



INSTITUTE OF RETIRED SENIOR EDUCATIONAL ADMINISTRATORS, INC.

# Newsletter

ABN: 78 259 388 090

*IRSEA enriches the lives of retired Senior Educational Administrators through engagement, collegiality, friendship, and support while deploying its intellectual capacity and educational expertise for the betterment of public education in New South Wales and beyond.*

No. 4

November 2021

## From the President

Welcome to the final newsletter for 2021. This has been a challenging year for all of us owing to COVID-19. However, as vaccination rates increase and restrictions are lifted, we are looking forward to resuming IRSEA face-to-face luncheon meetings and launching new initiatives for members.



Our end of year luncheon meeting is scheduled for 3 December, and we are looking forward to being able to meet again in person with colleagues. We are planning to have a presentation from at least one, if not both, Deputy Secretaries for School Performance from the Department of Education at the December meeting. Given the success of our first ZOOM meeting for members in August, we are exploring options to broadcast this presentation through Zoom for those members who cannot attend in person.

The Executive Committee is grateful to members who responded to the two consultative papers, one on IRSEA Priorities and the second on associate and honorary membership, that were distributed earlier in the year. The feedback you provided was very positive and supportive. Using your comments, the Executive Committee has taken action to implement these initiatives.

A plan and report on progress towards implementing the priorities is included in this newsletter and will be placed on the IRSEA website. We will continue to report on implementation progress in future newsletters and on the website.

Membership renewal is a key priority for IRSEA in the immediate future. The Executive Committee is exploring options to provide current and potential members with greater social and professional incentives to remain or become IRSEA members. The website, which is nearing completion, and the introduction of associate and honorary membership are two components of the renewal strategy. Early next year we will be able to advise members about further activities that will add value to IRSEA membership.

I will contact all members next month to seek information from you about potential new members and to ask you to invite prospective members to join IRSEA. Privacy concerns make it difficult for us to identify DoE and TAFE senior administrators who are nearing retirement. Personal contact and invitation will continue to be an important method of identifying and recruiting new members.

Finally, I need to advise that Allan Mills has decided to resign as Membership Officer. Allan has contributed considerably to the Institute in the position over a number of years and we thank him for his work in this role. We need to find a replacement for Allan, and I encourage you to consider nominating for this role. Further details are provided in a separate section of this newsletter.

GRAHAM DAWSON  
President

## From the Department



As Relieving Director, Office of the Deputy Secretary School Performance North, I am honoured to write my first article for this IRSEA newsletter. Thank you to all members for your warm welcome to your organization and the opportunity to learn from your extensive experiences in education.

Term 3 has seen an unprecedented shift in learning for students across NSW as the Department of Education responded to the increase in COVID-19 cases and required COVID restrictions. In consultation with the NSW Department of Health, our Department developed a framework for COVID-19 response settings for schools consisting of five distinct levels of operations. The most extreme level was level 4+: schools where there were minimal students and staff allowed on site. Throughout Term 3 and Term 4, individual schools shifted between levels based on reported COVID-19 outbreaks in their local government area.

Students who attended level 4 and 4+ schools were supported in their learning from home using Google Classroom and regular Zoom lessons. The Department of Education also worked with NSW Health to organize mass vaccination centres for Year 12 students at Homebush Olympic Stadium.

Many health groups attempted to harness student voice about the importance of vaccination. On 19 October I attended a Western Sydney Local Health District Youth Voices COVID-19 Video competition presentation ceremony showcasing the student-created videos that described the importance of vaccination and importance of looking after your well-being while learning from home. Forty-three government and non-government schools participated in the competition.

This term's work has focused on planning for the return to face-to-face teaching for previously level 4 and level 4+ schools. IRSEA member Warren Fairfax's reading on the recovery curriculum has been used to inform our Department's plans to support students' social, emotional, and academic needs when they return to school. All staff are required to be double-vaccinated and attest to this vaccination, verified by the school principal. To assist with the monitoring of school visitors, a school-visitor check-in app has been created and rolled out to all schools. All schools are required to participate in school check-in assessments during Term 4 to capture learning lost/gained during learning from home, and it was recently announced that the COVID Intensive Learning Support Program will continue to be funded in 2022 to support students in catching up on learning.

The 'work' of schools has continued throughout these two terms of upheaval. The School Success Model has been further refined to support schools' achievement of the goals set out in their Strategic Improvement Plans. The School Support Delivery Framework will assist in identifying what type of support individual schools need to achieve their targets and how this support is measured in terms of impact on staff capacity to lift student learning outcomes.

I am very much looking forward to meeting you all in person during your December meeting. In the meantime, I hope you all use the relaxed COVID-19 restrictions to reconnect with family and friends and engage in some long-awaited retail therapy!

