

PRESIDENTS REPORT OCTOBER 2005

Tena koutou, tena koutou, tena koutou katoa

As I write this, Term IV is quickly passing us by and NCEA Levels I-IV begin in a little over two weeks. A scary reality for teachers and students I am sure. I am of the opinion that Term IV is the busiest of them all; finishing the current year and preparing for the next.

The Executive met on Friday 28 October and this was the last meeting for 2005. All twelve representatives were present and the meeting was a mixture of lively debate, interesting speakers and addressing nuts and bolts issues from the regions.

We had two guest speakers;

- 1 Graham Collins from the Ministry of Education, presenting information on the ***Aspiring Principals*** initiatives that are going to be extended nationwide in 2006, and
- 2 Helen Moody from the State Services Commission, speaking on their Retirement Scheme initiatives.

Graham took the Executive through the findings of the trial that happened in the Waikato earlier this year and what plans the Ministry has to extend this trial in 2006 to other regions. Executive feel that these initiatives are a positive step in the right direction. It is important that the ***leadership-capital pool***

increases as it is evident from national research that the numbers of applicants for leadership positions are getting smaller.

Helen presented information on the number of people [teaching and non-teaching] who have taken up the States Services Commission Retirement Scheme and the initiatives that they are putting into place to ensure more people are involved; and not necessarily in their scheme. She also explained briefly about **Kiwi Saver** and the implications that this scheme will place on employers when it is initiated.

For more detailed notes on both presentations, please see the Minutes of the Meeting, presented later in the newsletter.

Jenny Thomas [currently Registration Manager at NZ Teachers Council] has signalled it is her intention to resign formally from NASDAP Executive effective from the beginning of 2006. This will mean that an election will need to be held in the Wellington/Hutt Valley/Wairarapa region before the end of 2005.

Jenny has been an undying supporter of NASDAP since its inception and for the past, present and future Assistant and Deputy Principals' I wish to say thank you very much for the time, energy and commitment that you expended on our behalf. Without this, NASDAP would not be where it is today.

Thank you must go to Geoff O'Halloran [Deputy Principal at Tawa College] for taking Jenny's place for

2005. You have been a valuable Executive member Geoff and we hope that you will allow yourself to be nominated for the election! (Nomination forms are included with this newsletter for Wellington/Hutt Valley/Wairarapa region schools.

The winner of the 2006 inaugural NASDAP Scholarship is James Clark of Rosehill College in Auckland . I would like to take this opportunity to congratulate James on his successful application. James' intentions for this \$12,000 Scholarship are detailed later in the newsletter. I encourage you to apply for 2007! Details will be published throughout the first half of 2006 in this newsletter and through the Education Gazette.

This will be the last issue of the NASDAP Newsletter in its current format. In 2006, there will be a "new look newsletter" and as well as a paper copy, it will be emailed to all NASDAP schools as a PDF file. Please look out for this "new edition" in late Term One.

Finally from me, thank you to Executive for your commitment to NASDAP. You are a fantastic group of people, who represent the regions' views and issues with vigour throughout the year, not just once a term at meetings. I would especially like to thank Sheryll Ofner [Vice President] and Lynlee Smith [Secretary] for undertaking many tasks during my illness earlier this year.

Enjoy the remainder of Term IV. Have a Merry Christmas and Happy New Year. If you travel, travel safely.

Arohanui

Annette M Taylor

MINUTES OF THE NASDAP EXECUTIVE MEETING

Term IV Meeting - 28 October 2005 , 9.00am

Wellington Airport Conference Centre

PRESENT: Phil Carmine , Roy Fletcher , Phil Keenan, Sheryll Ofner, Geoff O'Halloran, Ali Painter , Lynette Parish , Penny Prestige, Julia Scott , Lynlee Smith , Annette Taylor , Joyce Whyman

APOLOGIES: Nil

MINUTES OF PREVIOUS MEETING:

Motion: That the minutes of the previous meeting be accepted.

Moved: Ali Painter Seconded: Phil Carmine
Carried

MATTERS ARISING:

Professional Data base - still to be looked at by Lynette Parish and Julia Scott .

ERO Office - Mike Rowlings is now Chief Review Officer. Annette is having difficulty making a time to meet. Annette will look to inviting him to speak to Executive in 2006.

