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FROM THE EXECUTIVE DIRECTOR

In recent months two significant Bills have been considered by State Parliament – the Education (Compulsory Education Age) Amendment Bill 2007 and the SSABSA (Review) Amendment Bill 2007. Some key elements have emerged in these Bills. They are:

- Greater flexibility in the options available to young people who are required to remain in education, training and/or employment between 16 and 17 years of age
- The establishment of expert Boards rather than representative boards associated with the governance of statutory boards
- Increased powers given to the Minister to direct a statutory authority
- The requirement to track students across a range of education, training and employment options.

Some of these trends raise questions about how the Independent school sector can effectively continue to engage in policy development for post compulsory education and other decisions made by the new SACE Board that will impact on the delivery of curriculum at the school level.

In particular, the AISSA may have to rely more on its advocacy role beyond advisory committee structures established by the State Government.

Early next year a discussion paper will be released to seek advice on the regulation of early children’s services and school education. The AISSA office is consulting with the AIS’s in other States to obtain information on recent changes to legislation and regulation in these areas and is undertaking research on modern forms of regulation of schools and children’s services.
We look forward to receiving your advice on this discussion paper and ensuring the views of the Independent sector are presented in a professional manner to the State Government.

Key Education Policy Initiatives

The new Federal Government policies of significance to member schools include:

National Secondary School Computer Fund which will allow every Australian student in Years 9-12 to have access to a school computer. The Federal Government will invest $1 billion over four years in this initiative. The National Secondary School Computer Fund will allow secondary schools to apply for capital grants of up to $1 million to acquire new or upgrade information technology equipment. This could include personal laptops or computers, thin clients with virtual desktops and internet network infrastructure to connect secondary schools into the information superhighway. Individual secondary schools will be able to reapply for capital grants every three years to update and upgrade their technology. Under the plan the ALP has committed to 99 per cent of school children obtaining access to broadband connections of speeds up to 100 megabits per second at school through Fibre To The Premises (FTTP) broadband infrastructure.

The other one per cent of students will get improved access at school, via the best available fixed line, wireless and satellite technologies. The new Government has committed to working cooperatively with State and Territory governments, and the Catholic and Independent schools sectors to partner this program by ensuring schools have sophisticated ICT strategies – including training, client support, maintenance costs and integration with the school curriculum.

This initiative has been given a high priority by the new Government and will involve an application process from schools. Details of the administration of this policy will be announced soon.

Trades Training Centres in Schools Plan which will involve the allocation of $2.5 billion over 10 years to establish trade training centres in all secondary schools. It is proposed that between $500,000 and $1.5 million will be available to each secondary school to build and upgrade trade workshops, information and communications technology laboratories and other facilities such as Commercial kitchens, hairdressing facilities, etc. Equipment can also be purchased. Schools in close proximity will be able to pool capital funding to create School Trade Precincts. Partnerships between industry, TAFE and trade training centres will also be encouraged. The Federal Government will expect the State and Territory governments to lift their overall investment and improve the quality of school based vocational education and training. This Plan is a key plank in the government strategy to lift Year 12 retention rates from 75 per cent to 85 per cent by 2015 and to 90 per cent by 2020.

The Plan will also promote workplace learning programs for senior secondary school students and develop a cooperative relationship with businesses and their local school communities.

This Plan also includes a commitment to:
- provide $84 million – over four years – to guarantee access to one day a week of on-the-job training for 20 weeks a year for all Vocational Education and Training (VET) in Schools students from Year 9 to Year 12
- increase funding to the Enterprise and Career Education Foundation by $8 million
- over five years to improve linkages between schools and business and develop innovative, high quality work and training programs for VET in Schools students.

The Trade Training Centres have also been announced as a high priority by the new Federal government.

Commitment to Existing Funding Arrangements: During the election the ALP committed to adopt the existing Socio-Economic Status (SES) funding model for the next funding quadrennium, from 1 January 2009.
to 31 December 2012 and to make the four year 2005-2008 Funding Agreement and the current schools indexation formula its minimum starting point for the Commonwealth’s negotiations with States, Territories, Catholic and Independent school systems.

The announcements by the ALP also included a promise to close the gap between public funding of primary and secondary school students and to substantially increase funding of needy primary schools, especially within the public sector.

**50% Education Tax Refund** to help families of around 2.3 million school-age children meet the costs of education. Eligible parents will be able to claim:

- A 50 per cent refund every year for up to $750 of education expenses for each child attending primary school (maximum $375 per child, per year).
- A 50 per cent refund every year for up to $1,500 of education expenses for each child attending secondary school (maximum $750 per child, per year).

The refund will be available to all families who receive Family Tax Benefit Part A. Families with children at school receiving Youth Allowance will also be eligible for the credit.

Eligible items include:

- Laptops;
- Home computer and associated costs;
- Home internet connection;
- Printers;
- Education software; and
- School text books.

School fees will not be an eligible item of expenditure.

**New Directions for Early Childhood Education: Universal Access to Early Learning for Four Year Olds** which sets out a $450 million plan to give a universal right of access for all four year olds to fifteen hours a week of high quality early childhood education delivered by a qualified early childhood teacher. In addition $200 million has been allocated for 260 new childcare centres on school sites.

**New Directions for Mathematics and Science** which provides financial incentives totaling $111 million for students to study Mathematics and Science at university and then use their degrees within the mathematics and science professions, particularly teaching.

**New Directions for our Schools: Establishing a National Curriculum to improve our children’s educational outcomes** which sets out a plan for a national curriculum delivered in partnership with State and Territory Governments and educational experts, informed by the needs of students and their parents.

