FROM THE EXECUTIVE DIRECTOR

State Budget : 2003/2004

The State budget was released on Thursday 29 May. A detailed analysis of the budget has been provided to member schools.

In brief the budget maintains the level of recurrent funding for non-government schools using the current funding formula and the retention of the Interest Subsidy Scheme. The recurrent funding has increased from $92.245m to $98.186m based on the current formula.

AISSA has been consulting with member schools and the Lutheran system since the budget was released and in particular an initial proposal by the Government to change the payment schedule from two payments (85% in July and the rest in October of the same year) to four quarterly payments spread over the Government’s financial year (2003/2004).

AISSA has analysed the financial impact on member schools of any change to the schedule of payments. Clearly any administrative change at this very late stage would have had an immediate and significant financial impact for the 2003 budgets of all member schools and related school authorities.

The Catholic sector has also raised the same concerns. A joint letter was sent to the Minister outlining the serious implications of the above proposal.

The latest proposal from the Minister included a payment schedule for the 2003 calendar based on the quantum of the July 2002 payment for all non-government schools. This dollar figure represents 79.61% of the total State 2002 State per capita grant payment. This will be paid by 31 July 2003.

The Minister has proposed that the second instalment be paid by the first week of December 2003, based on the current formula.

This proposal has been supported by the significant majority of member schools that responded to a fax distributed to member schools on Wednesday 25 June. However, member schools have expressed anger at the short-times line for the introduction of any change to the payment schedule.

This latest proposal has now been accepted by AISSA and Catholic Education and confirmed by the Minister in a letter to AISSA, dated 1 July 2003.

The Minister has also proposed that the payment schedule for 2004 be 50% in July and 50% in December. AISSA and Catholic Education have not agreed with this arrangement and further consultation is taking place on this proposal.

AISSA have sought preliminary legal advice about the late notification from the State Government about the proposed changes. This advice indicates AISSA could challenge the late notification in the Supreme Court based on the Legitimate Expectation principle and the principle of Estoppel.

However the Minister has been willing to consult on this significant matter and hopefully this open communication with the two non-government school sectors will continue.
We have also raised with the Minister the need for the State Government to consider an increased level of public funding and improved access to support services for students in the context of the above discussions.

**Dare to Lead Forums**

In 2000/2001 ten Dare to Lead forums were conducted by the Australian Principals Associations Professional Development Council (APAPDC) to generate commitment to improving educational outcomes for Indigenous students. Additional forums have been held in the first half of 2003. A Coalition of Schools (with or without Indigenous student enrolments) and educational organisations has been formed to increase the pace of achieving significantly improved outcomes for Indigenous students and to improve understanding and appreciation of traditional and contemporary Indigenous cultures. Members of the Coalition will receive various forms of support and opportunities for professional development.

I encourage member schools to join the Coalition of Schools. Further details about the project can be obtained from Andrea Harms on telephone 8245 9804 or e-mail andrea@apapdc.edu.au.

**Funding Debate Continues**

The Federal Opposition has commenced the rollout of their education policy in recent weeks. The Leader of the Opposition, the Hon Simon Crean and the Shadow Minister for Education, Ms Jenny Macklin launched their policy for more teaching places under Labor. They committed to funding an extra 4,600 new full and part time teaching places between 2005 and 2008 creating 500 additional new full time HECS funded postgraduate teaching places in areas of specialisation and professional development and providing an additional $86 million over four years from 2004 to increase the quality of teacher education.

The ALP has also released its “Bright Futures” policy which commits $35 million to help students from disadvantaged backgrounds learn more about where TAFE and university can take them.

The school funding policy is yet to be released; however some underpinning elements of the policy may have been disclosed through recent media interviews of the Shadow Minister. During his interview with the Shadow Minister on the Sunday program (13/07/03) Laurie Oakes queried, “Will part of the way you fund it (higher education initiatives) be to cut back on...on funds for private schools?” Ms Macklin answered, “No, it won’t. I can say categorically to you this morning. We’ll have a separate policy on schools.”

Following the July meeting of MCEETYA the Hon Dr Brendan Nelson issued a press release warning that Labor State and Territory Education Ministers had “...launched a coordinated campaign to have the Commonwealth savagely cut funding to Independent and Catholic schools.” Individual Labour State Education Ministers from Victoria, Western Australia and Queensland have made public comments criticising the level of Commonwealth funding to “elite” schools.

At no stage did the same Ministers make reference to the significant variation in the level of State Government funding and access to support services to government and non-government schools.

Some Vice Chancellors and State government Ministers have stated that Commonwealth funding for non-government schools is now greater than funding to higher education. Independent data sources indicate that the average Commonwealth government funding for Australian universities per planned equivalent full time student in 2001 was $12,432 per student, compared to $3,530 per independent school student.

It is important we continue to monitor this significant debate and to engage in a confident manner in discussions with politicians, government agencies and within school communities.

Garry LeDuff
Executive Director

**NATIONAL ISSUES**

**National Institute for Quality Teaching and School Leadership**

The Hon Dr Brendan Nelson, has announced that the Commonwealth Government will provide an initial $10 million to establish a National Institute for Quality Teaching and School Leadership commencing in 2004. The Institute will be based in Canberra and the three ACT universities will have a key role to play in the Institute’s operations. It will be managed “...by the profession for the profession.. and its functions “...could cover five areas:

- development of school leadership capabilities;
- development of professional teaching standards;
- provision and coordination of professional development;
- quality assurance; and
- research.

Consultation will begin shortly with principals, teachers and other stakeholders to address issues
such as the full range of functions, governance, staffing and funding. Funding will be through the Commonwealth Quality Teacher Programme.

**MCEETYA Initiatives**

The items below on the outcomes of the July meeting of MCEETYA are based on media reports and other public sources of information. A more detailed outline will be provided on the outcome of this meeting at a later date.

**National Curriculum**

State and Territory Education Ministers have endorsed the development of nationally consistent outcomes in several key curriculum areas, including English, Mathematics, Science and Civics and Citizenship. The independent sector through ISCA (formerly NCISA) has indicated it supports national collaboration to achieve greater consistency in curriculum offerings across States/ Territories. The Council is also committed to supporting schools to develop a capacity for innovation and creativity which is a major platform of the Federal Government’s innovation policy statement as outlined in Backing Australia’s Ability.

ISCA confirmed its position that the achievement of consistent curriculum outcomes across States/ Territories should not lead to highly prescriptive curriculum statements which could limit the capability of schools and jurisdictions to be innovative and responsive to the needs of young people and the community.

**School Starting Age**

MCEETYA directed the Chief Executives to prepare a paper by December 2003 that addresses the issue of States and Territories moving to a uniform starting age for schooling, including common terminology with 2010 as the target date for commencement.

**National Disability Standards**

The Commonwealth rejected the State and Territory recommendations that called for new Commonwealth non-recurrent funding for all professional development transitional costs, the Commonwealth share unforeseen costs that arise from the education standards and a phasing in of the education standards. The Commonwealth indicated it would move unilaterally to implement the education standards.

**Sexual Abuse and Child Protection**

MCEETYA requested the preparation of model uniform legislation that provides for nationally consistent procedures for the conduct of criminal record checks of persons seeking employment in education settings with children. The Minister’s confirmed their endorsement of the National Safe Schools Framework and indicated that appropriate reporting measures will be developed by State and Territory Chief Executives.

**Physical Inactivity and Related Health Matters**

MCEETYA has endorsed the development of a national cross-agency strategy on physical activity in the school and early childhood sectors to link with the work of the national obesity taskforce.

**Reporting to Parents**

MCEETYA agreed that individual student national benchmark assessment reports which are provided to all parents of year 3 and 5 students will identify the student’s results against the spectrum of achievement and include literacy and numeracy benchmarks. The Ministers also agreed to pursue broadening the national reporting framework.