RAEHEL MCCARTHY

Relieving Director, Office of the Deputy Secretary,  
School Performance North

## Secretary's Report

As we emerge from COVID, the IRSEA executive has been working hard for our organization to gather momentum going into the new year. As part of that work, all members have been consulted through mail-outs in August and September and at the August general meeting. The three priorities for 2021–22 that have received strong support are: (i) our relationship with the Department of Education; (ii) increasing membership; and (iii) improved communication and interaction with members.

To further these priorities, at the recent October executive meeting, a Mission Statement was endorsed for members' approval at the 2022 Annual General Meeting to include the statement in the constitution. Thank you to our Vice-President, Lindsay Wasson, for his work on that. Also endorsed was the concept of Associate and Honorary membership, as we look to extend membership through different strategies to contact senior departmental officers who are nearing retirement. Thank you to Lindsay for all his work around this as well. It is also intended to contact members to assist in identifying and inviting eligible colleagues to become members. Hopefully you will be able to help.

Allan Mills's resignation as Membership Officer was announced at the executive meeting. I would like to thank Allan for all his hard work over the years in collecting and maintaining the records that are vital for our organization. Allan has been an outstanding member of the executive.

We now are looking for a new Membership Officer. The role of the Membership Officer is to keep the membership details up to date and to provide reports. In this, you will have other executive members there to help. The functioning of our organization depends on members' willingness to be on the executive, so please, if you are interested in filling this vacancy, could you contact me at [brian.davies09@gmail.com](mailto:brian.davies09@gmail.com) or on 0422 856 919 by the end of November.

The October Executive Meeting also confirmed key dates for 2022. These include:

**Lunch dates: Friday 6 May; Friday 19 August; Friday 2 December (Annual General Meeting)**

**Executive Committee Meetings: 7 February; 28 March; 6 June; 17 October; Newsletter dispatch: 17 February; 7 April; 21 July; 3 November.**

I look forward to seeing as many members as possible at our Christmas December meeting on Friday 3 December at the Castlereagh Boutique Hotel. Leanne Nixon, Deputy Secretary, School Performance—North, will be giving the address. It will be great to meet up again after such a long

time. Please make every effort to be there physically, but if it is not possible you can join the presentation through Zoom (see booking form on the back page). In the event that you are not fully vaccinated we recommend you join us on Zoom.

BRIAN DAVIES  
Secretary

## Treasurer's Report

### Financial position on 20 October 2021

#### BALANCES

Society Cheque Account	\$5,567.88
Term deposit (matures 30 September 2022 at 0.3% pa)	\$14,000.00
<b>TOTAL FUNDS AVAILABLE</b>	<b>\$19,567.88</b>

#### ANNUAL SUMMARY TO DATE

##### Received (1 April – 20 October 2021)

Subscriptions	\$1,770.00
Stewart House donations	\$3,053.50
Transfer from Term Deposit	\$2,063.63
<b>TOTAL RECEIPTS</b>	<b>\$6,887.13</b>

##### Payments (1 April – 20 October 2021)

Newsletter (print and post)	\$893.20
Stamps and stationery (subs. renewals; correspondence)	\$169.49
Refund	\$15.00
NSW Fair Trading – Register constitution	\$53.00
NSW Fair Trading – Financial summary	\$47.00
Stewart House	\$3,168.50
Zoom account	\$50.00
<b>TOTAL PAYMENTS</b>	<b>\$4,396.19</b>

There are 17 members in arrears. Follow-up reminders have been sent by email and post. At least 10 of these are unlikely to respond as they have been unfinancial for three years or more.

RAY GILLIES  
Treasurer

## Launch of IRSEA Website

The IRSEA Executive Committee is pleased to announce that we will launch IRSEA's new website at the Christmas luncheon meeting on Friday 3 December 2021.

Our website is the next step in engaging and communicating with our colleagues. It also gives IRSEA a more public face, describing our mission, objectives, history, constitution, and activities. There are 'members only' pages, accessed by login, and open access pages that everyone on the internet can read.

Current and prospective members will be able to contact the executive committee, to leave comments for colleagues and to raise issues.

We aim at using the website to encourage further collegiality and to promote discussion on current issues affecting public school education. As the website develops, expect to see news, members' stories, and other matters of interest to senior educational administrators in retirement.

Please join us, either in person at our December luncheon meeting or by Zoom for this outstanding initiative.

For further information about or suggestions on the website, please contact Ray Gillies by email at [rcgillies@yahoo.com.au](mailto:rcgillies@yahoo.com.au).

RAY GILLIES

## IRSEA Mission Statement

As we all try to ensure IRSEA not only survives the curse of COVID-induced isolation but thrives as a vibrant and meaningful part of our collective lives, the Executive Committee has set renewed and very positive priorities for the organization. There is a strong belief that, with the energy and intellect of our entire membership behind it, IRSEA will operate into the future as a vital network with even greater strength, relevance and enjoyable collegiality for like-minded (former) educators.

