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# EXECUTIVE MEETING 1/15

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SATURDAY 28 MARCH 2015

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## 1. ACKNOWLEDGEMENT OF COUNTRY

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The President opened the meeting with an acknowledgment to the Traditional Owners, the Larrakia people, past and present, whose land we meet on today.

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### 1.1 MEETING OPENED

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8.50 am

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### 1.2 ATTENDEES

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Gerard Reid	President
Helen Murray	Vice-President
Tabby Fudge	Treasurer
Wally Mauger	Palmerston and Rural representative
Matt Skoss	Southern representative
Jeff Cook	East Arnhem representative
Michelle Parker	Executive Officer
Ella Maguire	Training Officer

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### 1.3 APOLOGIES

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Nick O'Loughlin	Darwin representative
Wendy Pelizzo	Life Member
Steve Carter	Life Member

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## 2. MINUTES

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Motion 1/15: That the minutes of the last meeting are accepted as true and correct.

**Moved:** Helen Murray

**Seconded:** Wally Mauger

**Carried**

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## 3. BUSINESS ARISING

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The Executive undertook to revisit item 5.6.6 after Professor Lamb's presentation.

All other items were noted.

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## 4. REPORTS

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### 4.1 PRESIDENT'S REPORT

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Discussions continued from the Visible Learning presentation and Independent Public Schools, further to President's report.

The Executive noted the President's report.

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### 4.2 TREASURER'S REPORT

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#### 4.2.1 BALANCE SHEET

#### 4.2.2 PROFIT AND LOSS

#### 4.2.3 CONSOLIDATED JOB PROFIT AND LOSS

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Request that reports be presented with comparison month by month.

The Treasurer's reports were presented and noted by the Executive.

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### 4.3 CORPORATE REPORT

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The Corporate Report was presented and noted by the Executive.

#### AFFILIATION FEES

The Executive noted the 2007 motion and ensuing inaction in regards to the affiliation rate at General Business item 4.3.

**Action:** *That the Secretariat produces a paper on affiliation fees in other jurisdictions;*

and

**Action:** that this item is to be placed on the agenda for the next meeting for further conversations, post finalisation of funding deeds.

## WORK HEALTH AND SAFETY RECOMMENDATIONS

The Executive **approved** the quote for blind installation from Spotlight Blinds;

and

The Executive **approved** the purchase of three gas lift chairs.

The Executive noted the Social Media and web statistical reports.

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## 4.4 CORRESPONDENCE

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### 4.4.1 CORRESPONDENCE WORTH NOTING

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#### 4.4.1.1 ICPA ANNUAL GENERAL MEETING

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Southern Representative, Matt Skoss advised that he is now unable to attend the ICPA AGM, due to clash of commitments.

The Executive decided that it was important to have a COGSO representative at the ICPA AGM. Executive requested Secretariat to distribute invitation to all School Council members across the NT, with COGSO to pay for attendee travel costs/registration.

**Action:** Secretariat to distribute ICPA AGM invitation to all School Council members across the NT, noting that COGSO will pay for attendee travel costs and registration.

4.4.1.2 ARACY (AUSTRALIAN RESEARCH ALLIANCE FOR CHILDREN & YOUTH)

4.4.1.3 WACSSO PURSUIT OF CHANGE TO EXPAND PARENTS & CITIZENS TAX DEDUCTIBILITY STATUS OPPORTUNITIES

4.4.1.4 DoE SCHOOL LEADERS' CONFERENCE – CREATING SUCCESS TOGETHER

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All other correspondence was noted.

**4.4.2** CORRESPONDENCE REPORT

**4.4.3** CORRESPONDENCE IN

**4.4.4** CORRESPONDENCE OUT

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The Correspondence report was noted by the Executive.

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**4.5** REGIONAL REPORTS

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**4.5.1** BARKLY

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Nil report received.

**4.5.2** DARWIN

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The Executive noted the report provided by the Darwin regional representative.

**4.5.3** ARNHEM

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The Arnhem regional representative noted a number of concerns in Arnhem region.

**Action:** Information to be requested from Department of Education on the role of Regional Director; with particular reference to the differences in their role as opposed to when the position title was Director School Performance.