**Federal Budget**

Commonwealth expenditure on schools (government and non-government) and school students is projected to be $6.904 billion in 2003/04, rising to $8.851 billion in 2006/07. In 2003/04 some $6.636 billion of this expenditure is on schools, with non-government schools accounting for $4.373 billion or 65.9 per cent of Commonwealth expenditure on schools.

Commonwealth expenditure on non-government schools is projected to increase to $5.425 billion in 2006/07, an increase of $1.450 billion from 2002/03.

This year there has not been a major upward revision to the budget projections for the non-government school sector. In the last couple of years this had been the focus of much media comment and confusion. The Budget papers show the Commonwealth spending on schools in the current financial year (2002/03) is now expected to be some $51 million lower than projected on Budget night 2002, some $46 million of this accounted for by lower than expected expenditure on non-government schools. The budget projections put Commonwealth expenditure on non-government schools at $5.062 billion in 2005/06 compared to the $5.091 billion projected for this period last year.

The projections provide for an increase in Commonwealth expenditure on non-government schools over the 4 years from 2002/03 to 2006/07 of...
36.5 per cent, with expenditure projected to increase by $1.450 billion. During the same period Commonwealth expenditure on government schools increases by $507 million or some 24.7 per cent. As a result the non-government sector is projected to account for an increasing share of Commonwealth expenditure up from 65 per cent in 2002/03 to 67.2 per cent in 2006/07.

In the non-government school sector the nearly $400 million increase in expenditure in 2003/04 over 2002/03 is primarily driven by indexation (79.6% of the increase). Subsidiary, but still significant factors, are enrolment growth (approximately $50 million) and the SES phase-in (approximately $53 million). Over the out-years, the increase is again a function of indexation and enrolment growth, with the SES phase-in no longer contributing to growth after 2004/05. The phase in of the SES in the 2003/04 budget period accounts for 11% of the increase and enrolment growth 12.6%.

The Strategic Assistance for Improving Student Outcomes (Special Needs and Literacy and Numeracy) will be extended to 2006-7. $172.3m has been allocated to this program.

An additional $1.8 million has been allocated in 2003/04 for the National Schools Drug Education Strategy taking the total amount to $5.3 million. Further funding beyond this period will be subject to review of the strategy.

There is also an additional $4 million dollars over four years for a new language in-country teaching fellowships programme (120-140 fellowships each year). Teachers in all major languages taught in schools will be eligible for these new scholarships. More information about this new programme is available at www.dest.gov.au. Funding for the Languages programme has been confirmed for the next four years. The Commonwealth will conduct consultation over the next 18 months to help shape the Languages programme.

$48.2m has been allocated over the next four years to 2006-07 to the Non-Government schools Capital Grants Program. Further funding will be subject to a review in 2006.

**National Awards for Quality Schooling**

The National Quality Schooling Framework is a web-based school resource (at www.nqsf.edu.au) developed to assist and encourage schools to undertake innovative projects that lead to improvements in student learning. Professor Peter Cuttance (Melbourne University) recently presented an outline of the Framework at the inaugural AISSA Primary Heads dinner.

The website provides practical resources and support for school improvement projects. It also supports an interactive professional learning environment for teachers and school leaders with the opportunity to share their experiences and ideas with their colleagues around Australia.

A National Awards for Quality Schooling is linked to the project. More details are on the website.

**Calls for Financial Literacy Education in Schools**

The Australian Securities and Investments Commission (ASIC) has called for improvements in financial literacy education in Australian schools following the release of a discussion paper that examines the existing levels of financial literacy teaching in schools.

Financial Literacy is defined as the ability to make informed judgements and to take effective decisions regarding the use and management of money. The discussion paper draws on research undertaken by a consultant through the survey of school authorities across Australia.

The survey indicated that not all students are exposed to the key elements of financial literacy. The consultant acknowledges the already crowded curriculum and proposes that financial literacy be strengthened within existing curricula and key learning areas. It was recommended that teachers be provided with appropriate training and educational resources be developed to support student learning.

ASIC is seeking feedback on the issues raised in the Financial Literacy in Schools discussion paper by 26 September 2003. Copies are available on the consumer website www.fido.asic.gov.au or by calling ASIC’s Infoline on 1300 300 630.

**Independent Schooling in Australia**

The Independent Schools Council of Australia (formerly NCISA) has prepared a booklet (Independent Schooling in Australia) outlining information in the independent sector across
Australia. The booklets will be distributed to AISSA member schools. Additional copies of the booklet can be ordered through the AISSA.

**Commonwealth Gazette of Schools**

The Commonwealth Gazette listing schools in receipt of Commonwealth General Recurrent Grants for 2003 has been produced electronically. This publication reflects changes up until 28 April 2003. An additional Gazette will be published later in 2003 showing changes to schools determined after that date. It can be found at the following Internet address: www.dest.gov.au/schools/gazettes/2003/index.htm.

**Grants for Primary School Libraries**

Independent schools should have received their grants. In previous years, each school has received the same per capita amount per student, except for very small schools, which received a set allocation determined by the government.

**STATE ISSUES**

**New Approach to Local Management**

The Minister for Education and Children’s Services recently announced the State government’s response to a review (Cox report) into local management of government schools across the State. All schools will come under a unified system of local management. Sixty specialist staff will be relocated from the State Office to district offices with the aim of providing more direct services to schools and preschools. The number of existing districts will be reduced from 24 to 18. All schools will be expected to prepare agreements in conjunction with their governing councils and to set targets for student achievement.

The media statements indicate that the new approach will be focused on students. It is proposed that teams of specialists will be located in each new district office to provide support to staff and students, including curriculum officers, disability coordinator, student inclusion and well being coordinator, ICT coordinator and Future Connect coordinator.

**Discrimination and Vilification on the Grounds of Religion**

The South Australian Government has decided not to proceed with any legislation on discrimination and vilification on the grounds of religion, following a failure to reach consensus on the proposal to prohibit such discrimination.

AISSA made a substantial contribution to the debate. The proposal could have had a substantial adverse impact on many member schools and inhibit their ability to operate according to their ethos.

**EDUCATION**

**Australian Children’s Music Foundation**

The Federal Minister for Education, Science and Training recently launched the Australian Children’s Music Foundation, which has been established to give children a greater appreciation of Australian music and encourage them to reach their full potential. An interactive website will be developed as an initial step to provide access to Australian children’s music. The website can be accessed at www.acmf.com.au. An ACMF National Song Writing competition will also be conducted. Further details are on the website.

**Heywire Youth Program 2003**

This program is an ABC regional and rural youth initiative. Through this program young people aged between 16-22 who live or work in rural or regional Australia can put forward their personal stories from their corner of Australia. The winning story on each region is produced for ABC radio. The winners also attend the heywire Youth Issues Forum in Canberra. Entries close on 5 September 2003.

The stories may be of interest to teachers of English, Social Studies and Media Studies. More details on the program can be obtained at haywire website abc.net.au/haywire or haywire@your.abc.net.au or telephone 1800 26.26.46.

**Primary School Design for an Australian Legal Tender Coin**

The Royal Australian Mint is inviting all primary school students to enter a coin competition for a 50c coin. The theme of the design ‘Australia’ is deliberately wide to allow the maximum amount of artistic expression to the young students. The competition closes on 15 August with the winner being announced on 7 November 2003. The winning design will be awarded a prize of $10,000. Details have been circulated to member schools.

**Student Virtual Parliament**

This is an initiative from the Sydney based BigPulse.com It can be seen at www.studentparliament.net.

Students can voice opinions on various topics and enables them to vote on these issues.
Schools are invited to register for the program via the above website. A nominal administration fee of $50 plus GST per school per year applies.

