



# Netlink

## June 2013

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### *New Look Netlink ... to the future*

- The format of Netlink has been changed back to our original style information bulletin in place of mini booklets published over the last few years.
- Relevant articles were becoming harder to source and we hope to bring the latest information to our members on changes that will affect our schools in the future.
- Articles will still be accepted and published if you wish to highlight your school.
- Netlink is the official newsletter of School Administrative & Support Staff Professional Association (NSW) Inc. (SASSPA)
- Opinions expressed in NetLink are not necessarily those of SASSPA or the NSW Department of Education and Communities, unless otherwise specified.
- The Committee aims to bring news and information to members relating to changes in DEC and professional learning opportunities.
- We invite Members and RSRGs to send information and articles to the Editor for publication.
- SASSPA reserves the right to make literary corrections and to withhold from publication all or any part of material submitted.
- Material for publication should be forwarded by email. Please include photographs if applicable.

*Helen Ross, Editor*

### **Dates for your diary**

- 22<sup>nd</sup> August: Day 1 SASSPA Annual Conference
- 22<sup>nd</sup> August: SASSPA Annual General Meeting
- 22<sup>nd</sup> August: Conference Dinner
- 23<sup>rd</sup> August: Day 2 SASSPA Annual Conference

2014

Seminars in Sydney and country areas – dates and venues to be advised



### **From the Treasurers Desk**

Welcome to 2013 and I'm sure that you were all very busy in terms 1 and 2 and hopefully you can take a big breath and catch up with everything in term 3.

Membership for 2013 has now closed, if you wish to join unfortunately you will now have to wait until after the Annual Conference in August and then join for 2014. For all those who are Individual Members you will receive an invoice for 2014 in mid-August. Whilst the payment is not due until 2014 and must be paid by March 2014, I know that quite a few of you will be attending the Annual Conference and so you will have the convenience of being able to pay there. I will be able to take payment by Eftpos, Credit Card, cheque and, of course, cash.

Earlier this year an email was sent to all non-teaching staff in schools providing information about SASSPA, it was interesting to find out how many SAS staff had not heard about this organisation. We have now had a lot of new members join and our current membership sits at around 800, this includes both individual members and schools.

I have been extremely busy with registrations for the Annual Conference which I'm sure will be a great success. If you still would like to register please do so as soon as possible and I hope to see as many of you as possible on the 22<sup>nd</sup> & 23<sup>rd</sup> August at the Sofitel, Sydney.

*Julie Sando, Treasurer*  
June 2013

### **SASSPA Accreditation Points Scheme Discontinued : Record Your Professional Learning online in MyPL**

The Committee has decided to move into the technology age and discontinue presenting Accreditation Certificates each year.

As all SASS have access to MyPL through their staff intranet portal they can create a permanent record and manage all professional learning online.

My PL provides a built-in reporting function to trace participation in professional learning programs and we ask you to record your attendance at conferences, seminars and training on line in your professional learning record.

#### **How to record: log on to Staff Portal**

Under My Applications TAB – select MyPL

**Select** My Professional Learning (from menu)

**Select** My Professional Learning History

**Select** Professional Learning Diary tab → Add Activity



## Accrual Accounting Fundamentals

### Module now available online

The new school finance system being delivered through Learning and Business Management Reform (LMBR) is based on the accrual accounting system.

The Accrual Accounting Fundamentals module will provide school staff with a basic understanding of accrual accounting with relevant school-related examples.

This module is available as a registered course through MYPL@EDU: Course Title - Accrual Accounting Fundamentals.

All schools across NSW are able to access this online course as a professional learning exercise for all staff. The direct link to the online module is <http://lrr.cli.det.nsw.edu.au/Web/14256/>.

The resource is designed to be completed in 1-2 hours. Information is organised in three sections:

1. Accrual accounting terminology - definitions
2. Accrual accounting versus cash accounting
3. Key financial reports.

A certificate is provided when the module is completed and the quiz has been taken successfully and your professional learning hours can be credited. In order for hours to be accredited through MYPL@EDU, your school needs to register the course as an event at your school.



## LMBR Update

LMBR Program has been revised and the Initial Implementation Schools (229) will move onto the new Finance and SALM systems in Semester 2, 2013 and the new HR/Payroll system in 2014.

The full implementation to the remaining 2000 plus schools for the new Finance, HR/Payroll and SALM systems will occur in 2014 as planned.

School representatives have been involved in working with the LMBR program for training, data readiness and testing and other activities, for the introduction of the new systems

The LMBR program team will continue to support schools to ensure they are ready and prepared to use the new systems. If schools have any questions or concerns please contact your local LMBR Implementation Coordinator (IC).

