Education Management of the Place To Be Continued a Future The Place To Be Continued A



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 secondnature 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.



contents

special features

Technology partnership puts potential in reach
The workshop that put IT on these students' radar

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5 Young programmers make their mark
Meet the Year 10 student who took top prize

7 Eleventh hour repair leads to solar prize
What they did when the wheels fell off

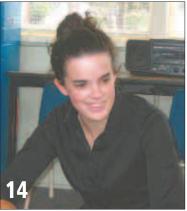
9 Real men read (and write) books
It's story time for boys, by the real McCoy

10 Destination is the goal on superhighway
Killer concepts that plug schools in

8 A heartfelt award

Holland Foundation goes to the source







regular features

10 In Focus

•

12 Blueprint Update

13 Classroom Conundrum

25 Classifieds

14 Career Link

26 Opportunities

27 Regional Roundup

17 eLearning

28 Commonwealth Games

24 Summary of Communications

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 Vegie 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 lat 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.

Education Times

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education times December 1, 2005 in the news 3

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)

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 focussed 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.

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

education

at the

immigration

museum
moving stories

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





Immigration Museum | 400 Flinders Street, Melbourne | Ph: 03 9927 2754 | immigration.museum.vic.gov.au/education | A Museum Victoria Experience

Technology partnership puts potential in reach



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.

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 multipurpose 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

"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.



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.

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.

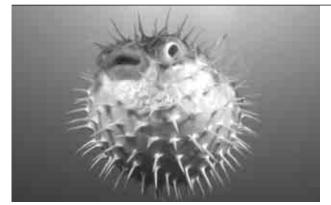
School and class event ideas, lessons and activity plans can be downloaded from www.kidsmedia.com.au, with web pages created by the

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.

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!



education times December 1, 2005 in the news 5

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 Kocky.'

"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 Bowdie 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

Sportsworks: 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

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 are unchanged. The rationale, nature and structure 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
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 prefabricated 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, Hesket 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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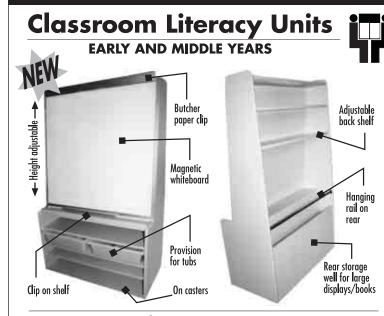


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Eleventh hour repair leads to solar prize



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 coordinator 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

"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 Pizzey, 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

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 droughtdeclared 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 through their regional offices and base their applications on the needs of their communities.

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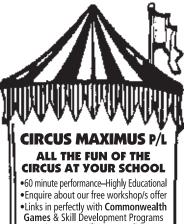
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Attitude change brings awards

THE AWARDS keep arriving for Primary School's Yarrunga 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 stong 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



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 Sharvn Ackerly,

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

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.

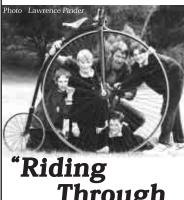
And because "over the last three years we've noticed they were reluctant to take risks" there is now an emphasis on students taking personal 'risks' such as public performances, Ms Ackerly said.

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".

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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

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

cost effective.

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

www.spaceagesigns.com.au

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.

O CONTACT David Asquith Broadmeadows SC asquith.david.r@edumail.vic.gov.au 9309 1988

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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

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

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

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

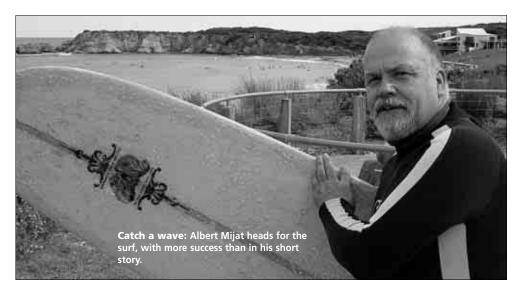
Scott Tulley, the junior school co-ordinator for physical education, has a cheeky story about a brother 'Marcus' (coincidentally his brother's middle name, but he will say no more) with a flatulence problem.