**2003 Curriculum Corporation Conference**

**How to Teach Better**

The 10th Annual Curriculum Corporation Conference (Perth 17 - 18 June) recognised that teachers are the key to improving student outcomes, and thus focused on pedagogy, teaching standards and teacher professionalism. Presentations from a range of national and international speakers including Professor David Hopkins, Head of the Standards and Effectiveness Unit and Chief Adviser to Ministers on Standards, Department for Education and Skills, U.K. focused participants attention on:

- the interaction between discipline, knowledge and pedagogy
- the research about how people learn and what this means for pedagogy
- models for creating, disseminating, and applying professional standards for teachers
- the role of teachers, schools and teacher training in situations in identifying practices that work, and disseminating and embedding these across systems
- how teaching standards should inform teacher training, professional development and evaluation.

For more information please contact Helen Whelan (Email: whelanh@ais.sa.edu.au or telephone 8179 1416) and/ or visit the Curriculum Corporation website www.curriculum.edu.au.

**The Le@rning Federation (TLF) update**

This Commonwealth funded initiative continues to develop on-line learning objects in a range of curriculum areas and across a range of year levels. The major issues raised by the initiative – access and teacher pedagogy in using on-line learning objects – continue to be explored in national and state cross-sector forums.

AISSA continues to maintain close involvement in the development of the TLF through direct contact with TLF and through collaboration with the government sector and Catholic sector in South Australia. The topic remains under discussion in a range of AISSA forums including Secondary Heads, the SCRG and the IT Reference Group. AISSA also meets regularly with officers in DECS to discuss opportunities to collaborate with the Department in providing access to the learning objects for independent schools.

**Le@rning Federation Seminars for independent sector leaders and teachers**

Two successful Le@rning Federation Seminars have been held for independent school leaders (funded through QTP funding). These seminars introduced participants to:

1. the definition of a Learning Object; and
2. how schools will gain access to Learning Objects.

Specifically the seminars raised awareness about the Le@rning Federation initiative, its progress to date, the issues and the benefits for students. In addition participants gained an understanding of the Learning Object approach used within the Le@rning Federation project and experienced a demonstration of some of the Science objects. Participants also explored what the Learning Object approach means for teachers’ work and Professional Development needs, heard about the delivery options as related to the Learning Objects and raised the issues and implications for sectors/ schools and teachers.

Further Le@rning Federation seminars for school leaders will be made available through the new Commonwealth QTP funding.

For more information contact Helen Whelan (Email: whelanh@ais.sa.edu.au or telephone 8179 1416).

**Junior Sports Framework**

The National Junior Sports Policy was released in 1994. This document currently provides a framework for the conduct of all junior sport throughout Australia.

The Australian Sports Commission (ASC) has contracted the University of Queensland to develop a replacement policy which will be known as the Junior Sport Framework. A draft of the document is currently available on the website www.ausport.gov.au/asc/jsf.

AISSA has been involved in an initial consultation in relation to the new Junior Sports Framework, and is currently preparing a written response. A final draft of the document will be available later in the year.

For more information contact Helen Whelan (Email: whelanh@ais.sa.edu.au or telephone 8179 1416).
Senior Secondary Education Update
SSABSA curriculum statements
To date in 2003 AISSA has provided feedback to SSABSA on a range of curriculum statements including:

- Stage 1 and Stage 2 Aboriginal Studies
- Stage 1 and Stage 2 Business Services (VET)
- Stage 1 and Stage 2 Economics
- Stage 1 and Stage 2 Financial Services (VET).

Currently a new draft curriculum statement, Stage 2 Extension Studies, is under consideration. AISSA is preparing feedback for SSABSA on behalf of member schools after formal consultation with the Secondary Curriculum Reference Group.

For further information contact Helen Whelan (Email: whelanh@ais.sa.edu.au or telephone 8179 1416).

Quality Teacher Program (QTP)
Although the Commonwealth last year announced a further commitment of funds to QTP until 2005, the program funding has only been received for a further three terms. Professional development activities for SA independent sector will continue until the end of Term 1 2004 under a new contract with the Commonwealth. The next phase will be called the Commonwealth Quality Teacher Program (CQTP).

The timeline to develop a new CQTP plan was extremely brief. Programs are now being developed and will be advertised as soon as they are finalised. The new Commonwealth guidelines keep the same priority areas, i.e. Literacy, Numeracy/Mathematics, Science, Information Technology and Vocational Education in Schools. In addition the Commonwealth has added two other priority areas, namely The Safe Schools Framework and Professional Standards for Teachers. A further important variation is the fact that all teachers are now eligible to participate in all CQTP activities.

In brief, the new plan will enable teachers to:

- explore the learning needs of boys
- develop a whole school approach to teaching and learning literacy
- enhance skills in the teaching of Mathematics and Science through an extension of the MLATS program and through Science Workshops
- participate in the South Australian Science Teachers Conference
- choose IT training courses to suit their needs from either the Technology School of the Future (TSoF) or another IT provider, e.g. TAFE
- explore the impact of The Le@rning Federation initiative in the area of science
- undertake Certificate 4 in Assessment and Workplace Training or participate in an Industry Placement
- participate in seminars to gain information about the Safe Schools Framework and Professional Standards.

The AISSA final report for the Commonwealth for the first triennium of QTP, i.e. 2001 - 2003 was completed in June and sent to the Commonwealth. Formal evaluative feedback enabled AISSA to draw some important conclusions in relation to good practice in teacher professional development to inform the new CQTP initiatives. A summary of the QTP 2000 - 2003 activities is available to all schools on request.

For further information about CQTP activities please contact Margaret Ford (AISSA QTP Adviser, telephone 8179 1400 or Email ford@ais.sa.edu.au).

National School Drug Education Strategy (NSDES) Evaluation
AISSA has been the beneficiary of three years of NSDES funding from the Department of Education, Science and Training to support independent schools in drug education (curriculum, policy, training and development and student welfare issues). The funding has provided a part-time position that concluded on 30 June 2003.

An independent evaluation has been conducted. Key findings included the following advantages:

- appointment of a dedicated part-time Adviser for the sector
- growing awareness of drug education as a whole school issue
- networking with government and community agencies
- the opportunity for the sector to be involved in the Premier’s Drug Summit, June 2002
- cross sector collaboration – sharing of resources and the administration of the DEST Local School-Community Drug Summit grants.

Local School-Community Drug Summits
Funding for this initiative concluded on 30 June 2003.

Forty-four percent of schools within the sector have accessed their $418 (GST inc) grant. The SHADES OF GREY conference held 6 May 2003 was also a summit initiative and a positive partnership experience with Catholic Education SA. Forty two percent of independent sector schools and 12 agencies were represented.
Schools have demonstrated enormous energy, creativity and commitment to conduct their “summits” and promote positive safe drug use messages to their wider school communities. There are two cross sector “summit” initiatives that are in the planning stages.

1. Special Education project
Summit grants from all special education schools will be pooled and supplemented with funds from other sources. The Special Education Resource Unit will co-ordinate:
- research of existing drug education materials
- consultation
- modifications to existing materials that are identified to be helpful to students and/or their families
- production of targeted materials
- promotion of materials.
All schools with students with disabilities will be able to have access to the resulting resources.

2. Duty of Care seminars for sporting associations, teachers, coaches, parents and other volunteers supporting school-based sport
There is concern that people in leadership roles with students participating in school sport are not always aware of their legal and other health obligations around the use by students, and themselves, of medications, over-the-counter, licit and illicit substances.

Seminars will be held later in the year. For more information please contact Brenda Hosking-Brown on 8179 1428 or via email hoskingbrownb@ais.sa.edu.au.