### Data readiness activities underway with Initial Implementation Schools

Data readiness is about to commence with the Initial Implementation Schools. This includes cleaning up records and capturing data in spreadsheets and migrating data to new systems.

Due to the number of systems being replaced by the new LMBR systems and the various ways of record keeping across our school community, cleaning up data is going to be a significant exercise for all schools.

LMBR Implementation Coordinators will be performing the critical role of supporting schools with this task. When the 229 schools have fine-tuned the data readiness activities then the 2000 plus schools will be implemented.

*NOTE: Source: LMBR website*

### Migration of finance data from OASIS to SAP

The finance release will see the migration of financial data from OASIS to SAP. A 'step-by-step guide' to how this process will occur is currently being developed. This guide will explain any data cleansing steps required. More detail on this guide will be provided over the coming months.

### Student Timetables

The SALM solution will allow timetabling and scheduling. There will be some specific activities for secondary and central schools to perform, particularly those schools who currently use third party timetabling packages (explained below).

### Add 'door names' to the AMS

One of the first steps schools will be required to do is the addition of 'door names' to the Asset Management System (AMS). This will require schools to enter the local names for rooms (e.g. Room 15, DLab4) into the AMS. This local 'door name' will be the one that appears on the timetable. Further details will be provided soon.

### Enter student groups into ERN

Student groups (subject groups, class groups, and any other groups) will need to be entered into ERN (if they are not already there). These student groups will then be migrated from ERN into the new solution.

### Align curriculum data

Curriculum data will need to be aligned to the Curriculum Reference Database (CRD). This is important to standardise the naming of courses with the Board of Studies (BOS) so that DEC data integrates with BOS data. For schools that have a number of instances of a course (e.g. two or more General Mathematics HSC classes) guidelines are being developed to assist schools in choosing the most effective naming procedures in these cases.

### Creating a staff identifier

Because the new LMBR solutions provide integration between HR data (for staff) and timetabling data (for classes and events) there will be a need to link a personal identifier (i.e. a slight modification to the employee's serial number) to each staff member. This will need to be used in any data migration step that includes members of staff.

## Convert timetables from third-party software

For schools that use third party timetabling solutions, work is underway to create a spread sheet conversion tool that will allow the school's current timetable data to be migrated to the SALM solution.

## Student Behaviour

In preparation for the SALM Student Management and Wellbeing release there are two activities schools will be required to complete:

- **Cleansing ERN data**

The first will be a cleansing of data in ERN before it can be migrated to the new SALM solution. ERN data has been analysed by the LMBR team. A report will be issued to schools if certain fields are missing or information is inaccurate. Schools will then be asked to check these items and make amendments as required. An example may be a student's date of birth with a year which appears to be impossible for a student aged between 5–19 years.

## Behaviour categories

A list of standardised behaviour categories is being prepared for use in the SALM solution. This will enable the complete transfer of data as students move between schools. Once finalised this will be communicated to the initial implementation schools along with guidelines on how the data in your current systems can be migrated prior to the SALM release.

## LMBR Preparation

In preparation for the new HR/Payroll, Finance and Student Administration and Learning Management (SALM) services, a number of data cleansing and migration activities will need to be undertaken by schools this year.

## What is data cleansing?

Before any student data, financial data or payroll data can be moved into the new services, schools will need to undertake a number of activities to make sure:

1. that all of the data going into the new services is correct and up-to-date;  
and
2. that the data fields in the old services and the new services are standardised so that data can be moved across to the new system (migrated) without error.

Data cleansing will ensure that all of the solutions work effectively.

For the release activities this year, the data cleansing and migration will be focused on three areas: finance, student timetables and student behaviour.

## LOCAL SCHOOLS, LOCAL DECISIONS

A new resource allocation model (RAM) has been developed to allocate funding for schools. There are three components that make up the RAM and the elements within each of these components are:

1. **Base school allocation** based on school type (primary, secondary, central, School for Specific Purposes) and includes a global allocation with funding for professional learning. Current staffing entitlement adhering to the class size policy.

### Site loading including:

- **School buildings and facilities** loading for the nature of the school's gross floor area and a maintenance factor capturing building age and replacement value.
- **Climate** – loading is calculated on the climatic region of the school taking into account requirements for heating and cooling.
- **Location** – loading to reflect the additional costs associated with remoteness and isolation

2. **Equity Loading:**

- **Low level adjustment for disability** – loading based on the number of students with low level disability and learning support needs.
- **Aboriginal background** – loading reflects both proportion and number of Aboriginal students in the school.
- **English language proficiency** – loading reflects English language proficiency based on school assessment of ESL phase
- **Socio-economic background** – loading is calculated using information about educational and occupational backgrounds of parents to capture concentration of disadvantage.