**New Directions for our Schools: Local Schools Working Together** which is a proposed innovative pilot program to fund the construction of shared facilities between government and non-government schools. $62.5 million will be made available to provide high quality classrooms, sporting fields, science laboratory, libraries, trade workshops and assembly halls in new growth areas.

**New Directions for Australian Children: Helping parents keep their kids healthy and ready to learn at the start of school life** sets out a plan for a universal Healthy Kids Check, a Healthy Habits for Life guide for parents and $16.9 million for the national rollout of the Australian Early Development Index to ensure Australian children make a healthy transition to school.

**New Directions for Schools: A National Action Plan for Literacy and Numeracy** which sets out Labor’s plan to ensure teachers are literate and numerate, children are supported to read, write and count and parents are provided reports on the progress of their children.

All these initiatives are an integral part of the Federal government’s Education Revolution policy.
statement which strongly links high quality education and training to improved economic productivity.

**National Solar Schools Plan**

To make Australia’s private and public schools “Solar Schools” within eight years. The Plan includes:

- Grants of up to $20,000 to install 2 kilowatt solar panels to provide average greenhouse gas savings of up to 2.8 tonnes per year. Surplus electricity generated on weekends and summer holidays could be sold back to the electricity grid for further electricity and greenhouse savings.
- Grants of up to $30,000 to install efficiency improvements so schools can invest in energy and water measures, including rainwater tanks, solar hot water systems, and lighting upgrades. Federal Labor’s National Solar Schools Plan will replace the Government’s current Green Vouchers scheme which allows schools to apply for grants to install rainwater tanks or solar hot water systems.

Other Initiatives include the following: $68.6 million for a National Asian Language and Studies in Schools Programme, $20 million for special security needs of schools deemed at risk and the establishment of specialized child care and early intervention services for children with autism.

**New Federal Minister and Shadow Minister**

The new Federal Minister for Education is Ms Julia Gillard MP, Member for Lalor (Vic).

Ms Maxine McKew (Member for Bennelong, NSW) has been appointed to the position of Parliamentary Secretary to Kevin Rudd with responsibility for early childhood education and childcare.

The new Federal Shadow Minister for Education, Apprenticeships and Training is Mr Tony Smith, Member for Casey (Vic).

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**I take this opportunity to thank you for the commitment and support you provided to AISSA throughout 2007 and wish you an enjoyable and restful festive season.**

Garry Le Duff
Executive Director

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**NATIONAL TOPICS**

**AGQTP 2008 Projects**

Four Australian Government Quality Teacher Programme (AGQTP) Projects will be available for schools in 2008.

The following two Projects will commence in Term 1.

- From Assessment to Reporting.
- Setting up for success: Higher order thinking skills and dispositions for the PLP and ELI components of the future SACE.

The following Projects will commence in Term 2 or Term 3.

- Innovative use of ICT across the curriculum – Numeracy.
- Consumer and Financial Literacy (CFL). This Project will be directed towards increasing the professional knowledge and skills of teachers to support the implementation of the Consumer and Financial Literacy Framework in schools across Years 3, 5, 7 and 9. It is expected to commence in Term 2, 2008.

Project Briefs and Expressions of Interest for the above four Projects have been sent to all Independent sector Principals/Heads and emailed to SCRG members.

Expressions of Interest are due at **AISSA no later than Friday, 22 February 2008.**
**Briefing Sessions**

Three Briefing Sessions will be held in the following venues to assist Principals/Directors of Studies in making decisions about the most appropriate AGQTP Project/s for their school.

Wednesday, 13 February 2008  
4.00 pm – 5.00 pm  
**Woodcroft College**  
The Theory Room  
Hospitality & Skills Centre  
Bains Road, Morphett Vale

Thursday, 14 February 2008  
8.45 am – 9.45 am  
**AISSA**  
Boardroom  
301 Unley Road, Malvern

Thursday, 14 February 2008  
4.00 pm – 5.00 pm  
**Trinity College**  
Council Room, Central Administration  
Alexander Avenue Evanston South

A Reply Fax to indicate your attendance at one of these Briefing Sessions has also been forwarded to schools.

**Summer Schools Small Grants**

Additional funds will be provided to those schools that have teachers who attend the Australian Government Summer Schools Program in January 2008. Eligible schools will be contacted early in 2008 with details of the Australian Government Summer Schools Small Grants initiative.

**Commonwealth Compliance Requirements**

The Commonwealth government has written to all system authorities and schools in the Independent sector about the submission of Compliance Certificate no.1 for 2007.

Compliance reporting covers the same obligations as in 2006, and is to be submitted online via the DEST Schools Service Point, in the same way it was done last year.

**STATE TOPICS**

**Child Protection**

Following changes to the Children’s Protection Act (Act), the SA Government’s Families SA has produced two documents that will soon legally apply to non-government schools. These documents have been circulated to member schools.

The Act requires all government organisations and all non-government schools to develop appropriate policies and procedures to establish child safe environments. These policies and procedures must reflect the standards and principles of good practice developed by the Chief Executive of the relevant government department. Organisations that do not establish appropriate policies and procedures can be fined up to $10,000.

Appropriate child safe policies and procedures need to be in place in schools as soon as possible after 1 January 2008.

The standards and principles are contained in Child Safe Environments: Principles of Good Practice. The principles are not wholly prescriptive. The document also contains indicators of compliance. The AISSA expects that most Independent schools already would comply with most elements of the document but it is suggested that schools review current arrangements.

In regard to the principle in the document regarding a code of conduct, schools may wish to use Protective Practices for Staff in their interactions with students developed by AISSA, DECS and Catholic Education.