National School Drug Education Strategy (NSDES) – Further Funding
$5.3 million has been allocated in the 2003-2004 Federal budget for the continuation of initiatives begun through the National School Drug Education Strategy.

$1.8m of this money has been earmarked for use to support students at risk and parent education. States and Territories are awaiting advice as to the funding priorities and potential distribution of the remaining $3.5m.

Cross-Sector Social Inclusion Initiative
Following the South Australian Premier’s Drugs Summit in June 2002 recommendations were put forward to extend drug education opportunities across the three education sectors.

The Social Inclusion Initiative has made provision for an allocation (spread over four financial years) to achieve support through the following priorities:
- whole-school drug strategies (using a health promoting schools model), including partnerships
- professional development
- (senior) students at risk
- culturally and linguistically diverse and Indigenous populations.

Julie Potts has been seconded from St Peter’s Collegiate Girls’ School until the end of Term 3, 2003 to provide services as the full-time cross-sector (AISSA / DECS) Drug Education Officer. She is located with the DECS Drug Strategy team, 5th Floor, Education Centre, Flinders Street, Adelaide. She can be contacted on 8226 5766 or via email potts.julie@saugov.sa.gov.au.

Safe Partying
There is repeated concern demonstrated by schools, parents and students around safe partying and the role of schools in supporting students and their families to have positive partying experiences. The genuine concern has been compounded recently by a number of tragic events that have occurred interstate when gatecrashers caused havoc, injury, and in one instance, death of an invited guest.

AISSA is providing support and advice through the following:
- Drug Incident Management Policy Guidelines (please note these are currently under review)
- independent sector party guidelines (please note also under review)
- forums for parents
- curriculum advice for teachers and other support staff
- limited classroom based sessions with students
- in co-operation with the SA Police, development of information flyers for parents (partying legally and tips for parents of school leavers and other senior students)
- promotion of materials and services to support safe partying
- training and development opportunities for school staff.

In addition, AISSA is working co-operatively with the other education sectors, the SA Police, Drug and Alcohol Services, the Office for the Commissioner of Liquor and Gambling and other key agencies to:
- develop protocols for supporting students, schools and families around safe partying issues.
Please note there is a dedicated commitment to providing support for safe partying, rather than
providing a focus on schoolies week or other singular events.

- implement a seminar Safe Party for Senior Students highlighting support materials for use by teachers, counsellors and other school staff, to be held Tuesday 5 August 2003, North Adelaide Country Club 4.00 - 6.00pm (no cost). Further information is available from Brenda Hosking-Brown on 8179 1428 or via email hoskingbrownb@ais.sa.edu.au. To register phone Maija Robinson at the DECS Drug Strategy Team on 8226 1581.

Drug Education Resources
The Commonwealth Department for Education, Science and Training, through the National School Drug Education Strategy, has been developing a number of quality drug education resources that will be distributed to Australian schools, free of charge, soon. These include:

- R.E.D.I. - Resilience Education and Drug Information
  A series of three teaching packages including curriculum materials, videos and an interactive website www.redi.org.au which is already live. Packages of materials should arrive for upper primary, middle and senior schools before the start of Term 3, 2003.

- Cannabis and Consequences
  Curriculum materials and a complementary video suitable for students in Years 6-10. Anticipated to arrive in schools Term 3, 2003.

- National Principles for Drug Education in Schools
  The Principles are research-based and will provide excellent support for school leaders. Anticipated to arrive in schools Term 4, 2003

- Drug Education Monographs
  A series of monographs depicting best practice have been developed after national consultation. Anticipated to arrive in schools Term 4, 2003.

Independent sector and cross-sector training and development support for schools will be determined once the materials are distributed and future Commonwealth funding for a continuation of the National School Drug Education Strategy is determined.

Other Drug Education Training and Development Opportunities
Keeping Connected
A training workshop for the Keeping Connected manual and its associated motivational interviewing materials. The workshop is suitable for all principals, deputies, counsellors, chaplains and other staff members who may need to support a student involved in a drug related incident (either their own or that of a significant other).

This workshop will be held at AISSA 301 Unley Road, Malvern, Monday 11 August 2003 to Wednesday 13 August 2003. It is anticipated there will be a small charge for the comprehensive manual ($75). All other costs for the workshop, including meals, other materials and TRT (if required), will be covered.

Further information and registration details are available from the AISSA Drug Education Adviser, Brenda Hosking-Brown on 8179 1428 or via email hoskingbrownb@ais.sa.edu.au.

SHAHRP - School Health and Alcohol Harm Reduction Project
This excellent resource has been developed by Curtin University, WA. It is a three phase program where teachers use the SHAHRP materials and exercises to interact with students in Years 8, 9 and 11. The program can easily fit into the health curriculum or as a part of pastoral care.

Two staff members from all middle and senior schools are invited to indicate their interest in a full day training workshop (date to be confirmed). Subsidised TRT will be available. All participants will receive a comprehensive package of resources. Schools are also being invited to be included in the research component of the Project. Further information and registration details are available from the AISSA Drug Education Adviser, Brenda Hosking-Brown on 8179 1428 or via email hoskingbrownb@ais.sa.edu.au.

Boys in School Project
The Boys In Schools project offers a range of services and resources for schools, including:

- The Boys in School Bulletin
- Postgraduate Programs specialising in boys’ education
- BEBOP, (Boys Education Boys’ Outcome Project): an action learning project for the whole school
- Individualised seminars and workshops
- Books, research and teaching resources

The Boys In Schools Bulletin is a professional development magazine for teachers published by the University of Newcastle focusing on ways of working with boys.

Each issue covers articles for primary and secondary educators as well as providing relevant research into boys’ educational issues. In the Bulletin Board
resources are reviewed and information is provided on funding, government initiatives and professional development.

The aim of the bulletin is to give voice to the many dedicated and resourceful teachers and educators in the public and non-government education systems. Personal accounts are provided of ways that teachers are building on the strengths of boys to improve behaviour, build social skills and increase academic achievements.

The second issue of the Boys In Schools Bulletin for 2003 is being released this week with the theme of school and community partnerships. For 2003 subscriptions contact Michelle Gifford on 02 4921 8739 or email men-and-boys@newcastle.edu.au.

For further information about the Boys in School Project contact, Maureen Beckett 02 4967 3231 mbeckett@optusnet.com.au

**Education of Boys: Seminars for independent school leaders and teachers**

AISSA is planning to offer four 2 hour seminars across Terms 3 and 4 in relation to the topic of understanding and responding to the specific needs of boys through QTP funding. The seminars are intended to provide the opportunity for school-based practitioners to examine and discuss current thinking and research in this area. Each seminar will be conducted by a teacher and/or academic researcher working in the area. Further detail and the process for booking will be forwarded to all schools in early Term 3. For more information contact Helen Whelan (Email: whelanh@ais.sa.edu.au or telephone 8179 1416).

**INTERNATIONAL EDUCATION**

**AEI School Sector Meeting**

In March AISSA attended the AEI School Sector Meeting. The meeting reported that the Study in Australia branding has been well received and identified study tourism as the growth industry. Highlighted throughout was the continued importance of issues relating to pastoral care. Markets performing well included Korea, Japan and China. Marketing opportunities for the school sector were identified in Malaysia, Brazil, Thailand, Indonesia, India and the United Arab Emirates. However, the meeting noted the potential negative impact of outside world events, such as the Iraq conflict, for the industry.

**Australian Education : Passport to a Global Career**

The Minister for Education, Science and Training (Dr Brendan Nelson) recently launched a new publication which outlines the profile of Australia’s education opportunities in international markets. The publication details the strengths of Australia’s education opportunities and gives prospective students a compelling case to select Australia as their preferred destination for study.

