



Kambrya's culture puts it on the A-list

By Sara Bannister

AS AN organisation, Kambrya College has a culture of development and continuous improvement that would be envied in many boardrooms.

Such a culture is almost second-nature for the school, which first opened its doors to students in 2002.

From the start, the school embraced a performance and development system that quickly caught the eye of the Department of

Education & Training, which recently added Kambrya to its accredited schools list.

Kambrya is one of 50 government schools to be listed in the accreditation scheme, which was introduced in 2004.

The scheme encourages government schools to build a culture in which teachers identify the strengths and weaknesses of their teaching practice and are given support to improve performance.

It is expected that all schools will be accredited by the end of 2008.

Minister for Education & Training Lynne Kosky announced the first group of schools to receive accreditation on July 15, while Department Secretary Grant Hehir unveiled the second group at Kambrya College on November 23.

Principal Ian McKenzie says the school's inclusion on the list is official confirmation of Kambrya's supportive and dynamic teaching and learning environment.

Personal and professional development programs for teachers supports the core business of the school - to give students the best

possible opportunity to succeed, Mr McKenzie said.

To this end, the school set up an extensive induction program to enable teachers to begin each year enthused about the culture.

"One of the key (reasons) why we were accredited is we have a very strong coaching and mentoring program and a very strong induction program," Mr McKenzie said.

All teachers - new and established - return from holiday a week early in summer for a five-day induction program.

Each year, teachers have the opportunity to re-group, get to know new teachers and develop a clear understanding of the school's goals for the year.

Mr McKenzie said he had no problems encouraging both novice and experienced teachers to share the school's vision.

"We don't have it as an issue. Being a brand new school, teachers who joined the school had a vision and all work towards that vision.

"We certainly have very clear goals of where we want to go and what we want to do," he said.

The Pacific Games are off and racing



Eyes on the prize: Young track and field athletes get the Games off to a leaping start.

Photo courtesy of Kids Klix.

THE EUPHORIA that envelopes athletes from around the world when they gather to give their best was heightened at the opening of the Pacific School Games on Sunday by the natural enthusiasm of children.

The Games opening ceremony began with the arrival of more than 3000 young athletes marching into Optus Oval and thrilled a crowd of some 22,000 with the colour and sound of excitement.

Months of practise by primary and secondary school Australian students saw the theme of the Pacific Ocean translate into a wave of entertainment, lifted by more than 1700 voices and an 80-piece orchestra.

Melbourne will be able to experience the euphoria all week, with four sports showcased: diving, swimming, track and field and, for the first time, basketball.

The seventh Games will come to a close on December 4.

■ For more detail and pictures, see page 5.



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in brief

Education Week 2006

Plans are underway already for Education Week next year, with the annual celebration of Victorian government schools scheduled for May 8 to 14.

Bringing Learning to Life will be the theme for the week with exciting events being organised by the Department of Education & Training, free of charge for school groups.

Schools are invited to join in the festivities by holding activities that showcase innovation and achievement in teaching and student learning.

The week will also involve a tribute to individuals who have made a valuable contribution to education in Victoria with the presentation of the Education Excellence Awards and the Long Service Awards.

Tips on how schools can get involved will be posted in coming weeks on the Education Week website at www.det.vic.gov.au/det/awards/.

Inquiries about long service award eligibility should be directed to Thompson.caroline.s@edumail.vic.gov.au

Building for learning

The chance to see a variety of architectural

plans designed to enhance learning is being offered to school councils and communities on December 8.

A presentation of award-winning entries in the 2005 Victorian Chapter Architectural Awards will be held at 4.30pm on Thursday, December 8, at the Department of Education & Training conference room on the ground floor of 2 Treasury Place, East Melbourne.

The designs resulted from an invitation for submissions for the awards by the Victorian Chapter of the Council for Educational and Facilities Planners International (CEFPI).

For more information please contact Ezio Costa via email at ezio.costa@chc.com.au or ring 9419 4340 by Monday, December 5.

Fresh census data in schools

Teachers have the opportunity to get fresh census data into the classroom by encouraging students to participate in an Australian Bureau of Statistics (ABS) questionnaire.

Information packs on CensusAtSchool, developed by the ABS, were sent to schools in October and describe how the project can be a valuable resource for teachers.

To access materials, visit the website www.abs.gov.au and click on the CensusAtSchool icon. The site provides the opportunity for students to take part in a nationwide online questionnaire and then to have access to samples of the raw data.

There are some Mathematics and SOSE activities for using the data in classrooms and more activities are expected to be added.

A registration form, to be returned to the ABS must be completed before schools can participate.

Plant now, for organic success

Schools planning to enter the Eco V Organic Veggie Challenge to be featured at Victoria's largest organics and sustainability expo in Bendigo next year, will need to think about readying their vegetable patches now.

Primary and secondary school students are invited to produce up to five types of vegetables weighing no more than five kilograms and present them to judges on the opening day of the expo which will run from May 5 to 7 next year at the Bendigo Exhibition Centre.

Schools are required to use organic seeds, certified fertilisers, compost or

animal manure in growing the vegetables during the late summer and autumn months.

A scarecrow making contest is also on for those primary schools up for the challenge of using recycled or recyclable materials and creating a self-standing farm icon!

Cash prizes and garden materials can be won. For more information visit the website at www.ecov.net.au or contact the director of Eco V on 9889 5631.

Consider a Churchill Fellowship

Applications are now open for the 2006 Churchill Fellowships which will see the successful applicants travelling for between four and eight weeks overseas, conducting research for the benefit of the Australian community.

Anyone over the age of 18 is eligible to apply, with merit being the only prerequisite, based on either past achievements or a demonstrated ability for future achievement.

Applicants must apply before February 28, with travel envisaged from September 1.

Only new projects will be considered.

Time to bask in the glory and the sun

By Sara Bannister

THE grind is over for 79,000 students who are enjoying a well-deserved break after completing their Victorian Certificate of Education (VCE) exams.

The busy exam season began with English on October 28 and ended three weeks later with Laboratory Skills, a Vocational Education and Training (VET) exam.

Hundreds of teachers were on site across the 486 school halls, libraries and classrooms in the three-week exam period to help settle nerves and wish students well.

While one part of the journey has ended for VCE students, thousands of assessors are busy marking students' exam papers in time for the release of VCE results at 7am on Monday, December 12.

Victorian Curriculum and Assessment Authority (VCAA) chief executive John Firth said a team of 2,070 assessors would mark an estimated 750,000 exam papers.

Academics, current and retired teachers take on the important role of assessing VCE exams.

"The marking of the exams is a major logistical exercise that runs smoothly each year, thanks to the skill and dedication of our assessors," he said.

"Exam scripts are marked two, three or four times to ensure that a fair assessment is provided."

In the lead up to exam time, many schools chose to celebrate their VCE students through school assemblies and exhibitions of student work.

Mullauna Secondary College put on a dazzling display of photography, paintings, sculpture, printed works and textiles created by the school's VCE Studio Arts, Visual Communication and Design, and Media students.

Photography teacher Rebecca Holmes said the exhibition allowed students to step back and see how their work had progressed.

"The kids are absolutely rapt at the end of the year to see how far they have come," she said. "It's a real celebration of all of their schooling."

Arts co-ordinator Mary Hill said students completed their work throughout the year in a relaxed atmosphere.

A studio has been set aside to allow students to leave their work on easels throughout the day. Often students will spend lunchtimes and even holiday time working on their projects.

"It's a real studio atmosphere," Ms Hill said. "We are lucky to have that extra room and the students spend a lot of time up here working."

Over the years, many students from the school have gone on to study art at tertiary level.

VCE students, their teachers and families are often celebrating a range of milestones in the final years of school.

The students are often looked upon to fill leadership roles within their schools and the wider community. Some serve as volunteers for community groups, for example, or play sport at a local, national and international level.

Several Year 12 boys worked hard

to stay focused on exams in the lead up to the AFL national draft, which took place on November 26.

The students, including Boronia Heights College's Brad Kelleher, had a busy year combining Year 12 study with local football commitments and a trip to the AFL draft camp in September.

A group of Year 12 students also dived into training for the Pacific School Games as soon as their exams finished.

VCE student Hayley Malt from Vermont Secondary College was among the senior students who represented Victoria in the international sports event last month.

Results for VCE and the Victorian Certificate of Advanced Learning (VCAL) as well as ENTER scores will be available by phone, Internet and SMS from 7am on Monday, December 12.

The results will also arrive in the mail from Tuesday, December 13.



Student artwork featured at the Mullauna SC exhibition.



Art celebration: (Left to right) Robyn Krause-Hale, of the National Gallery of Victoria, and arts teachers Rebecca Holmes and Mary Hill.

Victorian school export to Middle East

AN INTERNATIONAL school to be built in the United Arab Emirates will be founded on Victorian expertise and provided with the state's educational programs.

The school, expected to open in September 2006 and to cater for up to 3000 students, will be designed by Victorian consultants, who will also manage the project.

In announcing the project, the Minister for Education and Training, Lynne Kosky, revealed that Victoria will have an ongoing influence on the school by recruiting a leadership team, providing a curriculum for

kindergarten to Year 12 classes and student assessment and reporting frameworks.

Professional development will also be conducted with Victorian advice as will school accountability, review and governance issues.

"This is great news for Victoria as it confirms our international reputation in providing expertise in education and training," Ms Kosky said.

The Ruler of Sharjah, His Highness Sheikh Dr. Sultan Al-Qasimi met Ms Kosky last month to sign a memorandum of

understanding on Victoria's role.

The meeting followed a presentation by Ms Kosky at an international conference in the United Arab Emirates (UAE) in February.

She attended on the invitation of the UAE Minister for Education and spoke to delegates from more than 80 countries.

Discussions followed the presentation and Victoria was invited to submit a proposal for the design and development of the proposed school in Sharjah.

"They like our curriculum, they

like the way we are designing our new schools - how we are moving away from traditionally-designed classrooms to designing schools for 21st century learning using flexible learning spaces and the latest Information Communication Technology (ICT)," Ms Kosky said.

"They liked our new student report cards, they like our new curriculum, they liked our Innovation and Excellence programs, they like the way we are bringing the community into schools through our Community Facilities Funding (CFF).

"They looked at it, and they like the template."

The Victorian school curriculum has already been exported to China and Indonesia but this is the first international school built and operated outside Australia to Victorian Government specifications.

Ms Kosky believes the project sits well with the Government's Opening Doors to Export strategy which promotes Victorian industry capabilities to international markets in North Asia and India as well as the Middle East.

education
at the
immigration
museum
moving stories



'Small Object Big Story' - an online project developed by the Immigration Museum

This online project encourages learners of all ages to explore the immigration history of their own community, and share that history with a wider audience. The project gives you information on collecting objects and planning an exhibition for your school.

The stories and information can be presented in a number of ways such as posters, web sites or collections of objects.

The project is available on-line:
<http://www.museum.vic.gov.au/sobs/research.asp>



Technology partnership puts potential in reach



The navigator: IBM's Morgan McAllister watches as Shaun tackles new software.

SIXTEEN Victorian students with more to gain than most took part in a program designed to demonstrate just how many new and exciting opportunities await them in the world of Information and Communication Technology (ICT).

The first EXCITE Camp for students with disabilities took place over two days in early November at the Australian Centre for the Moving Image (ACMI) at Federation Square in Melbourne and was organised by the Department of Education & Training with IBM.

The major exercise undertaken by the participants was a hands-on project known as 'Digital Diaries.' This innovative program is designed to demystify IT and fosters creative and analytical thinking through the development of a personal 'digital diary,' combining the use of moving images and story-telling.

David Giddings, president of the Principals' Association of Specialist Schools (PASS) and principal of Ashwood School said: "We were

really pleased to see how these students from all parts of Victoria got to know each other and really opened up as the days went by. The activities around making a 'digital diary' were challenging and fascinating for everyone involved and the end results are really terrific."

"PASS will be happy to cooperate with the Department, IBM and ACMI again in the future to give more interested young people with a disability a chance to stretch their horizons. Thanks are due to all the teachers and support staff who were able to assist."

In addition to the organisers listed above, David expressed high praise for Jenny Hamilton, an ICT teacher at the Naranga School for her part in organising the EXCITE Camp.

At the corporate end, it was also a learning experience, according to Morgan McAllister, workforce diversity program manager, Organisational Culture and Change for IBM Australia.

"It was our first time for

presenting a program like this so it was difficult to know what to expect. By the end of the two days, the students were all best mates and came away with a much greater appreciation for what ICT has to offer," Ms McAllister said

She added that recent figures from the Australian Bureau of Statistics reveal that one in five people – or about four million Australians – have some form of disability. Of this number, only about half participate in the work force.

The EXCITE Camp is designed to encourage students to find out about some of the possible career paths that ICT opens to them beyond traditional programming.

"This year was just a pilot program but based on the feedback we received from students, teachers and other IBMers, we'd be keen to do it again next year," Ms McAllister concluded.

■ See pages 10 and 11 for case studies of schools using technology to support unique learning programs.

INTERNATIONAL Day of People with disAbility is being celebrated on December 3 and a number of resources for teachers have been developed to help teachers raise student awareness.

School and class event ideas, lessons and activity plans can be downloaded from www.kidsmedia.com.au, with web pages created by the

Federal Government's Department of Family and Community Services.

Interactive fun for primary school students can be had on the same site by clicking on 'Play It!', then 'Crosswords' and 'Wordsearches'. For the more ambitious, there is also the opportunity to learn the Auslan language.

School upgrades hit the mark

AN ART wing, gymnasium, technology rooms and withdrawal areas are among the specialist needs met by recent building works completed in schools across Victoria.

Numurkah Secondary College, in the Hume region, officially opened its new arts wing and gymnasium last month following a \$3.3 million upgrade.

With funding from the State Government, local shire council and college community, the new wing provides facilities for arts, graphic arts and music, and includes multi-purpose classrooms and a computer pod for teaching digital photography and design.

The gymnasium has room for basketball, netball, volleyball and badminton courts as well as change rooms, a staff room and two community rooms.

Minister for Education and Training, Lynne Kosky, said the facilities had been designed to complement the school's friendly and stimulating learning environment.

"The new facilities will allow Numurkah Secondary College students to reach their full learning potential and the gymnasium in particular will be a valuable asset for both the school and the



Ms Kosky applauded the new library, with two research rooms, staff office and viewing room as a "wonderful example of a modern information hub that allows students to conduct research using Information Communication Technology (ICT) and the latest digital audio and visual equipment".

In Melbourne's suburban east the Antonio Park Primary School community has welcomed a \$950,000 upgrade financed by the state and federal governments and local contributions.

The realisation of four new classrooms, including storage spaces, wet areas, withdrawal spaces and coat areas, as well as a multi-purpose hall to be fitted out with a canteen was another example of what could be achieved by partnerships between the State Government and local communities, Ms Kosky said.

Alfredton Primary School in Ballarat will end the year with new classrooms and toilets as well as new furniture, equipment and technology thanks to total grants of \$993,743.

Minister for Education Services Jacinta Allan said the new facilities would greatly enhance the administrative functions of the school, including the provision of curriculum programs.

Meanwhile plans are underway for a \$247,000 revamp of an autistic school and adjoining primary school in Melbourne's northern suburbs.

