Program has again been offered to School Executive Officers in Tasmania – we have the following personnel attending:
 ABMVSS – Bec Francis & Gail Reeves
 WASSRA – Helen Hale & Karen Gannon
 SASSAOA – Jude O’Doherty

A two day Mentoring Training Program for School Executive Officers was held on 4th & 5th April. Funding has been shared by the Department of Education, TSAA and individual schools. We had a very enthusiastic group participate and the feedback was very positive. The Department strongly supported the Mentoring Training and is working closely with the TSAA Executive to keep us informed of any changes in personnel in School Executive Officer positions to enable us to immediately make contact and establish a Mentoring Partnership. We have created a Mentoring Program Booklet and would be happy to share this with our colleagues interstate. The Fixed Term Relief Register (web based) for all non teaching staff has been in full operation since the beginning of 2011. This register was initially advertised in December, 2010 and will remain open for a 12 month period. School Executive Officers or Senior Admin Officers in schools have sought an electronic register of relief people for all Non-Teaching Staff for many years – due to constraints of time, money and personnel, nothing was done and each school had their own list of people that they called on to replace staff, who were available for either top up of current hours or for short or longer term relief. We have been overwhelmed with the response from personnel interested in doing relief or

fixed term contracts in our schools:
 Teaching Assistant – 785 applications received state-wide
 Administration – 162 applications received state-wide
 Cleaning or Grounds (Educational Facility Attendant) – 282 applications received state-wide
 Other staff – 220 applications received state-wide
 The TSAA have appointed one representative in each region (South, North and North West) to update the Register and process applications – this has been a mammoth task, especially with no increase in hours and the need to assign some time each day to ensure the Register is kept current. The Department have now tendered for a State-wide Relief Register to include both Teaching and Non Teaching Staff and hopefully this will be in place in July.

Our Department is currently reviewing all processes and resourcing, both centrally and in schools with a huge shortfall in funding to recoup, which will have ramifications for everyone. Tough times ahead!

Leonie Johnston
 Chairperson
 Tasmanian School Administrators Association

Our Department is currently reviewing all processes and resourcing, both centrally and in schools with a huge shortfall in funding to recoup, which will have ramifications for everyone. Tough times ahead!



WAMBE Connections

Our association is currently finalising its Annual conference to be held on the 9th-10th June at the Parmelia Hilton. The program will be forwarded to all associations shortly.

It has been an exhausting start to the 2011 school year with a 12 week term.

A shortened vacation and a number of adjustments required with the implementation of the new Regional system, Electronic HR form submissions, IPS and the increasing demands placed on the Business Managers and their school support staff to continue the quality outcomes.

Our association is currently finalising its Annual conference to be held on the 9th-10th June at the Parmelia Hilton. The program will be forwarded to all associations shortly.

As a stakeholder in the state education system our association has been invited to be apart of a collegiate network to look and discuss future directions for school support staff. The group is comprised of Executive Directors, Managers from within the Department OF Education, and Business Managers and support staff from schools. It will be a think tank of ideas and I look forward to the potential outcomes which can be achieved from this innovative idea.

The Department of Education has embarked on a new process of submitting electronic advices for human

resource management in schools. This has created another learning curve for all Business Managers and Registrars. Professional development has been required to up skill all school support staff to address this change.

Regards

Brian Bowen
President

State Conferences 2011 Date Claimers

Association of Business Managers in Victorian State Schools (ABMVSS)

25–27th May 2011
<http://www.abmvss.com.au/>

Western Australian Managers of Business in Education (WAMBE)

8th–10th June 2011
<http://www.wambe.asn.au/>

South Australian State School Administration Officers Association (SASSAOA)

11-13th July 2011
<http://www.sassaoa.sa.edu.au/>

Tasmanian School Administrators Association (TSA)

21– 22nd July 2010
<http://www.tsaa.asn.au/>

Western Australian State School Registrars Association (WASSRA)

26–28th August 2010
<http://www.wassra.asn.au/>

Australian Association of Government School Administrators (AAGSA)

AGM—September 2011

What makes a good Leader?

Some are subdued and analytical; others are charismatic and go with their gut. And different situations call for different types of leadership.