Schools will be required to ensure that criminal history checks are managed in accordance with the second document published by Families SA – Child Safe Environments: Dealing with information obtained about the criminal history of employees and volunteers who work with children. Non-Government schools are now required under legislation to obtain criminal history reports on all employees, volunteers, agents, contractors and subcontractors who work in prescribed positions.
In determining the categories of employees and volunteers etc to be regarded as working in prescribed positions schools may wish to use the Screening and Criminal History Checks Policy Guidelines developed by AISSA, DECS and Catholic Education.

The Families SA document requires criminal history reports to be obtained at least every three years. It will now be important for schools to document their criminal history screening arrangements. The Families SA document is a valuable base for developing the documentation.

Schools should check who amongst current staff and volunteers in prescribed positions has not had a criminal history check within the last three years.

In the past schools have usually not been able to require a current employee to undertake a criminal history check against their will. This has been changed through the standards and changes to the Act whereby checks can be obtained for child protection purposes. A check still needs to be done with the involvement and knowledge of the employee but if the employee does not cooperate the Chief Executive of Families SA can ensure that a check is undertaken.

In regard to existing employees, it is suggested that schools focus on non-teaching staff as the Teachers Registration Board undertakes criminal history checks of teachers every three years. Schools probably can rely on teacher registration to meet the legal requirement to check the criminal history of teachers although schools may wish to undertake their own criminal history checks if they believe their standards may be higher than the Teacher Registration Board’s standards. It is advisable to continue to obtain criminal history checks for new teachers at the school. Criminal history checks can be useful for screening for a wide range of matters associated with suitability – not only child protection.

The AISSA had input into the development of both documents. The AISSA will hold an information session on these matters early in Term 1, 2008.

Further information is available from Roger Anderson on 8179 1419.

**Education (Compulsory Education Age) Amendment Bill 2007**

The amendments to the Education Act relating to the above Bill have been passed through both Houses of Parliament.

The current structure for 15 year olds is maintained. i.e. they need to be engaged in full time school based programs.

However 16 year olds will need to be engaged in the strategy of Learning and/or Earning.

Yet to be finalized Regulations will specify how students would be determined to be full time by their curriculum load or the accreditation, or workload of their program in comparison to a full time curriculum load.

A student who is of compulsory education age is likely to be considered to be full time when he or she is enrolled in an Approved Learning Program (ALP) that is deemed by the provider to be full time or a combination of programs where the sum of the parts is equal to full time (as deemed by the providers) and is participating for such parts of every day that instruction is provided in relation to the ALPs.

Students may engage in a full time learning program in a school. This is currently determined by the number of SACE subject that are studied. (Currently 6 subjects in Stage 1 and 5 subjects in Stage 2). This would need to be adjusted for the future SACE, based on the expectations of a full time program. This would then provide a point of comparison to other Learning and/or Earning options. A student who is part-time at school and part-time VET or other apprenticeship would have their status resolved by the components of SACE and VET that they were studying compared to a full time SACE load.
The legislation requires that children of \textit{compulsory education age} (16-17 years) to participate \textit{full-time in an approved learning program} or in a combination of approved learning programs. Approved learning programs are described in the legislation (75D). If a student is engaged in work part-time which impinges on their ability to participate full-time in an approved learning program, they will need to seek a (partial) exemption to allow them to participate part-time in their approved learning program.

Those 16 year old students wishing to participate in full time work will need to seek an exemption. The regulations will identify which authorities will be granted the power to grant this exemption.

A child of \textit{compulsory school age} must be enrolled at a primary school or secondary school.

The legislation also outlines restrictions on employment of children of \textit{compulsory school age or compulsory education age}. A person must not employ a child in either category during the hours at which a child is required to attend school to participate in an approved learning program or in any labour or occupation that renders or is likely to render the child unfit to attend school or participate in an approved learning program.

There are a number of issues yet to be resolved about which authorities will be responsible for the granting of exemptions for students attending Independent schools and what will be the legal responsibilities of schools or the exempting agency for tracking students who are in receipt of an exemption.

Further clarification is also required of arrangements for home schooling.

The AISSA was successful in obtaining a change in one section of the legislation to protect the right of parents to choose a non-Government school as follows:

\textit{The Governor may by regulation-}

\textit{Prescribe rules or criteria that will be applied for the purpose of determining at which school a child must be enrolled........ unless the child is enrolled at a non-Government school.}

\textbf{EDUCATION}

\textbf{Australian History}

In August 2006, the Coalition Government convened a summit on Australian History. The summit produced a communiqué which stated that the participants consider the study of Australian History should be sequentially planned through primary and secondary schooling and should be a distinct subject in Years 9 and 10. This would be an essential and required core part of all students’ learning experience to prepare them for the 21\textsuperscript{st} Century.

A Reference Group of experts has produced a \textit{Guide to the Teaching of Australian History in Years 9 and 10}. The \textit{Guide} is based on the draft Outline of a Model Curriculum Framework developed by Associate Professor Tony Taylor. The \textit{Guide} is intended to inform the ‘development of core curricula standards for Australian history in Year 10 being progressed through the Realising Our Potential – core curricula standards initiative’.

The \textit{Guide to the Teaching of Australian History in Years 9 and 10} provides a rationale and objectives for the study of Australian history in Years 9 and 10 as a separate subject in schools across Australia.

There is an expectation that the curriculum programme will complement a sequenced introduction to Australian history from Year 3 to Year 8 and recognizes that students will also have studied other history, such as ancient and medieval history, by the time they commence Year 9.

