FROM THE EXECUTIVE DIRECTOR

Federal Election: AISSA Website

The AISSA website now includes a site specifically dedicated to information relating to the Federal election. (See below). It will provide information on the profile of the Independent school sector, and background information on key issues such as the funding of government and non-government schools. The Current Issues site contains information on high priority issues that are likely to impact on member schools.

It is recommended each school inform their parents of this facility.
New AISSA Services

The AISSA has established two new partnerships to provide services to member schools in the areas of OHS&W and ICT.

OHS&W Service

The AISSA has engaged a consultant (Roger Palubinski, Safety & Risk Consultant, Sustainable Risk Solutions Pty Ltd) to:

- conduct OHS&W audits of Independent schools (except Lutheran schools) to be visited by the Non-Government Schools Registration Board during Term 4, 2007; subject to agreement by the school
- prepare an OHS&W article for circulation to schools
- deliver Responsible Officer training (2-hours)
- deliver OHS&W Committee training (4-hours).

The responsible officer training and the OHS&W committee training will be held in Term 4. The AISSA is having discussions with another consultant to provide expert assistance on issues as they arise in member schools and additional training.

ICT Service

The AISSA has for a number of years employed a seconded teacher in a part-time ICT consultancy position to advise schools on many ICT issues. This role until earlier this year had been ably filled by Mr Rod Wearn from Concordia College.

In seeking to provide the best and most up to date advice in the ICT area, AISSA has entered into a strategic partnership with education.au who have been engaged as consultants to provide advice to AISSA and to schools. The consultancy service commenced on Monday 3 September 2007.

education.au is a not-for-profit ministerial owned company, governed through a Board by nominees from the Australian Government, higher education, school education, vocational education and training sectors.

The company focuses on the needs of clients in education, training and careers within the context of emerging information and communications technologies (ICTs) and standards as they apply to the Internet.

Advice to schools will include:
- Technology options for teaching, learning, and assessment.
- Technology options for administrative purposes
- Uptake and use of the Learning Federation objects within the sector

The consultancy service will include a helpdesk and seminars on key ICT topics.

Advice to AISSA will include:
- Strategic ICT options for the sector
- Advice on major policy initiatives and submissions.

As a technology provider of national web services, education.au provides a combination of benefits well beyond those previously available to AISSA members. Project teams will consist of a blend of experienced technology professionals working with experts in the fields of education and information management.

The appointed consultant will be Alister Davies who has an ICT background in both Primary and Secondary schools specializing in the application of ICT to special needs, literacy and numeracy, and in systems management. Alister will also be able to call on the experience and support of the other specialists within the education.au organization when needed.

Further details of the contacts and procedures for access to these new services will be provided to schools via a separate flyer.

Garry Le Duff
Executive Director
NATIONAL TOPICS

Meeting with Federal Politicians and Candidates

Over the coming weeks there will be many opportunities to meet with Federal MP's and candidates as the political parties prepare for the coming election. Here are some key messages that you may wish to convey to candidates and sitting MP's.

General messages

- Independent schools make a significant, positive contribution to the development of the 'community' and the education of young people
- Independent school communities also make a significant contribution to the development of capital infrastructure (major capital works projects).

Specific messages

Here are the specific policy issues for Independent schools:
- Commonwealth funding of early childhood services
- Clarification of recurrent funding arrangements at least for the next quadrennium (2009-2012)
- The future of capital works funding beyond 2008
- Additional funds for primary students (without reducing the level of funding for secondary students)
- Year 7 students to be allocated the Secondary per capita rate for Commonwealth funding purposes.
- Additional funds and access to support services for students with disabilities and Indigenous students
- Increasing administrative load without significant benefits to the education of students
- Removal of GST on food for Boarders
- The tendency of Government compliance and regulation to generate standardization rather than improved standards and quality of education.

Impact of Minor Parties

It is possible that regardless of the outcome of the Federal Election the minor parties will again hold the balance of power in the Senate. Hence, the winner of the election may have to negotiate with the minor parties to ensure the passage of particular legislation. Recent polling suggests that the Australian Greens are the most likely minor party to pick up additional seats in the Senate.

The Greens are on track to pick up their first Senate seat in South Australia, according to the latest federal Morgan Poll. Seven per cent of more than 7,000 voters from all electorates indicated that they would direct their first preference to the Greens in a Senate election. This would put the Greens several percentage points ahead of minor parties Family First, the Australian Democrats and One Nation. Sarah Hanson-Young is the lead Greens Senate candidate for South Australia.

The Greens education policy supports increased funding for government schools, abolition of the current funding arrangements for Commonwealth recurrent funding and a reintroduction of a New Schools Policy. It is important that Independent school communities consider the education policy of the Greens and the implications for their school.