**Action:** Information to be requested from Department of Education: Regional Directors to provide report to COGSO Executive meetings.

**Action:** Information to be requested from the Department of Education: Staffing profiles of teaching staff, including Teacher Assistants.

**Action:** Information to be requested from the Department of Education: Attendance data integrity.

**4.5.4** KATHERINE

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Nil report received.

**4.5.5** PALMERSTON AND RURAL

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The Executive noted the report provided by the Palmerston and Rural regional representative.

#### 4.5.6 SOUTHERN

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The Executive noted the report provided by the Southern regional representative.

All regional reports presented were noted and accepted by the Executive.

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### 4.6 ACSSO REPORT

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Discussions were held around new structure of ACSSO, being a Company limited by Guarantee. It was noted that under this model, ACSSO Vice Presidents (jurisdiction reps) should not be on the board due to Conflict of Interest concerns.

Discussions were held around actions by the Australian Christian Lobby (ACL) in other jurisdictions, being contacting schools directly to gain access to students. Executive requested Secretariat to provide information on this matter to School Councils, highlighting that any religious matters should be discussed with the wide school community, including placing the matter on the agenda for further discussion.

**Action:** Secretariat to invite Bonnie Moss to attend meeting as guest speaker at next Executive meeting, as ARACY representative.

**Action:** COGSO Secretariat to provide letter to Centralian Senior College for any events Matt Skoss is required to attend as COGSO representative.

**Action:** COGSO Secretariat to circulate draft program for Parents and Citizens Qld and confirm COGSO representative.

**Action:** Secretariat to provide information on to School Councils, highlighting that any religious matters should be discussed with the wide school community, including placing the matter on the agenda for further discussion.

**Action:** that Regional Representatives be included in distributions out to School Council Chairs.

#### 4.6.1 ACSSO REPRESENTATIVE REPORT

#### 4.6.2 ACSSO NEW CONSTITUTION DRAFT

#### 4.6.3 ACSSO NATIONAL CONFERENCE/P&C'S QUEENSLAND STATE CONFERENCE

#### 4.6.4 AUSTRALIAN EDUCATION FOR SUSTAINABILITY ALLIANCE (AES)

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#### 4.7 NT BOARD OF STUDIES REPORT

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The report was noted by the Executive.

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#### 4.8 COGSO/DOE MEETING

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Discussion that many schools are reporting that they still don't have their budget decided, despite commitment from Department of Education that all schools would have them by Term 4 2014.

**Action:** *that the matter of school budgets be included on the agenda for the DoE/COGSO meeting.*

**Action:** *that the Secretariat writes a letter to Minister for Health regarding waiting times for speech therapy and autism services.*

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#### 4.9 COGSO/MINISTER MEETING

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It was noted that COGSO continues to pursue a meeting with the Minister for Education.

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#### 4.10 TEACHER REGISTRATION BOARD REPORT

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Nil report provided.

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#### 4.11 COGSO TRAINING

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The Training report was noted.

**Motion 2/15:** that all reports presented at COGSO Executive meeting 1/15 be accepted.

**Moved:** Wally Mauger

**Seconded:** Matt Skoss

**Carried**

## 5. GENERAL BUSINESS

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### 5.1 ESTABLISHMENT OF A COMMITTEE TO REVIEW POLICIES AND CONSTITUTION

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COGSO President advised that the Department of Business hold an outdated Constitution for COGSO and that an update is required.

The Executive requested formation of a sub-committee to review the constitution.

Nominations were received from the floor:

- Helen Murray - Coordinator
- Matt Skoss
- Tabby Fudge
- School Council and community representatives to be invited:
  - Beverley Ratahi
  - Angus McCoy

The Constitution sub-committee is to oversee the agreement with Matrix on Board, as per presented quote, to review and amend the COGSO Constitution to meet Department of Business requirements.

**Motion 3/15:** that a committee to review the COGSO Constitution be established;

**Motion 4/15:** that the committee be requested to undertake a review of the COGSO Constitution and report back to Full Council in September 2015.

**Motion 5/15:** that the Executive endorses the presented quote from Matrix on Board to amend the COGSO Constitution to meet Department of Business requirements.