Recent discussions among the Executive and Website Subcommittee, and in the spirit of the organizational revitalization alluded to above, an overarching Mission Statement for IRSEA was seen as an important foundational piece for the Institute. While we have a Constitution and a set of objectives, there is no statement that sets out—simply, explicitly, and unambiguously—what we are on about as an organization. Responsibility for leading the process and devising the Mission Statement fell to me, and this task I seized with enthusiasm.

Conceived as a distillation of the essence of IRSEA, its core purposes, and its value proposition, our Mission Statement is designed to be clear, succinct, and compelling. It is also designed to build on the past and current amenity, success, and impact of the organization, both for individual members and for the broader educational community.

While it is informed by the past, it is also future-looking and strives to capture the dual strands of IRSEA's core purpose:

- one strand is internally focused on members and the personal benefits of collegiality, community, and friendship in particular, while

- the other aspires to an external outreach of influence, that, if achieved, will be transformational for the organization and its members, and for the broader educational landscape.

After positive feedback from Executive Committee members, our Mission Statement is now endorsed for promulgation to the broader membership.

I trust you will find that our Mission Statement fulfils the purpose I have outlined above.

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LINDSAY WASSON  
Vice-President

## Friends of Stewart House

### Current Planning

During the COVID-19 lockdown, Stewart House has not been able to operate, but is now looking forward to a gradual and safe return to normal services. Schools are unlikely to be able to access a boarding-type operation until next year. So, the current thinking is to open Stewart House to smaller numbers of children from early Term 1. This would be for groups of twenty children for a five-day period. Transport would be by hired coach and more likely using Stewart House buses. This would mean a focus on metropolitan children. From Term 2, after careful assessment, it is hoped that normal services can begin for children statewide. The safety and health of children and staff will be the major determinant of services.

### Friends of Stewart House

FOSH continues to operate, albeit with the limitations that are inevitable from the lockdown. We have run a number of Hundreds Clubs and wine sales to good effect. Next year a full social calendar will resume, and we anticipate publishing this in the next IRSEA newsletter. In the meantime, vulnerable children have never been more in need of the services of Stewart House. Its operation is critically dependent on donations. Please keep up your support for Stewart House and consider joining the Friends of Stewart House (Membership only \$20 p.a., see the Stewart House website).

<https://www.stewarthouse.org.au/friends-stewart-house/>

We wish the staff at Stewart House all the very best in these difficult times and look forward to a return to normal service.

ALAN LAUGHLIN  
IRSEA Stewart House Liaison Officer

## Members Write

### Making the Education Dollar Go Further: Shift System for High Schools

Barrie Mayo

Over recent years our education system seems to be battling with the increased population in trying to keep up with providing government schools for everyone. I have put some time into trying to come up with making better use of the bricks and mortar portion of the costs. I would like to suggest that a *Shift System for High Schools*, described briefly below, as one way of making our high schools able to increase their enrolment potential by 50 per cent while still using the same buildings.

We are all aware of countries where the school premises are used twice per day, with a morning and an afternoon school operating as two separate schools. The concept below is an attempt to develop a school with the ability to enrol 50 per cent more students and continue to operate as one single school.

Basically, the shift system has the juniors (Years 7 to 9) commencing at 8 a.m. and finishing at 2.40 p.m., while the seniors (Years 10 to 12) commence at 10 a.m. and finish at 4.40 p.m. Apart from starting earlier and finishing later, the school operates the same with common period times, recesses and lunches and assemblies. Details below outline some minor changes, such as increased staff and an afternoon tea break. The huge gain in this model is the increased time use for the various specialist rooms in the school and the extra availability of classrooms in the school.

Many years ago I witnessed a private school in the Wollongong area practising this system successfully. It even outlined its system at a meeting of some education personnel at the time. I attended that gathering and it was quite an impressive presentation. Unfortunately, owing to other reasons entirely, things went wrong at the school and the system was dropped.

As far as this concept can be viable, I am quite confident that it can be done technically in relation to timetabling, staffing, and managing increased enrolments in current schools. However, I do have some concerns that it may be difficult to break the traditional values of how school hours fit into everyday life timeslots. *I should be interested in whether others think it has potential or whether it is a complete waste of time to consider.*

I have submitted the proposal to Education Ministers in the past. Generally, the response I get is that schools already have the potential to start early etc. and I get the feeling that the responder had very little experience in the life of secondary schools.



## Concept

The reason for using a Shift System in high schools is to increase the school enrolment by up to 50 per cent without increasing the 'bricks and mortar' by any more than a few minor spaces.

Basically, the Shift System stretches the school day from 6½ hours to 8½ hours, with the Junior School starting early and finishing early while the Seniors start later and finish later. The system, if carefully laid out, still maintains the character of the school by having a large enough overlap to ensure the school is still seen as one whole school.

