IMPORTANT INFORMATION

New Ministers

The Premier (Mike Rann) has announced his new Cabinet. The three most relevant portfolios and the Ministers for member schools are identified below.

专卖

Trish White will be Minister for Education and Children’s Services

专卖

Jane Lomax-Smith is Minister for Employment, Training and Further Education

专卖

Stephanie Key is Minister for Youth.

Trish White’s biographical details are outlined below.

Trish White - Member for Taylor

Minister for Education, and Children’s Services

Electorate Office:
Shop 2, Settlers Farm
Cnr Bolivar Road and Liberator Drive,
Paralowie SA 5108
Tel: (08) 8280 5144
Fax: (08) 8280 5526
Email: taylor@parliament.sa.gov.au

Biographical Details

Trish White was born in Queensland and educated at the University of Queensland and the University of South Australia. She holds degrees in Engineering and Arts.

Trish spent nine years as an electronics engineer, most recently with the Defence Science and Technology Organisation, where she specialised in communications networks.

Trish joined the ALP in 1990 and stood as a candidate for a marginal seat in the 1993 election before being elected as the Member for Taylor in November 1994 in a by-election.

Trish is the Minister for Education, Children’s Services. She is also the ALP spokesperson for Higher Education. She has served on the Parliamentary Public Works Committee (1994-1997), the Parliamentary Economics and Finance Committee (1997-present), Industries Development Committee (1997-present) and the Parliamentary Select Committee on DETE Funded Schools (2000-present).

Trish is married with one son.
The new government has already announced it will review the Partnership 21 scheme, raise the school leaving age to 16 and appoint additional teachers.

The AISSA is seeking a meeting with the new Education Minister.

FUNDING AND GRANTS

?? Establishment Grants

The legislation relating to the above grants are currently being debated in the Senate. The ALP and Democrats continue to oppose the Government’s legislation, delaying the release of grants to schools.

The AISSA has written to all Federal politicians representing seats in South Australia seeking their support for the legislation. NCISA is consulting with the Government and the ALP in Canberra.

?? Review of Financial Questionnaire (FQ)

Representatives of NCISA and several AIS’s met with DEST officers in Melbourne on Wednesday 6 March to discuss possible changes to the Financial Questionnaire (FQ).

This follows a review of the questionnaire by Ernst and Young to assess the need to collect financial data from the non-government school sector and to determine whether changes need to be made in the collection of data to improve its accuracy and reliability.

The introduction of the SES funding model has led to questioning of the need for the Commonwealth to collect information previously required to calculate the ERI. The review has also taken place in a political environment where the level of accountability of non-government schools is being raised in parliamentary debates and by some of the government sector lobby groups.

The review has largely been internal to DEST at this stage. The timelines for reporting to the Federal Minister are very short. DEST expects to report to the Minister by 22 March 2002.

The consultants have prepared a draft report; however the content of the report is still being negotiated with the Commonwealth and it is not available for distribution at this stage. DEST will not release the report until it has been considered by the Minister.

Immediately prior to the above meeting DEST provided a written briefing on the major findings and recommendations of the draft report; AISSA circulated this information to the Bursars Standing Committee for advice.

Details of the outcomes of the meeting in Melbourne have been circulated to member schools and school authorities within the sector. There is likely to be changes to the questionnaire. DEST is also exploring the possibility of developing some indicators that signal when a school is at financial risk.

DEST has also indicated that the data collection via the FQ will take place on-line for 2002.

?? Senate Inquiry Into Students with Disabilities

The Senate Employment and Workplace Relations, Small Business and Education Reference Committee will be undertaking an inquiry into students with disabilities. This inquiry was initiated by the Democrats.

Terms of reference for the inquiry include:

i) the criteria used to define disability and to differentiate between levels of handicap

ii) the accuracy with which students’ disability-related needs are being assessed

iii) the particular needs of students with disabilities from low socio-economic, non-English speaking and Indigenous backgrounds and from rural and remote areas

iv) the effectiveness and availability of early intervention programs

v) access to and adequacy of funding and support in both public and private sectors

vi) the nature, extent and funding of programs that provide for full or partial learning opportunities with mainstream students

vii) teacher training and professional development

viii) the legal implications and resource demands of current Commonwealth and state and territory legislation.
This will be a significant inquiry given the demands currently placed on schools in meeting the needs of these students.