In addition, it is expected that the programme will complement the coverage of historical perspectives in the national \textit{Statements of Learning for Civics and Citizenship} for Year 9 and of the history of Australian democracy in the
sample national testing of student learning in civics and citizenship... It assumes that the teaching of civics and citizenship will continue in parallel to the study of Australian history.

The programme covers Australian history from Indigenous arrival to Australia in 2000, and is based on a sequence of nine topics including:

- First peoples
- Early encounters
- British colonies (1788–1850)
- Emerging nation (1851–1900)
- The New Commonwealth (1901–1919)
- The Roaring Twenties and the Lean Thirties (1920–1938)
- World War II and post-war reconstruction (1939–1949)
- Building Modern Australia: Times of Prosperity and Social Change (1950–1975)

A set of Milestones have been identified which represent the essential content of the Year 9 and 10 programme of study. However, they are not exclusive and the list is not exhaustive. Consequently, other Milestone Events could be included in particular Topics.

Each Topic and series of Milestones is expected to be approached with reference to nine historical perspectives. These are:

a) Aboriginal and Torres Strait Islander Perspectives
b) Regional and Global Perspectives
c) Biographical Perspectives
d) Beliefs and Values Perspectives
e) Economic Perspectives
f) Everyday Life Perspectives
g) Gender Perspectives
h) Environmental Perspectives
i) Local Perspectives.

The Coalition Government had indicated it would require from 1 January 2009, the teaching of at least 150 hours of Australian History to all junior secondary school students in Australia. The status of this commitment is now unclear given the outcomes of the recent Federal election.

The new Federal government has also indicated it places a priority on History as a subject as part of its development of national curriculum. It has also indicated support for History as a compulsory part of the curriculum for parts of secondary schooling.


SSABSA Special Provisions

The AISSA has sought legal advice on the SSABSA Special Provisions in Curriculum and Assessment Policy in response to requests from member schools. The advice addresses the issue of whether schools have any legal liability arising from their own actions in this area, and provides recommendations to address situations where schools have granted special provisions to students in the years up to and including Year 11, but the Board rejects an application for special provisions for those same students in Year 12.

A detailed briefing has been provided to member schools. To guard against potential legal claims it is recommended that schools:

1. give accurate, complete and timely information about the Board’s policy and procedures to parents and students;
2. make it clear to parents that if the school accedes to a request for special provisions from a psychologist, parents should not assume that the Board will take the same view;
3. make it clear to the parents that whilst the school has a role in assisting students to make their application for special provisions (including for example arranging for essays to be written by students who claim to have a writing difficulty, and submitting them to the Board) the responsibility for making the application and supporting it with appropriate evidence rests with the students.
Further, if SSABSA rejects or only partially approves an application, a school should notify the parents of the decision as soon as possible and inform the parents of their right of appeal to the Chief Executive of the SSABSA. The school should explain that although it may be prepared to assist with the appeal, it is ultimately the responsibility of the student. The school should resist being drawn into giving advice about whether an appeal should be lodged or how it should be presented. Similarly the school should not give advice about whether the student might have a good basis to seek judicial review of the SSABSA actions, or to make a complaint under the DD Act. The parents should be advised to obtain legal advice.

Please contact Helen Lambert on 8179 1412 if you require further information.

**Drug Education**

**National Tobacco Youth Campaign**

The National Tobacco Youth Campaign has the aim of impacting youth smoking rates by contributing to a reduction in the uptake and prevalence of smoking among young Australians. The Department of Health & Ageing has developed a number of campaign materials which can support schools with anti-smoking curriculum.

Merchandise and other tobacco related materials can be viewed and ordered free of charge through the quitnow website:


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**EVENSTART - Tuition Vouchers 2008**

In 2008, tutorial vouchers of $700 will be available for all students who did not reach benchmarks in the reading, writing or numeracy national assessments at Years 3, 5 and 7. This program will be known as EVENSTART.

- A student will only be eligible for one tutorial voucher. This means that if a student is below benchmark in more than one test, the parents in discussion with the school will need to decide in which area the tutoring will occur.
- AISSA is currently negotiating with DEST and the other schooling sectors in SA to establish the actual numbers of eligible students in SA so that a funding contract can be finalised with DEST. To do this, AISSA requires the names (and school) of all students below benchmark at Years 3, 5 and 7 so that the numbers of eligible students can be established.
- AISSA can seek this data from the test providers (i.e. WALNA and DECS). Other information such as parent details, address, age, etc is not required.

AISSA will provide support and advice to schools in the administration of this program in 2008.

Please contact Garry Le Duff if there are any matters pertaining to privacy or confidentiality that would prevent AISSA requesting this information from the test providers on your behalf.

**Gifted and Talented PD Resources**

In response to the findings of the 2001 Senate Employment, Workplace Relations, Small Business and Education References Committee Report, the Australian Government commissioned the Gifted Education Research, Resource and Information Centre (GERRIC) at the University of New South Wales to develop the Gifted Education Professional Development Package. CDs of the Package were delivered to every school in Australia 2005-2006.
The website is:


The Package consists of six modules that represent current research about particular areas of Gifted Education:

- Module One. Understanding Giftedness
- Module Two. The Identification of Gifted Students
- Module Three. Social and Emotional Development of Gifted Students
- Module Four. Underachievement in Gifted Students
- Module Five. Curriculum Differentiation for Gifted Students

Each of the six modules contains Core, Extension and Specialization sections which in turn contain practical components, for example, case studies. All levels of schooling are covered in a variety of educational settings.

INTERNATIONAL EDUCATION


In 2005 Australian Education International (AEI) commissioned a survey of overseas students to assess the level of satisfaction across a range of education sectors including the secondary schools sector.