**Moved:** Helen Murray

**Seconded:** Jeff Cook

**Carried**

### 5.2 USE OF MEMBERS FOR SPECIFIC EDUCATION NEEDS AND AREAS

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The President raised the matter that some Executive members may be better placed to review and comment on various education matters. Executive discussed distribution of roles and topics.

**Action:** Secretariat to email Executive details of upcoming education matters for 2015.

**Action:** Executive to decide who will be assigned to review and speak on matters where required but noting that the President remains the spokesperson for COGSO.

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### 5.3 MATRIX ON BOARD CONSULTING QUOTE FOR CONSTITUTION REVIEW

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As per item 5.1, the Secretariat has contacted Matrix on Board for a quote for Constitution review. A quote has been received and was presented to and accepted by the Executive.

Matrix on Board has undertaken to perform the following tasks:

- Transfer of current NTCOGSO constitution into standardised NT Department of Business incorporated associations template format;
- Addition of constitutional elements as identified by Department of Business in March 2015 e-mail correspondence; e.g. Public Officer;
- Recommendations for the process involved in considering a range of constitutional changes. This work is required from the Motion passed at the 2014 Full Council meeting;  
*“that the NTCOGSO constitution and policies are now reviewed to address issues of modernisation and relevance”.*

This quote was accepted, as per motion 5/15.

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### 5.4 AFFILIATION FEES

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Executive noted the recommendation regarding affiliation fees, as per item 4.3, and requested Secretariat to produce a report on affiliation fees in other jurisdictions, as per Action at item 4.3.

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### 5.5 NATIONAL SCHOOL CHAPLAINCY AND STUDENT WELFARE PROGRAMME

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**Action:** *that the matter of the National School Chaplaincy and Student Welfare Programme is be included on the agenda for the DoE/COGSO meeting.*

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### 5.6 INDIGENOUS EDUCATION REVIEW – IMPLEMENTATION

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Executive noted that the outcome of this review is likely to be announced in April, in line with the Northern Territory budget 2015-16.



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## 5.7 REVIEW OF THE EDUCATION ACT – EXPOSURE DRAFT TIMETABLE

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Executive noted the timetable for the Exposure Draft for the Education Act has been discussed at the NT Board of Studies meeting in March. The preliminary Exposure Draft timetable is as per below:

### **2015**

June: *Exposure Draft to be tabled and public comment period opens;*

June - August: *Public comment period;*

August: *Public comment period closes;*

### **2016**

February (tentative): *Education Act passed in Parliament*

1 July: *New Education Act to begin operation*

Executive noted that the Executive Officer has informally expressed concerns on the proposed timetable to the Deputy Chief Executive, Susan Bowden, and will place the public consultation period on DoE/COGSO agenda.

## 6. PRESENTATIONS

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### 6.1 VISIBLE LEARNING

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#### PRESENTED BY:

- VICKI BAYLIS, EXECUTIVE DIRECTOR, SCHOOL SUPPORT SERVICES
  - SUSAN BOWDEN, DEPUTY CHIEF EXECUTIVE (DCE), SCHOOL EDUCATION AND TRAINING OPERATIONS
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Vicki and Susan provided information sheet to all attendees (attached) and provided DVD for all attendees.

#### BACKGROUND

- Responsibility for implementing Visible Learning sits with School Education and Training Operations team and is overseen by Susan Bowden as DCE.
- Professor Hattie and his commercial business, Cognition, were engaged by Southern region to assess schools' needs. The Southern region is now in its third impact cycle (approx. 3 years).

#### CURRENT SITUATION

- Professor Hattie presented at School Leaders' conference in 2014; Northern Principals supported implementation of Visible Learning in the Northern region and this program has been driven by Principals.
- The Northern region will have the same framework as the Southern region, but different needs have been recognised.
  
- Cognition undertook assessment of 21 schools at end of last year. These schools self-nominated, but were selected from a representative sample – the DoE wanted to have a spread of student needs and types
- These schools got access to their own data only.

#### SYSTEM CAPABILITY

- At the end of 2014, Cognition undertook a System Capability of DoE.
- The Professional Development system of the DoE was not rated favourably.
  