**Block Grant Authority Capital Works Funding**

Applications for 21 projects from a total of 18 schools have been received by the BGA. These applications are being processed and were presented to the BGA committee on March 20. This will be followed by school site visits to give first hand information to the committee when it short lists the projects in May. Further discussions will also take place with the applicants so that we may make the best decisions possible.

**CURRICULUM**

**Schools Online Curriculum Content Initiative (SOCCI) now The Le@rning Federation (2001 – 2006)**

The Commonwealth funded ($34 million from 2001 – 2006) national curriculum initiative, *The Schools Online Curriculum Content Initiative (SOCCI)* now called *The Le@rning Federation*, aims to generate high quality researched and evaluated online curriculum content for system delivery to schools. Over the next five (5) years this initiative will create a pool of “learning objects” that can be selected, sequenced and organised by teachers for use with students in schools. A “learning object” is a component of online material that can be identified, tracked, referenced, used and re-contextualised for a variety of learning purposes. Information about the project can be found at the SOCCI website at [http://socci.edna.edu.au/](http://socci.edna.edu.au/)

This major curriculum innovation illustrates the continuing impact of technology on schools and their work, and the imperative for schools to engage with these challenges and issues. In particular, it highlights two challenges for schools and AISSA:

- determining the process for access to the materials for the independent sector;
- the use and integration of the online curriculum materials into teaching practice in meaningful and effective ways.

AISSA will continue to explore these challenges with schools in 2002, and work on behalf of independent schools to ensure access to the materials. Contact Helen Whelan (Telephone: 8179 1428 or Email: whelanh@ais.sa.edu.au) for more information.

**National On-Line Curriculum Project**

Five companies have been selected to develop online Science curriculum content (4) and commence the development of the technical infrastructure. This project is part of the Le@rning Federation-School On-Line Curriculum Content Initiative.

**Career Education Projects**

The Federal Minister for Education, Dr Brendan Nelson, has announced funding of nearly $47.6 million for 40 projects to assist young people make genuine choices about their transitions through school and from school to work, further education and training. The projects are funded under the Career and Transition Pilots and Partnership Outreach Education Model Pilots.

**ACER Project : TIMISS Trends in International Mathematics and Science Study 2002/2003**

Some independent schools will be approached in 2002 to take part in the field trials and main data collection as part of the TIMSS *Trends in International Mathematics and Science Study 2002/2003*. Australia is one of the 50 countries participating for the third time in this international study. The test instruments and questionnaires have been developed internationally. The project will offer an opportunity to study trends in Year 4 and Years 8/9 mathematics and science achievement at points for the 1994-2002 period. Further details are available from Susan Zammit on 03 9277 5596.

**South Australian Curriculum Standards and Accountability (SACSA) Framework**

The current implementation of the SACSA Framework in DETE and Catholic schools (87% of schools in South Australia) is an important development for independent schools to continue to consider. Public reporting to school communities, parents and students about learners’
achievements in relation to the SACSA Framework standards will occur in DETE schools in 2002. Particular attention is being paid by DETE to senior secondary schooling in relation to SACSA Senior Years Band and the Essential Learnings. Within DETE, teachers of senior secondary students are being supported to engage with the SACSA Framework in order to ensure students meet the SACSA Year 12 standard. Several outcomes of the SACSA Framework for further consideration by independent schools include:

- The use of the SACSA Framework by government and Catholic schools in South Australia.
- Public reporting of student achievement (DETE) to school communities.
- Social outcomes of schooling – explicit teaching, assessment and reporting of student development of skills/dispositions described as the Essential Learnings.
- The outcomes based approach.

AISSA will initiate further discussion and exploration about the SACSA Framework in forums and activities in 2002. For further information contact Helen Whelan (Telephone: 8179 1416 or Email: whelanh@ais.sa.edu.au).

**National School Drug Education Strategy**

Cate Mettam is available to all schools within the independent sector during 2002 to provide advice and information on good practice in drug education and policy development. Cate can provide whole school staff development sessions during pupil free days or after school for primary and/or teachers and support staff.

A two (2) hour session could cover:

- Drugs in perspective;
- National approaches to drugs in schools;
- Drug education curriculum and resources;
- Health Promoting Schools approach.