In regard to the school sector, the survey, conducted in 2006, found high levels of student satisfaction with the school attended with ‘84% of respondents indicating that they were satisfied or very satisfied’ with their particular school and only 2% indicating they were ‘dissatisfied or very dissatisfied’. The majority of students (56%) also indicated that ‘they would recommend the school’ they attended.

In regard to a comparison between the academic level of Australian school subjects with school subjects in their home country, 44% thought it was easier, 35% thought it was the same and 13% felt it was more difficult. On an individual subject level mathematics was considered to be easier by 68% of respondents while the remainder of the subjects were more evenly spread. The majority of respondents (67%) felt that the teaching at their school was good/very good’ in comparison to 29% who ‘believed that the teaching was average.

Significantly, students indicated that they felt they were treated with more respect by people inside the classroom than outside in the community. While 79% believed they were generally treated with courtesy and respect by teachers and 83% believed they were treated with courtesy and respect by fellow international students a lesser percentage (74%) felt they were treated with respect from school administrative staff, and 65% by members of the Australian community outside the school environment, e.g. shop assistants, landlords and neighbours.

Overall, the majority of respondents (82%) were satisfied/very satisfied with their living experiences in Australia. Only 2% indicated they were very dissatisfied. In addition, 82% of respondents reporting that they would recommend Australia as a study destination to family and friends, however, nearly 8% said that they would not.

Schools that subscribe to the Market Information Package (MIP) can download the reports and Sector Executive Summaries from the ‘MIP Publications’ area of the AEI Online Website. All non-subscribing CRICOS-Registered schools and other organisations can order hard copies from the “Publications and Reports” area of the AEI Online Shopfront.
Student Transfer Advice

ED046 Form

Copies of the Student Transfer Advice ED046 Form are available from the AISSA website at http://www.ais.sa.edu.au/resources/0agn8336.doc. This form covers the transfers of students between non-government and government schools, non-government and non-government schools and government and non-government schools.

Questions regarding enrolment and enrolment transfers can be directed to Brian Simons, Assistant Director – Administration, (Ph: 8179 1406, E: simonsb@ais.sa.edu.au). Roger Anderson, Assistant Director – Human Resources (Ph: 8179 1419, Email: andersonr@ais.sa.edu.au) can be contacted with regard to questions about privacy legislation.

Future Problem Solving Program

Future Problem Solving is an international educational program for students of all ages (Reception to Year 12) that focuses on the development of creative thinking skills. In particular, it centres on the skills of problem identification and positive solutions to those problems. Above all, it aims to give young people the skills to design and promote positive futures in the societies in which they live.

In 2007 the National Finals were held in Perth. The AISSA congratulates the Senior Champions Westminster School. Westminster School students will now represent Australia at the International Finals at Michigan State University, USA in May 2008.

Congratulations are also extended to other Independent sector winners, Scotch College Junior School and St Peter’s College.

At the local level the annual Information and Coach Training Day will be held at Immanuel College on Saturday, 23 February 2008 for interested teachers.

Publicity and registration sheets have been forwarded to schools in the AISSA weekly mailout.

INDUSTRIAL RELATIONS AND LEGAL MATTERS

Industrial Relations - Post Election

The ALP policy adopts some significant aspects both of Work Choices and the Howard Government’s previous industrial relations system.

The election of the ALP Government is unlikely to have significant industrial relations implications for schools in the short term.

Generally, the existing arrangements will continue to apply.

Under the ALP policy the context for negotiating new collective wages and conditions agreements will not significantly change. Independent schools will still be covered by the Federal industrial relations system and there will still be an option to have employee collective agreements or union collective agreements.

There may be some change to the matters that cannot be included in workplace agreements. This would lead to modifications to the documents prepared by AISSA to reflect as much as possible existing award conditions. These documents may be used by schools in collective bargaining as award conditions do not apply if a collective agreement is in place.

The ALP has promised to immediately introduce legislation to abolish AWAs. However, existing AWAs may run their full term and as a transitional matter, ‘individual transitional employment agreements’ (or ITEAs) will be available for employers using AWAs for two years until 1 January 2010.

The Award Modernisation and Simplification Process, due to start on 1 January 2008, is likely to have major implications for schools, particularly those not covered by a collective agreement. This process will involve at least some rationalisation of awards (i.e. reducing the number of awards) – not merely simplifying the content of existing awards. This raises the issue of whether, as part of a rationalisation, conditions will be standardised to the ‘high common denominator’.
This process was contained in WorkChoices but has proven to be extremely difficult and it is likely to take years before it has any implications for schools.

The ALP policy contains a timetable for change with most substantial changes scheduled to commence in 2010.

**OHS&W Penalties**

Legislation has recently passed through State Parliament that will:

- treble OHS&W penalties for incorporated organizations, such as schools
- create a new criminal offence for recklessly endangering persons in the workplace, and
- include new provisions which clarify corporate liability and introduce a system of personal liability for corporate officers, including school board members.

**Penalties**

Penalties for breaches of obligations under the **OHS&W Act** will now differ for natural persons and bodies corporate, such as schools. Under the new scheme, the maximum fines payable by bodies corporate (across all of the divisions) have been trebled. For example, a first offence of a breach of the general duty of employers under s19 of the **OHS&W Act** will attract a fine of a maximum of $300,000, where it was previously $100,000. Subsequent offences would attract a maximum fine of $600,000 instead of $200,000.

**Reckless endangerment**

A person (including a body corporate such as a school) will be guilty of the new offence of reckless endangerment if the person, without lawful excuse:

- acts in a manner that creates a substantial risk of death or serious harm to another person who is in a workplace, and
- knew that his or her act or acts would create such a risk, or
- was recklessly indifferent about whether his or her act or acts would create that risk.