Web site - There appears to still be difficulty accessing it. Now getting a bit outdated. Needs an upgrade and would possibly be in the vicinity of \$5,000+. We might want to put it into Lead Space since we already have a site there.

However, we are aware that many do not find Lead Space very user friendly due to the password requirement. There was general agreement on the committee that we need to maintain a NASDAP site. Who is going to load information onto the site?

We are still waiting for conference papers to be loaded after Rotorua Conference. There was a decision around the table to move on and upgrade the site. Annette will contact Rosalie Goldsworthy and explore possibilities. Need to monitor the number of times the web site is accessed. Encourage people to visit the site - suggestion that we consider spot prizes of a bottle of wine to each region each term for a year to get people visiting and working with the site. Hyperlinks also need to be considered

Newsletter - Sheryl reported back on discussions with Derek Olphert (Retired Graphics Expert). The newsletter could be e-mailed as a PDF file. Executive like the hardcopy of the newsletter because it can be

handed around. Some discussion ensued about the historical situation surrounding who has been receiving copies of the newsletter. Some would like to see every member receive their own copy. Need to decide the format and colour. If so where? Coloured cover? Shape and colour help to catch the eye; layout - contents - separate sections each time.

Sheryll presented two mock-up drafts to the meeting. Put out a paper copy for one year (printed black on toned paper) and then tell people that in 2007 that the newsletter will only be sent electronically. Signal that we are going to be getting it on-line. Going electronic probably does mean going with an A4 format. Major stumbling block is keeping an up-dated data base. Possibly send to admin of each school and ask that they flick them on to AP/DPs. Two columns - font is larger, uses the logo, contents page, hyper-links to contents. Annette will give the specs to Allan so he has the opportunity to have a look at this and see whether he would be interested in working with the new format. Sheryl and Annette to liaise with Derek, Allan and Lead Space.

Professional Liability in Relation to Conferences (Janet Matheson)

(See Inward Correspondence) Committee accepted this was an entirely responsible response. Rotorua Conference ended up with a shortfall. Came about for a number of reasons - blowout came in terms of IT/AV \$13,000 and internet connection of \$900. Loss is

\$1,400. The AV costs took the organising committee a bit by surprise. Photocopying also became an issue as people got the hotel to photocopy instead of the sponsors. Not a huge loss over \$200,000 at all, but non-the-less a shame.

Organising committee wanted to keep the conference as affordable as possible for schools, so there was never any thought that the region would make a profit anyway. Because it was in Rotorua, the Committee had to use three venues and therefore had to have technicians and equipment for all venues.

The Committee received seeding finance (\$5000) and took Tourism Rotorua on board who underwrote them because they were a government organisation. Professional liability - NASDAP and float seems to cover the liability issues. Lynette mentioned that it was incredibly difficult not to have any guidelines from the national organisation. It would be very helpful for future conferences to have information to act as a guideline.

There was some discussion that Executive could look at insurance to cover losses. Large centres can make a profit where small regions cannot - seems very unfortunate. What it is likely to mean is that small centres will not look at running conferences. It is essential to get a guideline book (based on the experiences of those who have already run conferences) into place. Would like to nut out some sort of policy in terms of costs involved for

organisation, only get seeding money if sets of financial plans are submitted, mental shift – if it is a NASDAP Conference then profit go to NASDAP, if seeing self as a regional group doing a conference then name of conference should reflect that and profit goes to local area.

The issue of small areas sending representatives to overseas conferences rather than to the NZ NASDAP Conference was raised. Principals not letting both AP/DP go to one conference, because of staffing issues at home school. Need to not minimize the networking that happens at a national conference. How long is the big centre versus small centre going to be sustainable? Go other places for a lot fewer dollars. Against teachers grains to go for sponsorship – seeking sponsorship was a major issue – who do you go to? Same people being hit a lot. Quality teaching partnership - \$4000 an interesting amount – about \$4 per AP/DP. This seems inadequate. Annette to write a letter to the Minister of Education, Rt. Hon Steve Maharey to request this amount be raised.

We should not completely ignore the idea of linking up with Australian colleagues for a conference for AP/DPs in the future.