Information and support on planning and holding parent information sessions and local school community summits is also available through Cate. Cate can be contacted on Mondays, Tuesdays and Thursdays (Telephone 8179 1428 or Email mettamc@ais.sa.edu.au).

**Local School-Community Drug Summits**

The South Australian independent sector, through AISSA, has received funding from the Department of Education, Science and Training to assist schools to hold Local School-Community Drug Summits. Information has been sent in mail outs and agenda briefings outlining the major objectives for this project and the criteria for receiving funding. All schools should have received a copy of the Local School-Community Drug Summit Support materials last year and information on how to apply for a grant of $380. Application forms have been sent out again for 2002 and schools are urged to apply as soon as possible as funding will cease at the end of this year.

A major sector summit (in the form of a one-day conference) for Principals and key staff in independent schools is being planned for Term 2 (Monday, 24 June). Keynote speakers will be Geoff Munro, Director, Centre for Youth Drug Studies and Erebus Partners reporting on National Good Practice in Drug Education Project. The summit will focus on good practice in policy and curriculum development for drug issues, sexual health and mental health programs in schools. Programs and registration forms will be sent to all schools late in Term 1.

**Scaling – What, Why and How**

The South Australian Tertiary Admissions Centre (SATAC) has produced a brief article to explain the scaling process used to adjust the results students achieve in their various SACE Stage 2 (Year 12) subjects so that students can compete on a fair basis for entry to University and TAFE courses. It is available at www.satac.edu.au

**Publications : Health**

Last year, the Department of Education, Training and Employment released two publications to assist schools with managing health, first aid and personal care issues in schools. They are:
Health Support Planning in Schools, Preschools and Childcare Services – Partnerships for Health Care and Education.

First Aid in Early Childhood Centres and Schools.

Information about training programs for school personnel which support these documents can be found on the DETE training and development website www.tandd.sa.edu.au or by telephoning 8463-5801.

Copies of these publications, at a cost of $16.50 each, are available from Dawn Lamont at AISSA on 8179-1425

Quality Teacher Program Update - QTP 2002

QTP 2002:

Provides five (5) tertiary accredited professional development activities, through collaboration with universities for teachers to gain Graduate Certificates.

Provides grants to schools which include:

- action research in primary science methodology
- "vouchers" to schools to buy professional development programs from the Technology School of the Future (TSOF)
- development of a Careers Counsellors Network
- industry placements for VET teachers.

Enhances the SA Independent Schools Targeted Programs Authority professional development initiatives in Literacy, Numeracy, Science and Maths.

Enables every independent school to access a 20% discount for all bookings of IT training at TSOF.

Programs have commenced. All independent schools have already received detailed information about:

- VET Certificate 4 in Assessment and Workplace Training
- the IT "voucher" procedures
- Science Teachers Conference in April
- Industry Placements for teachers delivering VET
- M-LATS Phase 1
- Graduate Certificate called New Literacies and New Technologies in Classrooms.

More information will be distributed to schools as other programs are developed.

The flexible “voucher” system of accessing IT training is a new and comprehensive process for schools. This enables teachers to access the IT training teachers want to undertake. It is a new process for the provision of professional development. Schools can use their training allocation in any way and for as many teachers as they wish. A school with an allocation of four (4) days, for example, can allocate two (2) days to two (2) teachers or give all four (4) days to one teacher. Please read the memo addressed to Principals/Heads called QTP 04/02 – Information Communication Technology (ICT) for R-12 Teachers, dated 31 January 2002 which sets out the detail of what a “voucher” comprises, ie

- the individual allocation of training days for your school
- the individual allocation of TRT days for your school
- the enrolment form to send directly to TSOF
- the TRT claim form to send to AISSA.

For further information contact Margaret Ford, AISSA QTP Adviser (Telephone 8179 1429 or Email fordm@ais.sa.edu.au).

LEGAL MATTERS

Proposal for Anti Abuse Procedures

The Australian Democrats will move amendments to the States Grants (Primary and Secondary Assistance) Bill which will require every State Education Department and non-Government school authority to demonstrate that they have anti-abuse procedures in place as a condition of federal
funding. The legislation also proposes that the Federal minister enforce minimum standards. The debate on the legislation commenced again on 11 March.

INDUSTRIAL NEWS

?? Safety Net Wage Case

The ACTUA is seeking a $25.00 a week increase to award rates of pay in the national Safety Net Review in the Australian Industrial Relations Commission. The Commonwealth Government proposes an increase of $10.00 a week for low paid employees.