Under the new section, an act includes omitting to act.

The penalties for the new offence are:

- in the case of a body corporate, a fine of up to $1.2 million, or
- in the case of a natural person, a fine of up to $400,000 or up to five years' imprisonment.

**Liability of board members etc**

The Act will provide that if a body corporate (such as a school) contravenes a provision of the **OHS&W Act**, and the contravention is attributable to an officer of the body corporate failing to take reasonable care, then the officer is guilty of an offence and liable to the same penalty (with the exception of imprisonment) as for a contravention of the same provision of the Act committed by a natural person. For example, if the school board was advised to authorize certain action to avoid an identified risk but refused to do so and there was an incident, the board members may be liable for prosecution.

In determining the guilt of an officer of a body corporate, a court must have regard to:

- what the officer knew about the matter concerned;
- the extent of the officer's ability to make, or participate in the making of decisions that affect the body corporate in relation to the matters concerned;
- whether the contravention by the body corporate is also attributable to an act or omission of any other person; and
- any other relevant matter.

**ADMINISTRATION**

**SA Water Exemption for AISSA Schools**

- The exemption for schools to enable them to water playing fields twice a week for safety reasons concluded on the 30 November.
- It will now be necessary for schools to apply individually for a permit to water playing fields at more than the Level 3 Restriction which has applied throughout the metropolitan area.
Information with details of the application process has been circulated by email to schools.

Schools with a registered bore or other licence may continue to water according to the needs of the school.

Schools outside the metropolitan area may need to check additional local restrictions.

Revised Non-Government Schools Planning Policy

The revised policy has been approved by the Minister after a long process of discussion between the Government and key parties including AISSA. The Policy will apply to all new proposals for starting a school or for significant changes to a school to commence in 2009. The Committee structure remains unchanged but there are significant changes in the criteria for assessment of proposals and the enrolments required.

Section 5. (Criteria against which proposals will be assessed), contains new criteria including;

5a i) potential benefits to the local and broader community of the proposed development,
5a ii) utilization of sound urban planning principles and
5a iii) evidence of appropriate zoning of the proposed site

Sections 5b) to 5g) provide further detail of these criteria that must be met. Significant among these is the requirement to provide population projections (5e) and the definition of the catchments by Planning SA. In addition the school impact criteria and the term significant negative educational impact are detailed but have changed little from the previous policy.

Section 7 details new enrolment criteria for a new or significantly changed school. Access to Provisional funding has been removed. Schools will only be funded for students up to the maxima specified in their approved enrolment plan.

New minimum enrolment requirements have been set to receive State funding (Section 7c).

Two additional new criteria for exemptions, by the Minister, from the enrolment criteria are detailed in Section 7d. These are;

7 d ii) the catchment is such that the minimum enrolment for the secondary year levels is perceived to be unattainable, (exemption is unlikely to be given for less than an average of 10 students per year level) and
7d iii) a school, in receipt of State funding, has an enrolment which has fallen below the required minimum as stated in 7 c) due to exceptional circumstances.

Although there is still no appeal process, Section 9 now provides an opportunity for schools to resubmit a proposal for reassessment or for the Minister to determine that a proposal should be reassessed.

INDIGENOUS EDUCATION

Learning Together: Celebrating Indigenous Cultures across the Curriculum

The above resource describes a number of culturally inclusive units of work that have been developed by schools across the Independent sector in South Australia. The case studies cover different year levels across a variety of curriculum areas. The resource can be used by teachers to assist students obtain an appreciation and celebration of Indigenous cultures and to develop a respect for different cultural values and beliefs.
The publication was developed with funds from the Australian Government. Copies have been circulated to member schools. Dr Linda Westphalen from the University of Adelaide was the education consultant for the project.

**TARGETED PROGRAMS**

**Literacy, Numeracy and Special Learning Needs Programme**

**2007 Educational Accountability Reports and 2008 Funding Submissions**

The due date for LNSLN Educational Accountability Reports is Friday 14 December 2007.

Direct grants for 2008 will be distributed to schools when all Educational Accountability requirements for 2007 have been met.

The due date for 2008 LNSLN Funding Submissions is Friday 7 March 2008.

Further information is available from the 2008 Australian Government Programmes for Schools book and accompanying CD. Information is also available to download from the AISSA website [www.ais.sa.edu.au](http://www.ais.sa.edu.au)

**LITERACY NUMERACY & SPECIAL LEARNING NEEDS**

**Special Learning Needs**

**Australian Government’s Autism Package**

On 3 October 2007, the then Prime Minister announced a $190 million package *Helping Children with Autism* which will provide a number of initiatives to be implemented nationally between 2008 and 2012 that are designed to help children and their families, carers and schools. The package seeks to provide earlier and more accurate diagnosis increased access to early intervention programs for children and students with Autism Spectrum Disorder (ASD), professional learning for teachers and families in the early intervention and schooling sectors as well as further support services for these children and students.

**Schooling Sector Initiatives**

**Professional Development for Teachers of Students with ASD**

will provide $16.3 million over five years for professional learning programs for up to 1800 teachers and other school staff. These programs will be delivered through a five-day residential program with travel, accommodation and meals costs funded. Course training modules will be made available online and a professional network offering ongoing advice and support will be established.

**Workshops to Provide Support and Advice to Parents and Carers of Children with ASD** will provide $7 million over five years for workshops in metropolitan and rural locations. They will provide parents/carers with access to expert advice and information and the opportunity to develop partnerships with their children’s teachers and schools to ensure appropriate strategies are in place to support their learning. Online workshops will be available for parents and carers in remote locations.