The project includes facilities to be shared by staff of both the Jacana Primary School and the Jacana Annexe with refurbishments intended particularly to service the needs of autistic students.

Under the upgrade, a classroom, office and staff room being used by the primary school will be revamped to create two new classrooms, including a withdrawal room, for the annexe.

A new carpark will allow for larger numbers of buses as well as parent and staff parking.

"It's a great example of what can happen when the State Government, local government and communities work together."

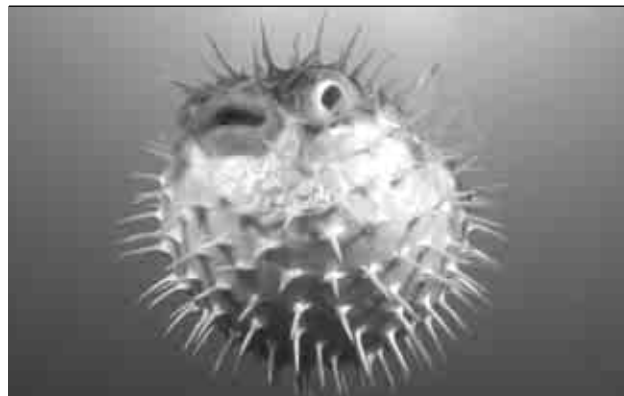
community," she said.

"It's a great example of what can happen when the State Government, local government and communities work together."

Also in the Hume region, Wangaratta High School officially opened its new arts and technology centre and library extension following a \$3.2 million upgrade jointly funded by the state and federal governments.

Ms Kosky said the centre includes not only two design and visual communications rooms, but rooms for woodwork, metalwork, photography and ceramics, enabling the school to enhance its reputation as a state leader in the arts and design education.

Education at Melbourne Museum



Marine Life: Exploring our Seas

New exhibition—opens January 2006

Visit Melbourne Museum's newest exhibition for a deep sea education experience. Learn about the amazing behaviours and lifestyles of the creatures that inhabit our oceans by observing rare specimens, photographs and underwater footage.

Marine Life is relevant to students studying Science, Humanities and Biology. Education programs are available from pre-school to VCE level and for students of Italian. Packages are available with *Sharks 3D* at IMAX. *Marine Life* is free for students. Book now for 2006!

Museum admission: Free
Bookings: 1300 130 152

melbourne.museum.vic.gov.au/education/
Nicholson Street, Carlton

A Museum Victoria experience



Let the Pacific School Games begin!

MORE THAN 3,000 athletes from Australia and overseas proudly marched into Optus Oval, marking the opening of the 2005 Pacific School Games on November 27.

The Minister for Education & Training, Lynne Kosky, officially welcomed the competitors from 21 countries to the seventh Games, one of the biggest student games in the world.

"These Games will build on the tradition of the previous six Pacific Games – fostering friendship and understanding among a myriad of rich cultures," Ms Kosky said.

"These Games are also the first fully inclusive Games, involving students with disabilities at all levels."

Four sports will be featured at the Games – diving, swimming, track and field and, for the first time, basketball.

Ms Kosky said the Games gave students the chance to participate in a world-class international sporting event, providing a launching pad for the next generation of sports achievers.

The spectacular opening ceremony – with its Pacific Ocean theme – featured performances by Joining the Chorus, including an 80-piece orchestra, soloists, a 1,750 voice choir and 1,600 performers who represented a vast body of water linking all the nations and athletes taking part in this international competition.

By the end of the week, more than 3,100 primary and secondary students representing 28 teams from across Australia, China, Thailand and



Hot intro: Live entertainment warmed crowds at Federation Square before the Pacific School Games.

South Africa as well as countries such as Fiji, New Zealand and Canada are expected to have participated in the Games.

Past Pacific School Games' competitors include Brooke Hanson, Cathy Freeman, Ian Thorpe, Susie O'Neill, Matt Shirvington and Jana Pittman.

More than just a sporting carnival, the Games provide an opportunity for students, teachers, schools,

sporting associations and the wider community to come together to celebrate the importance of participation, achievement and enjoyment.

While the Games may launch the international sporting careers of some athletes, for most it will be an opportunity to compete and take part in an event that fosters friendship through sport, according to Ms Kosky.

"School sport is integral to student health and well-being, and essential for a well-rounded education," Ms Kosky said.

The Games are being staged at two world-class sporting facilities to also be used for next year's Commonwealth Games.

The event began in Brisbane in 1982 as a precursor to the Commonwealth Games.

Apprentices recognised

STUDENTS at a small country college have been recognised for outstanding effort in their School Based New Apprenticeships (SBNA), taking out a national and state award.

Tom Hocking, a Year 12 student at East Loddon P-12 College, won the Australian Vocational Student Prize, while Melinda Penny, a Year 11 student who began her agricultural SBNA at the start of 2005, was awarded the WorkCo Victorian School Based New Apprentice of the Year.

Tom's chosen career path is in soil science and geotechnical consultation. His positive attitude and enthusiasm impressed his employer, Bowler Geotechnic.

According to teacher Mark Phelan the SBNA helped Tom enjoy discovering new options in his learning.

Nominated for her award by her host employer, Melinda had to satisfy specific criteria relevant to her farming vocation before a panel of three independent judges.

Described as "a young farmer with natural instinct" she was complemented on her general ability and her developing wool handling skills, Mr Phelan said.

Young programmers make their mark

A YEAR 10 student from country Victoria has surpassed more senior students from around the state to be named winner of the 2005 Student Programming Excellence Awards.

Ben Stone, from Merbein Secondary College, in the Loddon Region, has developed a computerised attendance record which landed him the coveted prize in the Department of Education & Training (DE&T) competition.

Open to all secondary students in the state, the awards have a total prize value of \$15,000 making it one of the richest and most prestigious competitions for young computer enthusiasts.

Students, entering this year in the different levels of novice, intermediate and advanced, were required to use Microsoft Visual Basic software, a rapid development tool, to solve problems and provide documentation detailing the solution.

More than 650 entries were received, from

which Ben's model was determined the winner of the advanced level. Featuring graphs and the ability to narrow down records by class, student and date, elements of the program are already in use at his school.

Principal Garry Costello expressed pride in his student, telling the local paper: "Programming is very difficult and to have that achievement against all comers from all year levels is very special."

Second place went to Bowdrie Mercieca of Bendigo Senior Secondary College.

A second award category in the DE&T competition, run by the Victorian Information Technology Teachers' Association, recognises achievement in digital creation.

Three categories were open for primary and secondary students and teachers.

The winners of the Kahootz category, which required entrants to utilise the 3D multimedia authoring software, were Benalla East Primary

School student Ashley, Hawkesdale P12 College student Vanessa Demanuelle and Kensington Primary School teacher Jennifer Walker.

Student winners have been awarded two return airfares to Queensland, one night's accommodation and a tour of the film set for a new Australian Children's Television Foundation show.

In the Producer for PowerPoint category, which attracts Microsoft prizes valued between \$500 and \$1000, the primary school award went to Parkmore Primary School student Vivien, the secondary school award went to Heathmont College students Rod Kershaw and Robbie Vavaitamana, while a teacher from the same school, Margit Atkins, took out the award in her category.

The Open Games category was won jointly by Taylors Lakes Secondary College student Brent Hatten and Warrandyte High School student Chris McLean.



Rising star: Ben Stone with Minister for Education Services Jacinta Allan

Book now for your Commonwealth Games excursion

Sportworks: the Ultimate Challenge Suitable for Years 3 – 8

This ever popular exhibition has undergone an extreme make-over in time for your Commonwealth Games excursion. New features include a 3D soccer goal experience and a virtual snowboarding exhibit. Students can measure their balance, strength and other abilities in the 'Test Yourself' area, and obtain a readout showing sports they might like to try. Perennial favourites including running against Cathy Freeman and the climbing wall remain.

Sporty Science Show Suitable for Years 3 – 8

Do sports drinks really work? Does a shaved head help you swim faster? Does your big toe affect your skiing ability? Can you beat Cathy Freeman's reaction time? The science and technology of sport will amaze you!
Cost: \$2.20 per student



Bookings essential. 8.30am to 4.30pm weekdays on 9392 4819
scienceworks.museum.vic.gov.au/education





noticeboard

As the 2005 school year comes to an end and I look back on the achievements of the year, I would like to thank all the teachers who have contributed so generously of their time and expertise in assisting the Victorian Curriculum and Assessment Authority (VCAA) to develop new curriculum. Nine Victorian Certificate of Education (VCE) studies have been reviewed during 2005, involving 98 panel members who have been meeting throughout the year. In addition, the consultation process for each of these studies has involved teachers throughout the state. I congratulate all who have been involved in this process.

The VCAA also relies heavily on the expertise of teachers for the assessment of VCE examinations both now and in the middle of the year. More than 2,000 assessors are involved in this process with tight timelines to ensure that the 79,000 students receive their results on December 12. The staff at our Examination Centre are working around the clock to ensure that this deadline is met.

Victorian Essential Learning Standards

Throughout 2005 the VCAA has been committed to validating the Victorian Essential Learning Standards (the Standards) and once again we are grateful to all the Victorian teachers who have made this possible for us. The online questionnaire in July received over a thousand individual and group responses. Further targeted focus groups and interviews were conducted after the questionnaire closed in August to get further clarification on the feedback to the Standards. Forty schools participated in assessment trials in specific domains at specific levels.

All of the validation projects, forums, focus groups, trials and VCAA committee discussions have contributed to the refinement of the Standards. The structure and organisation of the Standards continue to receive widespread support from schools and key stakeholders. The valuable feedback we have received, together with further analysis, is

contributing to the improved clarity which will be evident in the refined Standards now going online.

Annual National Roundtable Conference

The VCAA recently hosted the tenth Annual National Roundtable Conference on assessment and measurement issues. This was opened by the Minister for Education and Training, Lynne Kosky, and the delegates came from all Australian states as well as a considerable number from overseas. Ken Boston, CEO of the Qualifications and Curriculum Authority in the UK, gave the keynote speech while prominent education leaders conducted seminars which focused on the use of technology in reporting. It was very pleasing for the VCAA to host this gathering of educators involved in the discussion of the potential benefits and costs of using technology more richly in system-wide assessment and reporting.

VCAA wall calendars

Looking ahead to 2006, the VCAA has sent all Victorian schools copies of its wall calendar which is a very useful planning resource. We know that they are well received because we always receive requests for more. Extra copies are once again available this year but, unfortunately, we will have to ask for a small charge to cover printing and postage.

Finally, I am both delighted and humbled to announce that, after acting as the Chief Executive Officer for the VCAA since Michael White's departure, I have been officially appointed to the position and look forward to working with the whole education community in 2006. I hope to use this column to indicate some future directions as well as commenting on current activities.

I wish you all a very happy and relaxing Christmas break and safe travel if you have made holiday plans that involve a journey.

John Firth

JOHN FIRTH
CHIEF EXECUTIVE OFFICER
VICTORIAN CURRICULUM AND
ASSESSMENT AUTHORITY

New classrooms in the works

MORE THAN 60 new relocatable classrooms are headed for schools in regional Victoria in the first phase of a massive \$50 million State Government rebuilding program.

The program aims to put 600 new relocatable classrooms in schoolgrounds, with almost one third of the first 200 going to regional schools, Minister for Education Services, Jacinta Allan, announced.

Ms Allan recently visited the family-run business constructing the classrooms - Bendigo Relocatable Buildings Pty Ltd - at its Bendigo factory. The Company also has an Altona-based plant assisting in the project.

The first 40 classrooms have already been built and delivered to 14 schools across Victoria.

In most cases, the classrooms are erected within 24 hours as the work crews arrive on site in the morning with modules that have been pre-fabricated at the factory.

By day's end, the classroom is finished with just the carpet to be laid, a final clean to be done and external services to be connected

before the occupants move in.

In addition to its school classroom contract, Bendigo Relocatable Buildings is also providing new facilities customer service centres and general office accommodation.

Delivery of the new classrooms began in September and will continue, as they are built, until 2008. Outdated portable buildings will be progressively removed from the education system.

The \$50 million project was announced in last year's State Budget, as part of a \$341.8 million new schools and building facilities package.

Ms Allan said the new relocatable classrooms would deliver high quality, bright and spacious learning spaces for thousands of students.

"Relocatables help the system cope with fluctuations in school enrolments from suburb to suburb. They also provide students with the space, comfort and functionality they need," she said.

"The Bracks Government is rebuilding the education system and investing in lower class sizes, quality

teaching, and projects to refurbish older schools and build new ones.

"Our investment in education since 1999 has seen more than \$358 million invested into 162 country schools as well as the recruitment of almost 1,700 additional teachers and support staff.

"This includes the major refurbishments such as the Maryborough Education precinct and 13 new or replacement schools."

The regional schools to receive Phase One buildings (two classrooms per building) are Lal Lal, Creswick North, Bungaree, Garfield, Mansfield, Jindivik, Echuca West, Heskett and Kerang South primary schools as well as Wangaratta District Specialist School and Wonthaggi and Broadford secondary colleges.

Regional schools to receive two buildings (four classrooms) are Nar Nar Goon, Moolap, Murchison, Buln Buln, Drouin West, Colac South West, Tallarook, Moriac, Camp Hill, Corio South and Little Bendigo primary schools.

Finance support no small change

MORE THAN half of all Victorian schools will be using the new CASES21 Finance package by the end of the year, and new support systems have been announced for those seeking a smooth transition to greater control over their budgets.

Nine school finance liaison officers have been appointed (one to each region) and are available to help administrators move through the program, from competency to best practice.

A seven day training program, covering accounting and reporting concepts, software, budgeting, 'end of period' requirements and troubleshooting, has been designed by the School Advisory Group and this is also available.

Sandringham College, the first multi-campus school to implement the program, has used the changeover to CASES21 to review many of its financial practices, with positive results, according to

the business manager, Graham Harvey.

"Since being implemented, a combination of change to some of our key processes and adapting to the new functionality has meant more streamlined and improved data collection and management," he says.

According to Mr Harvey the most beneficial changes for his school have been:

- A more prescriptive chart of accounts.

- Use of an Initiatives facility to "slice and dice" data for reporting purposes.

- Standardising procedures across the campuses so that tasks are managed the same way regardless of who is doing a particular function.

"In time, I'm confident that the product will increase its appeal with enhancements in areas like reporting, family charges, filtering options, assets and stock

recording," Mr Harvey says.

As system change can be daunting, Mr Harvey advises schools, particularly principals and business managers to take advantage of training days, and for everyone involved to keep an open mind.

"Resistance to change is worse than resistance to the new product," he says. "Be prepared to re-visit your current processes and adapt them as necessary ... You will find the support and assistance options from everyone involved in CASES21 Finance, from the implementers, to the trainers, to the School Finance Liaison Officers to the service desk are excellent."