**AEI Consultancy Services**

AEI provides a wide range offshore services including advice on student recruitment and assessment, student briefings, facilities hire, market research, evaluation of local institutions and help on dealing with agents. The standard rate for consultancy services provided offshore is $190 per hour.

The national office in Canberra also offers some services such as commissioned research and customised statistics.

**AEI Market Information Package**

This package provides the latest intelligence on established and emerging markets. The cost of the package can be obtained on the AEI website at http://www.aei.dest.gov.au/ general/ activities/ 03Activity02.htm.
INDUSTRIAL RELATIONS AND LEGAL MATTERS

Letters of Appointment
The contents of letters of offer of appointment are important. They are part of the employment conditions and may be relevant in any dispute. AISSA has recently prepared draft letters of offer of employment to permanent full-time or part-time teachers, temporary teachers and permanent full-time or part-time school assistants. They can be adapted by member schools to meet their requirements or member schools may wish to use the draft letters to review existing practices.

AISSA is also preparing a draft letter of offer of employment for Principals. Member schools can obtain the draft letters by contacting Margaret Martin (Email martinm@ais.sa.edu.au).

Superannuation Choice
The Commonwealth government's campaign to allow members to choose their superannuation fund has been defeated by Labor and the Democrats. The Federal Government is now calling for reform to the way superannuation funds are directed and controlled and for members to have a clear understanding of the responsibility of the trustees and how they are appointed. This would involve improved communication between members and the board.

Student expulsion challenged in Court
Court action has failed to stop the expulsion of a Canberra Grammar student.

The boy, aged 15, had applied to the ACT Supreme Court for an injunction reversing the school's decision to expel him, after the headmaster found him to have responded dishonestly during an investigation into drugs at the school. The court heard the Year 10 student had a reputation among students as someone who could supply steroids.

Counsel for the boy and his family, John Harris, SC, said he was "just a 15-year-old who had been showing off to his mates" but who had never actually supplied prohibited drugs. Canberra Grammar investigated the matter in April and May. In a sworn statement, headmaster Simon Murray said the boy had admitted to giving another student a herbal supplement and had last week confessed to being dishonest at the start of the school's investigations. The boy was expelled after his parents refused to withdraw his enrolment.

In a similar case, the New South Wales Education Department is strengthening its expulsion and suspension procedures following a Supreme Court decision to uphold the suspension of a group of students.

The students took legal action after being suspended for allegedly smoking cannabis. However the court ruled the school's principal had not abused his power by taking disciplinary action against them.

The key lessons for member schools from these cases are probably to ensure that any action is consistent with school policy and procedures and that natural justice principles are followed.

Inflation
In the recent State Budget the Government stated that inflation for the year until 30 June 2003 will be 4.25%. It is projected to be 3% for the 2003-2004 financial year and forecast to be 2.5% for the 2004-2005 financial year.

The following statement was contained in the Federal Budget papers:

"The outlook for inflation remains moderate, with the CPI forecast to increase by 2 1/4 per cent through the year to the June quarter 2004. With wage increases expected to remain steady and productivity growth solid, labour costs..."
should remain subdued. Global weakness also should help contain inflation pressures. With temporary price pressures from the run-up in oil prices and the drought, headline inflation is expected to remain at around the top of the target band in the near-term. However, domestic demand growth is slowing and underlying price pressures are subdued. Together with the recent appreciation of the exchange rate and expected lower oil prices in coming months, this should see inflation decline to around the middle of the medium-term target band by the end of 2003-04."

**Wages - Safety Net Increase**

The Australian Industrial Relations Commission has announced increases in Federal award rates of pay. The Commission granted a $17 per week increase in award rates up to and including $731.80 per week and a $15 per week in award rates above $731.80.

This is likely to “flow on” in August to the State Awards for teachers and school assistants. The increases will not result in a pay increase for any employee covered by an enterprise bargain.

**Government Scheme for Terrorism Insurance**

The Federal Parliament has passed a Bill to establish a terrorism insurance scheme. The terrorism insurance scheme is scheduled to begin from 1 July 2003.

The main features of the Scheme are:

- The Act will override terrorism exclusion clauses in eligible insurance contracts.
- Eligible insurance contracts have a starting point definition of insurance for loss of or damage to eligible property located in Australia, and associated business interruption and public liability cover. Eligible property is defined as buildings or other structures or works on, in or under land; or tangible property that is located in or on that property. Regulations to be gazetted on enactment of the legislation will exclude insurance for residential property, farms that do not have business interruption cover and certain other classes of insurance.
- Insurers will be able to reinsure their exposure to liability, under eligible insurance contracts, for losses arising from declared terrorist incidents. From 1 July 2003 insurance companies that issue eligible insurance contracts would be exposed to claims arising from declared terrorist incidents, due to the operation of the legislation.
- The legislation allows the Treasurer to direct the Scheme to set particular premiums for reinsurance. Premiums will depend on the risk of insured properties and facilities. An initial premium of 2% of the underlying property premium will apply, with rates of 12% and 4% applying to properties located in capital city CBDs and other urban areas, respectively.
- Insurers who seek terrorism reinsurance will retain part of the risk of liability from a declared terrorist incident.

**OHS&W Training**

AISSA has obtained access for member schools to DECS OHS&W training. DECS OHS&W training is usually provided by external providers.

Details of the courses, fees and enrolment forms are available through www.dete.sa.gov.au/ohsw/. Courses available for member schools include:

- Machine Guarding & Compliance Issues
- Agricultural Education Training For Teachers
- Electrical Portable Appliance Testing
- Operating and Maintaining Woodworking Machinery
- Fire Safety Officer Training
- Managing Violence In Schools
- OHS&W - General Training for Grounds-persons and Grounds staff
- Tractor Driver Training
- Chainsaw Training
- Voice Care for Teachers
- Psychological Health.

AISSA will continue to organize other relevant OHS&W information sessions.

**DECS OHS&W Guidelines**

DECS has released revised OHS&W guidelines for Home Economics, Performing Arts and Physical Education.

Although the guidelines are for DECS schools, they are a useful resource for member schools.

They can be accessed at www.dete.sa.gov.au/ohsw/- then click on resources and then on OHS&W Manual.

**AISSA OHS&W Information on the Web**

AISSA has recently conducted a major review of AISSA OHS&W material available for member schools.

The revised material is available on the AISSA website. It can be located through, Key Policy Areas on the menu, then Human Resource Management. Any feedback on the material would be appreciated.
Machine Guarding
AISSA recently held an interesting information session on machine guarding. Inappropriate guarding can be a major hazard for students and employees. There have recently been a significant number of serious incidents involving machines in DECS schools.

Useful information on machine guarding is available from: www.eric.sa.gov.au - then hold the mouse over the major hazards button. The information includes the PowerPoint presentation that was used at the AISSA information session.

ADMINISTRATION
SA Science and Mathematics School
The Australian Science and Mathematics School at Flinders University opened this year. 170 students are currently enrolled-85 in Year 10 and 85 in Year 11. According to a recent press statement the students enrolled at the school are from 50 different schools around the State; 58% of the students are male and 10% of total enrolments come from rural areas. The school is open between 8am and 8pm each day.

Garry Le Duff has met with the Chair of the Board of the school to discuss how AISSA member schools may access the services of the school. Further discussion will be taking place on this proposal.

Limited Interest Subsidy Scheme
The School Group Representatives Committee has discussed the claims for interest subsidy submitted by schools and made recommendations to the Minister for the full allocation of the $250,000 available. The following schools have been approved by the Minister to receive grants for 2002-2003:
- Concordia College
- Encounter Lutheran School
- Endeavour College
- Harvest Christian School
- Immanuel College
- Murray Bridge Christian College
- Murraylands Christian College
- Southern Vales Christian College
- St Mark’s Lutheran School
- St John’s Grammar
- Temple Christian College
- Trinity College Gawler
- Vineyard Lutheran School

Building Activities
The recent report of the Cole Royal Commission into the Building Industry may have implications for member schools.