## Basic structure

The Junior School (Years 7 to 9) commences at 8 a.m., going through to 2.40 p.m. The Senior School (Years 10 to 12) commences at 10 a.m., going through to 4.40 p.m. This increases classroom occupancy time from 5 hrs 40 mins to 7hrs 40mins and will increase possible enrolment by up to 50 per cent.

By carefully placing the lesson times and school breaks, the school will still flow, with the bell times and breaks being compatible.

JUNIOR SCHOOL DAY (Years 7–9)		SENIOR SCHOOL DAY (Years 10–12)	
Period	Times	Period	Times
1	8.00–8.50 a.m. (50 min.)		
2	8.50–9.40 a.m. (50 min.)		
Recess	9.40–10 a.m.		
3	10–11 a.m. (60 min.)	3	10–11 a.m. (60 min.)
4		4	11–12 p.m. (60 min.)
Lunch	12–12.40 p.m. (40 min.)	Lunch	12–12.40 p.m. (40 min.)
5	12.40–1.40 p.m. (60 min.)	5	12.40–1.40 p.m. (60 min.)
6	1.40–2.40 p.m. (60 min.)	6	1.40–2.40 p.m. (60 min.)
Depart	2.40 p.m.	After Tea	2.40–3 p.m. (20 min.)
		7	3–3.50 p.m. (50 min.)
		8	3.50–4.40 p.m. (50 min.)
		Depart	4.40 p.m.
Total classroom time 340 min.		Total classroom time 340 min.	

The key to the above timetable is that the school can operate as one; bell and period times will apply to all students, with lunch taken as a whole school and assemblies and gatherings and carnivals conducted with the school seen as one whole entity, not two separate sections, even though the Juniors and the Seniors will spend part of their day as the only occupants.

## Shift system for high schools—Issues

The concept will require some changes, including a proportional increase in staff, the benefits including

a greater use of rooms and an increased enrolment potential that far outweighs a few small problems.

## Staffing—Teachers

It would be necessary to increase the staffing proportionally in line with the enrolment increase. The following issues would need to be considered:

1. The proportional increase in staff to cover the enrolment increase would need to be housed and additional space in staff rooms found.
2. The teachers' timetables would be more complicated, but with careful timetabling teachers would be able to enjoy some early finishes to compensate for early starts, and vice versa. Some late starts would compensate for late finishes. I feel many teachers would appreciate finishing early on some days as a bonus for late finishes on other days.
3. The increase in staff would not extend to the senior staff positions: principals, deputy principals, and head teachers, who would still control their departments. It would be up to the principal to compensate head teachers and staff with early and late finishes on different days.

## Staffing—Office, grounds, power costs

There would be very little change for office staff, with perhaps a slight increase due to enrolments. There would be no change to ground staff, cleaners, or security. There could be a slight increase in power usage, heating, cooling, etc.

## Specialist rooms

There is a huge gain in being able to use specialist rooms for longer hours. science, libraries, gymnasiums, music, and industrial arts and home science rooms would be available for longer hours. The canteen would have very little additional load other than creating an afternoon tea break as well as recess and lunch cover.

## Overtime

This would be a controversial issue, but the potential is there for staff on site to cover absent teachers on an overtime basis as they are on the premises for longer if necessary. There is the possibility of paying teachers. Those designated for an early start and early finish might be willing to do an overtime session in addition to their designated allocation. The same applies to the late start teacher called in early to cover an absent colleague. This concept is in no way part of the Shift System; it is merely a possibility.

## Student transport

This requires a double allocation of buses, possibly, but many students would be able to use ordinary bus routes etc. to get to school and home.

*What do you think? Share your ideas and let us know in a future newsletter.*

## Sale of Churches in NSW

*Norm Robinson*



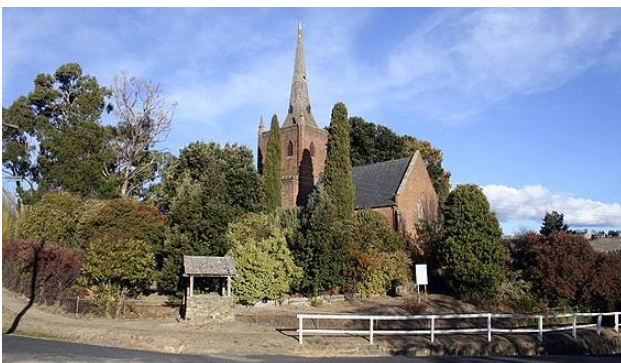
ST MARK'S ANGLICAN CHURCH, NIMBIN

The current sale of churches in NSW to pay back the millions of dollars to victims of child sexual assault has had an impact on me and my family.

On Saturday 26 June this year, St Mark's Anglican Church in Nimbin was sold for about \$730,000.

My late wife, Bernice, was a Nimbin girl whom I met when I took up my first teaching appointment as the Agriculture and Science teacher at the Nimbin Central School on 19 April 1954. From January to April I was in Sydney in the Army doing my National Service.