The policies of the Australian Democrats, Family First and the Australian Greens on education have been circulated to member schools via briefings presented at Heads meetings.

New AGQTP Projects for 2008

DEST has announced that two new activities will be part of the AGQTP Projects in 2008.

These are a financial literacy professional learning activity and a grants programme for schools with teachers who have graduated from the Australian Government Summer Schools Teaching Programme (AGSSTP).

The financial literacy professional learning activity will be shaped by the MCEETYA Consumer and Financial Literacy Framework and will provide teachers with the knowledge and skills required to
deliver consumer and financial literacy learning for students in Kindergarten to Year 10. The Independent sector will receive an additional funding of $18,586 to cater for this activity.

The second new activity will provide grants to schools with teachers who have graduated from the AGSSTP. The grants will provide an opportunity for schools which have a summer school graduate to extend the impact of the AGSSTP activities by supporting graduates on their return to school to conduct professional development activities that disseminate their learning.

**New Research Reports**

"It's Crunch Time: Raising Youth Engagement and Attainment" is a discussion paper prepared by the Australian Industry Group and the Dusseldorp Skills Forum. This report focuses on the 526,000 15-24 year old young Australians not currently engaged in full-time education, training or work and suggests some reforms and immediate actions to re-engage these young people.

The full report can be downloaded at: www.dsf.org.au/papers

"Restoring our Edge in Education – Making Australia’s Education System its Next Competitive Advantage" is a paper prepared for the Business Council of Australia by Professor Geoff Masters, Chief Executive Officer of ACER. The paper identifies a five point plan to lift school education outcomes, particularly for those students who leave school before completing Year 12. They are: greater early intervention; increased customisation; strengthening the teaching profession; increased investment; and improved governance.

The full report can be downloaded at: www.bca.com.au

**Australian Government Initiatives 2008**

In the 2007-2008 Budget the Australian Government announced some significant funding initiatives for schools. They focus on

higher standards through greater curriculum and reporting consistency and teacher quality.

The key initiatives include:

- National Literacy and Numeracy Tuition Scheme
- Summer Schools for Teachers Programme
- Rewarding School Performance
- Improving the Practical Component of Teacher Education
- National Consistency in Curricula.

**National Literacy and Numeracy Tuition Scheme**

This Scheme will support students who fail to meet minimum standards in national literacy and numeracy tests.

The initiative will provide a single $700 tutorial voucher per child to parents to access tutorial assistance for those students who did not meet the literacy or numeracy benchmarks. Assistance will commence from 2008. Students in Year 9 who do not meet the benchmarks for literacy or numeracy will receive assistance from 2009.

Parents will have the option of choosing the tutorial assistance through school or non-school based providers.

School Principals should have receive information from the Department of Education, Science and Training in July 2007.

DEST estimates that currently there are approximately 233,000 students in Australia not meeting the benchmarks across Years 3, 5, 7 and 9. Note: these figures include students who were absent from school on the day of the test or were withdrawn by parents.

**Rewarding School Performance**

This initiative will operate from 2007-2011. It aims to improve literacy and numeracy in schools and is open to all schools. Rewards are given on literacy and numeracy improvement rather than the level of achievement, so that all schools have a chance of being successful.
Schools will be required to demonstrate improvement in literacy and numeracy achievement of their students and to provide evidence of steps taken to achieve this improvement.

Up to $50,000 will be available per school per annum regardless of size. Up to 300 schools per year will be rewarded.

An on-line application system will apply.

**Improving the Practical Component of Teacher Education**

This initiative provides $77m over four years to insure that all three and four year bachelor students receive a minimum of 120 days quality classroom experience, and a minimum of 60 days for one and two year add-on degrees.

The financial assistance will go to higher education providers that offer teacher education courses to assist with the costs associated with delivery of the practical component of teacher education.

**National Consistency in Curricula**

This project will develop core curricula standards in English, mathematics, physics, chemistry, biology and Australian History courses for Years 11 and 12 by 1 January 2009.

The standards will be developed over the next 18 months at a cost of $13m.

This initiative builds on the Statements of Learning in Years 3, 5, 7 and 9.

A Curriculum Standards Framework will be developed with 3 elements: Content Standards (specific skills, knowledge and understandings required in each subject); Achievement Standards; and Nationally Consistent Reporting across Australia with a quality process built in.

**Australian Government Summer Schools for Teachers**

The above Summer Schools will be conducted in January 2008. A $5,000 taxable bonus will be paid to the successful applicants. Ten day residential schools will be conducted in the priority areas of literacy and numeracy, English, mathematics, science and Australian history.

Travel and accommodation expenses will be met by the Commonwealth government.