In response to the report, Tony Abbott, the Minister for Workplace Relations, has announced that the Government will insist on the application of the National Construction Code and implementation guidelines to all significant new projects that are fully or partly federally funded.

The National Construction Code stipulates that construction projects must take place in conformity with the Workplace Relations Act. In particular, it will not consider tenders whose workplace agreements and practices ensure a closed shop on site.

A Federal Government Task Force (and any replacement body) will have full access to federally funded sites to ensure that the policy is being observed and workplace agreements complied with.

The Commonwealth Capital Grants section has informed AISSA that this will apply to projects whose value exceeds $5 million and where the government funds for the project exceed 50% of the total value.

Taxation
Payments made to sports officials
The AISV has been working with the ATO regarding a class ruling relating to payments to sports officials who are not employees or contractors of member schools. The effect of the ruling would make compliance with the PAYG with-holding provisions much easier for schools. The ruling will be issued shortly, but it should be noted that it will have been determined in relation to AISV schools and will need particular application to other AIS. This will be pursued once the details become available.

Enrolling students under 5 years of age
AISSA has sought advice, on the request of member schools, on Commonwealth funding for the enrolment of children under 5 years of age. The Commonwealth Recurrent Grants section has stated that non-government schools may only report these students in the annual school census where under normal circumstances they would be expected to progress to Year 1 within the first two terms of the following year. Students may be under 5 years of age at census day and still meet this condition for inclusion in the census.

It is considered to be inappropriate for Recurrent Grant funding to be used as a substitute for childcare arrangements. A copy of the letter containing these details and appropriate extracts from census definitions are available from Peter Lang.
Insurance for School Buildings
Notwithstanding the increases in insurance premiums, the Block Grant Authority has been asked by the Commonwealth Capital Grants section to remind schools to maintain an accurate level of insurance cover for school facilities. This has been brought to the attention of the BGA largely because of the recent bushfires.

In fact, the Commonwealth will require adequate insurance cover as a prerequisite for future capital funding. Link that with the recent requirement for schools to have an asset management plan and one can see an increased level of expectation of accountability and responsibility on the part of schools.

Capital Works Funding
The Block Grant Authority Committee has short-listed 20 projects for further consideration for capital grant support. Those projects have a total value in excess of $8,650,000 and will be supported by a Commonwealth allocation of $2,500,000.

Asset Management Planning
Details of a suggested process for schools to use to develop an asset management plan have been sent to all independent schools which have been short-listed for Commonwealth funding in 2004 through the BGA. The development of such a plan is a prerequisite for funding approval. Schools can contact Peter Lang for further discussion.

Fringe Benefits Tax Exemption
Details have been sent to schools about a fringe benefits tax exemption for certain payments to prescribed employee entitlement funds to take effect from 1 April 2003. The Commissioner of Taxation is responsible for advising the government on which funds will be prescribed and the process of determining which funds meet the appropriate criteria will allow for differences between bona fide funds and funds with the object of tax minimisation to be determined.

AISSA Policy and Advice Index
We have recently completed the review of all of our advice and policy statements. Where necessary, legal opinion has been sought to ensure that the advice is current.

We have supporting documents for much of the advice and many of these have been placed on the AISSA web site. They will be updated frequently and schools are encouraged to use the web site for information. Links with other organizations and associated documents have also been placed on the AISSA web site at address www.ais.sa.edu.au/html/about_policy_index.asp.

Contact staff members have been named for each area of advice and schools are encouraged to discuss issues with them.

Some issues in schools may be resolved easily by gaining access to a document which has all of the available information within it, but schools face situations which are often more complex, such as Duty of Care issues, where a range of pieces of advice need to be brought to bear on an incident or concern. In all situations, but in these situations especially, contact with AISSA staff is strongly encouraged. We have more information than may be placed on the web site on particular topics and discussion may provide a wide range of information needed by a Principal in order to make the balanced judgment necessary in a particular circumstance.

Population Growth
An examination of the latest edition of Regional Population Growth from the Australian Bureau of Statistics, coupled with the ABS information on population in new suburbs and in related state electorates clearly demonstrates where the population growth is in SA, which has grown by 0.6%, ahead of only Tasmania and the NT.

The outer suburban areas, with new housing being built at more affordable prices for many young families, are showing strong increases in population. Onkaparinga, Salisbury, Port Adelaide Enfield and Playford are the Local Government Areas with the largest total increases; however the Gawler LGA is the fastest growing of all.
Coastal areas are growing, but the increases are made up more of people of older age groups seeking lifestyle changes. Some inner suburban areas are also showing increases of families with young children.

Contact Peter Lang if more information, (such as the actual increases for each LGA), is required.

**Enrolment Growth**

Enrolments in the non-government sector continue to increase. From 2000 to 2002, government school numbers declined by over 4,300 (source: DECS) and non-government school enrolments increased by over 3,500 (source: Non - Govt Schools Secretariat). A comparison for 2003 is not yet possible because DECS has not released its current figures.

**Electricity Savings**

All schools have been sent the latest details of the schedule of costs which have been arrived at through negotiations with major electricity suppliers. Procedures for taking up the offer presented have been outlined. While they are too detailed for this bulletin, further information may be obtained from Peter Lang. Schools are encouraged to study the information and respond if it seems attractive.

The initial offer applies to schools, which use less than about $20-25,000 of electricity per year. Information for larger schools will be sent out shortly, including details for schools, which are already contracted to a supplier.

**GOVERNOR’S CORNER**

**Boards Building Community**

The January 2003 edition of Board Source outlines strategies for not-for profit organisations to connect to their communities.

The article stresses the importance of board members expanding the organisations connections within the community.

It also raises a series of questions that will guide Boards to determine whether they are connecting to their communities. Some of these key questions include:

- Does your Board know how the organisation is perceived by its community?
- Does your Board have a formal plan for communicating with those outside the organisation?
- How does your Board involve outside stakeholders in planning or program development?
- Have the Board and the executive director worked out a plan for sharing information so that the leadership team is well informed and equipped to make important decisions in a timely manner?
- How does your Board involve outside stakeholders in planning or program development?
- Does the Board reflect the community it serves?
- Has your Board developed a crisis management plan that includes a communication strategy?
- Is the organisation itself a community?

**Risk Management**

Whatever the size of the organisation risk will be present. Acceptance of this position is essential in supporting an institution’s risk management program. Board members should know what are the organisation’s risks and be confident there are criteria in place to identify acceptable levels of risk. Boards should be aware of the process leading to the development of a risk management strategy and the evaluations undertaken to ensure these procedures are effective.

A board should also continue to monitor the risk management program. The establishment Compliance/Risk Management Committee may assist this process.

A straightforward practical guide to risk management is contained at www.riskmanagement.qld.gov.au. This resource defines risk management as “…the process which is used to avoid, reduce or control risks. There should be a balance between the cost of managing risk and the benefits you expect from taking that risk”.

Five key steps are identified in managing risk:

- Establish Context
- Identify risks
- Analyse risks
- Evaluate risks
- Treat risks.

**Resource Guide**

The Australian Non-profit management resource guide can be located at www.governance.com.au.

This website has a most comprehensive resource guide for non-profit and community organisations in Australia.
Governance Standards

The Australian Stock Exchange has recently released new corporate governance guidelines. They contain the following ten principles of good corporate governance:

1. Lay solid foundations for management and oversight.
2. Structure the board to add value.
3. Promote ethical and responsible decision-making.
4. Safeguard integrity in financial reporting.
5. Make timely and balanced disclosure.
6. Respect the rights of shareholders.
7. Recognize and manage risk.
8. Encourage enhanced performance.
9. Remunerate fairly and responsibly.
10. Recognize the legitimate interests of stakeholders.