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,

... 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.



"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 convenor 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,

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

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

"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.

CONTACT: **Brett Speed** Courtenay Gardens PS speed.brett.a@edumail.vic.gov.au 5995 7139



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BACK TO BASICS 2006

Each year ZES organises a three day workshop 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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Back to Basics Workshop (repeat)

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Back to Basics Workshop (repeat)

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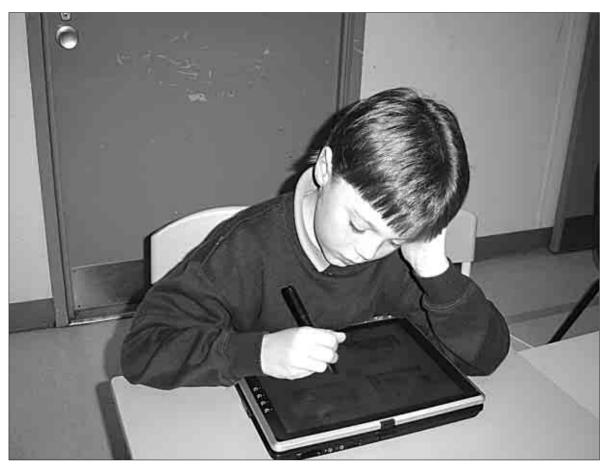
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Destination is the

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.

n 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

arcel 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 lifechanging.

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 Most of the technology is personalised, to ensure students engage readily, Ms Benke said, responding to a name with personal photographs, videos and voices.

The same elements are used when making the Computer Aided Books for Students (CABS) which, through raising literacy skills in students with 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

odonga 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

hen 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 coordinator 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!"

"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

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."



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12 blueprint education times December 1, 2005

BLUEPRINTUpdate

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-todate 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.

C CONTACT

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9637 3026

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.

O CONTACT:

Andrew Bull Policy and Employee Relations Branch, DE&T bull.andrew.l@edumail.vic.gov.au 9637 2397



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 activites.

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 coordinators. 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.



Assistant Principal

Andrew

Burton

Warragul Regional College

he 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.

13

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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Recruitment Online

THE advertising of teacher, principal and school staff vacancies has moved online.

If you need help with the new system, contact the Department's Service Desk on

1800 641 943 and select menu Option 1 for recruitment enquiries or Option 4 for technical support.

For more information on jobs in Victorian government schools, visit: **www.det.vic.gov.au**

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.

Discovery & Learning at Healesville Sanctuary

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All programs are aligned with the Essential Learning Standards. z00028

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SCHOOL

Appointments—Term 2

CLASSIFICATION | NAME

SCHOOL

NAME

The Term 4, 2005 Appointments listed below are as a result of vacancies advertised online. This is a partial list only and the balance of Term 4 appointments will be published early next year. The data is that provided by schools through the Recruitment Online system. This information is published for the purpose of general interest only.