This issue to be taken back to regions to be discussed at the next meeting.

TREASURER'S REPORT:

Tabled

James will present his findings to ASDAP and provide a written report to NASDAP to follow the award.

Newsletter

Deadline is midnight Wednesday 9 November 2005

Articles and items of interest - conferences that you have been to - photos, anything exciting,

Payment for contributors - e.g. John Hattie? Can we pay or not - articles are submitted on a voluntary basis. We do not pay for them - sets a precedent. Will look at this issue as we work on updating the newsletter and may reconsider our position then.

Assistant and Deputy Principals' and the '5th Non-contact'

Some discussion about the issues surrounding minimum non-contact and maximum contact time:

Staff have 5 non-contacts, but can still end up losing a non-contact for relief, because it is worked out on a per-term basis, not a per week basis. Compensatory time.

Really talking about the fact that non-contact does not benefit AP/DPs at all. Not in the classroom is not about "our" work. The argument is that every teacher has gained an advantage. However, through not losing one hour of our teaching time, we get nothing. The person who taught 20 periods a week and next year will be down to 19, but the DP who was teaching 10 hours

still gets to teach 10 hours, s/he is not making any gain at all.

Every teacher has had their workload reduced by 5%. AP/DPs have remained at exactly the same point.

The issue now is that because we do not have AP/DPs in the contract the AP/DP is not protected. Impact of cutting the contact time may have actually raised the number of contact hours that AP/DPs now face.

Need to get Rob Willets to this group and really iron out this issue with him rather than leave it to the SPAC forum. AP/DPs are in a unique position and this position needs to be made clear to PPTA.

Look at an old contract and come up with something that we could get back into a new contract.

Specialist Classroom Teacher

Discussion around the issue of SCT and how other schools are finding the process of making appointments:

Farcical situation that senior experienced teachers all have management units and when they found that they had to give them up they would not apply

Can use MMAs so number of principals have found ways around it

Not found anyone suitable and so have decided not to appoint.

Others have found teacher eminently suitable so not an issue.

Been linked to projects already underway within schools

Large schools finding it absurd - only one position regardless of size of school. Schools with 100 plus teachers this is just a drop in the bucket.

Some schools finding no expressions of interest. Have not made an appointment

Credibility will be a problem - some applicants not deemed credible to other staff.

Some suggestion that AP/DP having another area to oversee and making for extra workload.

Has created some other difficulties for timetabling, with staff

What are the national statistics showing? How many schools have not appointed?

Can get the person to give up the MUs but then who are you going to get to pick up the MU responsibility? That has also been a problem.

The concept is great and hopefully this trial year will help to iron out some of the real problems that are evident at the moment

Dates for 2006 Meetings (all confirmed)

Term 1 - Friday 17 March 2006

Term 2 - Friday 19 May 2006

Term 3 - Monday 31 July 2006

Term 4 - Friday 27 October 2006

Gary Beecroft - NZQA Meeting - Roy Fletcher

A sub-committee of the NZQA DP/AP advisory met in Wellington on the 20th September.

Concern had been expressed at an earlier meeting of the difficulties schools faced having to fulfill NZQA expectations without being specifically provided with the resources.

Amongst other issues there was discussion about:

Student management systems

Process of accreditation and the ability of schools to deliver to NZQA if they did not have an accredited software provider

School had issues when upgrading to accredited software packages (hardware, networks and switches needed upgrades as well if the new programmes were to run effectively).

Payroll Reference Group - Geoff O'Halloran

STA, NZEI, NASDAP, and the Ministry all attending these meetings and they are proving to be a good vehicle.

Matters discussed at the latest meeting included:

Changing software,

Electronic pay slips

Patterns for part-time teachers

Organisation structure and positions

Regular reports to schools (forewarning schools that things are going to happen)

Extended cutoff for Payslips - problem is in the printing and how long it takes.

Members are advised to talk to Geoff if they want any further information.

Other:

Will need to be an election for the Wellington region, due to Jenny Thomas' resignation. Geoff has been in an acting capacity till this time. Thank you to Geoff for his work and also to Jenny for hers and we look forward to seeing the result of the election.

Issue of MMAs and the fact that AP/DPs are not eligible for them and the feeling of a large number of AP/DPs is that this is unreasonable.