Further information is available from www.asx.com.au/about/CorporateGovernance_A2.shtm.

Board Member Shortage: Where to Find the Next Generation

The February edition of Board Member published by Board Source contains an article entitled The Board Member Shortage. This article recommends that boards establish an organized recruitment process and provides the following steps as a framework for such a plan.

- Prepare a board profile which outlines the present board composition and identify areas where the Board may need help
- Establish a governance committee
- Establish a search strategy for new board members
- Include the chief executive in the process
- Cultivate a relationship with potential members
- Value orientation of new members

INDIGENOUS EDUCATION

Funding for ESL/LBOTE students

In 2001, the Advisory Committee on Non-Government Schools began a review of processes used to report levels of ESL/LBOTE student need for the annual State Needs Funding Return. The review was in response to a lack of consistency in the ways that schools identified numbers of eligible ESL/LBOTE students and in the classifications of levels of ESL/LBOTE student need. The ESL Working Party reported its recommendations in March 2003.

The initial recommendations were that from August 2003, non-government schools would collect data on ESL students’ language proficiency using a choice of two assessment tools - the ESL Scales (Curriculum Corporation) or the ESL Scope and Scales (SACSA). The Advisory Committee has since revised this timeframe, and it is now proposed that the new procedures will apply in 2004. The implications of this decision are that training for ESL/LBOTE teachers in the implementation of the new procedures will be delayed until Semester One 2004. A research project is currently being conducted which will ensure congruence between the two assessment tools.

Programs for Indigenous Students

Retention and SACE completion rates for Indigenous students are below the levels of non-Indigenous students. The VEGAS Futures Program and Working Together for Indigenous Youth (WTIY) Project have been established and funded by DEST in response to the need to develop support systems and transition programs for Indigenous students in the secondary years of education. They draw upon recognised models of support for Indigenous students including mentoring and case management within schools.

The WTIY Project is a joint initiative between AISSA and Catholic Education. The Project Officer works with five schools - three Catholic and two Independent. The aim of the Project is to draw upon the needs of Indigenous students, their parents and schools to develop a resource for supportive case management that can be implemented by all schools working with Indigenous students to ensure a successful transition from school to further education, training and employment.

TARGETED PROGRAMS

Targeted Programs Expo Day

The Targeted Programs Expo Day will be held at AAMI Stadium Conference Centre on Friday 31 October. The purpose of the Expo is to provide schools with information about Targeted Programs funding, special projects and initiatives for 2004. Program Advisers will be available to assist schools with information about the grants application process, professional development needs, new program development and resources to support programs in schools. Further information will be forwarded to schools in Term Three.
STRATEGIC ASSISTANCE

Special Education

Capital Grants
Schools have been notified of the grants they have been allocated for items of essential equipment and building modifications. New guidelines have been developed for all Capital Grants and forwarded to schools together with the grant letters. The guidelines outline the process for transfer of equipment if the eligible student leaves the school. Schools should consider the guidelines prior to purchasing equipment for students. Any queries can be addressed to Libby Burns at AISSA.

Survey of Students with Disabilities
The Special Education Advisers have almost completed their annual visits to schools to assist in the verification of students with disabilities data for the Commonwealth Census and the State Needs survey.

A list of all eligible students will be forwarded to schools prior to Census day in Term 3. As in previous years, the data will be provided by AISSA to the Advisory Committee on Non-Government Schools for the State Needs survey.

The support of schools in completing this annual process is appreciated.

beyondblue
The Premier, The Hon Mike Rann, launched the beyondblue Schools’ Research Initiative on Tuesday 27 May 2003. This Initiative aims to establish research partnerships with school systems, local communities, the health sector and researchers to evaluate the effectiveness of an intervention program to achieve the following objectives:
- reduce levels of depression experienced by young people
- engage whole school communities to promote emotional well-being and social connectedness
- increase awareness and understanding of adolescent depression and its impact
- increase the capacity of school communities to adapt, implement and evaluate interventions relevant to the prevention of depression.

Forty-eight secondary schools nationally are involved in this initiative. - sixteen each in Victoria, South Australia and Queensland. The schools have been matched for location, SES score and gender. These schools will be allocated randomly to participate in one of two interventions. Eight schools will participate in all four components of the beyondblue intervention and eight schools will participate in the community forum component only.

The four components of the intervention are:
1. Supportive Environments
2. Classroom Component
3. Pathways
4. Community Forums

Further information about this initiative can be found on the beyondblue website - www.beyondblue.org.au.

Numeracy

Early Years Numeracy Interview
Information will be circulated to schools shortly regarding the Early Years Numeracy Interview. This interview provides teachers with an accurate, comprehensive and up to date tool for assessing students in the early years, and students up to the end of Primary School, who have not made adequate progress in the acquisition of numeracy skills.

The Early Years Numeracy Research project (1999 – 2001) was commissioned by the Department of Education, Employment and Training. As part of the project, a need was identified for the development of a comprehensive assessment tool for early numeracy. A framework, which tracked students’ learning through significant growth points in number, measurement and space, was conceived, and a one on one interview was developed.

It is proposed to hold a professional development day, where Professor Doug Clarke, Associate Professor at the Australian Catholic University, will guide teachers in the application of the Interview.

National Literacy and Numeracy Week
National Literacy and Numeracy week is scheduled for the 1 – 7 September 2003. The theme for this week is ‘Connecting Communities through Literacy and Numeracy’.

A highlight of the week will be a free two day Expo, to be held at the Education Development Centre, Hindmarsh. The Expo, scheduled for 4 - 5 September, will showcase the work undertaken in Literacy and Numeracy across the State. Keynote speakers will consider findings from current research and teachers will participate in round table discussions and workshops held by teacher practitioners.

Information and registration forms will be disseminated to schools early in Term 3.
Benchmark Program

The registration process for the 2003 National Assessment is now complete. Schools have received confirmation of numbers of test booklets ordered and are beginning to receive an array of important information. The WALNA Administration Guidelines, containing proformas for student Exemptions and Parent Withdrawals, were sent to schools in the second to last week of term. Additional copies may be obtained from Lynda Secombe at AISSA.

The testing is scheduled to commence in the third week of Term 3 i.e. the week commencing August 4. Test booklets will be delivered to schools by the start of the second week of term. The delivery of test booklets is undertaken by registered mail, and the test booklets must be signed for. Large Print materials will be couriered to schools separate to the test booklets.

It is expected that results from the 2003 testing will be disseminated to schools by mid November.

Please direct your enquiries to Lynda Secombe, 8179 1414, 0412 277 301 or secombel@ais.sa.edu.au.

Literacy

Teaching Writing in the Primary Years

Data from national Benchmark assessments has indicated that whilst students are achieving high levels in reading, their writing levels are generally lower. As a result, the Teaching Writing in the Primary Years program has been developed. The objectives of this Program are to:

- highlight the importance of purpose and audience in writing
- develop strategies to “engage” writers
- teach poetry and persuasive writing
- teach narrative using the WALNA writing assessment framework.

The program commenced in Term 2 with 23 participants. It incorporates a classroom research focus drawing on the experiences and accounts of two classroom teachers who contributed to the Developing Young Writers CD in 2002. The final day of the program will provide participants with the opportunity to share classroom research and partake in a brief session about Writing and Information Technology.

Middle Years Network Day

Identifying the needs of Indigenous students and the different perspectives that indigenous people may bring to learning was the major focus of the first Middle Years Network Day. The keynote speaker was Jenny Caruso, who is the Indigenous Student Support Officer at Wilto Yerlo, Adelaide University. The ‘What Works’ resources developed by the Commonwealth were also demonstrated. These resources provide a framework for improving learning outcomes for Indigenous students and are also a valuable resource for teachers to use with ‘at risk’ students.