Bernice's great grandfather, Oliver Jones, helped build this Nimbin Church in the 1890s. Bernice's parents were married in this church, as were Bernice and I on 24 August 1956. Likewise, her four siblings were also married in this church. On Saturday 23 December 1967 our youngest daughter, Helen, who was born in Canberra when I was science master at Deakin High School, was baptized in this church when we went home for the Christmas school holidays. During my years as a teacher in Nimbin I attended St Mark's and was a member of the church's Parish Council. On Sunday 28 March this year I drove out from my Lismore home to attend for my last time the church in which I was married. So you can see the selling of St Mark's, Nimbin, has brought me much sadness.



ST PAUL'S, CARCOAR

My second story is more positive. My father was born in Carcoar on 27 March 1904. His parents and

then he himself attended St Paul's Anglican Church, Carcoar. Bernice and I and our children have visited this beautiful church.

On 12 November 2020 the Anglican Bishop of Bathurst advised the Carcoar community that St Paul's was to be sold to raise funds to help redress the \$6.5 million payment for historic child sexual assault claims. He said the price was \$450,000 and not a cent less. The Carcoar community immediately set up an Australia-wide public appeal to raise funds to buy St Paul's. I personally made a substantial donation. After much effort and support the \$450,000 plus some more was raised. As from 3 July 2021 St Paul's Carcoar is now owned by the residents of Carcoar, which greatly pleases me.

## How a School is Living with COVID-19 in 2021

*Tony D'Amore,*

*Principal, Rosehill Public School*

In the words of Murat Dizdar, Deputy Secretary of the NSW Department of Education, we take our hat off to the 65,000 classroom teachers, all the non-teaching support staff, and school leaders and leadership teams, for they are the true heroes of the system. Within such short turn-arounds in 2020 and again in 2021, it is true that the staff of NSW Public Schools have tipped education execution on its head. COVID-19 has seen an incredible shift required to be made by all public schools, as our teaching staff, non-teaching staff, and school leaders have had to plan for simultaneous onsite and offsite learning for sustained periods over the last two years. So, exactly what have schools done to make sure that they are well placed to deliver education continuity?

The rapid nature of the evolving landscape of COVID-19 has seen the need for schools to create detailed short-term, medium-term, and long-term plans for the delivery of online learning. For the majority of schools, online learning has been delivered through applications like Seesaw or Class Dojo for K-2 and Google Classroom for 3-6. Zoom and Microsoft teams have also been regularly used in most schools to provide face-to-face interactions for students with their teachers. Zoom sessions have been used for reading and maths groups, student welfare catch-ups, explicit teaching to explain the concepts of the day or week relating to the set work, and much more. Hard copies of work have been required to be distributed to the families who required them, as well as multiple laptops, internet dongles, and iPads lent out to families. School communities have been well communicated with and have been supported with school staff on hand to assist, whether through Seesaw, Google Classroom, emails, or phone calls. All stakeholders have worked extremely well together and have regularly reached out.

What we have been through in the last two years has been unprecedented, and of course it hasn't all been smooth sailing for our families. To say that it has been a testing time for our families would be an understatement, even with the support that schools have provided—such is the nature of a pandemic. With two young boys at home, in Year 1 and Year 2, I speak from personal experience when I say that home schooling your children, whilst working from home at the same time is no easy task. Depending on the type of job-demands one has, this task could even be a mission impossible for a lot of people. I think it's fair to say that students, parents, and teachers alike are extremely excited to see face-to-face teaching recommence for all on 25 October now that COVID-19 cases are declining in NSW and that the 80 per cent double-vaccination rate for people 16 and over has been met.

For some families, however, return to school can't come soon enough, and as such we have seen a steady increase of students returning back on site at Rosehill since school reopened for Term 4 on 5 October. As more and more parents are required to go back to the office or worksite, student numbers back at school should continue to increase, right up to the end of October when all students are due back. While the challenges of distance learning may be behind us, at least for now, new challenges await as we prepare for all of our 700 students P–6 students and 70 staff members to return to school. Some of these challenges include, but are not limited to, the separation of cohorts indoors and outdoors and the timetabling challenges this brings, mask wearing for children, staggered school starting and finishing times, the organization of multiple entry and exit points being available, welfare issues for students and adults owing to the lockdown and the disruptions to normal routine for the last 15 weeks, staff vaccinations, and mask-wearing (some staff may not be able to vaccinate or wear a mask for medical reasons).

The good news for schools and school leaders is that the Department of Education has been very supportive in its communication, resource-sharing, and guidance of how to handle such issues and the regular webinars, and the advice delivered by the Secretary and Deputy Secretaries have been most helpful. So while we may not be out of the COVID-19 woods yet, Rosehill Public School is looking forward to embracing the next chapter come 25 October as we welcome back students with open arms. We will be ready!