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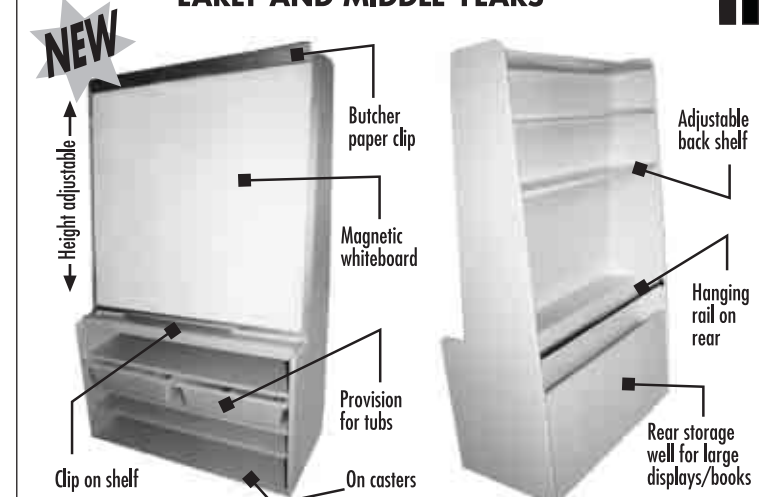
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Eleventh hour repair leads to solar prize



Runaway success: The Box Hill HS team celebrate a well-earned win.

By Dave Sheridan

SNAPPED axles, shattered wheels and a broken drive shaft couldn't prevent a team of Box Hill High School students from triumphing over the field at a national science competition designed to encourage innovation in the use of solar energy.

The six-girl team were competing on day one of Monash University's Model Solar Vehicle Challenge at Scienceworks when their car, named LeeLae, careered off the track and into strife.

Not to be defeated, the girls asked Box Hill High teacher and Solar Model Vehicle Challenge co-ordinator Doug Smidt to open up their school's technology centre that evening to allow them to make an eleventh-hour effort to resurrect their project and keep their victory hopes alive.

Arriving at the school at 4.30 pm, the students from Years 7 to 12, set to work with the degree of urgency

that such a situation demands.

The team's first task was to replace the car's broken carbon fibre axles, which, despite being three times the strength of steel, had fractured.

LeeLae's high-impact plastic wheels had also been shattered, so the students used a metal lathe to re-turn a set of steel wheels from a car used in last year's competition.

The wheel 'transplants' were all successful, and by 6.30 pm the girls had replaced the damaged drive train and LeeLae would live to race another day.

Although impressed with the student's persistence, Mr Smidt didn't fancy their chances in the final rounds of competition.

"When the accident happened I was convinced that the girls were out of the competition," he said.

"I opened up the tech centre for them and they got straight into the business of fixing their vehicle.

"Our program shows the kids the principles and techniques for making a solar vehicle but it is up to students

themselves to make the important design decisions and to actually build the car.

"I was extremely pleased to see the way they worked under pressure to solve the unique and challenging problems they were faced with."

The school's assistant principal Kate Mitchell had heard about the LeeLae's spectacular misadventure and was surprised to see the students arrive at the competition venue the next day.

"It was just fantastic to see the girls arrive in their trademark pink and brown swirly skirts and contrasting tops," Ms Mitchell said.

"And it was even better to watch them chant, dance and sing their way through the competition as their superb car progressed from heat to heat before winning the final race."

With the main prize in the bag, a colleague, Year 11 student Martin Pizze, capped off the day by taking out the Best Engineered Vehicle award for his creation, Scarlet Revolver.

Help save the planet over the summer break

WHILE it may seem trivial, schools across Victoria can play a role in helping to reduce greenhouse gas emissions over the Christmas holidays.

In fact, by simply remembering to turn off all appliances over the holiday break, schools can not only help reduce greenhouse gas emissions but cut gas and electricity bills by 10 per cent.

The Department of Education & Training has developed a guide to help schools shut down and reduce energy at the end of lessons, each day, weekends and over the school holidays.

The guide gives checklists that can be used by teachers, principals, facilities managers and canteen staff to shut down properly.

Examples for the Christmas holidays include:

- Shutting off the air conditioner at the circuit board.
- Turning off office and computer equipment at the wall.

- Emptying and switching off refrigerators.

- Switching off all electrical equipment that has a standby function, such as photocopiers, air conditioners, televisions and tea and coffee makers.

A copy of the guide will be sent to all schools within weeks. It also can be downloaded from: <http://www.sofweb.vic.edu.au/facility/docResearch/keyDocs.htm#6>

The guide is part of the implementation of 'The Way Forward - An Environmental Sustainability Strategy for the Department of Education and Training.'

Reducing energy use in schools will help the department meet the Government's target of reducing energy consumption by 15 per cent by June 2006. A summary of the strategy is available from: www.det.vic.gov.au/det/resources/policies.htm

Drought relief available for schools

PRINCIPALS of schools in drought affected areas have an opportunity to help their communities through a State Government support fund.

They have been invited to apply for part of the \$200,000 set aside for schools in drought-declared areas when Premier Steve Bracks announced relief for struggling farmers earlier this year.

Areas covered by the funding are those declared to have

Exceptional Circumstances but schools outside those areas who have students residing in them are also eligible for support.

Regions with areas declared in drought are the Barwon South Western, Hume, Grampians, Loddon Mallee and Gippsland.

Principals should apply through their regional offices and base their applications on the needs of their school communities.

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Attitude change brings awards

THE AWARDS keep arriving for Yarrunga Primary School's innovative programs, recognising their efforts to re-engage students with their learning and community and providing an insight into the school's aims.

While most of his students are under 12, principal Neil Pryor is already thinking ahead to when they may be looking for jobs in the Wangaratta region.

The person each student will be then, what they will have to recommend them and their ability to grasp the opportunities open to them is all part of the thinking behind the school's unique middle years program and its strong community links focus, he says.

In 2002, the school was a joint winner of the Educational Excellence Award for Curriculum Innovation and in 2003, its Community Links program co-ordinator Angela Craven won a Westfield Premier's education scholarship in 2004 and, this year, the school's Middle Years Team won the Herald Sun Teacher Team of the Year and the National Excellence in Teaching Awards has assigned the team a Community Merit Award.

"We decided a couple of years ago that we wanted to be creative and outward looking so people in the



Found in translation: Talking to Japanese students via webcam proved popular with students.

community could see what we were doing and we could take the kids out to see what opportunities are out there for them in the future," Mr Pryor said.

The decision was a reaction to the low expectations some students had expressed. "We found kids didn't have a positive view ... some of them just thought they'd leave at 15 but didn't really have a notion of what they wanted to do," Mr Pryor said.

"In terms of Middle Years students we see it as really important that they have a positive view of education and their futures."

Teacher Sharyn Ackerly, a

member of the middle years team, said staff had addressed tension between the senior year levels by creating four mixed level home groups from two Year 5 and two Year 6 classes.

The teaching program was modified to "be a little more like high school", rotating classes through the day.

Home groups stay together for English while Maths lessons are divided according to ability.

A MYTime program operates on a Thursday afternoon. At the start of Years 5 and 6, students are asked what they want to learn and the five most

popular activities are run, each involving compulsory elements and a community member.

Music and dance are very popular, with co-operative learning and talking skills built in.

And because "over the last three years we've noticed they were reluctant to take risks" there is now an emphasis on students taking personal 'risks' such as public performances, Ms Ackerly said.

Senior students have become "really interested and energised" and with the philosophy being adopted by all staff, results were being seen in English and beginning to have an impact on attitudes towards maths, Ms Ackerly said.

Community links - based on the philosophy that "it takes a village to raise a child" - have included visits by the mayor to walk the length of a nearby creek with students discussing the environment, students being able to write scripts for and even present at the local community FM radio station, helping with mail outs for the reknowned Wangaratta Jazz Festival and tree planting.

The slogan for the middle years team is "ready, fire, aim", Ms Ackerly says, adding, "the focus has been on connectedness - and we've achieved our aim".

Panic, or plan with safety CD

By Jeannie Zakharov

WE ALL hope it never happens, but if a fire or other emergency breaks out in a school, the rule to follow is "Be prepared".

The more teachers and students are familiar with the school's emergency procedures the better the response will be.

A Victorian Certificate of Applied Learning (VCAL) project at Broadmeadows Secondary College on occupational health and safety has resulted in a concise guide for emergencies that helps everyone at the school - students, staff and regular visitors - to be ready for the unexpected.

The guide has been so well-received that the students' teacher, David Asquith, and John North from the Department of Education & Training

Emergency and Security Management developed a template CD-ROM, with advice from the Country Fire Authority, the Department of Sustainability and Environment, Victoria Police and other agencies.

Titled the Education Emergency Management System Template, or the EEMS, it is has already been recognised in the education category of the 2005 Victorian Fire Awareness Community Service Awards. It also won a Victorian award in the Australian Safer Communities Awards and is in the running for a national prize.

The Department of Education and Training will distribute the CD-ROM, which includes examples of different types of schools, to all government schools across the state.

"It's to give to a new person (to) say to them 'It will take you 20 minutes to

watch and you will know what to do in an emergency'," Mr Asquith said. "What really staggered me is that no one has done it before."

Mr North said the CD-ROM was presented at the last annual conference of the National Association of Security and Emergency Managers, where no one had seen anything like it.

Mr Asquith said the project came about after his VCAL class realised that recently enrolled students and visiting professionals such as music teachers, casual relief teachers and counsellors were not necessarily part of the school's regular rehearsals of emergency procedures.

So they developed a PowerPoint guide to emergency evacuation that includes videos, photos and maps to guide the user.

Now, with the CD-ROM, other

schools can customise the guide to their own circumstances.

The CD-ROM is not only a safety tool it was also designed as an educational exercise for students, who can research and create their own school's safety guide, drawing on their school's existing emergency plan.

In the process they learn about fire prevention, occupational health and safety and evacuation procedures.

That includes identifying potential risks surrounding a school - such as traffic, waterways, fire hazards and even blizzards - and the procedures to follow when encountering them.

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Photo: Lawrence Pinder



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Real men read (and write) books

OFTEN it takes just one special book to draw a reluctant reader into the world of words. When it comes to improving boys' literacy levels, others argue that positive role models are the key.

At Lilydale High School, a special project attempting to combine the two philosophies is under way, with a book authored by male teachers – *Men Who Ride Bikes* – likely to be in classes by early next year.

The literacy levels of boys, lower in general than those of girls, have been of concern to governments, teachers and parents alike for many years.

According to James Moloney, author of *Boys, Books and Reading: We Don't Read Because We Want to be Men*, the models of manhood boys are exposed to are essential in the establishment of their reading habits.

He believes the behaviour models most often shown to boys are portrayed through the media and on the sports field, and in their narrowest form, dismissed books and reading with "contemptuous disdain".

At Lilydale High School, English co-ordinator Valerie Mayer had been pondering how to encourage many of the sporty boys at the school to be more positive about books and their own writing.

The school has 63 males (on a teaching staff of 143) with the potential to be role models and most of them, it occurred to Ms Mayer, ride bikes.

Her idea was to get these teachers to write stories in the hope that boys could relate to them, become engaged and want to write their own, she says.

The contributions for *Men Who Ride Bikes* travel across the varied terrain of action, comedy and inspiration.

Albert Mijat, who took up surfing again in his fifties, encouraged by the sporty culture at the school, drew on an episode in his life 40 years ago for his story.

It opens with him as a teenager perched on the hot tin roof of his father's shed and spotting a surfboard pitched up against a fence several backyards away.

Mr Mijat tells how he and his friends planned to escape the waters of Williamstown and Altona in Melbourne's metropolitan west, for the surf of Torquay, and how it all went awry ...

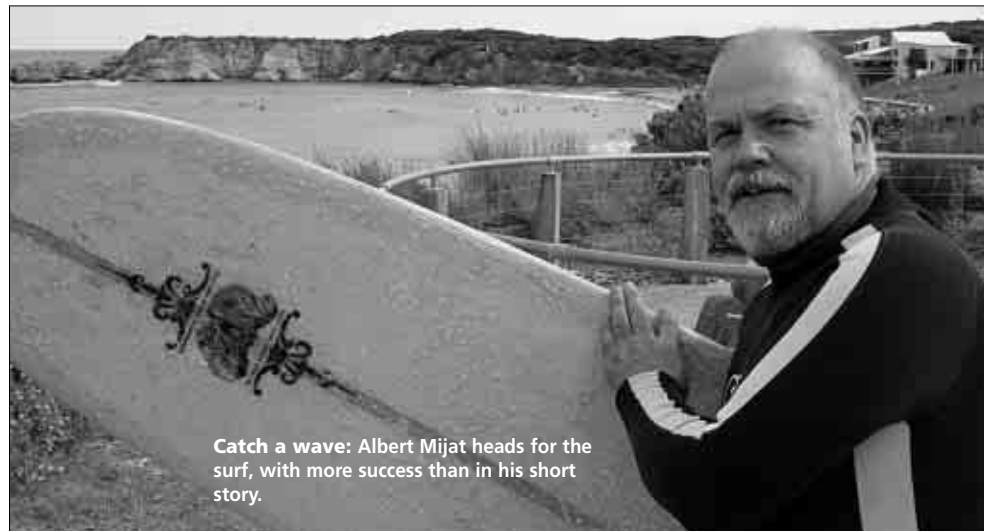
Scott Tulley, the junior school co-ordinator for physical education, has a cheeky story about a brother 'Marcus' (coincidentally his brother's middle name, but he will say no more) with a flatulence problem.

And Karl Broeker has contributed a very personal piece about a man many of the students have fond memories of, and the name behind the annual Ian Bertuch Award for Excellence in Outdoor Education.

Mr Broeker describes the late Mr Bertuch as having been the "heart and soul" of the school's outdoor education program, tailoring climbs over rugged escarpments at Mount Arapiles, near Horsham, "so that everyone could experience success and a challenge" and encouraging the most hesitant students so that they enjoyed, rather than feared the rush of their adventures.

His tribute grows with an inspiring anecdote about a ski trip to Lake Mountain on which Mr Bertuch had brought his visually impaired son, Chris.

"... I was simply blown away with the skill and confidence that Chris displayed following his father down the winding tracks using his acute hearing and the noise created by his dad's skis to negotiate the terrain," Mr Broeker writes.



Catch a wave: Albert Mijat heads for the surf, with more success than in his short story.

"It was a flawless display of the teamwork, trust and courage that Ian inspired from others."

Using male authors to make the literacy link with boys is something the Darebin innovation and excellence cluster is also looking at, according to the cluster's convener of boys education, Mr Douglas Lunt.

At a special Boys Literacy Expo at Lakeside Secondary College last month, 120 boys from twelve schools (primary and secondary) were able to do workshops with a range of authors including John Marsden, Barry Dickens and Paul Collins.

"As an upper secondary school teacher we see boys moving through school ... and when they get to late primary, early secondary, the whole writing thing becomes a bit uncool," Mr Lunt, says.

With role models, the boys could be shown

that their own writing could "get people in, get people motivated and get people talking".

Lakeside Secondary College and Ruthven Primary School have also run a program called Boys and Books, training students in "active listening". The program, sends Year 8 boys and girls to read to Year 1 and 2 boys.

In a similar move Lilydale High School's Scott Tulley also visits primary schools to read to classes two afternoons a week.

Most of the stories he has chosen have a strong Australian feel to them, much like those in *Men Who Ride Bikes*.

In that book, even Mr Broeker's story ends with "Cheers mate!". No one has mentioned quiche, but there is definitely a sense of real men here, and these men tell yarns, write stories, and read books.