Teachers involved in the workshop have identified a focus question in relation to students who may be “at risk” in the one of the following areas of Literacy and Numeracy:

- Literacy and the Middle years
- Numeracy in the Mathematics Classroom
- Literacy in Science and Mathematics.

COUNTRY AREAS

Funding allocations for the Country Areas Programme have been updated following the 2001 ABS Census across States/ Territories and sectors.

The distribution of funding between the States and Northern Territory and the three education sectors is based on a demographic index that identifies populations of students in areas defined as rural and/or isolated.

DEST is conducting a National Forum in Sydney on 23 - 24 July 2003. The forum will address two main issues – the updated allocations from 2004; and the issues raised by the 2002 evaluation of the Programme.

The Country Areas Reference Group will consider the available information and provide detailed feedback to the Forum.

NEW ARRIVALS

Extension of eligibility to provisional (temporary) business skills visa holders

New Arrivals funding is available to students who require intensive English language instruction and who have enrolled in an initial course of intensive English instruction within 18 months of arrival in Australia (when entering the first year of schooling) or within 6 months of arrival in Australia (when enrolling at any other year level.) To be eligible for funding, students must be Australian citizens or permanent residents; or, minors accepted under any part of the immigration Humanitarian Program whether permanent or temporary.

In May 2003, New Arrivals funding eligibility was extended to include provisional (temporary) business
skills visa holders in the following classes: subclass 160, 161, 162, 163, 164 and 165. Please contact Ms Jay Marshall at AISSA for further details.

VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS

2003 VET Grants

VET in Schools grants for 2003 have been processed and the first grant instalment representing 80% of the total grant has been forwarded to all schools that have met Educational Accountability requirements for 2002.

Future Funding for VET in Schools

A paper has been prepared for the July meeting of the Ministerial Council of Employment, Education, Training and Youth Affairs (MCEETYA). The paper presents a range of options for funding of VET in Schools beyond 2004. One option proposes that the delivery of VET in schools be funded from the school recurrent budget and delivery of School-based New Apprenticeships from the VET recurrent budget. In addition, there would be some ‘catalytic’ VET funding that would be applied to specific purposes, e.g., a focus on quality; skill shortages; new courses; equity groups and future growth. A funding allocation model for these funds would need to be developed.

Report on the Cost of VET in Schools

The Department of Education Science and Training (DEST) has released the final report of the Cost of VET in Schools project. The purpose of the project was to test the validity of the costing model developed in 1999 and to explore actual and potential options for developing cost efficiencies for the delivery of VET in Schools. Some of the key findings of the Report include:

- The average cost of delivery per student hour is $6.91 nationally.
- There is a wide variance in Set-up costs incurred by schools depending on the delivery model.
- In terms of delivery costs, the School as RTO was the most cost effective model with a delivery cost of $5.38 per student hour. The Auspice/Partnership model was more expensive at $7.13 per student hour nationally.
- The total cost per student hour of delivering VET in Schools was lowest in Victoria ($5.33) and highest in South Australia ($11.99).
- The average annual hours per VET in schools student ranged from 106 hours in SA to 380 hours in Victoria. The national average annual student contact hours were 205 in 2001.

Skills for the Future Inquiry

The Skills for the Future Inquiry was established by the Minister for Employment, Training and Further Education, Hon Dr Jane Lomax-Smith in response to concerns expressed by industry and community groups about the health of South Australia’s skills base. The Reviewer for the Inquiry was Kaye Schofield, Adjunct Professor of Education at the University of Technology Sydney.

Key Points:

- Pathways available to young people from school to employment are not as wide as they could be. The move away from lower level accredited training and from Adult Community Education (ACE) programs by TAFE Institutes has resulted in unmet demand for introductory vocational programs. Statistics indicate that those people least likely to participate in skills development include those who left school early.

- Skills formation needs to be part of a wider policy context that includes education and training policy but also includes state development, industry, innovation, employment and social policy.

- SA has the oldest population in Australia. In June 2001, 14.6% was aged 65 years or older compared with the national average of 12.4%.

- Long-term and systemic skill shortages are likely to occur in the next five years in some occupations unless some action is taken now. The most urgent of these areas is manufacturing.

- In 2001, The State Government’s contribution to VET funding in SA was the lowest in Australia per head of population aged 15-64. At the same time, expenditure by individual students was relatively high.

Recommendations

The Inquiry drafted its nine Recommendations in three broad areas: (1) increasing the demand for skill; (2) improving the supply of skill; and (3) adopting a whole-of-government approach.

Recommendation 4 proposes that the Government should commit to providing multiple pathways for young people from education to employment. Some of the ways that this should be achieved is through completion of Year 12 (or equivalent) and more equitable access to higher education alternative delivery arrangements for senior secondary studies through TAFE leading to SACE and VET qualifications the implementation of pre-vocational courses of sufficient length to develop key skills that lead to a VET qualification, entry to work or an apprenticeship.
transition plans and brokers for all young people in school
career guidance based on labour market analysis.

Other Recommendations include the:
- establishment of a Training and Skills Development Commission
- increase of industry investment in workforce development through industry-based training funds similar to the Building and Construction industry levy
- re-positioning the ACE sector as an important and flexible pathway for workforce development
- comprehensive review of all TAFE SA programs
- establishment of a multi-sectoral call center to provide quality, independent and customized information
- positioning of SA as an internationally recognized hub for research and evaluation in the field of workforce development
- development of a statewide adult language, literacy and numeracy strategy that encompasses higher education, VET, ACE and the school sectors.

COMING EVENTS

OHS&W Key Staff Training

A one-day training session on OHS&W will be held by AISSA on 11 September. Details will be provided to member schools soon. Topics to be covered include:
- OHS&W responsibilities;
- Legislative framework;
- Practical Hazard Management (including audits) incident investigation; and
- Injury / Claims Management.

Risk Management

This event is for Principals/ Heads; Bursars/ Business Managers and Governors.

Date: Monday, 15 September 2003  
Time: 12.30 pm - 5.00 pm  
Venue: Belair Park Country Club  
Upper Sturt Road  
Belair  
Presenter: Laurie Kozlovic  
Associate Director, Risk and Advisory Services  
Business Excellence Australia  
Cost: $55.00 (GST inclusive)

Flyer and registration form will be mailed in Week 1 Term 3.

The Trade Practices Act and Schools

The Trade Practices Act has implications for schools including advertising, marketing, school publications and “competitive” enrolment practices.

Principals/ Heads and Bursars/ Business Managers of member schools are invited to attend the following information session.

Date: Wednesday, 13 August 2003  
Time: 4.30 pm - 6.00 pm  
Venue: Minter Ellison  
Level 16  
AMP Building  
1 King William Street  
ADELAIDE  
Presenter: Alice DeBats, Associate, Minter Ellison  
RSVP: by RETURN FAX (8373 1116) to Margaret Martin (c/- AISSA) by 5.00 pm Wednesday 6 August

National Child Protection Week 2003 - 7 September - 13 September 2003

Stopping child abuse starts with us......  
Child Protection Week brings Individuals, families, community groups, Government and Non Government agencies together to stop child abuse.  
This year The National Association for Prevention of Child Abuse and Neglect is launching the ongoing theme “Child Protection is Everyone’s Business.  
NAPCAN wants to highlight the serious problem of child abuse and provide information to support Australians to protect the children in our communities.

For information about South Australia and National Child Protection Week Contact Janine (NAPCAN SA)  
ph:08 8232 8304, fax 08 8232 8305 or sanapcan@aol.com .