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*The views expressed in this newsletter are those of individual members and do not necessarily reflect those of IRSEA. IRSEA accepts no responsibility for the accuracy of those views.*

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## Valete

**John (Jack) Harrison**

1933–2021

Jack commenced with the Department of Education in 1955 and was a mathematics teacher of some repute. He was soon identified as a person who would be a great contribution to the Inspectorate and so began his career at the higher levels of the system.

Jack was a Staff Inspector focused on Commonwealth Special Grants, and quickly moved on to leading the Policy and Support Unit and the Directorate of Special Programs. He completed his career in the Personnel Department from 1968 to 1991.

This quick snapshot of his career does not expand on his dedication and commitment to public education and his service of thirty-six years.

Our condolences are extended to his children, Louise and Anne, and to their extended families. Jack's wife, Shirley, had passed away before him.

If you would like to view his service, please log in to [www.funeralvideo.com.au/jackharrison](http://www.funeralvideo.com.au/jackharrison).

Jack had a private ceremony with only family in attendance.

RIP Jack—you join a long list of outstanding educators who will be for ever in our hearts and minds.

*A Personal Tribute to John Thomas Harrison, affectionately known as Jack from David Maher, Retired Regional Director of Education, New England North-West (1982–89)*

Jack Harrison became known to me when he was appointed in the 1970s as an Inspector of Schools (Mathematics) at the young age of thirty-three and I was engaged in regional education administration. This professional relationship continued until I retired as Regional Director of Education, New England North-West, in 1989. By chance, he and his family of Shirley, Louise, and Anne, and I and my family holidayed at Noosa, usually in May or June of each year through the 1980s. In the 1980s Jack was assigned to undertake the assessment of mathematics teachers in my Region. Later in his career, when he became the State leader of a Commonwealth-funded Special Program, we again worked together closely. Hence, we had a personal and professional relationship of considerable substance and longevity.

Jack was the epitome of calmness, tolerance, and reliability in all his work. He was most deliberate and ever so thoughtful in analysing issues and always mindful of competing ideologies. His analysis of financial issues was acclaimed with great respect. Subsequently in his retirement, his



membership of his retired professional organization saw his organizational skills recognized and utilized. In all my professional work with Jack, his recognition of the necessity of precise and timely communications was paramount. Following the completion of assessments in the Region, he *always* reported his findings to me.

I count myself fortunate at my advanced age to be able to reflect upon playing golf with Jack, to walking the Noosa beach with him, and to his dining at our dinner-table. He had my ultimate respect and trust. Thus, I made efforts in recent weeks to contact him. Based on my last conversation with him, I knew that he was experiencing discomfort and a loss of memory. Even so, he was neither complaining nor regretful.

Jack had a most successful career and he served it with distinction. Today we salute him and a life well-lived by a good man.

*And a Tribute from Cliff Cowdroy*

Jack Harrison was a great person to know; a master mathematician; so genuine, caring, considerate, and compassionate within the walls of Bridge Street. He was a worthy product of Christian Brothers' High School, Lewisham—a rough and tumble school where the Brothers brooked no nonsense. It drew its students from the local Catholic working community, including those of the nearby Railway Workshops. The school backed onto the main railway line and was always a noisy environment. The school produced a lot of high achievers, all destined for the University of Sydney, including his contemporary, Prof. (Dr) Robert Ouvrier, AM, a prominent early childhood clinician. Jack masterminded the movement of inspectors (especially those located in country regions) when there was to be an impending 'restructure' and he quietly advised us what vacancies were 'in the wind'. I cannot be sure, but I think Jack was on the Executive of the Institute from time to time. Jack also organized all of our Institute lunches at the Bowlers Club for many years, up until his memory started to fade, rather rapidly. Director, Personnel, was a heavy but manageable burden for him. As Inspector for the Islands, including Norfolk, I had good dealings also with his late wife, Shirley, whose family were from the island (the Buffett's, I think, who came to Norfolk after the Pitcairners were removed from Pitcairn Island in 1856). Shirley's passing was a tremendous blow to Jack, but he kept living at Amalfi Place, Longueville, almost on the Parramatta River.

Shirley wrote the definitive book, *Speak Norfolk Today*, also linked as co-author to Alice Buffett. It is a lexicographic handbook providing both a West Country (and Isle of Man), eighteenth-century seamen's dialect with Tahitian words and phrases and modern interpretations. Jack supported

Shirley and both had links to the University of Sydney on this 'indigenous' project. I was invited to the book launch by Alice Buffett, which was held in that very old house on Norfolk Island. The book made its way into the local Central School, but with modern technologies, perhaps the dialect will die out.

Jack was a truly genuine Australian of great courage, thoughtfulness, and tenacity.