Putting the motion in poetry

By Anna Malbon

SINGER songwriter Paul Kelly hopes senior students who study his lyrics next year will be as inspired by the sound of his words as he was by Shakespeare and Gerald Manley Hopkins.

The Melbourne-based performer hopes that through poetry students "feel the playfulness and danger of the words, how they can thrill you and stab you, and make you laugh all at the same time".

Thanks to an innovative poetry project run by the Lyndhurst Cluster, hundreds of students from

six schools are identifying with the power of the genre that Kelly describes.

In a bid to awaken poetry in young people and challenge the perception by some that poetry is boring, complex and irrelevant, the Cluster held a poetry recital evening, titled Poetry by the Stars.

Courtenay Gardens Primary School teacher, Brett Speed, who is also a member of the Cluster's literacy team, said any notion that poetry was not fun had been relegated to myth.

"It was amazing. When we started the project the general reaction from the kids was "not

poetry", Mr Speed said. "By the end that had changed to them telling us that they could find meaning in a poem or that poetry was fun."

More than 650 Years 5 to 9 students from Courtenay Gardens, Rangebank and Strathaird primary schools, Narre Warren South P-12 and Lyndhurst Secondary College wrote or found poems to recite to their class.

Each class then voted for two representatives to read at the school's assembly and then two students were selected to represent their school at Poetry by the Stars.

More than 36 students – either as individuals or in groups – recited

the works they had written or selected at the Cluster's final recital.

Students recited a variety of poems ranging in topic from humorous class antics to losing a loved one as the result of a car crash.

"The students loved the words and what the words could do, and they were surprised at the range and power of poetry," Mr Speed said.

A winner for each year level was presented with a voucher, a certificate and a set of pens.

Feedback from Courtenay Gardens Primary students included: Poetry is more fun now, I used to think it was boring – Joel.

At the beginning I liked poetry and I like it even more now because there is a fun side to it – the recital. It is more interesting to study – Jemma and Rachel

Poetry was mysterious, as it sounded different when reading it. You can express yourself through poems, by reading, writing and putting funny words in – Alex Paul Kelly would be pleased.

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BACK TO BASICS 2006

Each year ZES organises a three day workshop for primary school teachers who are teaching art for the first time. They are practical, 'hands-on' sessions which focus on specific areas of art (eg. drawing, painting, printing) in light of the Victorian Essential Learning Standards (VELS). Some reference is also made to art room practice such as budgeting, room organisation and storage.

The dates for each workshop are:

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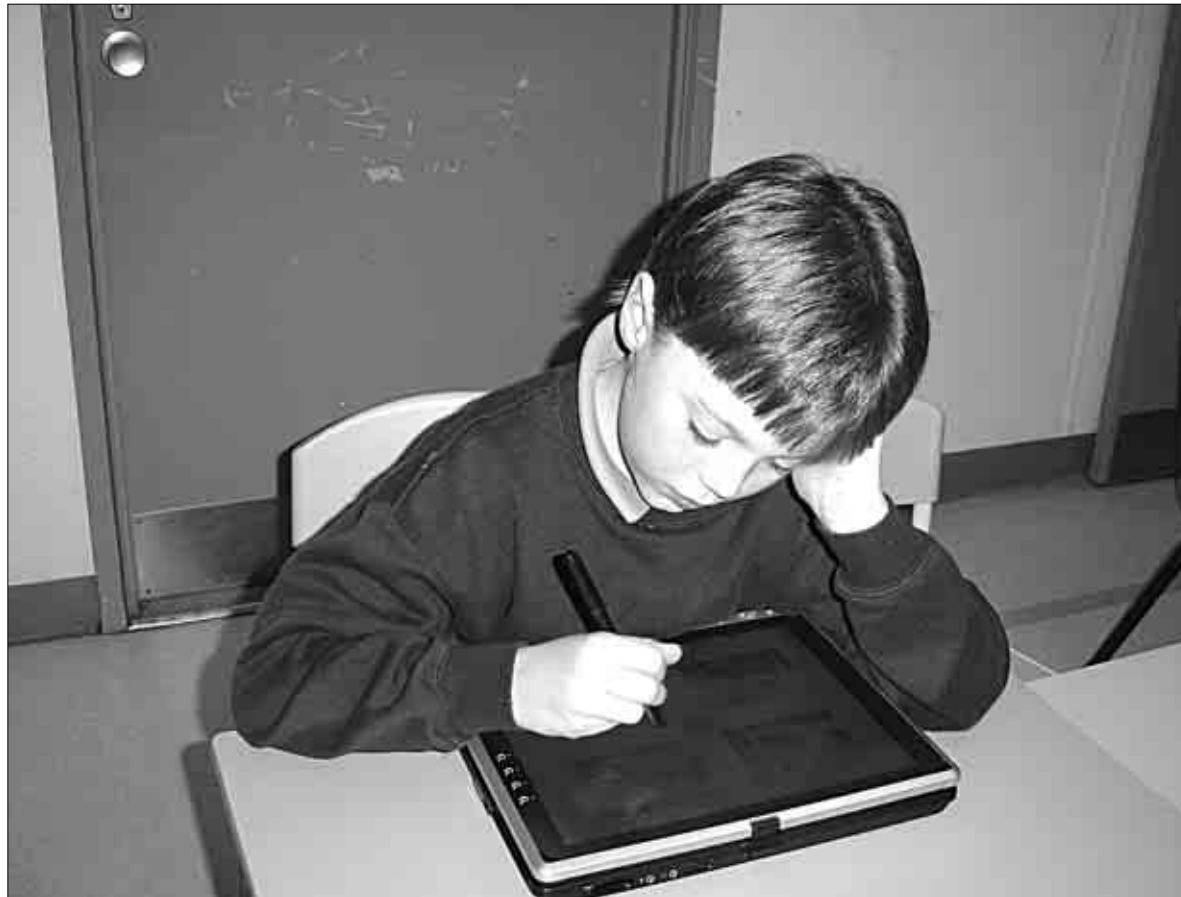
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Destination is the

Technology in education has come a long way in the past decade but those who think increasing access alone is the way forward will miss out on the real revolution.

Education Times' KAREN HARBUTT talks to several cutting edge schools about their 'killer concepts' which, when married with technology, have moved them on.



Touch and go: Travis is able to use a stylist pen with one of Barwon Valley School's new touch-sensitive tablet PCs.

In 1995, schools were moving to update their 'horse and buggy' technology for a better ride on the information superhighway.

A decade later the State Government is connecting schools to broadband and upgrading the highway that by today's standards had come to seem like a dirt track.

But unlike most road trips, for those in the following case studies, it is not the journey that Information and Communications Technology (ICT) takes them on that matters, but rather where it allows them to go.

Communicating, because we can Barwon Valley School

Marcel Proust once said: "We are healed of a suffering only by expressing it to the full."

Communication is the most fundamental of needs for social animals like human beings and for those denied the physical ability to express themselves, achieving it with technology can literally be life-changing.

At Barwon Valley School, a special school in Geelong, the varied application of technology is finding potential in students who otherwise

may not have been able to demonstrate it.

Chris Benke was showing the parents of a six-year-old boy enrolled in the Barwon Valley School the benefits of an interactive white board when their son did something unexpected.

"I was stunned when he followed a sequence in a program that really required him to show understanding ...," she said.

"The ability to process and sequence what he was doing - he hadn't demonstrated that before.

"... It was very exciting for his family and it allowed us to move him on in different ways - ways we wouldn't necessarily have extended him in before."

paper."

Ms Benke, the school's Creating e-Learning Leaders co-ordinator, said the school uses a number of technologies to aid its students including touch-screen PCs, and is trialling emerging technologies such as tablet PCs, PDAs (palmtops) and the latest release iPods.

The tablet PCs work well with early years students, Ms Benke said, because the screen is touch sensitive, responds to a stylist pen, is able to lie flat on a desk and is internet and intranet connected.

The palmtops and iPods can be downloaded with the same picture symbols they use on their PCs, aiding communication and offering greater independence to older students.

"If they can touch words and sequence them in a story, it allows them to work on a level they wouldn't have if you were relying on them using a traditional pen and paper."

Another boy who was unable to manage a keyboard but could direct his hand on a touch screen was similarly able to show progress.

"If they can touch words and sequence words in a story, it allows them to work on a level that they wouldn't have if you were relying on them using a traditional pen and

special needs, has won awards.

And in instructional work, templates can be created so that a program is progressed to a certain point, but students can control the outcome by completing it.

Ms Benke said technology "doesn't replace that physical and environmental connection but used well, it really supports and extends that."

Teachers unable to harness it to help students progress "are really missing an important opportunity".

Embedding the energy

Wodonga High School was the first in the state to go wireless. It is laptop and radio linked to several local primary schools. It builds many of its own computers (to keep costs down), has a full-time technical services team which it contracts out and takes on new trainees with the money the team earns.

Because of this team and the resultant professional development, most teachers' ideas are able to be translated into effective programs.

And yet with all this to brag about, principal Peter Maclean takes the view that technology and the way his staff and students use it is not dissimilar to the function a vacuum cleaner has in keeping carpet clean.

"When the electric motor came in and vacuum cleaners came in, you didn't have to know how motors came about for everyone to use it," he said.

"When computers came in, it was a tool that everyone wanted to use but we should just see them as 'you've got to clean the floor - you get the vacuum'."

So embedded is technology at Wodonga High School that students and staff wanting the latest updates on the school agenda or to plan the day's activities log on almost with the bell.

The conversion from a school with two computer labs controlled by ICT people to one where technology is pervasive (with 300 desktop computers and about 90 laptops for just over 900 students) began seven years ago.

"We really felt we needed to stop training, learning email or this particular program, and take a different approach (with) the computer being used like anything else," Mr Maclean said.

The school began building a solid network and eventually went wireless.

Getting teachers to mark the roll online "mandated" use of the technology and from there teachers

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goal on superhighway

wanted to learn more about navigating their laptops and using the network.

Taking on trainees, conducting professional development in-house and bringing knowledge back from external contract work keeps the cost of the technical team down and the benefits high, Mr Maclean said.

"My approach with the technology team, which includes teachers and technicians, is if I hear of a good idea, I send them out and say 'go and have a look at it and then tell me why we can't do it, and then solve the problem,'" Mr Maclean said.

An example has been the design, based on a commercial model, of an instant SMS system which informs parents of absenteeism on their mobile phones once it has been recorded online during roll marking.

Daily bulletins are posted on the network for teachers and students, teachers are able to book high-usage common areas in the school online and download resources while students can access worksheets used in class from the intranet, or the internet at home.

Students also have digital portfolios which hold a collection of their work and can be accessed when making pathway decisions. They have also used the portfolios to do their own analysis of their preferred learning styles, Mr Maclean said, improving approaches taken in class.

While changes to the curriculum, such as the inclusion of digital photography, are easy to identify, assessing the impact of technology in the school is a little harder.

Because it moves quickly and variety in its application is extensive, widespread use of technology can support the culture of a school in a very practical way, Mr Maclean believes.

"It's a positive, engaging school philosophy," he said. "You hear this time and time again about life-long learning, teachers who get to keep learning; we use the jargon, but I think we deliver it with ICT."

Making a Connection Sherbourne Primary School

When students from Sherbourne Primary School left a local nursing home they had visited regularly for the last time, there were some students holding back tears.

But what they left behind was a connection that would last as long as technology does.

Following the lead of their ICT co-ordinator Peter Watson, senior students brought in digital cameras, scanners



Technology connection: ICT co-ordinator Peter Watson films Sherbourne PS students breaking down social barriers with technology.

and laptops and showed the residents the path to a whole new form of communication, sending photographs and news instantly to their families and finding new people to converse with thousands of kilometres away.

Mr Watson said. "The elderly were blown away by the technology; one guy was 92 and he sent his first email while we were there... They played online checkers with people overseas!"

Watson of his students activities which have been listed as finalists in the Australian Teachers of Media awards over the past five years.

A short film on the centenary of Australia saw students storyboard and film historically-significant things that were important to them.

And a collaboration with Auburn South Primary resulted in students interviewing local identities and exploring the history, attractions and social demography of each of their local areas.

The most recent project involved bringing together a student from a Russian family at Sherbourne Primary with younger Russian students at Fitzroy North Primary School who had very little English language.

"We showed them new technologies and digital cameras that kids can use, we made mini movies, used a DJ mixing machine ... and a

digital microscope, collecting bugs and examining them," Mr Watson said.

Along with the technology, students read books in English to the younger students and then books were read in their native tongue.

"It was nice to hear at the end of two weeks, the Russian kids say they didn't want to hear it in Russian any more, they wanted to hear it in English," Mr Watson said.

The resultant short film, *From Russia With Love*, shows the connection at the heart of the multimedia and ICT program at Sherbourne Primary School.

It is the same connection Mr Watson was able to ensure between students and the nursing home residents in his earlier project.

"We could have sat down for eight weeks and talked and had cups of tea," he said. "But what we got out of this was a springboard of awareness on both sides."

"We could have sat down for eight weeks and talked and had cups of tea. But what we got out of (the technology program) was a springboard of awareness on both sides."

They went into the nursing home with PowerPoint autobiographies of themselves to show residents and over the weeks built up stories of the elderly which they put together on laptops.

"It was fantastic - the actual bond that occurred was fantastic,"

For Mr Watson, connecting students with new ideas and relationships is the motivation, and technology the device to make it happen.

The nursing home visits in 2002 resulted in a film of 12 minutes - one of three DVDs made by Mr

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Message from John Firth



AS THE END of the school year approaches I would like to personally thank schools and the education community for embracing the challenges of 2005.

As I write, the validation year for the Victorian Essential Learning Standards (the Standards) is in its final phase. Feedback has now been collated, analysed and used to inform revisions to the Standards.

While these revisions will improve clarity and internal consistency to make the Standards easier to understand, there will be no changes to the structure of the Standards. Schools can proceed with planning for 2006 with confidence using the current version while the revised one is being prepared for publication.

In addition to refinements to the Standards, more support materials for schools will be available progressively on the website at <http://vels.vcaa.vic.edu.au>

These materials include assessment maps, sample units of work and sample assessment tasks.

English and Mathematics assessment maps will be available in December 2005 in preparation for the 2006 school year, with other domains to follow. Assessment maps contain samples of student work with annotations. Schools will be able to use the assessment maps to make judgements about student achievement in a domain as students progress through a level.

Schools are advised to continue accessing the website to keep abreast of the most up-to-date information on the Standards.

John Firth
Chief Executive Officer
Victorian Curriculum and
Assessment Authority

Implementation update: A new start to assessment and reporting

ASSESSMENT and reporting are essential elements of the learning and teaching process. They are vital to the way students think about themselves and engage in the process of learning.

As one of the *Blueprint For Government Schools* Student Learning initiatives, school assessment and reporting provides relevant and accessible information about what a child should know and be able to do, and how a child's future learning will be supported and extended.

Implementation of the new Student Report Cards is a key priority. Following the launch by Premier Steve Bracks of the new report card template in August, regional briefings were held throughout Victoria to help teachers and school leaders understand the new reporting requirements.