Really good read: School Leadership that Works - from Research to Results: Marzano, Waters, and McNulty - (ASCD)

GUEST SPEAKER - Graham Collins (Senior Advisor in Curriculum Teaching and Learning Group in Ministry of Education; and responsible for the Ministry of Education's Aspiring Principals Programme)

Darren Gammie's apology for non-attendance, but had a meeting with the Minister which had to take precedence.

What has been done so far as a Ministry?

Have had pilot programme for aspiring school leaders since 2003 - one region only (Waikato) managed by Waikato School of Education. Two small cohorts (each of 12 people- 2 secondary in each cohort). MOE concerned about high principal turnover and low application rates for low decile, remote schools. (a lot of which are primary). To be selected into the project applicants had to state a commitment to go and work in those schools. Highly focussed and targeted cohorts. Members often shoulder tapped.

Learned a lot about how not to run this kind of project. At the end of the first cohort none of those in the cohort wanted to carry on and apply for principal positions in those schools. Says something about where the pressure points are in our schools. However, at the end of the second cohort there has been a greater

success rate, with 3 participants in this cohort having won principal positions in the target schools.

What is Ministry going to do next year?

Essentially two things - one through school support services through the Colleges of Education and the second through the Teacher Refresher Course Committee.

Copy of contract of first page with school support services given to all committee members - the major focus will be on developing the "capability and confidence of those people who have the potential to win principal positions (with a particular focus on regional needs); other middle and senior level school leaders (not principals); and those interested in winning an initial school leadership position." (copy available for anyone interested)

Tightly focussed and three sub-targets - 1st group looking to Principalship (but looking to regional needs) what are the schools that are difficult to staff (how are you getting this information - are the teams going to BoTs and finding the information?) - Regional ministries - one of the problems might get 6 applicants for the job, but the quality of the applicants might not be up to scratch. The data is coming from BoTs (number of applicants etc). Asking regional teams to do some work with the middle groups. Some is self identification, some by principals, some through ERO.

2nd sub group those already in senior positions and looking for greater depth – middle management to senior management, or DP/AP who want to stay in that position, but want greater depth

3rd group – young and looking for career paths (often the very young, inexperienced and upwardly mobile)

Need to really be clear about what leadership is – quite a different concept of what leadership is between secondary and primary. Given that a lot of AP/DPs don't want to be principals – should not have to feel that there is something wrong with you if you don't want to be a principal

We expressed the feeling that AP/DP had thought that the aspiring principals training was for everybody, and not that it just had such a narrow focus.

What does the Ministry understand by regional need?

Talking about the school support regions – each of those regions having slightly different needs.

What about the quality of the applicants?

4th focus group – teacher refresher course for newly appointed DP/APs. Track through the gazette every time a DP/AP position is advertised. Planning to have a second follow up course for those who are at least 18 months into the role of DP/AP. Another national provision that is available.

Ministry is involved in targeted training. Do not have the responsibility or the resources for training the whole of the cohort. Appointments are made by BoTs, who are charged with the employer responsibility for schools.

Any statutory requirement to have an advisor involved in the process?

No. So a big gap here.

Any intention to have a closer relationship?

Have highlighted an on-going tension - Role of central authority and the local governing body.

Principal appointment one of the few areas of school operation that is totally unregulated and where BoTs have total autonomy.

The possible long-term future?

No further new funding likely but MOE committed to looking at aspiring leader training.

In all our hands - career pathways and PPTA and ECTs. Notion of widening our concept of leadership is really important and is the underlying notion of all this work. Hopefully the notion of career pathways is going to continue to be widened.

Interested and motivated people - 80% of senior school leaders who are not interested in going to Principalship - and why? Cathy Wylie's national survey

- secondary part of that - figure in the 80% range - ACER and secondary workloads also revealed something similar.

A lot of published work about primary schools and not nearly as much about secondary - a lot of research done on the Secondary situation but it happens in MEd Admin thesis type situations and it is rarely published.

Producing statistics that are aggregated. Ministry could help by separating some of those figures out and maybe help the distortions

What are you doing for us - AP/DPs who do not want to be principals? This group appears to be being left out. Where does this group fit in terms of the Ministry's vision? Middle group between the colons. Up to the regional support services to give this group support. Very difficult/disparate group.