Applications close on Wednesday 17 October 2007 at 5pm (AEST). Applications can be registered online at [www.summerschools.dest.gov.au](http://www.summerschools.dest.gov.au)

Teachers are now invited to apply.

**National Safe Schools Competition**

The Minister for Education, Science and Training, the Hon Julie Bishop MP, has announced the details of a National Safe Schools Competition, to build on the success of the 2007 National Safe Schools Week earlier this year.

The National Safe Schools Competition will involve students submitting essays which outline why their school is a leading example of a safe and supportive school. The competition will acknowledge and celebrate the excellent work that many schools are undertaking to create safe and supportive environments.

The competition reflects the Australian Government’s continued commitment to promoting safe schools and continues the momentum created by the successful National Safe Schools Week initiative.

The competition is open to all primary and secondary schools in the government and non-government sectors. Prizes include $5,000 each for the two winning schools, $2,000 each for the eight runner-up schools, and *iPods* for all ten student finalists.

More information regarding the National Safe Schools Competition can be found at: [www.safeschoolsweek.dest.gov.au](http://www.safeschoolsweek.dest.gov.au)
**Australian Government’s 2008 National Awards for Quality Schooling**

Information on these awards has been circulated to member schools. This year there will be more than 60 awards in seven categories:
- Excellence by a Teacher
- Excellence in Teacher Leadership
- Excellence by a Beginning Teacher
- Excellence by a Principal
- Excellence by a Support Staff member
- Excellence in School Improvement
- Excellence in Family-School Partnerships.

The website (www.teachingaustralia.edu.au) is a primary source of information. A free-call hotline is also available (1800 131 323).

**STATE TOPICS**

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

The Minister for Education and Children’s Services has introduced the above Bill into State Parliament. The legislation proposes to raise the school leaving age to 17 and to ensure that prior to that age young people are in school, training or work. Schooling for 16 year olds could then include school curriculum, TAFE courses, part-time work, apprenticeships, university studies, alternative education programs and community volunteer work.

This legislation is linked to the review of the SACE and the reform of the SSABSA Act. The tracking of students during the ages of 16-17 is one of the operational outcomes of these major reforms.

There is a key clause (75 (7) of the Education (Compulsory Education Age) Amendment Bill that relate to the powers of the Governor to prescribe rules or criteria which will be applied for the purposes of determining at which school a child must be enrolled. The AISSA has raised concerns with the Minister and the Shadow Minister about the how this section of the legislation could be applied to the non-government school sectors.

This above Subsection states:

_The Governor may, by regulation—_
(a) prescribe rules or criteria that will be applied for the purposes of determining at which school a child must be enrolled under subsection (1) or (2) (subject to the operation of subsections (3) and (4) of this section and section 75A);

This is an additional Subsection to Section 75 of the current Education Act.

Under the current Education Act, a parent is free to choose to enrol their child at a non-government school and be certain that it would satisfy the age associated compulsory enrolment requirements. There are no restrictions on schools accepting enrolments via the current Education Act.

Under the proposed change to the Act (as above), regulations can be established that determine at which school a child must be enrolled. Further the term school can apply to any government or non-government school.

There is little context given to the above new Subsection which leaves the wording open to interpretation even if you read it in association with Subsections 75 (1), (2) (3) and (4).

A number of circumstances could arise; for instance, there could no longer be a guaranteed right of a parent to enrol their child in a non-government school.

The Government could effectively impose a cap on the enrolments at a particular school or determine that students from a particular region must attend a certain government school.

Under the proposed changes to the Act it is conceivable that a student could be forced to enrol at a non-government school against their wishes, although whether this is feasible and legally possible is questionable. For example, enrolments at Independent schools only occur...
when a responsible adult freely enters into an enrolment contract with the school, which is a commercial arrangement. Further, parents and the student also accept to abide by the (e.g. religious) ethos of the school and some Independent schools also apply conditions of enrolment relating to the religious faith of that school (which is not unlawful under anti-discrimination legislation).

The AISSA is seeking urgent changes to Subsection 75 (7) to ensure that:

1) Parents have the right to choose a non-government school (including a special school) for their children without the restrictions that could apply through the draft of Subsection 75 (7)

2) The enrolment at a non-government school meets requirements for Section 75 (1) and (2) for the purposes of compulsory enrolment

3) The regulations about which school a child must attend should only apply in cases where a student is not enrolled at a non-government school

4) A person could not be forced to be enrolled in a non-government school.

Concerns have also been raised about the considerable discretion of the Director General (Section 75 E (1) & (2)) to collect information. It gives no indication of the limits on the type of information that could be collected via the Director General. The AISSA has therefore requested that Section 75 E (2) (a) be modified to state:

The Director-General, in preparing a report under subsection (1)-

(a) may, by notice in writing, require a specified person or body to provide the information directly relating to the administration or enforcement of Part 6 to provide the information specified in the notice to the Director General. This information is not to be used for any other purpose.