The briefings provided useful information for the development of the reporting software as well as informing schools' decisions on whether or not to use the reports in 2006. All schools will be expected to use the new reports in 2007.

Another key priority is the development of an assessment professional learning and development package. The package is being trialled in a number of primary and secondary schools throughout the state. It is designed to enhance teachers' understanding of assessment

processes and support the development of an assessment culture in schools. Following the trials, the package will be revised to reflect teacher feedback and will be rolled out in 2006.

Assessment and Reporting Week 2005, held between October 20 and 27, included a conference, an assessment policy seminar, a reporting seminar and numerous school activities. More than 300 school leaders attended the one-day conference, which provided a unique opportunity to examine how assessment and reporting can be used by schools to improve student learning outcomes.

The conference focused on three major themes: using data to inform learning and teaching, enhancing the quality of school assessment and reporting practices, and developing an assessment culture to improve student learning.

Summaries and presentations will be available shortly on the Assessment and Reporting website at www.sofweb.vic.edu.au/blueprint/fs1/assessment.asp.

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Stories from the Field: Yarra Valley LAB Open for Business

SMALL schools in the Yarra Valley cluster have a new office facility – at Mooroolbark College. A variety of transactions will now be able to be done on their behalf at the LAB – the Yarra Valley Local Administrative Bureau (LAB).

Principal of Silvan Primary School and member of the LAB Management Committee Trevor Smithson said: "I've been in a small school since 1991 and I've wanted something like this since then".

The Yarra Valley LAB is the first of two cluster-based LABs to open under the auspices of the *Blueprint for Government Schools*. The other LAB, based at Orbost Secondary College, will service the Far East Gippsland cluster when it opens in the next few weeks.

LABs aim to reduce the administrative workload of schools, particularly small schools. They provide easy access to skilled support staff who perform administrative tasks online for a number of schools. The tasks may include:

- HRMS transactions such as processing new staff details, processing leave or implementing salary changes
- PRMS transactions such as creating maintenance works orders and providing reports
- financial transactions on the CASES or CASES21 Finance system such as maintaining accounts and processing invoices
- school administration transactions such as student enrolments and transfers
- local payroll services such as processing salary payments and administering tax payments.

A LAB in Horsham has been operating successfully since 2001, servicing schools in the Grampians Region and beyond. Subsequently, the expansion of LABs became a *Blueprint* initiative. Learning from the Horsham LAB has been vital to the establishment of the two new bureaus. Coordinator of the Yarra Valley LAB, Marion Small, spent two days at the Horsham LAB. Ms Small said the experience of working with the Horsham co-ordinator, Anne Gregory, was invaluable in setting up the new LAB.

Funding to support the two new LABs has been provided by Multimedia Victoria through the Broadband Innovation Fund. However, they are expected to be able to support themselves financially after three years. A fee structure that is fair and reflects the cost of providing the various services is being determined and will be phased in over time.

The LABs are part of a range of innovative programs supported by the Broadband Innovation Fund in the Yarra Valley and Far East Gippsland clusters. It is hoped the LABs will strengthen cooperative ties between cluster schools. While the two new LABs will be owned and operated by clusters of schools, they may be able to service schools outside the cluster if capacity permits. A review of the Horsham, Yarra Valley and Gippsland LABs will determine the feasibility of establishing LABs in new areas.

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Pictured at a meeting of the LAB management committee are (L-R) Geoff Flett, principal, Mooroolbark College, Trevor Smithson, principal, Silvan Primary School, Mark Flack, principal, Manchester Primary School, Marion Small, LAB Coordinator, and Andrew Bull, Policy and Employee Relations Branch.

Testing questions for *teachers and principals*

What transition programs does your school have in place to help students adjust to the 2006 new school year?



Janette Ellis
Innovation and
Excellence
Educator

Viewbank Cluster.

Year 6 students from the Viewbank Cluster (Viewbank, Banyule, Heidelberg and Streeton primary schools and Viewbank College) have a well organized and coordinated range of programs to support their transition to secondary school. These programs are the result of a concerted effort by the Year 6 teachers, the college's transition co-ordinator (Ms Jutta Szwed) and the Innovation and Excellence Cluster Middle Years coordinating team to support students at both the Year 6 and Year 7 levels.

A range of opportunities for Year 6 students, to familiarise themselves with the physical and classroom environment of the college, is a highlight of our cluster's approach to improved transition processes.

One recent example of this is the Take A Walk On The Art Side Art Expo Tour. On Thursday, November 3, over 150 year 6 students and their teachers from the cluster schools descended on the college to participate in an Art Expo Tour. This involved separate groups of Year 6 students from each primary school (staggered throughout the day) having a guided tour of the Art Exhibition organised by the Arts teachers.

Students were challenged to interact with the artwork, be a critic, and to explore the Art department's facilities. Students were introduced to graphics, multimedia, woodwork, ceramics, textiles and the visual arts. They had the opportunity via a Reflection activity to make comments, ask questions and identify any concerns they had about 2006.



Changing places: The transition from Year 6 to secondary school is eased by familiarising students with their destination school's environments and programs.

One student responded: 'Something I learnt today was that art isn't just about sketching and painting its about a lot more! And expresses your inner feelings'. On responding to questions about next year one student expresses the view of many: 'I would like to know where everything is.' This feedback was designed to provide valuable information to the Year 7 Transition team for 2006.

In addition, for the past four years, all Year 6 students from the four primary schools have engaged in Get Lost In Maths Day held at Viewbank College. On November 22, this year's program, Wild About Technology, saw all Viewbank Cluster Year 6 students participate in a full day program facilitated by 36 teachers across the cluster, including the Viewbank College Principal, Peter Gannon.

This program is designed to enable Year 6 students to interact with a large number of secondary teachers in a fun, activities-based, hands-on, non-threatening experience at the college. The program included a treasure hunt, tabloid sports, home economics, information technology and textiles activities.

Year 6 students on this day also presented their Passports to a small

group of their peers. All primary schools in the cluster have an agreed approach to the preparation of these Passports which provide a snap-shot of each student's background, personal experiences as well as a sense of their learning. These Passports are then collected and provided to the 2006 Year 7 form teachers.

The college has a number of organisational and structural arrangements in place to help students adjust as they enter the secondary schooling environment. These include minimising the number of teachers allocated to each Year 7 class, a home teacher responsible for pastoral care, no classes over 25 students, the majority of lessons in a home room and designated recreational spaces.

The Transition coordinator, Ms Szwed and Year 7 pastoral care leaders visit each primary school and meet with Year 6 teachers to discuss the incoming cohort and to identify any individual students who may need additional support. Ms Szwed is supported by four pastoral care leaders and two student welfare co-ordinators. This team's primary focus is to ensure structured and on-going support is provided to the in-coming students throughout the crucial transition process.



Andrew Burton
Assistant
Principal

Warragul Regional College

The Transition Program that operates between Warragul Regional College and 12 neighbourhood primary schools is very comprehensive and operates all year across many year levels.

The Innovation & Excellence Project with its local focus forms the cornerstone of the program.

Staff from all schools are involved in projects such as TREND (which involves teachers as action researchers and using the results of this research to inform change in practice) and C3PR (which involves staff shadowing each other) as well as Cluster Musters (where staff meet once a term after school) and the annual Cluster Conference where guest presenters and interested local staff share their knowledge and experience gathered from the projects listed above.

These activities have resulted in a greater understanding of the workings of primary schools by secondary staff and vice versa as well as the development of friendships and better working

relationships.

During terms one, two and three students from local primary schools tour the college and to have 'hands on' experience in using science rooms, foods rooms and technology rooms.

In each of terms one, two, three and four, teachers from the college visit the local primary schools to work with Years 5 and 6 students and are involved in teaching aspects of Mathematics, Science, English and LOTE.

In addition to this, both internal and cross-school transition teams meet frequently to discuss and plan activities and information gathering processes so that each child's transition is as seamless as possible.

On the Year 7 Information Night, Year 8 students act as tour guides for the incoming primary students who attend, and support them as they are involved in classes for Mathematics, English, SOSE, LOTE and Science.

In Term 4, two orientation days are held. During the first day, only the new Year 7 students are present along with their student helpers from the current Year 7 group. This enables the future Year 7 students to become further acquainted with the college whilst there are no other students present.

The second orientation day involves having the new Year 7 students present with the current Year 7, 8, 9 and 10 in attendance so that the new Year 7 students can experience the college with two thirds of its student population present as a lead in to the following year.

When the next year begins, the new Year 7 students undergo an orientation program to assist them in setting up their computer files and folders, getting to know the student wellbeing team, their homegroup teacher and each other and using the locker system, the library and canteen.

During the year the college's chaplain runs a term-long life skills program with every Year 7 class, and every Year 7 student is part of our PEER Support Program working with year 10 PEER Leaders for at least one semester.

Finally, Year 7 students form part of our student focus groups which investigate and inform our staff of ways that we can improve.

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TALKTIME

Bree-Anna Obst fulfils a life-long dream following the holidays. After teaching drama for two days each week during the past four years at Altona Primary School, now that she's completed her Diploma of Education, she tells *Education Times* about taking up a full-time position teaching drama at the same school in 2006.



Dramatic effect: Bree-Anna Obst in her comfort zone, with drama students Lucy, Natalie and Natasha.

What do you find most rewarding about teaching drama?

It's really rewarding to see students pick up things and grow – particularly for the younger aged students.

What's been the teaching highlight for you so far?

I had one boy who had taken part in drama classes for a long time, but was still very shy and unwilling to take part in any public

presentations. He took part in a song and dance routine with other students at last year's Westside Arts Festival at the Melbourne Concert Hall in front of thousands of people. He now loves to perform in front of crowds and is even enrolled in a drama class with me outside of the school program.

What are your interests outside of school?

I enjoy my sport, playing both

netball and basketball. I also enjoy acting and am currently involved in a local production. I enjoy attend live theatre and was thrilled to get to see *42nd Street* in New York City.

What is the main challenge facing drama teachers?

Many parents question why their child should be taking drama if they're not interested in becoming an actor. The fact is, however, that

there are many skills and concepts contained within drama that contribute to their professional and personal development, including public speaking and leadership skills.

Do you have any new ideas you'd like to introduce in 2006?

I've been researching the topic of bullying in the schools and would very much like to introduce a unit on this next year for Years 5-6.

While many local theatre groups offer presentations on this topic, it would be great if we could develop our own play on bullying to perform for the rest of the school.

What advice would you give to someone contemplating a career in teaching drama?

You must be passionate about drama – from both your own perspective and the students' viewpoint as well.

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For free PD related to online curriculum resources and the Victorian Education Channel contact Carolyn McCabe:
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The history of Christmas
From The History Channel, the evolution of Santa, Christmas trees around the world and the real story of Christmas.
<http://www.historychannel.com/exhibits/holidays/christmas/index.html>



BBC Christmas food and celebrations
New Christmas 2005 interactive site with suggestions for seasonal cuisine and cooking including recipes from celebrity chefs and Christmas themed menus.
http://www.bbc.co.uk/food/news_and_events/events_christmas.shtml



Santa's Australia Post mailbox
The address for sending letters to Santa with a guaranteed answer! Your letter is important to Santa. His page includes a Santa illustrated letterhead and a Santa memory game.
<http://www.auspost.com.au/EDP/0,1398,CH3484%257E,MO19,00.html>



Advent Calendar
A calendar that marks the 25 days to Christmas, each with a different activity or theme including poems, art work or Christmas facts.
<http://harpold.com/advent/>



Koala's Christmas
Wonderful collection of Christmas themed pages featuring printable gift tags, Christmas cards, wallpapers and picture frames. There are also Christmas recipes and a Christmas concentration card game.
<http://www.thekoala.com/christmas.htm>



Christmas Ornaments
Simple Christmas crafts for Primary and middle years audiences, ranging from stained glass decorations to Cinnamon (Girl) ornaments.
http://www.kidsdomain.com/craft/_xorn-other.html



Christmas Crafts and Activities
From About.com, cards, wreaths, gingerbread, gift tags, ornaments and many other Christmas craft projects.
<http://familycrafts.about.com/od/christmascrafts/>



Christmas games
Online Christmas themed games including jigsaw puzzles, mazes, colouring pages, word searches and a build-your-own Santa.
<http://www.billybear4kids.com/holidays/christmas/christms.htm>



I.C.T. in the classroom at Christmas
An Australian collection of computer based activities including crafts, recipes, cards and a look at Christmas around the world.
<http://www.discover.tased.edu.au/ec/teachers/xmas/>



Christmas Scavenger hunt
A collection of four computer based scavenger hunts, suitable for middle years and older. Students follow the clues to discover the answers to Christmas themed questions.
http://www.henry.k12.ga.us/pges/xmas_around.htm

Additional sites to visit:

Why Christmas
A compendium of Christmas activities including festive customs, cultures and stories from around the world. The Christmas fun page includes online tree decoration, advent calendar, word searches and recipes.
<http://www.whychristmas.com/index.shtml>

Christmas Crafts
Great Classroom Christmas craft ideas, including hand puppets, angels, trees, gift boxes and cards.
<http://www.enchantedlearning.com/crafts/christmas/>

Christmas in Australia
Christmas clip art, as well as a large collection of Christmas songs. There are also recipes, printable cards and other craft ideas - all with an Australian theme.
<http://www.everythingaustralian.info/christmas/>

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how this affects youth at home, school & with friends

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• body image • sexuality/homosexuality • relationship issues/date rape • puberty/growing up/safe sex practice

"LIVESPARK" Years 7-12
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A heartfelt award

WHEN it comes to selecting a teacher who has done the most to establish local community links, the principal of Bendigo Senior Secondary College, Graham Bastian has a tough job.

Mr Bastian is considering nominations for a new award established by the Holland Foundation to recognise and support staff who have built strong relationships with organisations in the community.

The winner will be announced later this month.

The school has a number of impressive programs already running which focus on career pathways for students.

With up to 700 Vocational Education and Training (VET) students, it is vital that the school have good connections with local employers, the manager of the

college's School to Work Program, Ms Rosalie Lake, says.

The school also reaches out to members of the community who are unable to get to the school for daily tuition.

Ms Lake says the college's Net School program offers online tuition for those at home, such as young mothers, as well as face-to-face classes for students needing more flexibility through the Bendigo Regional TAFE.

"A lot of community services are linked into the school through this because these young people are in need of a combined community case management approach," Ms Lake says.

The Holland Foundation was founded by a former student, Sir George Holland who attended when the school was known as Bendigo High School.

The foundation supports many schools, with the aim of helping

students reach their full potential and enabling them to take advantage of opportunities they may otherwise not have had access to.

The foundation's Grant Holland said this was the first time the organisation had provided an award to a teacher, rather than a student, at the college.

"We've decided to start talking about where does modelling come from for community building achievement ... and having a community heart," he said.

The foundation came back to teachers because "teachers often set the trail for young people in terms of where they're heading in life".

CONTACT

Grant Holland
The Holland Foundation
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Students driven on recycling

ADVERTISING can be a dirty word but the messages soon to be driven around the streets of Melbourne's western suburbs can only clean up its image.

Seven new recycling collection trucks are being transformed with student artwork following a Brimbank City Council competition.

Two students from Copperfield College and three from Taylors Lakes Secondary College provided winning artworks on the theme of waste management.