Superb leaders have very different ways of directing a team, a division, or a company. Some are subdued and analytical; others are charismatic and go with their gut. And different situations call for different types of leadership. Most mergers need a sensitive negotiator at the helm, whereas many turnarounds require a more forceful kind of authority.

Psychologist and noted author Daniel Goleman has found, however, that effective leaders are alike in one crucial way: they all have a high degree of what has come to be known as emotional intelligence. In fact, Goleman's research at nearly 200 large, global companies revealed that emotional intelligence- especially at the highest levels of a company- is the sine qua non for leadership. Without it, a person can have first-class training, an incisive mind, and an endless supply of good ideas, but he still won't make a great leader.

The components of emotional intelligence- self-awareness, self-regulation, motivation, empathy, and social skill-can sound un-businesslike. But exhibiting emotional intelligence at the workplace does not mean simply controlling your anger or getting along with people. Rather, it means understanding your own and other people's emotional makeup well enough to move people in the direction of accomplishing your company's goals.

In this article, the author discusses each component of emotional intelligence and shows through examples how to recognize it in potential leaders, how and why it leads to measurable business results, and how it can be learned. It takes time and, most of all, commitment. But the benefits that come from having a well-developed emotional intelligence, both

for the individual and the organization, make it worth the effort.

EVERY BUSINESSPERSON knows a story about a highly intelligent, highly skilled executive who was promoted into a leadership position only to fail at the job. And they also know a story about someone with solid-but not extraordinary-intellectual abilities and technical skills who was promoted into a similar position and then soared.

Such anecdotes support the widespread belief that identifying individuals with the "right stuff" to be leaders is more art than science. After all, the personal styles of superb leaders vary: some leaders are subdued and analytical; others shout their manifestos from the mountaintops. And just as important, different situations call for different types of leadership. Most mergers need a sensitive negotiator at the helm, whereas many turnarounds require a more forceful authority.

I have found, however, that the most effective leaders are alike in one crucial way: they all have a high degree of what has come to be known as emotional intelligence. It's not that IQ and technical skills are irrelevant. They do matter, but mainly as "threshold capabilities"; that is, they are the entry-level requirements for executive positions. But my research, along with other recent studies, clearly shows that emotional intelligence is the sine qua non of leadership. Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won't make a great leader.

In the course of the past year, my colleagues and I have focused on how emotional intelligence operates at work. We have examined the relationship between

emotional intelligence and effective performance, especially in leaders. And we have observed how emotional intelligence shows itself on the job. How can you tell if someone has high emotional intelligence, for example, and how can you recognize it in yourself? In the following pages, we'll explore these questions, taking each of the components of emotional intelligence-self-awareness, self-regulation, motivation, empathy, and social skill-in turn.

Evaluating Emotional Intelligence

Most large companies today have employed trained psychologists to develop what are known as "competency models" to aid them in identifying, training, and promoting likely stars in the leadership firmament. The psychologists have also developed such models for lower-level positions. And in recent years, I have analyzed competency models from 188 companies, most of which were large and global and included the likes of Lucent Technologies, British Airways, and Credit Suisse.

In carrying out this work, my objective was to determine which personal capabilities drove outstanding performance within these organizations, and to what degree they did so. I grouped capabilities into three categories: purely technical skills like accounting and business planning; cognitive abilities like analytical reasoning; and competencies demonstrating emotional intelligence such as the ability to work with others and effectiveness in leading change. To create some of the competency models, psychologists asked senior managers at the companies to identify the capabilities that typified the organization's most outstanding leaders. To create other models, the

What makes a good Leader?

psychologists used objective criteria such as a division's profitability to differentiate the star performers at senior levels within their organizations from average ones. Those individuals were then extensively interviewed and tested, and their capabilities were compared. This process resulted in the creation of lists of ingredients for highly effective leaders. The lists ranged in length from 7 to 15 items and included such ingredients as initiative and strategic vision. When I analyzed all this data, I found dramatic results. To be sure, intellect was a driver of outstanding performance. Cognitive skills such as big-picture thinking and long-term vision were particularly important. But when I calculated the ratio of technical skills, IQ, and emotional intelligence as ingredients of excellent performance, emotional intelligence proved to be twice as important as the