This would make the above Section consistent with Section 107 Regulations in limiting the collection of information as it specifically relates to Part 6 (Compulsory enrolment and attendance etc).

Further consultation is taking place to address the concerns raised above.

EDUCATION

future SACE UPDATE

Higher and Further Education

The Higher and Further Education Task Group has been established by the SACE Review Implementation Steering Committee. The role of the Task Group is to report to the Steering Committee on higher and further education matters in the implementation phase of the future SACE, including identifying and recommending how the future SACE will satisfy the entry requirements for Universities and TAFE.

Discussions between the three SA Universities are proceeding to consider unified approaches that are compatible with the future SACE. However, tertiary selection decisions about eligibility for and calculation of the TER will be made by the Academic Boards of the Universities.

The following matters have received broad general agreement amongst the three universities:

- There is an aim to maintain consistent arrangements across the Universities and to keep the system as simple as possible.
- There is agreement that for subjects to be included, they would need to satisfy the kind of requirements currently specified for `HESS G` status (i.e. significant content; at least 30% external assessment; scalable).
- There is general agreement that the ELI (10 points) would be included in calculation of the TER (pending the accredited version of the ELI).
Learning Areas
The SACE Implementation Steering Committee has endorsed nine learning areas within which future SACE subjects and courses will be clustered. They include

- English
- Mathematics
- Sciences
- Languages
- Humanities and Social Sciences
- Arts
- Health and Physical Education
- Cross-Disciplinary Studies
- Business, Enterprise and Technology.

Consultation about the subjects and courses that should be available within the nine learning areas will begin in September with each schooling sector to invite comment on the subjects and courses that should initially be available in the future SACE.

A discussion paper informed by these consultations will be developed and provided to principals and school leaders at the regional and central leader’s forums in October and November.

Leadership Support
A second round of Regional school leaders’ conferences is planned for late October. The format for these Conferences will be similar to the previous ones, with updates to support school implementation and planning. Discussion Papers will be provided to seek advice on a range of curriculum and assessment issues.

Teacher Support
Planning is underway for a series of conferences for teachers focussing on the Personal Learning Plan and approaches to literacy and numeracy. It is envisaged that these conferences will be held in fourth term in a range of venues around the State.

Destination Tracking
Schools are in the process of finalising contact with 2006 school leavers to seek their consent for involvement in the Destination Tracking Trial. The ‘On Track’ program has begun surveying consenting students. Eleven Independent schools are participating in this Trial.

Further work being undertaken
A Working Group has been established to commence work on Certification and Recognition; Performance Standards; Moderation and External Assessment; and transition arrangements and processes.

Social Development Committee of the SA Parliament Inquiry into the SACE
The Social Development Committee of the South Australian Parliament is conducting an inquiry into the South Australian Certificate of Education. The AISSA consulted with Principals and then forwarded a submission to the Committee.

In its submission, AISSA supported the broad directions announced by the Minister in November. However, AISSA also contended that whilst the future SACE as outlined by the Minister has the potential to deliver a more flexible, appropriate, meaningful and engaging qualification leading to increased retention and completion rates, some significant issues were emerging during the current development phase that need to be addressed.

The following matters were addressed in the submission:

- legislative and governance arrangements of the new SACE Board
  The proposed composition of the new SACE Board has the potential to disenfranchise the Independent school sector leading to an increased separation of the sector from the deliberations and decisions of the Board.

- resolution of higher and further education entry requirements
  There is an urgent need for agreement amongst the three SA Universities on eligibility and tertiary entry requirements that reflect the key features of the future SACE. Any new requirements must guarantee national comparability to provide access by students to local, national and international tertiary institutions.
ensuring excellence, rigour and credibility

There are ongoing concerns about the potential of the future SACE to be recognised as a qualification of high standards. At the same time there is significant pressure to improve Year 12 completion rates of young Australians. Whilst the OECD ranks Australia highly in terms of current attainments of 15-year olds, Australia has one of the lowest secondary school completion rates of most OECD countries falling behind East Asia, North America, Scandinavia and much of Europe. The challenge for the future SACE is to provide opportunities for all students to be successful whilst at the same time ensuring that the qualification maintains rigour and excellence and is recognised by all stakeholders as worthwhile and credible.

ability of a single qualification to provide the range of pathways required to meet the needs of all students and stakeholders

The decision to have one certificate (SACE) for the multiple pathways that young people are now able to choose will present some significant challenges in the implementation phase as curriculum and assessment design attempts to provide a balance between breadth and depth, general and vocational, generic and specialist courses, excellence and innovation.