Their designs are now being converted into vinyl decals and will be installed on both sides of the trucks.

"The recycling collection trucks involved in this project can be likened to moving canvases that travel throughout the whole of

Brimbank's extensive road network on a weekly basis sharing the message of waste reduction," the council's general manager of engineering services, Leigh Harrison, says.

At Taylors Lakes Secondary College, arts co-ordinator Mary Sciberras is proud of her students' winning entries, saying that while originally the competition was geared around graffiti art, her students had not felt comfortable with it so the council had agreed to look at their more graphic designs.

Year 11 student Tarick Habouchi used the three arrows traditionally used to represent recycling and complemented them with "exploded drawings" of recyclable items, Ms Sciberras said.

The art of fellow students Selda

Ismail and Kathryn Brimblecombe was also selected from 46 entries.

Ms Sciberras said the project was brought to the school's attention by the council's Skate and Art Manager, Scott Elphinstone, who worked as an artist in residence with the students during most of Term 3.

Student interest in the idea brought together several of the school's philosophies, she says, combining an interest in waste management, working with the community and of course, artistic development.

She regularly entered students in competitions so when the school was notified that they had three winners, they were "very excited".

For those who missed seeing the art work in its developmental stage, there is always bin day!



Artistic approach: Tarik Habouchi, Kathryn Brimblecombe and Selda Ismail, selling recycling.

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Term 1, 2006

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Open Ended Investigative Approaches to Learning

Charles Lovitt - Australian Institute of Management, St Kilda
Wednesday 1 March, 9.30am - 3.30pm

The Thinking Curriculum in Action

Darryn Kruse - Australian Institute of Management, St Kilda
Friday 3 March, 9.30am - 3.30pm

A Whole School Approach to Behaviour Management

Bill Rogers - Australian Institute of Management, St Kilda
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Teaching & Learning About Place Value (Years P-6)

Michael Ymer - Australian Institute of Management, St Kilda
Wednesday 8 March, 9.30am - 3.30pm

Leading Staff Teams With a Focus on Learning

Neville Johnson - Australian Institute of Management, St Kilda
Monday 3 April, 9.30am - 3.30pm

Reducing Bullying Through Social Relationships

Andrew Fuller - Australian Institute of Management, St Kilda
Friday 7 April, 9.30am - 3.30pm

Teaching & Learning Strategies for Students With Difficulties Coping in Class - for Teacher Aides

Judy Parker - Australian Institute of Management, St Kilda
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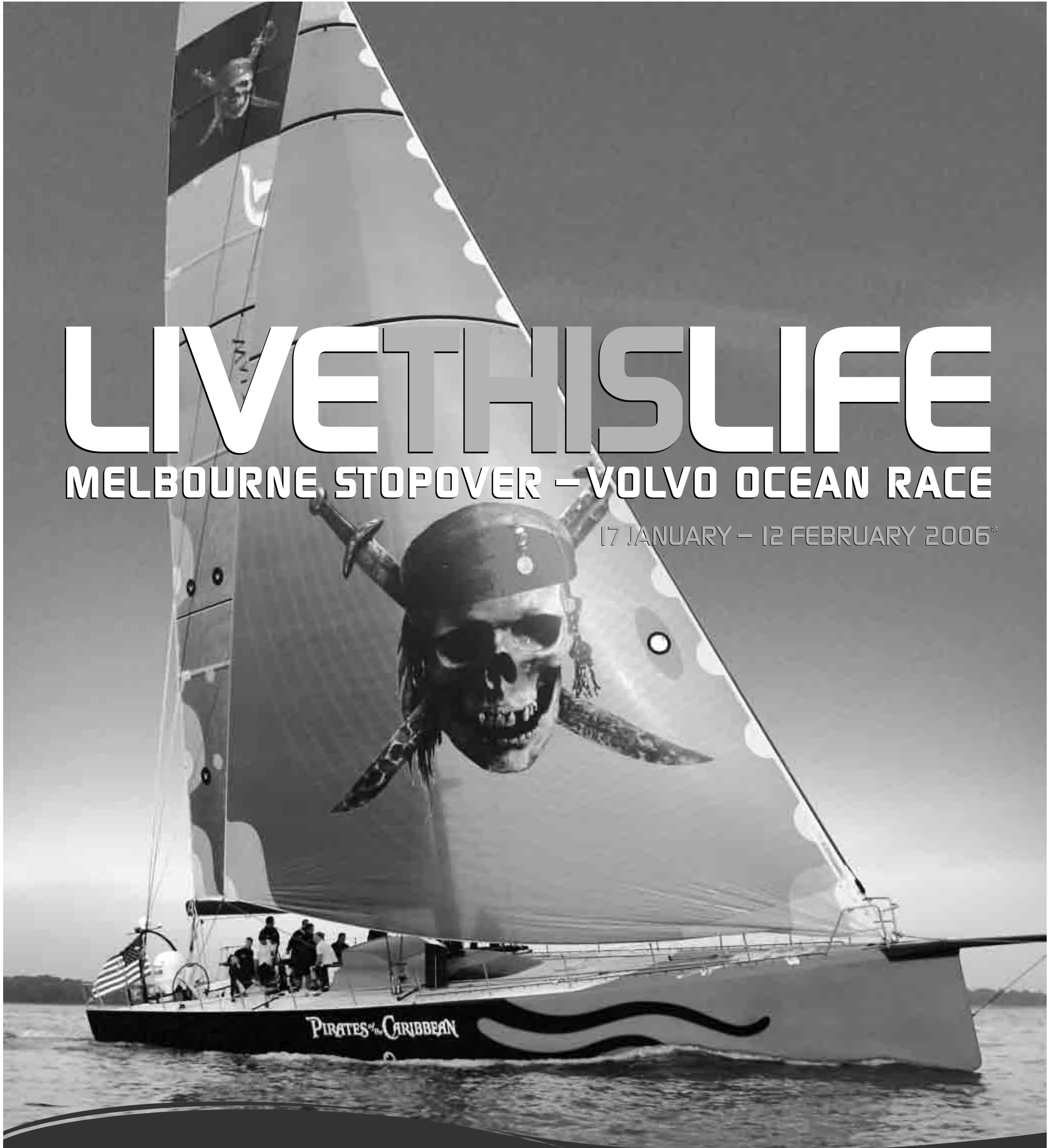
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EDUCATION ACT 1958 – MINISTERIAL ORDER No. 28

The Minister for Education and Training makes the following Order:

Part 1 – Preliminary

- Title**
This Order may be cited as Ministerial Order No. 28.
- Authorising provisions and commencement**
This Order is made under sections 25A(2) and 84 of the *Education Act 1958* and section 27 of the *Interpretation of Legislation Act 1984* and comes into operation on the day it is signed.
- Purpose**
This Order specifies the fees to be paid by or on behalf of Overseas Students enrolled at a State School for the instruction and educational and related services provided to the Overseas Student by the school.
- Application**
The fees specified in this Order are payable by an Overseas Student or by his or her parent or legal guardian.
- Scope**
This Order applies to Overseas Students enrolled at State Schools or seeking Enrolment at State Schools.
- Definitions**

Australian Resident means a citizen of Australia or a permanent resident of Australia.

DEC means the Distance Education Centre.

Department means the Department of Education and Training and includes any Department which may succeed to the functions of that Department.

Dependant means an Overseas Student named as a dependant on a visa issued to a post secondary Overseas Student studying in Victoria under regulations made under the *Migration Act 1958* of the Commonwealth of Australia.

ELC means an English Language Centre or an English Language School.

End of Term means the day before the first day of the next school term designated by the Department.

Enrolment for the purposes of this Order occurs when either:

 - an Overseas Student or his or her parent or legal guardian accepts an offer of placement in a State School from the Secretary or a person authorised by the Secretary and pays the relevant fee specified in this Order; or
 - an application is made for or on behalf of an Overseas Student by a Tour Group Operator for the Overseas Student to participate in the instruction, educational and other related services of a State School.

ESOS Legislation means the *Education Services for Overseas Students Act 2000* (Cth), and the *Education Services for Overseas Students Regulations 2001* (Cth) as amended from time to time.

Fees means the fees payable pursuant to this Order.

Homestay Service Provider means a person who arranges accommodation for Overseas Students.

ISPU means the International Student Program Unit within the International Division of the Department.

Overseas Student means a person holding a visa under the *Migration Act 1958* (Cth) which allows the person, whether expressly or otherwise to study at a State School in Victoria.

Secretary means the Secretary to the Department.

Specialist School includes a school that specialises in the provision of services to students with intellectual disabilities, physical disabilities, deaf, deaf blind and students classified with an autistic spectrum disorder.

State School means any school established under the *Education Act 1958* (Vic).

Tour Group Operator means a person, association (incorporated or unincorporated), company or any other organisation which organises study tours for Overseas Students on a commercial basis.

Transport Service Provider means a person who provides collection and transport services to Overseas Students.

VCASS means the Victorian College of the Arts Secondary School.

VSL means the Victorian School of Languages.

Part 2 – Application

- (1) This Order applies to Enrolments for study to be undertaken during the year commencing on 1 January 2006 and subsequent years.
(2) Ministerial Order No 27 is repealed with effect from 1 January 2006.

Part 3 – Overseas Students studying at a Primary or Secondary State School on an Overseas Student Visa

8. Fees to be paid

- The fees in sub-clause (a) are payable in respect of each Overseas Student and are payable in addition to the relevant fee in sub-clause (b) or (3)(a). The relevant fee in sub-clause (b) is payable in respect of each Overseas Student enrolled at a State School and is payable in each year for which the Overseas Student is enrolled.

(a)(i)	A non-refundable application fee in relation to the first application for Enrolment by an Overseas Student.	\$200
(ii)	A non-refundable transfer fee in relation to any Overseas Student who is enrolled at a State School and who applies to be enrolled at a different State School.	\$500
(b)	A primary school (years preparatory - 6)	\$7,750
	A secondary school (years 7-10)	\$10,350
	A secondary school (years 11-12)	\$11,550

(2) Dependants

- The following fees are payable for Dependants enrolled in a State School for the instruction and educational and other related services provided to the Dependants by the school. The fee in respect of each Dependant is payable for each year for which the Dependant is enrolled.

(b)	A non-refundable transfer fee in relation to any Overseas Student who is enrolled at a State School and who applies to be enrolled at a different State School.	\$500
(c)	A primary school (years preparatory-6)	\$5,813
	A secondary school (years 7-10)	\$7,763
	A secondary school (years 11-12)	\$8,663

- Where a Dependant is enrolled at a State School and is assessed as having a level of disability, the fees in clause 8(2)(c) will not apply. The applicable fees payable by Dependants assessed with a level of disability are the fees listed in clause 39(b).

(3) Second or subsequent children

- Where an Overseas Student is the second or subsequent child of a family that already has a child who is enrolled or has applied for enrolment at a State School in respect of whom the fees specified in this Order are payable, fees payable under clause 8(1)(b) in respect of that Overseas Student will be reduced by 10%.
- Where the fees payable by more than one Overseas Student in a family differ, the discount will apply to the Overseas Student(s) in that family whose fees are lowest.

9. Instructional and educational and other related services

Upon payment of the fee in clause

8(1)(b), 8(2)(c) or 8(3), the Overseas Student is entitled to the same instruction, educational and other related services provided by the school to the same extent as other students of the State School in the same year level.

10. Date for payment of fees

- The application fee in clause 8(1)(a)(i) is payable by an Overseas Student at the time of making an application to be enrolled in a State School and the transfer fee in clause 8(1)(a)(ii) is payable by an Overseas Student at the time of making an application for transfer.
- If an Overseas Student accepts an offer of placement at a State School which entitles the Overseas Student to commence tuition at a State School in term 1 of any year, the Overseas Student must pay half of the total fee payable under clause 8(1)(b), 8(2)(c), 8(3)(a) or 49 (as relevant) upon acceptance of the offer of placement and the balance on or before the End of Term 1.
- If an Overseas Student accepts an offer of placement at a State School which entitles the Overseas Student to commence tuition at a State School in term 2 or 3 of any year (or term 4 of any year where the Overseas Student will not be enrolled in the following year), the Overseas Student must pay the fee calculated in accordance with clause 8(1)(b), 8(2)(c), 8(3)(a) or 49 upon acceptance of an offer of placement.
- If an Overseas Student accepts an offer of placement at a State School which entitles the Overseas Student to commence tuition at a State School in term 4 of any year and to be enrolled in the following year, the Overseas Student must pay the fee calculated in accordance with clause 8(1)(b), 8(2)(c), 8(3)(a) or 49 plus half the following year's total fee upon acceptance of an offer of placement.
- An Overseas Student who is enrolled and receiving instruction in a State School and who will continue to be enrolled in the following year (other than an Overseas Student to whom clause 10(4) applies), must pay half the following year's total fee prior to the end of the school year, and the balance on or before the End of Term 1 of the following year.
- An Overseas Student to whom clause 10(4) applies, must pay half the following year's total fee upon acceptance of an offer of placement, and the balance on or before the End of Term 1 of the following year.
- Notwithstanding the provisions of clause 10, the total annual fee in clause 8(1)(b), 8(2)(c) or 8(3) (or in the case of an Overseas Student to whom clause 49 applies, the total annual fee payable under clause 49) may be paid upon acceptance of an offer of placement.

11. Distribution of fee between the school and the Secretary

The fee paid in respect of each Overseas Student under Part 3 (other than fees discounted under clauses 8(2) and 8(3)) shall be distributed as follows:

- When an Overseas Student is enrolled at a State primary or secondary school only, from the fee paid in respect of each Overseas Student enrolled in the following year levels, the following distributions shall occur:

	Amount paid to schools	Amount retained by the Secretary
Years preparatory - 6	\$5,450	\$2,300
Years 7-10	\$8,050	\$2,300
Years 11-12	\$9,250	\$2,300

(2) When an Overseas Student is enrolled:

- in any of Years 7-10 at a State School and attends the VSL or the DEC (for the purpose of undertaking an additional single course) the DEC or the VSL shall receive \$640 and the State School at which the Overseas Student is enrolled shall receive \$7,410;
- in any of Years 11-12 at a State School and attends the DEC or the VSL (for the purpose of undertaking an additional single course) the DEC or the VSL shall receive \$640 and the State School at which the

Overseas Student is enrolled shall receive \$8,610;

- in any of Years preparatory - 6 at a State School and attends an ELC (for the purpose of undertaking an intensive English language course) conducted by another State School, the ELC shall receive \$4,300 and the State School at which the Overseas Student is enrolled shall receive \$1,150;
 - in any of Years 7-10 at a State School and attends an ELC (for the purpose of undertaking an intensive English language course) conducted by another State School, the ELC shall receive \$6,440 and the State School at which the Overseas Student is enrolled shall receive \$1,610;
 - in any of Years 11-12 at a State School and attends an ELC (for the purpose of undertaking an intensive English language course) conducted by another State School, the ELC shall receive \$7,400 and the State School at which the Overseas Student is enrolled shall receive \$1,850; and
 - at a State School and attends an ELC and the VSL or the DEC the relevant fee shall be apportioned as follows:
 - the relevant fee shall firstly be apportioned between the State School and the ELC according to sub-clauses (c) (d) or (e) above; and
 - the VSL or the DEC shall receive the amount set out sub-clauses (a) or (b) from the amount paid to the State School in sub-clause (c), (d) or (e).
- (a) The application fee set out in clause 8(1)(a)(i) will be retained by the Secretary.
 - The transfer fee set out in clause 8(1)(a)(ii) will be distributed to the State School from which the Overseas Student is seeking a transfer.