The outcome of the case is likely to have “flow on” to awards for non-government schools. Changes to the awards for teachers and school assistants are unlikely to occur until August.

It will not result in an increase in pay for employees covered by an enterprise agreement.

?? Parental Leave for Casual Employees

A few awards have recently been adjusted to apply parental leave for casual employees. It does not apply to teachers or school assistants.

It may apply to casuals employed for at least 12 months on a regular and systematic basis.

The key provisions are that an employer must not fail to re-engage a casual employee because the employee is pregnant or has been absent on parental leave.

?? Average Weekly Earnings

According to ABS data, the average weekly earnings of employees in all jobs rose by 5% in the 12 months ending August 2001. Average weekly earnings for full time employees increased from $800 in August 2000 to $845 in August 2001 and from $282 to 308 for part-time employees.

OCCUPATIONAL HEALTH AND SAFETY

?? OHS&W Services

Please note AISSA now has an arrangement with an external consultant to provide advice on OHS&W issues and problems within schools. Contact Roger Anderson to access this service.

Following discussions with AISSA, NRMA has offered to substantially increase the OHS&W service provided to schools, including training seminars. Further discussions are occurring.

?? OH&S Working Together Conference

This conference will be held in Adelaide between 17-18 April 2002. It is a joint initiative between Business SA and the United Trades and Labor Council. Further details can be obtained from Iantha Telfer at Business SA telephone 8300 0032.

INTERNATIONAL EDUCATION

?? Australian Excellence in Science and Technology

This publication will provide an overview of Australian history of scientific endeavour and examples of current research and application of science and technology in Australian education. The publication will be launched at the Australian Education Week in Jakarta in early June 2002 and other related promotional activities throughout the year. The AEI is seeking articles on some of the most exciting examples of contemporary leading edge science and technology research, development or application undertaken by educational institutions.

More detail about this project has been distributed to schools via the mail-out.
GOODVERNOR'S CORNER

What Should a Chief Executive Expect to tell the Board

The January 2002 edition Good Governance discusses what a chief executive should tell their board.

The article indicates that a board should make its requirements of the CEO explicit—exactly what they want to know, in what format, at what frequency and to what standards.

In addition the chief executive should provide the board with whatever additional data they believe the board should have in support of the governance role and to provide assurance of managerial effectiveness.

It recommends that boards receive the following types of information:

- Reports on the strategic directions established by the board
- Information that ensures compliance with regulatory requirements
- Financial information to determine the degree of financial “health” of the organisation
- H/R information which indicates the alignment of staffing needs with the organisation’s services and strategic directions and an indication of the organisational culture
- Asset protection information such as insurance policies, intellectual property, buildings etc.

In summary monitoring organisational performance and ensuring compliance are fundamental to the board’s governance role.

The article also indicates that all board members share the same legal and moral responsibilities and liabilities; the chief executive is employed by and is accountable to the board as a whole not just to the chairperson.

OTHER NEWS

Talkback Classroom

Talkback Classroom is a joint initiative between the National Museum of Australia and ABC radio’s triple J. This is held once per month at the museum and provides opportunity for secondary students to take part in a radio forum with one of Australia’s opinion leaders. On 27 March the National Museum of Australia will host a Talkback Classroom with the Hon Simon Crean, MP. Students across Australia are invited to register an interest in making up the panel of three to interview Mr Crean.

Further details can be obtained from Lyn Beasley (02 6208 5123) in the Schools Programs Office.

Students with Disabilities: Enrolment Guidelines for Independent Schools

This resource folder which explains schools’ obligations under the Disability Discrimination Act in relation to the enrolment of students with special needs was launched on 27 February 2002. Copies of the resource will be made available to all principals and special education teachers over the next few weeks. A series of professional development workshops will be held in country and metropolitan areas to familiarise school staff with its content.

Cora Barclay Centre

Independent schools with eligible deaf or hearing-impaired students of the Cora Barclay Centre will receive some financial support this year to attend training and professional development sessions offered by the Centre through the Targeted Programs.