others for jobs at all levels. Moreover, my analysis showed that emotional intelligence played an increasingly important role at the highest levels of the company, where differences in technical skills are of negligible importance. In other words, the higher the rank of a person considered to be a star performer, the more emotional intelligence capabilities showed up as the reason for his or her effectiveness. When I compared star performers with average ones in senior leadership positions, nearly 90% of the difference in their profiles was attributable to emotional intelligence factors rather than cognitive abilities. Other researchers have confirmed that emotional intelligence not only distinguishes outstanding leaders but can also be linked to strong performance. The findings of the late David McClelland, the renowned researcher in human and organizational behaviour, are a

good example. In a 1996 study of a global food and beverage company, McClelland found that when senior managers had a critical mass of emotional intelligence capabilities, their divisions outperformed yearly earnings goals by 20%. Meanwhile, division leaders without that critical mass underperformed by almost the same amount. McClelland's findings, interestingly, held as true in the company's U.S. divisions as in its divisions in Asia and Europe. In short, the numbers are beginning to tell us a persuasive story about the link between a company's success and the emotional intelligence of its leaders. And just as important, research is also demonstrating that people can, if they take the right approach, develop their emotional intelligence.

Daniel Goleman is the author of Emotional Intelligence (Bantam, 1995) and Working with Emotional Intelligence (Bantam, 1998). He is cochairman of the Consortium for Research on Emotional Intelligence in Organizations, which is based at Rutgers University's Graduate School of Applied and Professional Psychology in Piscataway New Jersey.

The Five Components Of Emotional Intelligence At Work

	Definition	Hallmarks
Self-Awareness	The ability to recognise and understand your moods, emotions and drives as well as their effects on others	Self-confidence Realistic assessment Self-deprecating sense of humour
Self-Regulation	The ability to control or redirect disruptive impulses and moods The propensity to suspend judgement, to think before acting	Trustworthiness and integrity Comfort with ambiguity Openness to change
Motivation	A passion to work for reasons that go beyond money or status	Strong drive to achieve Optimism even in the face of failure
Empathy	The ability to understand the emotional makeup of other people Skills in treating people according to their emotional reactions	Expertise in building and creating talent Cross-cultural sensitivity Service to clients and customers
Social Skill	Proficiency in managing relationships and building networks An ability to find common ground and develop a rapport	Effectiveness in leading change Persuasiveness Expertise in building and leading teams



The majority of the state has been affected by either cyclone or flood in some form or another.

Queensland Connections

Well, it has been a very traumatic and eventful start to 2011 for most Business Managers across Queensland. The majority of the state has been affected by either cyclone or flood in some form or another. We have seen an unprecedented amount of schools being closed for an extended period of time but the majority of schools affected by floods in the Christmas break were able to open for business due to the hard work of some very dedicated school staff and volunteers.

As a way to support our SBMAQ members affected by these disasters we have waived any membership fees for any BSM who works in a school who has had any damage sustained. We are also offering support for any Business Manager who has been personally affected too.

Again 2011 is developing into an extremely busy year for Business Managers in Queensland. We will see the implementation of our new student management and finance system - OneSchool and also our new HR system - MyHR. Both of these systems will hopefully revolutionise how we do our business in schools. Many of our paper-based procedures will now be an online process. We await this transition with excitement but as always embracing change for some can be a challenge.

This year is a non-conference year as we hold our state conference every 2 years. Instead we organised a 2 day Leadership Strategy Forum.

We organised various guest speakers to attend, with a strong theme of Leadership. Some of the topics that we covered were:

- 4 things great leaders do (and 3 that they don't)
- Workforce Planning
- Fierce Conversations
- Embracing Leadership Change
- Succession Planning
- Communicating Confidently in a Crisis

This is the first time that SBMAQ has offered such a PD outside of a conference year and the response has been overwhelming with over 170 Business Managers attending the forum. We hope to continue to provide specialist PD in the future. It was a huge success and the feedback we received were very positive.

Organisation is also underway for our 2012 state conference with the Gold Coast looking like the next location. Again members from other states are very welcome to attend our 2012 conference. Planning is very much in the infancy stage but as details come to hand, we will share more information.