12. Distribution of discounted fee between the school and the Secretary - Dependants

Any fee that has been paid under clause 8(2)(c) will be distributed as follows:

- When an Overseas Student is enrolled at a State primary or secondary school only, from the fee paid in respect of each Overseas Student enrolled in the following year levels, the following distributions shall occur:

	Amount paid to schools	Amount retained by the Secretary
Dependants years preparatory - 6	\$4,113	\$1,700
Dependants years 7-10	\$6,063	\$1,700
Dependants years 11-12	\$6,963	\$1,700

(2) When an Overseas Student is enrolled:

- in any of Years 7-10 at a State School/ELC and attends the VSL or the DEC (for the purpose of undertaking an additional single course) the DEC or the VSL shall receive \$640 and the State School/ELC at which the Overseas Student is enrolled shall receive \$5,423;
- in any of Years 11-12 at a State School/ELC and attends the DEC or the VSL (for the purpose of undertaking an additional single course) the DEC or the VSL shall receive \$640 and the State School/ELC at which the Overseas Student is enrolled shall receive \$6,323;
- in any of Years preparatory - 6 at a State School and attends an ELC (for the purpose of undertaking an intensive English language course) conducted by another State School, the ELC shall receive \$4,113;
- in any of Years 7-10 at a State School and attends an ELC (for the purpose of undertaking an intensive English language course) conducted by another State School, the ELC shall receive \$6,063;
- in any of Years 11-12 at a State School and attends an ELC (for the purpose of undertaking an intensive English language course) conducted by another State School, the ELC shall receive \$7,400 and the State School at which the Overseas Student is seeking a transfer.

conducted by another State School, the ELC shall receive \$6,963; and

- at a State School and attends an ELC and the VSL or the DEC the relevant fee shall be apportioned as follows:
 - the relevant fee shall firstly be apportioned to the ELC according to sub-clauses (c) (d) or (e) above; and
 - the VSL or the DEC shall receive the amount set out sub-clauses (a) or (b) from the amount paid to the ELC in sub-clause (c), (d) or (e).
- The transfer fee set out in clause 8(2)(b) will be distributed to the State School from which the Overseas Student is seeking a transfer.

13. Distribution of discounted fee between the school and the Secretary - Second or subsequent children

Any fee that has been discounted under clause 8(3) and which has been paid will be distributed as follows:

- When an Overseas Student is enrolled at a State primary or secondary school only, from the fee paid in respect of each Overseas Student enrolled in the following year levels, the following distributions will be made:

	Amount paid to schools	Amount retained by the Secretary
Years preparatory - 6	\$4,975	\$2,000
Years 7-10	\$7,315	\$2,000
Years 11-12	\$8,395	\$2,000

(2) When an Overseas Student is enrolled:

- in any of Years 7-10 at a State School and attends the VSL or the DEC (for the purpose of undertaking an additional single course) the DEC or the VSL shall receive \$640 and the State School at which the Overseas Student is enrolled shall receive \$6,675;
 - in any of Years 11-12 at a State School and attends the DEC or the VSL (for the purpose of undertaking an additional single course) the DEC or the VSL shall receive \$640 and the State School at which the Overseas Student is enrolled shall receive \$7,755;
 - in any of Years preparatory - 6 at a State School and attends an ELC (for the purpose of undertaking an intensive English language course) conducted by another State School, the ELC shall receive \$3,875 and the State School at which the Overseas Student is enrolled shall receive \$1,100;
 - in any of Years 7-10 at a State School and attends an ELC (for the purpose of undertaking an intensive English language course) conducted by another State School, the ELC shall receive \$5,705 and the State School at which the Overseas Student is enrolled shall receive \$1,610;
 - in any of Years 11-12 at a State School and attends an ELC (for the purpose of undertaking an intensive English language course) conducted by another State School, the ELC shall receive \$6,495 and the State School at which the Overseas Student is enrolled shall receive \$1,900; and
 - at a State School and attends an ELC and the VSL or the DEC the relevant fee shall be apportioned as follows:
 - the relevant fee shall firstly be apportioned between the State School and the ELC according to sub-clauses (c), (d) or (e) above; and
 - the VSL or the DEC shall receive the amount set out in sub-clauses (a) or (b) from the balance paid to the State School in sub-clause (c), (d) or (e).
- (a) The application fee set out in clause 8(1)(a)(i) will be retained by the Secretary.
 - The transfer fee set out in clause 8(1)(a)(ii) will be distributed to the State School from which the Overseas Student is seeking a transfer.

(b) a Transport Service Provider contracted by ISPU on behalf of the State School.

(2) Fee to be paid

The fee payable to the Department for providing the service set out in clause 43 is \$100 and includes the cost of:

- (a) meeting the student at the Victorian airport;
- (b) conveying the student and his/her luggage from the airport to the student's accommodation whether by public or private means of transport;
- (c) airport parking fees; and
- (d) all other costs and charges incurred in conveying the student and his/her luggage from the airport to the student's accommodation.

(3) Date of payment of fee

The Overseas Student must pay the fee set out in clause 43(2) at the time that the Overseas Student accepts an offer of placement from a State School.

(4) Distribution of fee between the school and the Secretary

The Secretary will distribute the fee set out in clause 43(2), as follows:

- (a) if the State School collects the Overseas Student from the airport the Department will pay the State School 100% of the fee; or
- (b) if the ISPU contracts a Transport Service Provider to collect the Overseas Student, the Secretary will retain a fee negotiated with the provider.

Part 12 - Accommodation Placement Service for Overseas Students

44. (1) Accommodation Placement Service

- (a) An Overseas Student may request that the Department arrange for accommodation for the Overseas Student. The arrangement of accommodation for an Overseas Student will be provided by:
 - (i) the State School at which the Overseas Student is enrolled or to which the Overseas Student has

applied to be enrolled; or
 (ii) a Homestay Service Provider contracted by the ISPU on behalf of the State School.

(b) The party arranging accommodation for the Overseas Student, whether that party is a State School or the Homestay Service Provider, must take steps to satisfy itself that the proposed accommodation is safe and suitable for the Overseas Student, and that other persons residing therein are of suitable character. The steps a party must take so as to satisfy this requirement are as follows:

- (i) obtaining a list of all persons living at the proposed accommodation;
- (ii) obtaining Victorian police checks of all persons living at the address of the proposed accommodation (and ensuring that the persons living at the proposed accommodation pay all fees associated with the police checks);
- (iii) interviewing person(s) offering and living in the proposed accommodation;
- (iv) conducting reference checks of all person(s) living in the proposed accommodation;
- (v) ensuring that the person(s) providing the proposed accommodation is/are over 21 years of age and has/have the right to remain in Australia until the Overseas Student turns 18 years of age;
- (vi) if a company is the provider of the accommodation, ensuring that the company is registered in Australia and that the person/s providing the accommodation on behalf of the company is/are over 21 years of age;
- (vii) providing the Department with a written assurance that it is satisfied that the proposed accommodation is safe and suitable for the Overseas Student; that other persons residing therein are of suitable

character; and that all the matters set out in (i)-(vi) have been complied with; and
 (viii) where requested by the Department, providing copies of any documents which are evidence of the matters set out in (i) to (vi).

(2) Fees to be paid

The fee payable to the Secretary for the service set out in clause 44(1) is \$200.

(3) Date of payment of fee

The Overseas Student must pay the fee in clause 44(2) at the time that the Overseas Student accepts an offer of placement from a State School.

(4) Distribution of fee between the school and the Secretary

The Secretary will distribute the fee set out in clause 44(2) as follows:

- (a) if the State School arranges the accommodation the State School will be paid 100% of the fee; or
- (b) if the ISPU contracts with a Homestay Service Provider to arrange accommodation for the Overseas Student, the Secretary will retain a fee negotiated with the provider.

Part 13 - Exemptions and Waivers

45. Waiver of certain fees

An Overseas Student will have the fees set out in any of clauses 8(1)(a), 8(2)b, 22(a), 26(a), 30(a), 39(a), 43(2) and 44(2) waived where the person holding or acting in the position of General Manager, International Division or any officer approved in writing by the General Manager, considers, in his or her discretion, having regard to the prevailing policy of the Department, that such fees should be waived.

46. Exemption from payment of tuition fees

- (1) The following categories of Overseas Students who are approved by the Secretary as meeting any of the following descriptions are exempt from paying the fees in clauses 8, 18, 22, 26, 30 or 39:
 - (a) dependants of non-student temporary residents eligible for

Australian Government General Recurrent Grant (GRG) funding;

(b) dependants of Overseas Students, where those Overseas Students are:

- (i) receiving a fully-funded award or scholarship from the Australian Government or from an Australian Higher Education Institution which meets the full cost of the education component of the award; or
 - (ii) receiving any scholarship to which, in the opinion of the Secretary, an exemption should be granted;
 - (c) exchange students who are enrolled in an Overseas Student exchange program registered by the Minister for Education and Training; and
 - (d) dependants of Post-graduate research students enrolled at Victorian tertiary institutions in Doctoral or Masters by research degree courses, and defined as holders of Subclass 574 Visas dated on or after 1 July 2004.
- (2) The Secretary may grant an exemption from payment of the fees described in clauses 8, 18, 22, 26, 30, and 39 where in the opinion of the Secretary:
- (a) the relevant Overseas Student is facing extreme financial hardship; and
 - (b) having regard to the prevailing policy of the Department, such fees should be waived.

Part 14 - General

47. Receipt of fees by the Secretary

All fees received by or distributed to the Secretary pursuant to this Order will be deemed to have been received by the Secretary on behalf of the Department.

48. Persons to whom fees are to be paid

All fees must be paid in Australian currency to the Secretary and forwarded to the International Division, Department of Education and Training, GPO Box 4367, Melbourne 3001.

49. The period to which the fee relates

- (1) An Overseas Student who undertakes study for a period of shorter duration than that described in a clause in this

Order is required to pay a pro rata amount of the fee which would otherwise be payable in accordance with this Order.

(2) The pro rata amount payable under clause 49(1) is calculated by dividing the fee in the relevant clause by the number of weeks in the full period of study to which that clause applies and multiplying that result by the number of weeks in the period during which the Overseas Student will be enrolled.

(3) Payment of the Fees shall be made before the Overseas Student commences study at the relevant school.

50. Distribution of fees

The Secretary must ensure that the amount to be paid to the State School, ELC, DEC, VSL or the VCASS, is distributed on a quarterly basis.

51. Application of clauses 10, 28 and 41

- (1) In applying clauses 10, 28 and 41,
 - (a) where prior to the making of this Order, an Overseas Student has:
 - (i) applied to be enrolled in a State School, the VCASS or a Specialist School for 2006; or
 - (ii) accepted an offer of placement in a State School, the VCASS or a Specialist School for 2006, and
 - (b) the date or time specified under clause 10, 28 and 41 for making a payment occurs prior to the making of this Order, the payment must be made prior to the end of Term 4 in 2005.
- (2) Any payment due under clause 51(1) will be reduced by an amount equal to any payment made in respect of the same period by the Overseas Student under Ministerial Order 27.

Dated this second day of November, 2005



Lynne Kosky, MP
 Minister for Education and Training



turn your dreams into reality

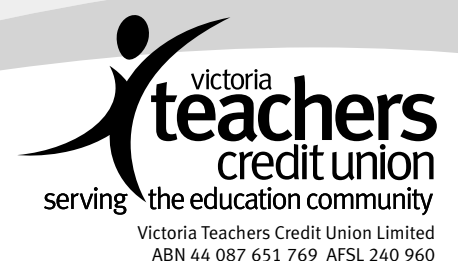
To reach your financial goals it's important to manage your money effectively – and this can be a difficult task!

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For further information on our Financial Planning services or free Financial Planning Seminars call 1300 654 193 or visit www.victeach.com.au



■ Circular 369/2005 - Update to Guidelines for School Census for 2006.
For all principals, schools and regional directors.
The guidelines for School Census, Counting Students for Statistical Returns, have been updated for 2006. The changes made are minor but include updating of

contact phone numbers and other details. Schools should use these updated guidelines in 2006 when undertaking the February School Census.
https://www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2005/circular_369-2005_update_of_census_guidelines_2006-eml.doc
Sent 22-11-05

■ Circular 371/2005 - Use of Closed Circuit Television Surveillance in Schools
For all principals, schools, and school council presidents.
Any new or additional CCTV system installed in a school should comply with both legislative and Department requirements. Policies and procedures have been established to ensure that any school planning to install CCTV surveillance meets these requirements. Schools that have not previously sought approval for CCTV systems, should contact Emergency & Security Management immediately at esm@edumail.vic.gov.au and seek retroactive approval.
https://www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2005/circular_371-2005_cctv_surveillance_in_schools-eml.doc
Sent 22-11-05

■ Circular 372/2005 - Well Aware newsletter, November 2005
For all principals and schools, health and safety representatives in schools, HRMS users and all central and regional staff.
Principals are asked to circulate widely within their schools.

■ This circular contains a copy of the November 2005 edition of Well Aware, employee health news for Department of Education and Training workplaces.
https://www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2005/circular_372-2005_well_aware_issue_17-eml.doc
Sent 22-11-05

■ Circular 377/2005 - Exiting student details in VASS for On Track 2006

For all P-12 and secondary principals and P-12 and secondary schools.
On Track follows up students who left Years 10-12 in the previous year to obtain information about their transition from school and offer assistance to those identified as not studying or in full time employment. This circular seeks assistance to ensure that any changed contact details for any Years 10-12 students exiting your schools in 2005 are entered on the VASS system by November 29, 2005.
https://www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2005/circular_377-2005_student_details_for_on_track_2006-eml.doc
Sent 22-11-05

■ Circular 386/2005 - Back to School: Interesting stories for the new school year
For all principals and all schools. The Department's Media Unit wants to provide media outlets across the state with interesting back to school stories. If you have an interesting 'back to school' story to tell about your school, please email details (including contact names, contact details as well as after school hours contact numbers) to the Media Unit by the end of 16 December.
https://www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2005/circular_386-2005_back_to_school_stories-eml.doc
Sent 22-11-05

■ Circular 387/2005 - Schools as Community Facilities: Policy Framework & Guidelines
For all principals, schools, school

council presidents, business managers and central and regional staff.
On November 22, 2005, the Minister for Education Services, Jacinta Allan MP, launched a new policy framework and guidelines for the use of schools as community facilities. This circular describes the Schools as Community Facilities: Policy Framework and Guidelines, which provide an easy-to-use reference to help schools and communities develop innovative partnerships to share the use of school facilities.
https://www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2005/circular_387-2005_schools_as_community_facilities-eml.doc
Sent 22-11-05

■ Circular 388/2005 - TaxBriefs, November 2005
For all principals and schools, business managers, SSO administrative staff and all regional directors.
TaxBriefs is a newsletter from DE&T Financial Services Division that provides a snapshot of taxation matters and reminders of tax events affecting schools that have occurred throughout the term, with links for further research. The November 2005 edition is attached.
https://www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2005/circular_388-2005_tax_briefs_november_2005-eml.doc
Sent 22-11-05

■ Circular 390/2005 - Guidelines for Principal Class Performance and Development
For all Principal class officers and central and regional staff. The Guidelines for Principal Class Performance and Development are now available. All Principal Class Officers are required to develop a Principal Class Performance and Development plan using the new process for 2006.
https://www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2005/circular_390-2005_guidelines_for_principal_class_p_and_d-eml.doc
Sent 22-11-05

■ Circular 391/2005 - Flagship Strategy 1: Student Learning Newsletter Number 17
For all principals and schools, school council presidents and all central and regional staff.