- NT's version/interpretation of Collaborative Impact Program Logic
  - Growth
  - Retention
  - Engagement
  - Achievement
  - Transition

The System Capabilities determined the linkage between the various layers of leadership with capabilities:



- Changes in Classroom capabilities are measured through an impact cycle, which is about a year.
- Impact cycle is impacted by things like teacher changes, changes to resources, other changes in the school environment

## FUNDING COMMITMENT

- Susan Bowden advised that we currently see "seas of red, we want skies of blue";
- The Government has given a 3 year commitment to Visible Learning
  - Need to have at least this commitment to see an impact;
  - This is not just a one year program
  - The funding will decrease for next 2 years, as the system won't require the cost of the foundation day each year
  - Vicki Baylis advised that "for what schools have paid, they will get access to all this" (Professional Learning Workshops timetable detailed in page 2 of COGSO briefing document)

## FUNDING APPROVAL

- COGSO Executive advised feedback from Northern Region Principals is that they didn't expect to have to pay for professional development for Visible Learning.
- COGSO Executive advised feedback from School Councils is that they are not happy with costs for professional development has been pushed back onto school budgets.
- Vicki Baylis advised that "the expectation all along has been that there would be a 'co-payment'".
- COGSO Executive raised that concerns no approval for the professional development expenditure had been obtained from School Councils. It was noted that Principals hold just one vote on Council.
- COGSO Executive requested advice from the Department as to how and why they were mandating for School Councils to pay for what is essentially a central cost/function i.e. ensuring that teachers are trained'
- Susan Bowden advised that "there should be a portion in the schools budget to pay for Professional Development".

- Vicki Baylis noted that it was unusual to engage a service provider centrally. Furthermore, she advised that if Cognition had just offered professional development to individual schools, schools would have been responsible for paying for it.
- Vicki Baylis advised that "in having the bargaining power, we've reduced the cost"/
- It was noted by Susan Bowden and Vicki Baylis that Principals have to work with their School Councils.

## VISIBLE LEARNING POLICY

- Susan Bowden advised that every school is expected to participate in Visible Learning.
- COGSO Executive queried resources opportunities in future e.g. if a school is not currently ready to undertake Visible Learning, is there an opportunity to provide support down the track?
- Susan Bowden advised that in this situation, Principals will need to advise Regional Director about their plan to transition to Visible Learning.
- Vicki Baylis advised that "The Company (Cognition), if you're keen to employ them in addition to this, will assist."

## GROWTH DATA AND EFFECT SIZE

- As part of the National School Review, growth data for each school is required.
- This is measured in effect size. The estimated effect size for students who simply attend school, without any further extension is estimated to be about 0.4. The Northern Territory is aiming for an effect size of 0.6.
- The effect size scale goes up to approx. 10.
- Southern schools will receive growth data for 2014 now.
- School capability will be triangulated with individual student results
- PAT Testing:
  - Assessment of students: review of testing – twice a year (between weeks 4 and 8); Term 1 and Term 4
  - Testing: Every student Transition – Year 10
  - PAT testing? 150 teaching days approx. between first and second testing
  - As recommended by ACER, school council should be part of the conversation for PAT testing and review of results.

## CHANGES TO ROLES IN DOE

- Vicki Baylis advised that the roles of Director, School Performance (DSPs) are now known as Regional Directors (RDs). It was explained that this was due to a shift from a focus on school performance reviews to being across budgets.

- Vicki Baylis explained that the expectation is that RDs will be Ken's representative in the region, rather than being in the schools.

## SCHOOL LEADER'S CONFERENCE

COGSO Executive was invited to attend School Leader's conference on 8 & 9 April.

## ACTIONS AND REQUESTS FOR FURTHER INFORMATION

COGSO Executive requested further information on PAT testing. Vicki Baylis undertook to send fact sheet to COGSO Secretariat for distribution to Executive.

**Action:** Department of Education to provide PAT testing fact sheet to COGSO.

COGSO Executive requested a brief on Visible Learning for School Councils. Vicki Baylis undertook to produce this.

**Action:** Department of Education to produce a Visible Learning briefing document for School Councils.

**Action:** COGSO Secretariat to request further information on the National School Review from the Department of Education.