Where are the regions? Who is charged with this? Christchurch College - office in Nelson, Wayne Freeth/Peter Allan, School Support Dunedin - Ian Stephens, sub office Invercargill, Auckland Team Solutions - Julia Scott , Waikato - Gail Donaghey, Colleen Douglas - Palmerston North, Wellington - Peter Lee.

Is there New Zealand research linking leadership and outcomes? Some doctoral theses .c.f. Graham Collins. Leadership Best Evidence Synthesis due out next year will help pinpoint this.

Graham showed the group the Framework that the Ministry has developed - Principal Leadership Framework (copy attached) Working towards this framework. This is the framework that is being applied to their work. This is the sort of information that needs to go out to BoTs so that they know what it is that a principal's work really involves. BoT need to have this kind of information available to them.

Career Pathways conjoint work between the Ministry and PPTA - developing new career incentives and structures to allow us to move to the future.

Why are good people not going into teaching/on to principalships? - Workload, status of the profession, teachers being slagged off in the media all the time ... Real issue that the teaching position is better paid than the advisory position and so a lot of career paths are being cut off, because of this.

Some very good things coming out of the Ministry, but there are real issues in accessing the research at the moment. Do not have the time to actually get to the site and access it. Don't know it's there. Doesn't get done, because it hasn't come as a hard copy. Can anything be done to avoid having to download the e-copies?

GUEST SPEAKER - Helen Moody - Manager State Sector Retirement Savings Scheme

Helen Moody gave a presentation on the State Sector Retirement Savings Scheme (SSRSS) covering the topics – current uptake, regional coverage, decision to join, what members value, looking forward – KiwiSaver.

Particular points to note:

Combined membership now 30,000 (as at October 2005) with total value of members' accounts now \$100 million.

SSRSS is offered through three approved schemes – from AMP, ASB and AXA; and is available for teaching and non-teaching staff.

Teachers' Retirement Savings Scheme (TRSS) an entirely separate scheme – very similar – to join TRSS have to be a teacher and union member; SSRSS three times the size of TRSS

A lot of staff who are eligible have not joined any of these schemes; from non-teaching staff very low uptake, with about 40% of teachers in SSRSS, TRSS or GSF (even that's low). Varies from school to school.

Helen is happy if people make a deliberate choice not to join, but unhappy if non-joiners don't know about it or how to access the opportunity.

From research (about SSRSS in the Public Service) employees were likely to make an early decision whether to join SSRSS once they knew about it, so

first communication to staff is very important. Also uptake was better where there was strong management support or group discussion, and follow-up to get the forms handed in. Is it the same in schools?

About 60% of SSRSS members had little or no retirement savings; fills a need

Looking forward, Government to launch KiwiSaver - 1 April 2007 . Looks like all employers (including schools) will give new staff KiwiSaver information. (IRD to provide information packs). Minimum employee contribution 4% of gross salary; Government subsidy \$1000 upfront, a fee subsidy and first home loan deposit subsidy for those who qualify; new staff automatically enrolled in KiwiSaver unless opt out. SSRSS will continue. Existing employees able to go into KiwiSaver 'as well as' what they are already in, but may not be eligible for all subsidies in both schemes.

Discussion during and after Helen's presentation included:

People who haven't joined are essentially giving away 3% top-up to their salary - convincing argument that this is a gift (employer contribution), so why are teachers and non-teachers not taking up SSRSS? Teacher aides - do not have secure positions. Maybe teachers have less disposable income than retirement services people seem to think. Helen acknowledged that it's very difficult for some people in the midst of

present financial commitments to make decisions for the future.

Can it be made easier to join? Have to go to your principal to get the form signed. Many teachers prefer not to talk about their wage issues (or financial matters generally) with other staff (even the Principal).

Can join SSRSS if already in GSF, but can't get SSRSS employer subsidy.

Savings paid as lump sum or can be withdrawn in instalments. Amount paid is not guaranteed. Possible to lose your contributions if financial markets perform very badly - employer contributions end up being the buffer, but in managed funds there are no guarantees.

What happens to your contributions if you die? - Total paid to your estate.