The Flagship Strategy 1: Student Learning Newsletter provides regular updates on each of the initiatives within the Strategy as well as outlining implementation timelines and information.
https://www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2005/circular_391-2005_fs1_newsletter_17-eml.doc
Sent 22-11-05

■ Circular 392/2005 Celebration of Christmas in Schools
For all principals schools, school council presidents and regional directors.
With the approach of the festive season of Christmas, it is timely to remind schools that appropriate opportunities should be provided in all schools for students and school communities to celebrate Christmas and its meaning. It is for school communities to decide the precise form of celebrations. In providing such opportunities, schools need to be mindful that secular nature of the Government School system means that it is not appropriate to promote adherence to a particular religion or denomination of a religion.
https://www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2005/circular_392-2005_celebration_of_christmas-eml.doc
Sent 22-11-05

DIRECT EMAILS

■ Circular 389/2005 - Commonwealth Games Vehicles
For all principals, business managers, SSO administrative staff and school council presidents.
Toyota buses used in the Melbourne Commonwealth Games 2006 will be available in April 2006 at extremely competitive prices. Schools can register their interest no later than Friday, 25 November, 2005.
https://www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2005/circular_389-2005_commonwealth_games_vehicles-eml.doc
Sent 21-11-05

■ Executive Memorandum No. 2005/30 - Education Maintenance Allowance arrangements for 2006
For all principals, school council presidents, business managers, parents' club presidents and schools.
Details arrangements for the Education Maintenance Allowance (EMA) in 2006, including relevant forms and information.
https://www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2005/exec_memo_ema_arrangements_for_2006-eml.doc
Sent 22-11-05

Information sent to schools by EduMail is also published in EduLibrary. Recent material can be found at https://www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2005/outline_public_folders_under_edulibraryschools-circulars-2005. The full archive of DE&T Mail to schools prior to 2005 is available under EduLibrary/Schools/Official Memoranda, Circular & Notices/ (select appropriate folders under this area).

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Commonwealth Games Drama Workshop
For Grades 3 to 6
Our Commonwealth Games workshop takes children back to the 1st "British Empire Games" to discover similarities and differences between then and the Melbourne 2006 "Friendly Games". Children engage in dramatic techniques to explore issues of technology, fashion, logistics, training and sportsmanship.
Workshops cater for up to 30 children per session and run for 1 hour. A qualified teacher facilitates the workshops that meet the CSF for drama. Suitable for grades 3 to 6. Some props and limited costumes provided.
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Eastern Metropolitan

Fairhills HS students from Year 10 drama, music and dance have combined their talents for an evening of lively, thought-provoking and humorous entertainment on a range of themes chosen by the participants.

The 45-minute, student-driven performance in the school hall on November 30 was also expected to raise money for World Vision's fight against poverty by donating its entry fee. The performance was part of the **Fairhills HS Arts Festival** which includes Showcase 05 - a compilation of the school's singers, dancers and musicians as well as guest artists to be held on December 2.

Grampians

Students from **Stawell West PS** were among 80 Year 4 to 6 students from 12 Grampians Region schools who attended the 2005 Young Authors' Conference at Ararat.

Authors Paty Marshall-Stace, Robert Trickey and illustrator Sarah Bartlett were featured presenters.

Held annually, on a Saturday in October, the conference offers students from government and catholic schools in the Ararat region an opportunity to attend workshop sessions on writing, story-telling, illustration and self publishing.

Enthusiastic feedback from participating students highlighted their enjoyment of learning from practising experts.

Hume

When immigrants and refugees settle in Victoria, the words of students from **Glenrowan PS** will be among those welcoming them.

Some 3,500 brochures with pictures and welcoming words from students will be published by the Victorian Multicultural Commission and included in packs given to new arrivals.

School captains recently presented the brochures at a multicultural forum in Melbourne.

It was a moment of pride for principal Daniel O'Flaherty whose

school has already been recognised for its efforts in promoting multiculturalism despite, as he says, having little diversity in its own community.

Loddon Mallee

Pyramid Hill College and neighbouring St Patrick's Primary School recently came together to take part in a special festival promoting the benefits of healthy living.

The festival program is a mental health promotion project developed in conjunction with the Royal Children's Hospital.

Using drama and performing arts, the students, parents and teachers explore problem solving, optimism and fun - everyday issues which can affect mental health.

Students, parents and teachers all worked towards producing a performance which accompanied a town fair. Students were able to display new found skills and talents including stilt walking, juggling, acrobatics, acting, singing and much more.

Northern Metropolitan

Teachers at **Sunbury West PS** celebrated World Teachers Day on October 28.

The highly successful day included many activities ranging from teachers wearing badges with the motto: 'We Dream, We Believe and Achieve Together,' to indulging in morning tea provided by the school's special service officers. The day was capped off by teachers wearing hats and taking part in enjoyable after-school celebrations.

Articles on the importance and value of teachers appeared in the school's newsletter and in its weekly information bulletin.

Southern Metropolitan

More than 20 staff from the **Emerson School** in Dandenong competed in the recent Teacher Games in Wodonga, garnering eight medals over the three-day competition.

It's in the bag at Taylors Lakes



In the bag: Year 2 student Jansen leaps into activities celebrating the new oval.

Western Metropolitan

Taylors Lakes PS students will be hoping their new oval retains its lushness over the summer break as they will have had less than one term to enjoy it.

Under a clear sky, the oval was officially opened with a ribbon-cutting by the Minister of Sports and Recreation, Justin Madden, in October.

Younger students celebrated with games and competitions while older students have been putting the new surface to the test with cricket, football and soccer matches.

Staff competed in many events including nine kilometre run, four kilometre run (one gold and one silver medal), golf (two bronze medals), ten pin bowling (one gold medal), tennis (two gold medals), badminton, softball, indoor soccer, volleyball, table tennis (one bronze medal) and shooting.



Little sports: AFL player Sean Dempster shares some of the finer points of the game with students at his old school.



The big top: This circus display won a loud round of applause for Balmoral SC students.

Barwon SouthWestern

Balmoral Consolidated School students recently took part in a spectacular event billed as the day that The Black Swamp Circus came to town.

As part of the Artist in Schools project funded jointly by the Department of Education & Training and Arts Victoria, the

students worked with well-known circus artist Kerrie Neven, who added their tutelage to her roles as an art and technology teacher at Grange SC, costume and graphic designer and performer with Fireworks Dance Company, program developer and director of Circus Bizerkus and a circus trainer

for Circus Oz.

Diabolos were expertly twirled and spun, devil sticks tossed and pois glowed in the dark with their swirling tails illuminated under the creative lighting and music of David Grant. Alongside jugglers and plates, Patrick also put a new spin on sunhats!

Gippsland

Mallacoota P-12 College students got an up-close and personal review of the 2005 AFL Grand Final from a member of the victorious Sydney Swans.

The half-day event was particularly special for those attending after learning that Sean

Dempster had been a student at the school not that many years ago himself.

The footballer gave generously of his time, answering varied questions about the Grand Final as well as about Australian football in general.

Mentathletes gather for chess tournament

ONE of Australia's biggest interschool chess tournaments will be hosted in Melbourne this month, with student teams from around the country coming to test their skills in one of the fastest growing mind sports in Australia.

State premiership teams and a select number of the best school chess teams will be battling it out in the national finals of the Chess Kids Interschool Championships on December 3 and 4.

Two Victorian government school teams will be among those to watch in the competition, which is open to students aged from six to 17 from all schools. Mount View Primary School, this year's winner in the primary school competition in Victoria will be a strong contender in their division and Melbourne High School is likely to be a strong challenger in the open secondary competition, according to organiser David Cordover.

A total of 32 schools from every state and the ACT will be represented at the championship, players travelling from as far as Broome, Perth, Albury, Townsville, Launceston, Mirboo North and Mildura.

Playing seven games of chess during the weekend, they will have

access to coaching and analysis from a dozen of the best senior chess players in Australia, Mr Cordover said.

Mentors are expected to include international masters Anastasia Sorokina and Robert Jamieson.

In opening the tournament Monash University Vice-Chancellor Richard Larkins is expected to talk briefly on the importance of chess and its power to develop critical thinking skills.

According to Mr Cordover the value of chess cannot be overestimated. "In the same way that we celebrate the Commonwealth Games as encouraging healthy competition, excellence of endeavour, community participation and young talent in the physical arena it is equally as important ... to show support for ... mentathletes if we are true to our claims of building Victoria and Australia to become the 'clever country'," he said.

Interschool chess events in Victoria have grown from 821 players in 2002 to 5239 players in 2005 – growth of more than 600 per cent in three years. Between March and October this year 106 one-day events were held throughout Australia, up from 78 last year.



IT MAY look like they were clowning around when Eumemmerring Secondary College students hosted a sports and fun day for local primary schools last month, but it was a seriously well-planned celebration of the impending Commonwealth Games.

After spending time in classrooms informing students from Maramba, Southern Cross and Oatlands primary schools about the Games and the endangered nature of its mascot, students from the Victorian Certificate of Applied Learning (VCAL) course then ran a sports and fun day to give students a taste of what's to come.

Commonwealth Games Update



CommPASS: A resource for primary schools

This week every primary and special school will receive the final instalment in the Melbourne 2006 Commonwealth Games Education Program's classroom resources. Depending on their size, schools can expect to receive one or more teacher resource books. We encourage teachers to share the book, to make as many copies as required and to start planning how the resource can be used in Term 1, 2006.

In addition to the resource there will be copies of the CommPASS student passport. Enough copies are

provided for every Prep to Year 6 student in primary and P-12 schools and for every student in special schools starting in Term 1, 2006.

Any school that does not have enough copies should contact the following email address: compassorders@melmailing.com.au

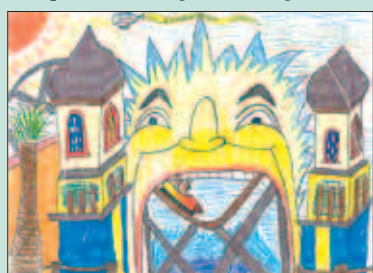
Additional copies will be delivered in time for Term 1, 2006.

Schools should also receive a Principal Event Kit which has a range of ideas on how schools can hold a special ceremony to distribute the passports to students at the beginning of the next school year.

Art4Athletes

Thousands of artworks made by students of all ages and from schools across Australia are starting to flood in to the Office of Commonwealth Games.

Nearly 450 schools have participated in this project which provides athletes and officials with a unique and lasting welcome gift.



By Hayden from Iramoo PS

Over 6,000 artworks were produced and many schools profiled in their local newspaper. Some of the students' work can be seen in the virtual gallery at www.melbourne2006.com.au/education.

The Commonwealth Games thanks every teacher and student who has taken the time to be part of the Art4Athletes program and students will receive a thank you postcard, provided by Australia Post, from the receiving athlete or official.



By Laura from Wantirna PS

Professional Development

Over 900 teachers from across Victoria have participated in the Professional Development program Bringing it all together. Materials, including slides, can be accessed by visiting: www.melbourne2006.com.au/education and clicking on classroom resources.

Friendships to forge

While most athletes will gain invaluable experience, up to eight Victorians will have the chance to develop once-in-a-lifetime relationships through the Commonwealth Games.

Plan, the Goodwill Partner for the Melbourne 2006 Commonwealth Games, will bring up to eight students from developing Commonwealth nations to Melbourne to experience the excitement of the Games.

To bring the Goodwill Partnership to life, Plan is now sifting through applications from Victorian students to become Goodwill Cultural Ambassadors, welcoming these visitors to Melbourne and escorting them to a range of events and activities.

In addition, these students will get the chance to see Commonwealth Games events up close and forge life-long friendships and memories.

Plan assists children in the Commonwealth to obtain an education so in their applications students were asked to answer a detailed question about the right to education as well as their commitment to the Games' values of equality, destiny and humanity and how they would approach being a Goodwill Cultural Ambassador.

ARTS

Music students should consider applying for a Margaret Schofield Memorial Scholarship to further their studies.

Margaret Schofield's life and career are recognised through this scholarship which has been established by her family in recognition of her achievements and commitment to the provision of educational opportunities for all.

The award is open to students who have completed their Victorian Certificate of Education (VCE) at a government secondary school and provides assistance in funding ongoing music study at a tertiary institution.

Margaret Schofield was one of Australia's leading pianists. She studied music at the University of Melbourne and in London where she gave recitals for the BBC.

The scholarship will be advertised in the Victorian Curriculum and Assessment Authority (VCAA) Bulletin and the Department of Education & Training website under scholarships.

LOTE

The Victorian Association of TESOL and Multicultural Education (VATME) is running its biannual VCE English as a Second Language (ESL) Teachers' Day on December 5 at the Council of Adult Education in Flinders Lane. Some of the workshops presented will relate to the Victorian Essential Learning Standards (the Standards), Principles of Learning and Teaching, Overseas fee paying students and pathways for ESL students including the Victorian Certificate of Applied Learning (VCAL).

SOSE

The Victorian Association of Social Studies Teachers (VASST) will hold the VCE Sociology and International Politics Conference at the Sidney Myer Asia Centre, Melbourne University, on December 5. Workshops cover implementation of the new courses in 2006. Contact Tim Delany, via po@vasst.asn.au or on 9349 4957 for more information.

The Careers Education Association of Victoria (CEAV) Biennial Conference - Careers at the Coalface - will be held from December 4 to 6 at Monash University Gippsland Campus. The cost to members is \$374 and includes all sessions, meals and industry tours.

Keynote speakers include Tony Watts from the United Kingdom (formerly of the Organisation for Economic Cooperation and Development), Tom Karmel of the National Centre for Vocational Education Research (NCVER), and 50 workshops on all things careers including the Victorian Certificate of Applied Learning, the Victorian Essential Learning Standards, Managed Individual Pathways, tertiary selection, change of preference information and more.

For more information, visit the website at: www.netspace.net.au/~ceav or call 9349 1900 for a brochure, or email your request with full mailing details to: ceav@netspace.net.au

TECHNOLOGY

The Technology Education Association of Victoria (TEAV) will be hosting two skills-based workshops in December for technology teachers, both to be held at Huntingtower School in Mount Waverley. An introduction to Pro-Desktop will be a two day course held on December 15 and 16 at a cost of \$260 for both days.

A making Skate-Decks workshop will be held on December 16 at a cost of \$154 for members and \$165 for non members. Visit www.teav.vic.edu.au for more details or ring 9349 1538.