Two of our management committee members, including myself attended a Job Evaluation Management System Evaluator training. Currently many of our Business Managers and Administration Officers are submitting classification reviews and while there is a Joint Reference Group to

oversee the process, none of us had in experience or knowledge on how the evaluation is conducted. The association decided that it was in our best interests to pay for 2 people to attend the 3 day training course. It will be extremely beneficial now and in the future to have this knowledge. As a result of our training both Denis and myself, will be involved in the evaluation process. We are close to finalising our mentoring program but are very cautious as to when we will release the expressions of interest. Given this year will have the rollout of both OneSchool and MyHr we await the final dates of the implementation of both these programs before a date will be set for our program to start. SBMAQ are also running 24 professional development days across the state in term 2 and 3. We have already had 1500 registrations and so far the days have been a huge success. We hope to continue these days in the future.

I hope that everyone had a great break.

Kind regards

Sharon Abbott
President



South Australian State
Schools Administrative
Officers Association Inc.

**The SA
Committee is
gearing up for
our conference
on 11 to 13 July
2011 at The
Grand, Glenelg.
This year's
theme is
"Something
Old, Something
New",**

South Australian Connections

Well, once again we have started the year "on the run" with the following items being implemented

New practises and procedures for staff employment (EAR & PAR registration);

Conversion to permanency for some of our regularly employed ancillary staff;

Use of the new Student Funding model for financing our school;

New EB decisions re teaching staff face-to-face time etc;

New procedures for Day 2 Student Enrolment Survey;

New technology hardware/software and new practices incorporating use of such.

Feedback from many peers shows a perceived workload increase and several staff are needing support as they try to manage and learn so many new practises at a normally busy time anyway.

Our committee has been busy planning our Association PD for 2011. Sponsors Launch for Conference, Members Leaders Day – 1st April at EDC, Conference 2011 – 11th – 13th July at Stamford Grand, Glenelg and Conference 2012.

The SA Committee is gearing up for our conference on 11 to 13 July 2011 at The Grand, Glenelg. This year's theme is "Something Old, Something New", which will focus on not only new technologies versus the "old ways", but also on the variety of skills learned, used and honed by ancillary staff leaders in our schools. Tim Cox, ABC Radio Broadcaster, will be our MC and our guest speakers include: Toby Travanner (motivational), Louise Bywaters (professional excellence), Tamara Nicole

(fashion stylist) and local identity/TV presenter Jane Reilly.

President Anne and Co-President Sue have had a very exciting visit to the office of the Education Minister, Mr Jay Weatherill. This is the first time our committee had been invited to Parliament House and it gave Anne and Sue a wonderful opportunity to give the Minister vital insight to what our committee is all about, our membership of AAGSA, the demographic of our members and current issues non teaching staff in SA schools are facing.

Our association discussed the AAGSA AGM at our last meeting and the general consensus was to keep the date as already planned (10-12 Sept). Although Wendy will not be able to organise visits to Victor Harbor & surrounds, the plan is for delegates to be accommodated at The Lakes Resort, West Lakes, which is where our 2012 conference will be held. It is close proximity to the airport, shopping, several large primary & secondary schools, as well as the new Super Schools. More details will follow regarding the times and activities.

We recently provided a Member's only free Leadership Seminar Day with Michael Licenblat presenting "How to Become Pressure Proof and Resilient to Tension in Work and Life". This was a highly successful day with approx 150 members attending. Also as a result of offering this to members only, our membership numbers

have increased to an all time high of approx 180.

It was with a high amount of emotion that at our last meeting we accepted the resignation of our Vice President Primary and Past President of AAGSA, Lorraine Omond. Lorraine is retiring from DECS and about to embark on a new path in life – which no doubt will involve travel! At our AGM this year we will present Life Membership of our association to Lorraine.

Wendy Hayes/Sue Ruciack
SASSAOA

School Business Managers – Specialist Leaders in Schools?

One of our key strengths is our predictability and stability – however over the past decade or so a quiet revolution has been taking place in our schools.

Revolutions don't come often – if at all – in England. One of our key strengths is our predictability and stability – however over the past decade or so a quiet revolution has been taking place in our schools*.

Over this period, England has become the second most devolved education system in the world – only the Netherlands has a more devolved approach. The belief behind this drive toward school devolution is that giving schools increasing levels of autonomy will enable them to respond more precisely to the needs of both the children and community they serve.

However there are real and significant implications for such a significant change. If schools are to be more autonomous and responsible for taking more and more decisions then schools need specialist leaders to support head teachers to help ensure that they are not distracted from their core purpose of leading learning and curriculum development.