Points for our members to note about SSRSS:

Should be talking about SSRSS with new staff; make sure they have a copy of the SSRSS information. (The orange document - up to 50 booklets sent out to schools beginning of term 4). (A draft induction leaflet is also underway.) Schools are not expected to actively promote joining the SSRSS, but need to ensure all eligible staff know how they can join.

Helen handed out a Checklist for Schools and Kindergarten Associations. Two copies were sent to

principals at every school recently. Helen is interested in feedback on the usefulness of the checklist.

See Helen's article later in the newsletter for further information.

Meeting closed at 3.00pm .

Next Meeting: Friday 17 March, 2006 . Wellington Airport

THANK YOU LETTER TO JENNY THOMAS

31 October 2005

Jenny Thomas

NZ Teachers Council

Manager Registration

PO Box 5236

Wellington

Dear Jenny

On behalf of the NASDAP Executive, I would like to acknowledge the email that you sent, stating your intention to resign from NASDAP effective from the beginning of 2006.

At the recent meeting, I reported to Executive that it is your intention to resign formally, to continue your

position as Manger of Registration at the NZ Teachers Council.

On behalf of past, present and future Assistant and Deputy Principals in New Zealand , I wish to say a huge thank you for all of the hard work that you and Allan Webb did in establishing NASDAP and moving it forward to be the professional association that it is today.

The past ten years have seen many changes in education and NASDAP has been a very good vehicle to ensure that member schools have been kept abreast of change and had a voice with policy makers. The drive, passion and commitment that you have willingly given to NASDAP have been outstanding.

Please find enclosed a small token of our appreciation. We wish you all the very best for your future with the NZ Teachers Council.

Once again Jenny, thank you.

Kind regards

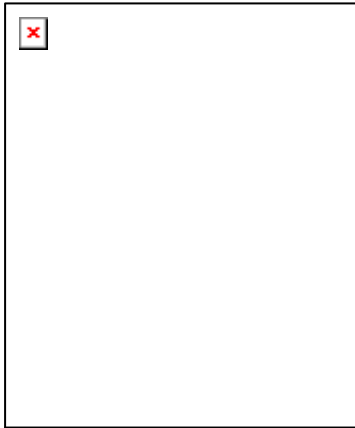
Annette M Taylor [Ms]

President NASDAP

The NASDAP Scholarship Award 2006

James Clarke

Deputy Principal, Rosehill College, Papakura.



I am very honoured and delighted to accept this inaugural scholarship which I am sure will contribute to our knowledge of educational leadership for the benefit of all secondary colleagues.

I plan to take leave from Rosehill College for the first four weeks of Term II 2006 to investigate middle managers' job priorities. If we expect improved quality of teaching and student achievement then senior managers must find ways to structure their middle managers' / curriculum leaders' jobs to prioritise being active visionaries more than good organisers.

Middle managers believe that their tasks are not correctly prioritised; that in fact their jobs have certain demands which compromise their ability to spend time on those things that they consider importantly beneficial for teaching and learning. The focus of my scholarship award research will be to find examples and/or suggestions of school systems that facilitate opportunities for middle managers to have real curriculum leadership quality time - reading and enquiring into up-to-date subject development and

raising professional knowledge. I can then summarise and share that around secondary school senior managers as examples of how to have a true focus on curriculum development.

I will use this award to allow an investigation of how senior managers can better our core practice of what happens in classrooms and my programme of study/visitation will seek to address the above-mentioned issue. What better thing could senior managers do in a school than to explore systems that put as priorities in people's jobs, passion, innovation and the quality of curriculum delivery.

If your school has an innovative approach for facilitating middle managers' professional reading and enquiry then I would like to visit your school next year. Please email me: j.clarke@rosehill-college.co.nz

The State Sector Retirement Savings Scheme

The last NASDAP Executive meeting was addressed by Helen Moody from the State Sector Retirement Savings Scheme who has provided the following information. We believe that all Deputy and Assistant Principals should have access to this information. It is up to you whether you chose to have a role in raising the awareness of other staff. It may be something the senior manager responsible for new and/or beginning teachers may want to consider. In that case, the article contains a number of suggestions

you could implement
Sheryll Ofner

Vice-President



The State Sector Retirement Savings Scheme - an opportunity for ALL staff

The State Sector Retirement Savings Scheme (SSRSS) is a new employee benefit for staff in State and State-integrated schools. It started on 1 July 2004 and by October 2005 had over 30,000 members with total value of members' accounts already over \$100 million. Have all eligible staff [\[1\]](#) at your school taken full advantage of this employee benefit?