SCHOOL

CLASSIFICATION

CLASSIFICATION NAME

NAME	SCHOOL	CLASSIFICATION	NAME	SCHOOL	CLASSIFICATION	NAME	SCHOOL	CLASSIFICATION
Barwon South Western			Currie, Heather Joyce	Mount Waverley SC	SSO1-1	Corzo, Margaret Alice	Stawell West PS	CLASS
Altmann, Alison Maree	Bell Park North PS	SSO1-1	Cutler, Georgette Louise	Monbulk College	CLASS	Costall, Myron Bruce	Horsham College	CLASS
Anderson, Lori Anita	Woolsthorpe PS	CLASS	D'Arcy,Keryn	Karoo PS	SSO2-3	Costley-Gray, Lesley Anne	Sebastopol College	CLASS
Auchettl,Peter G	Warrnambool PS	PR4	Darlison, Jacinta	Donvale PS	SSO1-1	Crouch, Glenda Lee	Kaniva P-12 College	CLASS
Bagus Putu,Philippa Leslie	Norlane HS	SSO1-1	Davey, Alice Heather	Glenallen School	CLASS	Cummins, Barry Cameron	Jeparit PS	EXRT
Baran, Rebecca Anne	Nelson Park School	SSO2-3	Davis, Mark Aaron	Upper Yarra SC	CLASS	Currey, Adam Lesley	Ballarat HS	CLASS
Beard, Tania Louise	Narrawong District PS	SSO1-1	Davis, Robyn Rebecca	Karoo PS	CLASS	Dargaville, Kim Louise	Buninyong PS	SSO1-1
Bell,Kathryn Ann	Timboon P-12 School	LEAD1	Del Din,Lynda R	Clayton PS	SSO1-1	Davis, Marie Christine	Murtoa College	SSO1-1
Bloink,Martin John	Geelong East PS	LEAD2	Delta, John James	Monash SDS	SSO1-2	de la Fronde, Julie Elizabeth	St Arnaud SC	CLASS
Bourke, Carmel Anne	Mortlake P12 College	SSO1-1	Devathas, Prema Sandra	Rowville SC	CLASS	Dearaugo, Julie	Horsham West PS	CLASS
Broomhall, Julie Margaret	Timboon P-12 School	LEAD1	Devathas, Prema Sandra	Rowville SC	CLASS	Drummond, Vivienne	Woady Yaloak PS	SSO1-1
		SSO1-1	Di Lorio.Dante Michael	Bayswater PS	AP1	Eagle, Janine Maree	Laharum PS	CLASS
Brown, Sharee Anne	Hamilton SDS		,	Mount View PS	CLASS	Findlay, Rebecca Elizabeth		SSO1-1
Bryant, Stephanie Louise	Bundarra PS	CLASS	Dowling, Jacqueline Ann			,,	Sebastopol College	
Burgess, Gregory W	Bellarine SC	LEAD1	Driessen, Glenda	Wantirna College	SSO1-1	Flood, Maria Catherine	Stawell SC	CLASS
Burns, Rebecca Jade	Nelson Park School	CLASS	Drummy, Maxwell John	Mont Albert PS	CLASS	Gardner, Susan	Ararat North PS	SSO1-1
Burrill,Gayle Maree	Matthew Flinders Girls' SC	CLASS	Dunn,Rebecca Simone	Lilydale HS	CLASS	Geljon,Anna Mary	Buninyong PS	CLASS
Calnin,John Damian	Lara SC	CLASS	Durante, Karen Ann	Donvale PS	SSO1-1	Gerdtz,Rodney John	Murtoa College	SSO1-1
Cohen,Keith S	Bellarine SC	LEAD2	Dykes, Christine	Tecoma PS	SSO1-2	Gogeff, Julie Heather	Bacchus Marsh SC	SSO1-1
Cohen,Wendy S	Bellarine SC	LEAD1	Easton,Travis John	Wellington SC	CLASS	Goldsbury, Denise Maree	Donald PS	SSO1-1
Davis,Anne Maree	Lara SC	SSO1-2	Ellem,Moya Kathleen	Templestowe College	CLASS	Gove,Sandra Joanne	Dimboola Pimpinio PS	CLASS