**Richard Booth**

25 September 2021

Although Richard was not a member of IRSEA, many of you would have enjoyed some professional contact with him in the South Western Sydney Region or Liverpool area.

Richard entered the teaching service in 1964 and completed his career as a District Superintendent in 1999. He was a passionate educator, a compassionate human being, and a true gentleman. He will be remembered by many.

Richard passed away on 25 September leaving his wife Rosemary and their children to mourn his passing way too early.

**Ray Bird**

14 October 2021

Ray Bird passed away at Tumby Umbi on the Central Coast. Ray's wife, Pam, particularly asked for this information to be passed on to his IRSEA colleagues.

Ray entered the Department of Education on 2 February 1954. He had several country appointments before being appointed in 1973 to Moree as the District Inspector. He then transferred to the Central Coast in the early 1980's to take up the position as District Inspector for the Wyong District. He retired from a Cluster Director position in 1991.

Ray and Pam enjoyed their retirement at Glengara Retirement Village at Tumby Umbi. Ray will be privately cremated.

I am sure that many of you remember Ray and can enjoy a few memories over the next few days. We lose another senior educator who gave great service to the students of NSW. Rest in peace Raymond Bird.

Our sincere condolences to Pam and his family.



## IRSEA PRIORITIES 2021–2022

### PRIORITY 1

### STRENGTHEN RELATIONSHIPS WITH DoE AND CONTRIBUTE MORE EXTENSIVELY TO THE DISCOURSE ON EDUCATION ISSUES

Action	Responsibility	Timeframe	Progress Oct. '21
1.1 Meet with IRSEA contact officer from DoE to discuss options for IRSEA engagement and dialogue with the DoE and the contribution of IRSEA to policy development and debate. This meeting should also be used to identify issues within the DoE that may affect IRSEA's capacity to engage in policy development and consultative processes.	Graham Dawson Lindsay Wasson	September 2021	Meeting conducted via ZOOM with DoE contact person, Raechel McCarthy. Proposals were supported in principle by Raechel and she agreed to follow-up with Leanne Nixon and Murat Dizdar, Deputy Secretaries, School Performance.
1.2 Following the initial meeting with the DoE contact person, follow-up meetings be held with the Deputy Secretaries School Performance (North and South) and the Deputy Secretary Learning Improvement.	Graham Dawson Lindsay Wasson	September 2021	Not yet conducted. These to be conducted after the meeting between Raechel McCarthy and the Deputy Secretaries.
1.3 The Executive Committee consider options for engaging more widely in community discussions on education issues and engaging with other relevant education bodies.	Executive Committee	October 2021	Agreed in principle. Detailed actions yet to be considered by EC.  DoE contact person, Raechel McCarthy, has agreed in principle and will discuss the issues with Deputy Secretaries.  Website includes links to other relevant educational sites.
1.4 The Executive Committee consider the feasibility and desirability of developing and publishing official IRSEA position statements on select education issues.	Executive Committee	October 2021	Agreed in principle. Details not yet progressed.
1.5 IRSEA to include links to DoE website and other relevant education bodies and organisations on its proposed website	Ray Gillies Website Sub-Group	October 2021	Completed. Other sites will be considered.
1.6 IRSEA to request DoE to place a link to the IRSEA website on its website.	Graham Dawson	October 2021	Not approved by DoE.
1.7 The proposed IRSEA website to include a moderated forum section where members could contribute to discussions on educational issues.	Ray Gillies Website Sub-Group	October 2021	A draft forum page has been developed but recent legal decisions mean that IRSEA could be legally responsible for comments placed on the Forum page. Until this issue is clarified Forum page will not be included on the website.

## PRIORITY 2

### MEMBERSHIP RENEWAL

Action	Responsibility	Timeframe	Progress Oct. '21
2.1 IRSEA representatives to meet with senior DoE personnel to discuss strategies for contacting senior officers who are nearing retirement to provide them with information about IRSEA and invite them to join, initially as associate members, and eventually as full members.	Graham Dawson Lindsay Wasson	September 2021	Initial discussions have been held with Raechel McCarthy. Follow-up action will be undertaken following Raechel's meeting with Deputy Secretaries.
2.2 Lindsay Wasson to prepare a briefing about options for associate or honorary IRSEA membership for the consideration of the Executive Committee and members	Lindsay Wasson	August 2021	Briefing completed.  A Consultative Paper was developed and endorsed by the Executive Committee. Copy of the Consultative Paper sent to all members for feedback, which is due in October.
2.3 The Executive Committee to consider strategies to communicate with former TAFE senior educational administrators about membership of IRSEA.	Executive Committee	October 2021	Not yet actioned.
2.4 Executive Committee members to advise of personal contacts within the DoE who could be used to share information about IRSEA to potential members.	Executive Committee Graham Dawson Alan Mills	September 2021	Not yet actioned.
2.5 Executive Committee to write to all IRSEA members asking them to provide information about and invite eligible colleagues to consider joining IRSEA.	Graham Dawson Brian Davies Alan Mills	September 2021	Not yet actioned. President to prepare letter after the end of the feedback period for the Associate Member Consultative Paper.
2.6 IRSEA to conduct an audit of membership database to ensure its currency and accuracy.	Graham Dawson Alan Mills	Septemebr 2021	Not yet actioned.
2.7 In designing the IRSEA website, ensure that the site includes publicly accessible information about IRSEA, its purposes and mission, and the capacity to submit a membership application online.	Ray Gillies Website Sub-group	October 2021	Achieved. Implemented as a part of website design.
2.8 Commission the development of an IRSEA mission statement.	Lindsay Wasson Executive Committee	September 2021	Completed.  Mission statement included on the website.
2.9 Explore options to enhance the benefits of becoming an IRSEA member	Lindsay Wasson Janina Sulikowski Kerryanne Knox Executive Committee	December 2021	Initial discussions held between LW and KK.  Concept of awards structure and membership symbols discussed with EC and included in Associate Membership Consultative Paper.