The SSRSS is a voluntary retirement savings plan available to employees in the Public Service and to teaching and non-teaching staff in State and State-integrated schools.

Employer contribution

The SSRSS is designed to help people easily build up a retirement nest egg. For most eligible staff in schools, the Ministry of Education will pay employer contributions to SSRSS - matching a member's contributions dollar-for-dollar up to a maximum of 3% of gross base salary. The employer contribution is in addition to total remuneration paid to the employee,

and is not tradable for cash. (Contributors to Government Superannuation Fund can join SSRSS, but are not eligible for the SSRSS subsidy.)

Choice for SSRSS members

In the past the design of employer sponsored superannuation schemes took a “one-size-fits-all” approach. SSRSS offers a lot more choice – allowing each member to build retirement savings in a way that best suits them:

- A choice of three SSRSS schemes is provided by AMP Financial Services (AMP), ASB Group Investments Limited (ASB) and AXA New Zealand (AXA) [\[2\]](#)
- Choice of different investment options – to suit people of different ages and stages of career and attitude to risk – with a default conservative option in each scheme for those who do not make a choice.
- Minimum employee contribution of 1.5% and no maximum – members’ choice as to how much they want to save for now – with the option to increase, decrease or suspend contributions to fit personal circumstances.

Schools’ role in raising awareness of SSRSS

Schools need to ensure that all staff know about SSRSS and how they can join – otherwise your staff may miss out on this important employee benefit. Here

are some simple ways in which you can help staff to be fully informed about SSRSS:

- Keep handy a copy of the *Checklist for Schools and Kindergarten Associations*. It explains what the **school** has to do when a staff member applies to join SSRSS. Two copies of this checklist were recently sent to principals of all schools. Further copies can be requested from superscheme@ssc.govt.nz
- Talk about SSRSS with new staff – give them a copy of the introductory brochure “Your Guide to a Super Future”. You can order new stocks of this brochure by emailing ssrss@marketingimpact.co.nz
- Include information about SSRSS when you are recruiting new staff. (A leaflet highlighting the main features of the SSRSS and how to join is currently being developed and will be distributed to schools shortly).
- Remind all staff, annually, that if they haven’t joined SSRSS it’s never too late. Personal circumstances can change over time; as financial pressures ease the time may be right for existing staff to take up SSRSS.
- Hold a small stock of the three scheme providers’ Investment Statements or suggest staff contact the providers on their 0800 numbers. See www.superscheme.co.nz or the brochure for contact details.

- Follow up with staff to see if they need any help getting further information and, if they've decided to join, collect their application forms.
- If staff need more information about investing www.sorted.co.nz is a good place to start. *Sorted* is a website developed by the Retirement Commission, and covers much more than just retirement savings. If staff don't have access to the internet, some *Sorted* publications are available at all public libraries and Citizens Advice Bureaux – these cover topics like: *Set Your Goals, Saving, Managing Debt, Investing, Retirement, and 60plus*.
- Contact the providers or email to superscheme@ssc.govt.nz if you'd like to have an SSRSS seminar in your school or in your region.

More information

For general queries about SSRSS check out the website at www.superscheme.co.nz or email superscheme@ssc.govt.nz

UPCOMING CONFERENCES

**2007 NASDAP Biennial National Conference will be
in Nelson**

The dates will be Wednesday 22 August 2007 – Friday 24 August 2007 and it will be held at “The Rutherford.”

[1] Employees of State and State-integrated schools can join an SSRSS scheme if receiving a salary and employed either permanently or on a fixed term agreement (full or part-time). If employed on a fixed term contract, it must have four months or more to run on joining the scheme. There is no age restriction on joining.

[2] Note: The Teachers Retirement Savings Scheme (TRSS) is an entirely separate – but similar – scheme. It is a further choice available to teachers and principals in State and State-integrated schools who are also union members.