That is why the School Business Management (SBM) developments in England – and its expansion – which have complemented the drive of schools becoming more autonomous are so important. Eight years ago SBMs were a rarity in England; SBMs who sat on their school senior leadership team were almost an endangered species. Today 9000 SBMs have undertaken National College training programmes and over 80% of SBMs who have studied up to at least Diploma level through the National College are members of their leadership team.

But what has this to do with colleagues working in schools overseas. First recent research indicates that a regular feature of those education systems that are successful demonstrate a serious strategic approach to

develop and nurture the skills of leaders schools coupled with a drive across the globe to move more and more responsibility to school level.

As importantly I was privileged to visit Australia earlier this year to meet with colleagues in Victoria and visit SBMs in state schools. I will never forget the real contribution Suzanne Mitchell together with her head teacher Glenn McGarigle are making at Sydenham Hillside School in Melbourne Victoria and the support and respect both have for the importance of one another's work.

In addition I have visited SBMs/School Business Officials in the USA, Canada and South Africa. I was struck by the energy and enthusiasm I encountered in my meetings but most memorable was a presentation given by Merle Stober from South Africa to the College's International Conference where she described how she and her colleagues were indebted to the College for the development of the South African SBM programmes which had helped them to support their principals and in doing so helped improve the effectiveness of their schools which were operating in the most difficult of circumstances.

Even so, running through these discussions, conferences and meetings there is an underlying theme that much more should and needs to be done to exploit to the full, the potential of suitably skilled SBMs.

Inevitably this requires a 'leap of faith' but nevertheless we have to address the central issue which relates to 'Do the figures add up within the business at a national and individual school level.'

Often policy makers will ask: is this investment really worthwhile; how will SBMs benefit the sector; and,

why should they be such a high priority?

Whilst at a school level Head teachers will ask:

how can I afford an SBM; at a time of ever tightening budgets how can we justify this cost?

Over the past seven or so years the College has undertaken research and evaluation that should be useful to overseas colleagues who intuitively see the merits of suitably skilled SBMs but have difficulty in justifying the cost. We believe that this research provides unequivocal answers to the questions posed by policy makers and head teachers. In short it draws the conclusion that schools cannot afford not to have access to an appropriately skilled and competent SBM. The remainder of this article provides:

a summary of the College's research which provides compelling evidence that the business case is robust; and, demonstrates through two local case studies the impact that appropriately deployed skilled SBMs do indeed have on individual and groups of schools.

The College's research We already know that well trained SBMs are adept at making savings and sourcing funds over and above the cost of their salary. They have the skills and knowledge to make resources go further, re-negotiate contracts co-ordinate joint procurement activities on shared resources and generate additional income.

They also permit Head Teachers to focus on what they do best – lead learning – and as a consequence make a direct contribution to helping improve the effectiveness of their schools.

But independent research undertaken by Price Waterhouse Coopers (PWC) – see Table 1 shows very clearly that the impact of SBMs is

School Business Managers – Specialist Leaders in Schools?

is greater where they :
operate across a group of schools; and/or, have completed the College's higher level programmes ie Diploma and above
In addition by operating in clusters and groups, they act as a conduit for and encourage school to school improvement.

Over the period 2002/03 – 2008/09, it is estimated that National College qualified SBMs have generated an additional £306 million, through procurement efficiencies, increased income and monetised Head Teacher time savings.

Additional research undertaken by Oakleigh Financial Services into the impact of the College's School Business Demonstration project established that SBMs in the nineteen demonstration projects they surveyed, secured gross savings of around £3.1m in one year - 09/10 37 projects and suggested that if all schools had access to an appropriately skilled SBM, then savings of a further £300 m could be achieved across the sector – not an insignificant amount given the current the tightening financial situation.

Turning to the impact at a local level. The following two case studies give a flavour of just what SBMs can achieve when appropriately trained and effectively deployed. There are a number of other equally impressive case studies located on the College

website. These can be found at www.nationalcollege.org.uk/sbm.

Jackie Meers School Business Manager, Burstled Wood Primary school Bexleyheath Kent.

Jackie is a school business manager for a single primary school. Her responsibilities range from tendering/ procurement, premises and health and safety to sustainable development, parental engagement, admissions and extended service. She also leads the administration team and takes part in the recruitment of all staff.