National curriculum initiatives

Australian Government initiatives in national curriculum have the potential to impact on the future SACE because redevelopment of current Stage 1 and 2 subjects will occur in parallel with development of national curriculum in core subject areas. These developments may also impact on higher education eligibility and tertiary entry requirements, school curriculum structures and professional learning for teachers.

provision of adequate (and ongoing) resources for infrastructure development and for professional learning for school leaders and teachers

The initial funding of $54.5m will enable implementation of the future SACE. However, ongoing recurrent funds will be required to ensure that the proposed changes can be fully implemented and sustained over time. This applies particularly to infrastructure systems for the SACE Board and for schools, professional learning for teachers, and curriculum re-design and quality assurance processes that include the enhanced involvement of teachers in moderation.

engagement of, and communication with stakeholders

Engagement with stakeholders must occur at the deliberative stages of curriculum and assessment design – not just at the final ‘product’ stage. This means that there must be opportunities for significant input at the development stage from the school sectors.

This Inquiry provided an opportunity for AISSA to place before a Parliamentary Committee matters and issues relating to the future SACE that are of concern to member schools.

Student Aptitude Test for Tertiary Admission – Pilot Programme

In the 2007/2008 Federal Budget $14.5m was allocated over three years for a new pilot programme to trial the use of aptitude tests by universities as an alternative or supplementary method for assessing Year 12 students seeking tertiary entrance each year. A National Panel has been established to provide advice to DEST on this pilot programme.

The first National Panel meeting was held in Canberra on Monday 8 August, 2007. It is intended that in the first year, i.e. 2008, up to 20,000 students would have taken the test for admission to university. The test would be used to determine or supplement/complement other university admission criteria.

ACER will work with universities in the first year to see how the test could be used. ACER will also work with schools to encourage students to participate.

Initially it is intended to use UniTest, which was developed in the UK to assist in university selection between students with three A Levels.
This test covers the three domains of Quantitative Reasoning, Critical Reasoning and Verbal Plausible Reasoning. It can give different weightings to the three domains based on what is needed from the results and the cohort being tested. (e.g. a university may use it for students gaining entry through the second round of offers so more information about the students is gathered, and the weighting would be different from a university wanting more information about potential Engineering students).

Plan To Expand Science in Schools

The Minister for Education, Science and Training, the Hon Julie Bishop MP, has released an action plan to raise the profile of science teaching and learning in Australian schools.

“The Australian School Science Education Action Plan 2008-2012 has been produced by Professors Denis Goodrum and Leonie Rennie and identifies challenges and opportunities in school science education in Australia. It proposes collaborative national action to address them.

The plan calls for a greater national focus on curriculum development (including digital resources), improved student assessment, innovative approaches to teacher professional development, implementation of teaching standards, improved financial rewards for teachers, and more time devoted in schools to science education.

This Action Plan is part of the response to a project, commissioned by the Minister, to map key school science initiatives across the country, to identify gaps and recommend actions to improve science education.

A Scientist in Schools initiative has also been announced by the Federal Minister to promote science education in primary and secondary schools. This initiative is being piloted in 2007 and will include two elements – (1) a scientist working in schools program which will establish sustainable and ongoing relationships between school communities and scientists and (2) a symposium for scientists and teachers focusing on a science topic of major importance. The program is being managed by CSIRO Education who will link teachers in schools with suitable scientists.

A website has been created for the project: www.scientistsinschools.edu.au; further information can also be obtained by phoning 02 6276 6397 or 02 627 6589.

Linking Students with Professional Musicians

The Music Board of the Australian Council for the Arts has allocated funding under its Skills and Arts Development (organisation) grant category for projects that engage school students with professional musicians in the community. Legally incorporated organisations (including a school or a cluster of schools) can request between $10,000-$20,000 from the above Board and provide matching funds from their resources or other funding agencies. The closing date for the applications for a grant is 15 November 2007 for an activity starting from 1 May 2008. Further information including eligibility, selection criteria and supporting material is available from the Australian Council of Arts website: www.ozco.gov.au/grants/grants_music/skills_and_arts_development_2007/ or telephone 1800 226 912 (toll free).

Public Libraries South Australia: Your Tutor

Public Libraries South Australia has launched an online tutoring program for children and young people called yourtutor. This service provides connection to expert tutors who can assist students with maths, English, science and study skills between Years 4-12. Students can access this service by being a member of their local library. For more information contact Liz Byrne on 8348 2347 or byrne.liz@saugov.sa.gov.au.