### PRIORITY 3

#### COMMUNICATION WITH MEMBERS

Action	Responsibility	Timeframe	Progress Oct 21
3.1 Current communication strategies be maintained and enhanced with the development of the IRSEA website.	Executive Committee	Ongoing	Website in development. Due for launching in December 21.  Consider options for regular communications from the President to members, in addition to the newsletters, at October Executive Meeting.
3.2 A sub-group of the Executive Committee to meet with Ray Gillies to support the design and development of the website.	Ray Gillies Website Sub-Group	Ongoing from August 2021	Implemented.
3.3 If considered necessary by the sub-group and the Executive Committee, funding be allocated to support the design, establishment and maintenance of the website.	Executive Committee Ray Gillies Website Sub-Group	Ongoing from August 2021	Funding has been set aside for this purpose. Not yet allocated.
3.4 The Executive Committee seek to reinvigorate luncheon meetings and invite presenters to address an agreed theme during 2021–22.	Executive Committee John Allsopp	Ongoing from December 2021	First 2021 luncheon meeting is planned for 3 December. The two Deputy Secretaries, School Performance, have been invited to speak.  Explore option to broadcast presentation for members who cannot attend.
3.5 The Executive Committee examine the cost and feasibility of presenting luncheon meeting presentations as on-line webinars.	Executive Committee John Allsopp	October 2021	Planning in progress for December meeting.  One ZOOM meeting held in lieu of face-to-face meeting in August. 20 participants who strongly supported their continuation.
3.6 If the Executive Committee agrees to establishing a theme for 2021–22, this theme be used as a basis for some articles for the newsletter.	Executive Committee Syd Smith	Ongoing from October 2021	Not yet actioned.



# Christmas Meeting and Lunch Booking-Slip

## 3 December 2021

**Come and join your colleagues at  
The Castlereagh Boutique Hotel, 169 Castlereagh Street, Sydney**

**Please note that you can now pay by electronic funds transfer.**

Please complete the lunch booking-slip below and return payment with your cheque (unless paying by EFT) **by 22 November to:**

John Allsopp, 3 Slade Avenue, Castle Hill NSW 2154  
Home telephone number is 02 8677 3156.  
Email: john.allsopp1@gmail.com

I enclose my payment of \$..... (at **\$57.00 per head**) for the 2 course alternate-drop main meal with bread roll and coffee, tea, and petits fours.

**Lucky door prize of an excellent bottle of wine.**

**Please note you may be asked to provide evidence of being doubly vaccinated on your arrival.**

**Your name** (please print):

.....  
**Guest's name(s)** (if applicable):

.....  
For the above to attend the IRSEA luncheon at 11.30 a.m. for 12.00 p.m. at the Castlereagh Boutique Hotel at 169 Castlereagh Street, Sydney, Friday 3 December.

**Please indicate in space provided if you require a special meal.**

Meal type..... Number required .....

Signed: ..... Date: ..... Phone no. ....

**If paying by cheque** make your cheque to the *Institute of Retired Senior Educational Administrators* and cross it 'Not negotiable'.

*OR*

**If paying by Electronic Funds Transfer the details are:**

**BANK** Commonwealth Bank of Australia

**BSB:** 062300

**ACCOUNT NUMBER:** 10466684

**ACCOUNT NAME:** Institute of Retired Senior Educational Administrators (IRSEA)

**YOUR REFERENCE:** Your surname, initial, and 'meeting'

Money cannot be refunded for cancellations made after **29 November 2021.**

*I agree / do not agree (cross out one) that photographs of me in professional and/or social situations may be published in IRSEA's Newsletters and on IRSEA's website.*

**If you can't attend but would rather join us by Zoom on your home computer, please indicate below with your email and we will send you details on how to connect with the luncheon on 3 December.**

Name ..... Email .....