**Early Intervention Initiatives**

**Increased Access to Early Intervention Programs for Children with ASD** will provide up to 200 new Autism specific playgroups across Australia, up to $8,000 in services over two years for more structured and intensive early intervention services and up to $20,000 of assistance for intensive early intervention services for children with severe ASD.

**Education and Support for Families and Carers of Children aged 0-6 with ASD** will fund service providers to develop and deliver a national education and support programme for families/carers of these children. The initiative will enable families/carers to support their
children with ASD with early intervention activities in the home in the post-diagnosis stage.

**Medicare Rebate Initiative**

Training will be available to health care professionals to implement new Medicare rebates for a range of diagnostic and early intervention services for children with ASD. From July 2008, the rebate will assist Paediatricians and child psychiatrists to diagnose and develop a treatment plan for children aged up to 12 years on referral from a GP, developmental psychologists and speech pathologists to provide assessments and specific allied health providers to provide early intervention treatment following diagnosis.

The AISSA will monitor the implementation of these initiatives and the implications for independent schools and their students.

Further information can be obtained at: [www.dest.gov.au/schools/autism](http://www.dest.gov.au/schools/autism)

**National Assessment Program**

**Names and Acronyms**
The National Assessment Program (NAP) comprises both full cohort and sample assessments. The names and acronyms of the assessments in the NAP are:

- **Annual Full Cohort Assessments (Years 3, 5, 7 and 9):**
  - National Assessment Program – Literacy and Numeracy (NAPPLAN)

- **Sample Assessments:**
The sample assessment component of the National Assessment Program involves a three year cycle of sample assessments for Years 6 and 10 in:
  - National Assessment Program – Science Literacy (NAP-SL)
  - National Assessment Program – Civics and Citizenship (NAP-C&C)

- National Assessment Program – Information and Communication Technologies Literacy (NAP – ICTL)

**2008 Sample Assessment**
The scheduled sample assessment for 2008 is Information and Communication Technologies Literacy. Three SA Independent schools have been selected to participate in this field trial in March 2008. The main trial will take place in October and it is expected that approximately 6 schools will be selected to participate at both Years 6 and 10 (12 schools in total).

**2008 NAPLAN**
In May 2008, as part of the National Assessment Program – Literacy and Numeracy (NAPLAN), national tests will be held in literacy and numeracy for all students in Australia at Years 3, 5, 7 and 9. These tests will replace the current State and Territory-based assessments.

**Timetable**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Tuesday 13 May</th>
<th>Wednesday 14 May</th>
<th>Thursday 15 May</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yr 3</strong></td>
<td>Language Conventions* 40 minutes Writing 40 minutes</td>
<td>Reading 45 mins.</td>
<td>Numeracy** 45 mins.</td>
</tr>
<tr>
<td><strong>Yr 5</strong></td>
<td>Language Conventions 40 minutes Writing 40 minutes</td>
<td>Reading 50 mins.</td>
<td>Numeracy 50 mins.</td>
</tr>
<tr>
<td><strong>Yr 7</strong></td>
<td>Language Conventions 45 minutes Writing 40 minutes</td>
<td>Reading 65 mins.</td>
<td>Numeracy 40 mins.x 2 (80 mins.total)</td>
</tr>
<tr>
<td><strong>Yr 9</strong></td>
<td>Language Conventions 45 minutes Writing 40 minutes</td>
<td>Reading 65 mins.</td>
<td>Numeracy 40 mins.x 2 (80 mins.total)</td>
</tr>
</tbody>
</table>

* Language Conventions comprises spelling, grammar and punctuation.

** Numeracy comprises Number, Algebra, function and pattern, Space, Measurement, chance and data.
1. The test times indicated in this table are the *published* test times – that is, the time allowed to complete the test, excluding administration time.

2. The published test time is the *maximum* time allowed for test completion excluding administration time.
   - There will be 1 test for each content strand except in Numeracy for Years 7 and 9, where there will be 2 tests: 1 where students can use a calculator to assist them and another that does not permit the use of a calculator.
   - States and Territories will determine the 'make-up' day/s for students who were unable to do their tests on the nominated day/s.

3. The support that currently exists for students with special needs will be maintained. All students are encouraged to participate in the national tests and special provisions will be made to meet the needs of individual students with special needs.

Further information regarding the NAPLAN can be found at [http://www.naplan.edu.au/](http://www.naplan.edu.au/)

Lynda Secombe is the NAP Liaison Officer for schools in the SA Independent sector and can be contacted on 8179 1414.

**LANGUAGES**

**2008: THE INTERNATIONAL YEAR OF LANGUAGES**

At its General Assembly on 16 May 2007, the United Nations declared 2008 the Year of Languages. This step was taken as recognition that "genuine multilingualism promotes unity in diversity and international understanding".

**Languages Program Development Grant**

A number of schools have recently been awarded a grant to assist in

- planning for the introduction of a new language
- planning for the introduction of an existing language at another year level
- a languages curriculum review

The grants are designed to support schools in enhancing teaching and learning outcomes in schools.

**Distance Education Project**

Trialling has commenced in the short term delivery of languages curriculum via an online web conferencing facility called *The Live Classroom*.

*The Live Classroom* combines aspects of an interactive whiteboard, audio and video, chat areas and internet access. This trial will test and evaluate the effectiveness of the delivery of a language lesson to students in a country school who will be linked via *The Live Classroom* to an offsite language teacher. The technology is available through Edna (Education Network Australia) a free online network for educators.