Democracy Rules-An Electoral Education Resource

The Australian Electoral Commission has developed a school resource Democracy Rules-An electoral education resource. More information can be located at www.aec.gov.au or contact education@aec.gov.au.
INTERNATIONAL EDUCATION

Shared Responsibility Framework

The Australian Senior Education Officials Committee endorsed the Shared Responsibility Framework (SRF). The SRF sets out the respective roles of the Australian Government and designated state and territory authorities in administering the Education Services for Overseas Students (ESOS) framework. It makes clear the operating responsibilities of each jurisdiction (Commonwealth and State/Territory) which were originally established under the ESOS National Code in 2001.

The development of the SRF was guided by the principle that governments are seeking to minimise duplication and red tape, support national consistency and minimise the regulatory costs for governments and providers.

The SRF is now available from the ESOS website www.aei.dest.gov.au and DEST believes it is the first of a number of documents that will assist both students and providers to understand the co-operative work of the Australian and state/territory governments under the ESOS legislative frameworks.

Any questions about the SRF can be directed to Erica Lewis Assistant Director ESOS Policy and Government Liaison Unit on 02 6240 7623 or erica.lewis@dest.gov.au.

INDUSTRIAL RELATIONS AND LEGAL MATTERS

Workcover Claims

Employers Mutual, the workers compensation claims manager, has undertaken an analysis of Workcover claims for AISSA. Primary schools experience around 40 injuries annually although it appears that combined schools have been categorized as secondary schools. Forty percent of injuries are sprains and strains caused predominantly by falling on ground surfaces and manual handling. Very few of these injuries are income compensated claims. Nearly 20% of claims are caused by “other persons” with one third of these being stress related. The majority of stress related injuries are time lost injuries. Stress related injuries tend to have an average cost that is two to three times more than most other injury types.

Each year secondary schools collectively report 120 to 135 work related injuries in total. Approximately 12% of injuries will require time off work in excess of two weeks. Generally injuries in secondary schools are very similar in nature and in proportion to those seen in primary schools.

The report can be obtained from andersonr@ais.sa.edu.au.

ADMINISTRATION

Green Vouchers for Schools Programme

All schools should have received information direct from the Department of the Environment about this new Australian Government initiative.

The Australian Government will provide up to $50,000 for every school to install solar hot water systems and a rainwater tank to improve energy and water efficiency.

This programme will cost $336 million over the next four years.

All Australian primary and secondary schools are eligible for funding.

A rainwater tank above 10,000 litres and a solar hot water system, along with their associated infrastructure and fittings can be purchased with the grant. For tanks the installation costs can include a pump and reticulation to toilets, gardens and ovals etc. The water is not to be used for drinking purposes.

All schools will be sent a voucher they can use to access the programme. Every school will be invited to register their interest online or by calling 1800 020 625. The website address below allows navigation to a direct registration of interest.

Registration of interest is essential to receive further information. The full Guidelines for the Green Voucher Programme will be released in about two to three weeks.

Further information can be obtained by contacting the Department of the Environment and Water Resources on 1800 020 625 or via email on greenvouchers@nrm.gov.au.

Taxation

Changes to the Gift Fund Requirements for Deductible Gift Recipients

The tax law was recently amended to change the gift fund requirements for deductible gift recipients (DGRs). The changes took effect from 12 April 2007 and vary depending on the type of DGR endorsement.

Where organisations (such as schools) are endorsed for a fund, authority or institution they own or include the requirement to maintain a gift fund remains. However, where a school operates more than one fund, authority or institution, the school can now choose to maintain multiple gift funds or a single gift fund. The following example was provided in a recent ATO update:

A school is seeking endorsement for a school building fund, a scholarship fund and a public library that it operates. The school can choose to maintain:

- separate gift funds for the school building fund, the scholarship fund and the library, or
- a single gift fund in respect of two of them and one separate gift fund for the other, or
- a single gift fund in respect of all three.

Prior to the changes, all endorsed DGRs were required to maintain a gift fund. Organisations that were endorsed as DGRs for the operation of more than one fund, authority or institution were required to maintain a separate gift fund for each fund, authority or institution they operate.

The amendments modifying the gift fund requirements do not override existing requirements for public funds. If an organisation is required to have a public fund, the organisation must maintain the fund to gain endorsement as a DGR and a gift or contribution may only be used for the principal purpose for which an organisation was granted DGR status.

For more information on the new gift fund requirements, see the ATO fact sheet Gift fund requirements for deductible gift recipients (NAT 3194) which has recently been updated.

INDIGENOUS EDUCATION

School Review Checklist

The document “A School Review Checklist: Indicators of a successful Aboriginal and Torres Strait Islander Education Program,” has been developed by the Dare to Lead project to assist school leaders to review their current educational programs for Aboriginal and Torres Strait Islander students education, and the inclusion of Indigenous perspectives across the curriculum.

The document is a valuable resource for school leaders as they engage in the process of evaluating their achievements towards identified outcomes for Aboriginal and Torres Strait Islander students.