Since embarking on the Certificate of School Business Management (CSBM) programme Jackie has saved the school and nursery school thousands of pounds through improving the tendering process for the cleaning contract and by reviewing IT and bursarial requirements. She has also generated a new funding stream by working with the Head Teacher to offer the updated conference room for community use and networking purposed. She played a key role in securing £25000 Early Years funding which enabled the school to create a forest school.

She says 'I found the CSBM course extremely rewarding and of huge benefit to the school – I've been raving about it. It's given me the confidence to stand back and scrutinise everything for value for money which is so

important when there are financial constraints. This has freed up the Head Teacher's time enabling her to concentrate fully on the things she excels at on the teaching side

Her Head Teacher says 'Jackie always has the schools best interest at heart and is totally committed to her role of SBM. The benefits of having a qualified SBM are many and varied, but as well as the obvious advantages of increased revenue and sound business practice, is the knowledge that I am free to focus fully on teaching and learning. Having an SBM on the Leadership Team also allows for a wider perspective when planning the schools longer term strategic development. We have been delighted with our experience of the CSBM programme, knowledge and understanding from which has assisted Jackie to develop with increased confidence in her role"

Wellacre Technology College – School Business Management Service
Wellacre Technology College provides a bespoke Business Management service to primary schools in their area. The service aims to improve financial management and efficiency in those schools within the area that no in-house expertise to do this themselves.

Wellacre is an 11-18 foundation school in Trafford, Greater Manchester. Their School Business Director,

The following two case studies give a flavour of just what SBMs can achieve when appropriately trained and effectively deployed.

Benefit cost ratio across the SBM Programme, 2002/03 – 2008/09

	CSBM	DSBM	ADSBM	All qualifications
Single primary – cumulative BCR	1.3	1.6	2.9	1.3
Single secondary - cumulative BCR	2.1	3.8	1.9	2.3
Collaboration - cumulative BCR	2.9	10.7	2.9	3.5
All qual - cumulative BCR	1.6	3.1	2.3	1.8

School Business Managers – Specialist Leaders in Schools?

The introduction of SBMs as professionals into schools is not a minor development it signals cultural change, and because cultural change affects all within schools it takes time to introduce.

The Business Management service started in 2007 and Wellacre now offers a range of support services which have expanded over time to more than 14 local primary and special schools. The services offered include support on: financial and business management, reprographic services, IT and shared resources.

The project has brought significant benefits to the schools using it – they estimate they will have saved at least £146,000 collectively between April 2009 and April 2011. The schools using the services are clear that the amount they pay is more than covered by the amount they save each year. The savings include £22,500 this year from improved contract negotiation/ management and the schools have benefited from sharing access to Wellacre's facilities. They have also reduced the time their own staff spends on administration, including by using the model job descriptions and other documentation developed as part of the service.

This collaborative service has brought benefits to Wellacre too. There have been significant opportunities for

professional development for the school's business management and finance staff and the college has developed much closer ties with its feeder primary schools.

I firmly believe that the research which has been undertaken by the College and the real impact SBMs are having within their schools undeniably shows that effectively deployed and competent school business managers are essential to the smooth running of schools particularly when schools are becoming increasingly autonomous. All schools should have access to a competent SBM.

Even though immense progress in developing the SBM role has been made over the past 8 or so years – 9000 trained SBM in the sector, 80%+ of Diploma in School Business Management (DSBM) candidates members of their school senior leadership team, significant efficiencies being found – in short SBMs stepping up to the plate to support their Head Teacher and the teaching workforce more generally so that they can focus on teaching and learning much still needs to be done.

The introduction of SBMs as professionals into schools is not a minor development it signals cultural change, and because cultural change affects all within schools it takes time to introduce.

There is still an expectation that head teachers and teachers will have answers to all the questions which relate to schools and children's education. Yet we know that because schools are becoming more and more complex – often having to deal with issues which are business related and unrelated to education – that this is an unrealistic expectation.

That is why if Head Teachers and teachers are to fulfill their vital roles and meet the expectations of their community and the children which is very much about raising standards and outcomes they need the full support of this group of specialist leaders – an emerging profession – the SBM profession

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Head of School Business Management Programmes
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**Our website is currently
under development**