3. **Targeted to Individual Students**

Many students face unique and profound challenges that require personalised and customised support. Dedicated responses are required to support students in whatever settings the students are enrolled.

This includes students who:

- require high or moderate level adjustment for disability
- require specific support
- are new arrivals or refugees.

Source: *Local Schools, Local Decisions website*



## THREE SURE-FIRE WAYS TO MAKE ENEMIES – AND HOW TO AVOID IT

Making enemies at work is never a good career move. If you foster a “dog eat dog” kind of work environment, you are inviting people to become aggressive, resentful and unproductive. Everyone's busy competing against each other rather than working together.

And if your work environment is full of seemingly harmless bullying behaviour – DON'T be a part of it. Bullying is usually the starting point of behaviour that strays into actual harassment – which is not only unproductive but unlawful.

Sure fire ways to make enemies	How to avoid them
1. Always be right or make others look wrong – this will humiliate others	<ul style="list-style-type: none"> <li>No one is perfect, so leave room for error and be open-minded.</li> <li>Say, “I may be wrong; let's look at this together ...” or “Do you have a different approach? Let's hear it and see if we can work out a way to incorporate our ideas”.</li> </ul>
2. Tell people they shouldn't feel the way they do	<ul style="list-style-type: none"> <li>No one has the right to do this, because whatever a person feels – they are entitled to that emotion.</li> <li>Address their emotion and ask what is causing it; maybe it's a reoccurring problem that, once addressed, will change the way the person feels</li> </ul>
3. Ridicule and abuse people; people won't work well for you if they are mistreated. Additionally they will have the right to seek legal aid if abused	<ul style="list-style-type: none"> <li>Don't do it. This is a form of mental and emotional violence that has no place in the workplace.</li> <li>When you're frustrated with a co-worker, discuss the behaviour that's bothering you using “I” statements and discuss a mutual solution</li> <li>When you're frustrated with an employee for poor performance, document the issue and use DEC policies to monitor their work. Control your emotions and temper.</li> </ul>

## Career Development Training: Self Leadership

Over a period of two weeks SASSPA held Self Leadership Seminars in Sydney, Coffs Harbour, Broken Hill, Dubbo, Griffith, Newcastle, and Campbelltown. Our presenter was Robyn Hunt, Senior Lecturer in the School of Education, Southern Cross University. This was the first time in some years that SASSPA has taken professional learning to country areas and those who attended were very appreciative of being able to attend seminars in their area.

Self-Leaders work at all levels of an organisation. This course is designed to help participants internalise the four pillars of self-leadership and to make meaningful, empowered choices while taking action to get where they want to go. After completing this Seminar, participants will be able to:

- Define Self-Leadership and what it means on an individual level;
- Assume responsibility for your results by understanding who you are, what you want and how to reach your goals;
- Describe the four pillars of Self-Leadership; and
- Use techniques related to adjusting to change, cultivating optimism and developing good habits to build their Self-Leadership.

Feedback from the days included:

- Great seminar, great presenter – able to apply knowledge to both work and home.*
- Inspiring content which helped me to revisit goals and direction in life.*
- Very informative and self-reflecting. Great presenter who had good connections with participants.*
- Brilliant, engaging, funny and very insightful.*
- Presenter gorgeous, lively and engaging. Love the fact many theories I already subscribe to are part of self-leadership.*
- This was an excellent day of training and self-reflection. Very refreshing and helpful, providing the basics for self-evaluation and self-improvement, the core of self-leadership.*
- This seminar made me think a lot – what have I done so far? Where do I want to go? How do I want to live my life?*



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### Get help from ..... Schools Finance Website

<https://detwww.det.nsw.edu.au/finance/schools>

REMINDER: Check out the Schools Finance website which has loads of information for finance and administration:

WESTPAC WEBSITE  
POPULAR DOCUMENTS  
SCHOOL FINANCE NEWS  
WHAT'S NEW  
MONEY MATTERS 1  
MONEY MATTERS 2 - GST  
SCHOOL MANUAL ON FINANCIAL MANAGEMENT  
CEPS  
SECURITY BANKING  
CANTEEN LICENCE AGREEMENT  
BAS SPREADSHEETS  
MEMOS  
CASHFLOW BUDGETING  
POLICY DOCUMENTS  
SUPERANNUATION