The checklist could be completed by different groups within the school community including staff, students, Elders and community members to build a comprehensive review of how effectively the school is managing the process of strengthening Aboriginal and Torres Strait Islander education and perspectives within the curriculum.

The School Review Checklist covers such areas as Acknowledging and Celebrating, Building Partnerships, Meeting Individual Needs, Strategic Planning, Setting High Expectations, Promoting Understanding, Encouraging Mentors and Role Models, Leadership and Promoting Health and Wellbeing.
This thorough review of practice will enable schools to develop specific strategies and programs to further support the education of their Aboriginal and Torres Strait Islander students and provide future directions for the school’s Professional Development.

**LITERACY NUMERACY & SPECIAL LEARNING NEEDS**

**National Assessment Program**

**2008 National Common Tests: Literacy and Numeracy**

In May 2008, students in more than 9,000 schools across Australia will be involved in the first national tests in literacy and numeracy. These will replace the state-based assessments that were held in August (LaN and WALNA).

Across Australia, years 3, 5, 7 and 9 students will sit identical literacy and numeracy tests for each year level. The format of the national assessment materials is anticipated to be similar to the existing state-based assessment materials, including the provision of test practice materials, test booklets and any stimulus materials that may be required.

To assist schools with their planning for next year, the following table outlines the test schedule over the period 13, 14 and 15 May 2008.

Schools should ensure that the testing week (week beginning 12 May 2008) is kept free from other major school activities.

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<td>Yr 9</td>
<td>Language Conventions*</td>
<td>Writing</td>
<td>Reading</td>
</tr>
</tbody>
</table>

* Language Conventions incorporates spelling, grammar and punctuation.

These literacy and numeracy tests form a key part of the National Assessment Program endorsed by Ministers. The tests have been developed in accordance with the provisions of the Schools Assistance (*Learning Together - Achievement Through Choice and Opportunity*) Act 2004 and supporting Regulations. On behalf of all Ministers, the Australian Education Systems Officials Committee (AESOC) has commissioned the Curriculum Corporation to develop and coordinate the delivery of the 2008 National Assessment Program - Literacy and Numeracy tests.

The results from these national literacy and numeracy tests will provide an important measure of how Australian schools and students are performing in the areas of reading, writing, spelling and numeracy. The results will be used for individual student reporting to parents, school reporting to their communities, and aggregate reporting by States and Territories against national standards.

Further information and consultation regarding the delivery of the 2008 national tests and associated information will take place during Term 4.
LANGUAGES

Languages National Projects

The Professional Standards Project is a new nationally coordinated professional learning programme for languages teachers. The programme will be developed in 2007 and implemented in 2008. It will incorporate a train-the-trainer model, where educators will be trained to lead the professional learning programme in their particular context. In the first phase of the project a minimum of 400 teachers nationally will participate.

The project will aim to:
(a) develop a national professional development programme and support materials using the Standards as a framework;
(b) stimulate self-assessment and self-reflection among languages teachers about their professional knowledge and practice;
(c) promote and recognise quality languages teaching;
(d) promote professional collaboration among languages teachers and school leaders across languages States and Territories.

Information about how teachers can be involved will be forwarded to schools when available. Detailed information can be accessed at http://www.mltav.asn.au/images/documents/psp_information_sheet.doc

Developing Global/International curriculum and Skills in 21st Century Australian schools

Earlier this year 150 leading educators from around Australia attended the AEF National Forum, National Statement for Engaging Young Australians with Asia in Australian Schools.

Tony Mackay the conference convener in introducing the Forum stated, 'The danger is that the next divide in Australia will be between those students who have a global outlook and an international language and those who do not'.

Delegates suggested that there is a strong sense of readiness to embrace the goals of the Statement, but cautioned that it remains a priority to build awareness of the Statement among all school leaders, and to further invest in professional learning for teachers.


Language Immersion Days

August 27 was the last in the series of the full day immersion program for teachers of languages. The workshops, principally conducted in specific languages included issues and trends in the target countries, use of ICTs, oral proficiency development, and cultural immersion. The languages covered were Chinese, French, German, Indonesian, Italian, Japanese and Spanish. This successful immersion program will be further developed and extended in 2008.

COUNTRY AREAS

Country Areas Programme Meeting

The annual Country Areas Programme meeting will be held on Thursday 25 October 2007 from 11.00am – 3.30pm at the AISSA Office.

At this meeting Alister Davies from education.au will provide information about his consultancy with the AISSA. Principals will also be invited to provide input into a review of the allocative mechanism for the grants.

Staff from the AISSA Office will provide information about current Australian Government and State initiatives in education.
COMING EVENTS

OzAsia Festival

A new arts festival of national and cultural significance will be held from 21 September to 7 October 2007. The inaugural OzAsia Festival will present and celebrate work from Australians who identify with an Asian cultural heritage; collaborative work between Australian and Asian artists; and a cross-section of the cultures of Asia, both traditional and contemporary.