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## 6.2 STUDENT NEEDS BASED FUNDING MODEL

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PRESENTED BY:

PROFESSOR STEPHEN LAMB, BY VIDEOCONFERENCE

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- Presentation by Stephen Lamb attached.

## DRIVERS OF PERFORMANCE IN THE NORTHERN TERRITORY:

- No other state in Australia deals with the level of disadvantage as the Northern Territory;
- No other comparable OECD jurisdiction deals with the amount of disadvantage as the Northern Territory.
- One or two of these drivers is a major challenge. To have them all is unique to the Northern Territory.

## IMPACT

- Re Yr. 9 NAPLAN reading: the wider the bar, the greater the inequity;
- In the NT 50% of students don't even reach the same reading level as the other jurisdictions' bottom 10%;

- “If you remove all schools that have a cohort of greater than 40% Indigenous students, the Northern Territory results are comparable with other jurisdictions”.
- The largest issue for the Northern Territory is providing education to Aboriginal and Torres Strait Islander students.
- Re ATSI and SES: at every data point there is a gap.
- Re Year 5 Numeracy, by location: “There are issues that remote and very remote schools are facing that need to be recognised”.

### INDEXES TO TARGET NEED

- Re ICSEA: ICSEA is only used in the Northern Territory. Most other jurisdictions have moved onto other measurements.
- **80% of schools in the Northern Territory have high concentrations of need.**

### FUNDING WEIGHTS AND LOADINGS

- Almost all jurisdictions put their least experienced (and therefore least expensive) teachers in Year 4 (SA is Year 5);

### FUNDING MODEL

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#### STUDENT BASED FUNDING MODEL

- Core funding provided to all schools via a per-student price
- Price adjusted for stages of schooling
- Base allocation to assist smaller schools
- Core price adjustments for equity (to address additional student needs)

#### EQUITY LOADINGS

- Majority of Schools in the Northern Territory would receive SES funding, based on these equity loadings (approx. 80%);
- Core price – requires a level of flexibility that becomes a challenge when “the bucket is set”;

#### FURTHER DISCUSSIONS WITH PROFESSOR LAMB

- COGSO Executive queried whether Professor Lamb believed the quantum of funding was correct.
  - Professor Lamb estimated that the funding quantum was approx. 5-10 less than what it should be based on the student needs funding model
  - However, the directive he received was that “the result should be a cost-neutral outcome”.
  - Professor Lamb advised that “From (his) point of view, that is not satisfactory”.

- He hoped that his model would assist in best targeting the available funding;
  - It was noted that for the Northern Territory a “huge amount of additional funds are required” to meet students’ needs;
  - The point of the model is to create standardised funding for needs;
  - Shortfalls have come around from the way the DoE applied the model, rather than the model itself.
- Jeff Cook, Arnhem Representative queried why funding was now based on attendance rather than enrolment
    - Professor Lamb advised that no other jurisdiction funds for attendance rather than enrolments;
    - Professor Lamb advised that his model does not recommend for this adjustment
  - Executive Officer queried what other measure other jurisdictions use in place of ICSEA
    - Professor Lamb advised that they use parental wealth, rather than ICSEA (being a combined measure of parental occupation and education)
    - Professor Lamb has recommended the NT utilises the parental occupation measure of rather than ICSEA

Professor Lamb noted that jurisdictions around the country are “putting limits on the (funding) pie” **BUT there needs to be a shift to appropriately funding student needs.**

**Action:** *that the Executive write a letter of thanks to Professor Lamb.*

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## 7. FOR NOTING

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### 7.1 AEDC INFORMATION KIT FOR PARENTS

### 7.2 MY SCHOOL AND NAPLAN

### 7.3 TEACHER EDUCATION MINISTERIAL ADVISORY GROUP

### 7.4 GLOBAL SCHOOL BUDGETS USERS GUIDE

### 7.5 FOETAL ALCOHOL SPECTRUM DISORDERS (FASD)

### 7.6 MONASH UNIVERSITY – STUDENT STUDY

### 7.7 MIDDLE YEARS REVIEW

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These papers were noted by the Executive.