It is proposed that this technology should not replace face to face teaching and learning but will assist schools in curriculum delivery and allow students to communicate with teachers and students in other classrooms.

**Languages Fellowships and Scholarships**

**Endeavour Language Teacher Fellowships**

Five teachers from Independent schools have this year been awarded DEST Endeavour Language Teacher Fellowships (ELTF), for in country Professional Learning. The fellowship includes 1 week of travel and 2 weeks of in country language study.

Congratulations to the following teachers:

- Sophie Binder, Willunga Waldorf School, Spain
- Kathryn Button, Mid North Christian College, China
Merrawyn James, Pedare Christian College, China
Jurgen Kracht, Prince Alfred College, China
Felicity Newton, St John’s Grammar School, Japan

Meredith Beck, current Languages Adviser for AISSA will be a tour leader for the Japan ELTF program.

**Stage de Besancon**
This scholarship is a DEST – French Embassy funded award for teachers of primary French to participate in a 3-week study tour in France in January. Out of ten scholarships available nationally, two were awarded to the following teachers:
- Christina Emblem, St Peter’s Collegiate Girls’ School

**National Projects on Languages Education**
The October update on the 8 national projects for Languages Education and complementary initiatives is now available via the following link.


**COMING EVENTS**

**AISSA Commencement Service**
- **Date:** Sunday 24 February 2008
- **Time:** 7:00 pm
- **Venue:** Trinity College, Gawler

**AISSA Board Annual General Meeting**
- **Date:** Wednesday 26 March 2008
- **Time:** 6:00 pm
- **Venue:** Gil Langley Room, Adelaide Oval

Elections will be held for Board positions at the 2008 AGM. Nomination forms will be circulated early in the New Year.

**Multiliteracies: Cracking the Code of Visual Texts**

**Thursday 8 May 2008**
**AAMI Stadium, West Lakes**

This one day workshop, facilitated by Dr Michele Anstey and Dr Geoff Bull, is designed to provide Reception to Year 8 teachers with knowledge and ideas about multiliteracies, visual literacy and critical literacy that can be implemented in classrooms. The workshop comprises three sessions:
- Exploring Code-breaking with Texts other than Print: Still Images
- Exploring Code-breaking with Texts other than Print: Moving Images
- Teaching students about consuming and producing multi-modal texts.

Participants will engage in hands on activities, and encounter a variety of still and moving images, including recently published picture books, other print media, movies and video clips. They will also view examples of work other teachers and students have done in the area and have time to engage in discussion.

Further information is available from Curriculum Corporation ph: (03) 9207 9600 or email: sales@curriculum.edu.au

Registrations close 30 April 2008.

**National Literacy Conference**

**Adelaide Convention Centre**
**6 - 9 July 2008**

Stories, places, spaces: Literacy and identity is the theme for next year’s national Literacy Conference. This annual conference, held only once every nine years in Adelaide, showcases leading teaching practice and national and international research in literacy and English education. It provides high quality professional learning for teachers from preschools, primary and middle schooling and the senior secondary sector.
Information about keynote speakers, registration forms can be downloaded at [www.englishliteracyconference.com.au](http://www.englishliteracyconference.com.au)

Early bird registrations close on 30 April 2008.

## Workshops

<table>
<thead>
<tr>
<th>Date</th>
<th>Workshop</th>
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<tbody>
<tr>
<td>Thurs. 31 Jan.</td>
<td>Boys In Education – A Refocus Conference</td>
</tr>
<tr>
<td>Tues. 19 Feb.</td>
<td>Indigenous Education Funding Information</td>
</tr>
<tr>
<td>Wed. 27 Feb.</td>
<td>Indigenous Education Focus</td>
</tr>
<tr>
<td>Fri. 29 Feb.</td>
<td>New Arrivals Workshop</td>
</tr>
<tr>
<td>Thurs. 6 Mar.</td>
<td>Setting up For Success: Positive Behaviour Management Strategies for Language Teachers of Primary School Students (Day 1 of 2)</td>
</tr>
<tr>
<td>Wed. 12 Mar.</td>
<td>ESL Scope and Scales</td>
</tr>
<tr>
<td>Monday 17 Mar.</td>
<td>German Immersion Day</td>
</tr>
<tr>
<td>Wed. 26 Mar.</td>
<td>Participate: A Middle School Games Workshop for Language (LOTE) Teachers</td>
</tr>
<tr>
<td>Fri. 28 Mar.</td>
<td>Italian Immersion Day</td>
</tr>
<tr>
<td>Wed. 2 Apr.</td>
<td>Setting up For Success: Positive Behaviour Management Strategies for Language Teachers of Primary School Students (Day 2 of 2)</td>
</tr>
<tr>
<td>Thurs. 3 Apr.</td>
<td>The Intercultural in the Languages Classroom: Pedagogy into Practice (Day 1 of 4 - [Seminar])</td>
</tr>
<tr>
<td>Mon. 7 Apr.</td>
<td>Japanese Immersion Day</td>
</tr>
</tbody>
</table>

## Funding submissions due

<table>
<thead>
<tr>
<th>Date</th>
<th>Funding Topic</th>
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<tbody>
<tr>
<td>Fri. 7 Mar.</td>
<td>Literacy, Numeracy and Special Learning Needs</td>
</tr>
<tr>
<td>Fri. 7 Mar.</td>
<td>Capital Grants - Students with Disabilities</td>
</tr>
<tr>
<td>Fri. 14 Mar.</td>
<td>VET</td>
</tr>
<tr>
<td>Fri. 28 Mar.</td>
<td>Languages Direct Grants, Cluster Grants, Languages Study Scholarship funding submissions</td>
</tr>
</tbody>
</table>