Many schools will be involved in the Moon Lantern Festival on the evening of 25 September. The festival takes place within the Adelaide Festival Centre's venues, between the CBD and the River Torrens.

For further information contact Adelaide Festival Centre 8216 8600 or follow the link http://www.ozasiafestival.com.au/?PK_PAGE_ID=1197

Language workshops

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Wed. 19 Sept.</td>
<td>Participate! A games workshop for primary language (LOTE) teachers</td>
</tr>
<tr>
<td>Tues. 23 Oct.</td>
<td>Teaching Languages in the Primary School (Final Workshop)</td>
</tr>
<tr>
<td>Fri. 16 Nov.</td>
<td>Targeted Programs Expo</td>
</tr>
</tbody>
</table>

ESL Focus Teacher Network

Multicultural Resource day at the Global Education Centre

This will be an excellent opportunity to work with the staff of the Global Education Centre who will demonstrate a wide range of resources for teaching ESL students and incorporating Multicultural perspectives across a number of curriculum areas.

Teachers will have the opportunity to participate in a variety of activities suitable for students of all year levels.

SA Aboriginal Focus Conference:

A Showcase of Aboriginal Cultural Resources for your School

Schools will be able to meet, view, talk with and share information about Aboriginal Cultural resources available to be accessed by schools. Included will be storytellers, artists, musicians, dance/music groups, Aboriginal craftspeople and speakers who can enhance the teaching of Indigenous Perspectives in a range of subject areas.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Date: Wednesday 7 November 2007</td>
<td>Time: 9.00am – 3.30pm</td>
</tr>
<tr>
<td>Venue: Global Education Centre</td>
<td>Torrens Building</td>
</tr>
<tr>
<td></td>
<td>220 Victoria Square, Adelaide</td>
</tr>
<tr>
<td>For more information contact : Carolyn Fortune 8179 1417 or <a href="mailto:fortunec@ais.sa.edu.au">fortunec@ais.sa.edu.au</a></td>
<td></td>
</tr>
</tbody>
</table>

OHS&W Responsible Officer Training

Date: Wednesday, 31 October 2007
Time: 4.00 pm to 6.00 pm
Venue: AISSA Board Room
301 Unley Road, MALVERN SA 5061
Trainer: Roger Palubinski
Sustainable Risk Solutions

H&S Committee Training 2007

Date: Monday, 26 November 2007
Time: 9.00 am - 1.00 pm
Venue: AISSA Board Room
301 Unley Road, MALVERN SA 5061
Trainer: Roger Palubinski
Sustainable Risk Solutions
Copyright Training
The Australian Copyright Council are holding training sessions for schools in Adelaide on Tuesday 27 November with other sessions that might be of interest on Monday 26 and Wednesday 28.

School sessions will cover: Using text and Images; Using Material from the Internet; Using TV & radio programs, podcasts, videos & DVD’s; New provision for “educational instruction”

Detailed information and on-line registration can be accessed by visiting www.copyright.org.au/training or call the ACC on 02 8815 9777.

International Congress for School Effectiveness and Improvement (ICSEI) Conference 2008
The ICSEI Conference 2008 will be held from 6 – 9 January 2008 at SKYCITY Convention Centre, Auckland, New Zealand.

Details are available via the website: www.icsei.net.


Monday 12 and Tuesday 13 November 2007
Hilton Sydney, 488 George Street, Sydney

About the conference: 21st Century Curriculum
What are some of the emerging contexts shaping our world? What do local and international educators consider important in curriculum reform? How do systems respond to educational challenges such as failing schools?

Registration is now open. Early bird registration will close on Monday 1 October 2007.

The full program and registration form is accessible by visiting http://www.curriculum.edu.au/conference/2007/ or by contacting National Curriculum Services by phone 03 9417 3555 or email ncs@ncsonline.com.au

ATTENTION TEACHERS
RENEWAL OF TEACHER REGISTRATION

If your registration expires in January 2008 you must renew your registration by 31 DECEMBER 2007

An application form and information regarding new requirements for registration will be posted to you in mid-October 2007. Please contact the Teachers Registration Board if you have not received your application to renew your registration by early November. Non receipt of your renewal application is not an excuse for failing to renew.

Change of Name and/or Address
Remember to notify the Board in writing of any change of name and address

The Office of the Board will be closed on 24 December 2007 and public holidays.

Level 6, 70 Pirie Street, Adelaide SA 5000
Tel: (08) 8226 2666 Fax: (08) 8226 2667
Email: info@trb.sa.edu.au Website: www.trb.sa.edu.au

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