Information about the process for accessing support has been sent to each school with an eligible student. Please contact Libby Burns on 8179-1422 if you have any questions about this process, contact
Camps and Excursions Guidelines

Schools frequently ask for details for these guidelines and we have been able to provide information from the DETE booklet. Those guidelines have been updated and are now available on the DETE website www.dete.sa.gov.au/policy/files/links/2001CampsExcur.doc. They are quite comprehensive and thorough.

Intranasal Midazolam

Doctors are prescribing a new medication, Intranasal Midazolam, for controlling seizures. This comes in the form of a nasal spray or drops.

It is important that this medication is NOT administered by any school staff unless they have received credentialing or training from an appropriate medical professional and the school has clear procedures in place from the treating doctor for dealing with the students who require seizure management. Currently, Red Cross (8267-7666) is offering a course which credentials school staff to administer this medication.

Schools are strongly advised not to rely on information provided by parents to administer this drug.

Please contact Libby Burns on 8179-1422 for information and advice about training or if you have any enquiries about medication prescribed for seizures.

Epipens

A growing number of students are being prescribed Epipens as they may have a severe allergic response (anaphylaxis), to certain foods, insects or medications. Schools are advised to ensure staff receive training from either St John’s Ambulance (8306-9600) or Red Cross (8267-7666) to administer an Epipen and to ensure that clear procedures from the treating doctor are in place to support the student at school.

Schools are advised not to rely on information provided by parents to administer an Epipen.

Please contact Libby Burns on 8179-1422 if you have any questions about administering of Epipens.

SEMINARS, WORKSHOPS AND CONFERENCES

Australian Teacher Education Association 30th Annual Conference

This conference will be held between 11-14 July 2002 at the Mercure Hotel in Brisbane. The conference title is Knowledge Fusion 2002: teacher Education 2010. Visit the conference website at www.atea.schools.net.au/ATEA/atea.html.

Inclusive Teaching Professional Development Course

Flyers for this course are currently in schools. The course gives teachers strategies to cater for the range of students in their classrooms. Four sessions will be held on 30 April, 15 May, 28 May and 12 June 2002. Two days’ TRT is available for teachers who attend and contact Libby Burns on telephone 8179-1422.

Council of Education Facilities Planners International Conference

The Australian chapter of the above organisation will hold its second national conference in Fremantle from 22-24 May 2002. The theme of the conference is School Design: Practice in Place. Speakers will examine changes in educational practice and the impact on the built educational environment. More details can be obtained on the conference website at www.cefpi.asn.au.

Relationships and Sexual Health Education

SHine SA (formerly Family Planning) is offering a 14-hour professional development course for middle school teachers. The course will provide information, resources and classroom strategies. Participants will receive copies of the latest relationships and sexual health resource for young people “Tell it like it is” and have an opportunity to trial a teaching resource called “Teach it like it is”.

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Dates: (End of the first week of school holidays)
Thursday 18th April 9-4
Friday 19th April 9-4
Venue: 17 Phillips St., Kensington
Cost: $100 **negotiable**
Lunch provided
A certificate of achievement and recognition for 14 hours training and development will be provided at the end of the course.

To register contact Sharon Formosa at SHine SA ph: 8431 5177 or email: sharon.formosa@dhs.sa.gov.au
For further information or enquiries contact Jane Flentje, Coordinator: Teacher Education ph: 8431 5177 email: jane.flentje@dhs.sa.gov.au

**STATISTICS**

?? **School Enrolments**

Data recently released by the ABS indicates that

- Over 50% of the enrolment growth within the independent sector in South Australia between 2000-2001 occurred in schools with SES scores between 90-99; approximately 29% of the enrolment growth also occurred in schools with SES scores between 80-89.
- In 2001 independent schools across Australia accounted for 11.4% of total full time enrolments compared to 19.9% for Catholic schools and 68.8% for government schools. In South Australia independent schools represent 13.7% of total school enrolment
- In 2001 independent schools accounted for 15.1% of full time secondary enrolments and 8.7% of primary enrolments; in South Australia these figures were 16.7% and 12.0% respectively
- At the national level 44.7% of full time enrolments in the independent sector are at the primary level and 55.3% at the secondary level.

?? **School Card Numbers**

In 2001, the independent sector had 13% of its schools with equal to or greater than 40% School Card enrolment and 31.5% of its schools with equal to or greater than 30% School Card enrolment. It is also interesting to note that 6.5% of independent schools had equal to or greater than 50% School Card enrolment.