Dewar, Simon James	Bellarine SC	LEAD2	Elliott,Sabine	Karoo PS	CLASS	Hager, Tania Nicole	Ararat PS	SSO2-4
Donnelly,Rohan Dale	Lara SC	CLASS	Ellis,Murray	Glenferrie PS	SSO1-2	Harbour,Brian George	Sebastopol College	SSO2-3
Dunstan, James Richard	Lara SC	CLASS	Esposito, Penelope	Heany Park PS	CLASS	Hargreaves, Donna	Woady Yaloak PS	SSO1-1
Edwards,Gavin John	Lara SC	CLASS	Evans, Katherine Louisa	Maroondah SC	CLASS	Havelberg, Cristy Lee	Bacchus Marsh PS	CLASS
Ferguson, Vicki Sandra	Bellarine SC	LEAD1	Evans, Monica Katherine	Ashburton PS	SSO1-1	Hayes, Michael Norman	Bacchus Marsh SC	CLASS
Firipis, Arthur	Portland SC	CLASS	Fairweather, Anne Christine	Balwyn HS	SSO1-1	Hearn, Wendy Kay	Sebastopol College	CLASS
Fleming, Jan Louise	Bellarine SC	LEAD1	Farrar, Alice Emily	Auburn PS	CLASS	Hill,Nicole Ann	Bacchus Marsh SC	CLASS
Fox, Jennifer Anne	Norlane HS	SSO1-1	Fary, Jessica Anne	Hartwell PS	CLASS	Hoey, Joy Lynette	Buninyong PS	CLASS
French, Ayesha	Casterton SC	CLASS	Fay, Tomas Miceal	Rowville SC	CLASS	Howard, Noelene Cecilia	Buninyong PS	SSO1-1
Giblin,Gregory John	Nelson Park School	CLASS	Fenner, Stephanie Joy	Scoresby SC	CLASS	nowara, wociene ceema	bullinyong 1 5	33011
	Bellarine SC	LEAD2	Ferretti, Frank	Kew HS	CLASS	Hume		
Hall, Murray Charles			Filc, Julie Anne	Wellington SC	LEAD1	Akdere,Nejat	Shepparton HS	CLASS
Handreck, Rochelle Julie	Cavendish PS	CLASS	'	3		Bekema, Hessel Sjoerd	Seymour Special School	SSO1-1
Harris, Anne-Maree	Timboon P-12 School	CLASS	Fisher, Kylie Michelle	Montrose PS	ACPT	Berry,lan James	Benalla College	LEAD1
Hilder,Kathryn	Heywood And District SC	CLASS	Fitzgerald,Nola Jean	Mullauna SC	CLASS	Bihun, Genevieve Mary	Benalla College	LEAD1
Hilder, Kathryn	Portland SC	CLASS	Foley,Sharon	Roberts McCubbin PS	CLASS		3	CLASS
Huf,Elizabeth Helen	Hamilton SDS	CLASS	Forrester,Sally Elizabeth	Woori Yallock PS	CLASS	Birch, Kerri Lee	St. Georges Road PS Shepparton	
Hunter,Adele Marie	Newtown PS	SSO1-2	Forward,Donald Ian	Monbulk College	CLASS	Brennan, James Edward	Shepparton HS	CLASS
Eastern Metropolitan			Foster,Lynne M	Hughesdale PS	CLASS	Bruni,Helen Margaret	Cobram PS	CLASS
•	Fairhills HS	CLASS	Fox,Mark Roger	Fairhills PS	CLASS	Bryan,Carol Anne	Rutherglen HS	CLASS
Akins, Robert Michael			Francis,Laura Anne	Lilydale HS	SSO1-1	Bulluss,Patricia Ann	Broadford SC	LEAD1
Aleandro, Raelene Faye	Roberts Mccubbin PS	CLASS	Freemantle, Sally-Anne	Warrandyte PS	CLASS	Burness, Gregory Alan	Bourchier Street PS Shepparton	CLASS
Alexander, Joanna	Balwyn HS	LEAD2	Fuller, Elizabeth	Wantirna College	CLASS	Carmody, Dale	Moyhu PS	ACPT
Anastasios, Helen Joy	Monbulk College	SSO1-1	Furey, Paul Gerard	Kerrimuir PS	AP1	Chambers, Liam John	Tallangatta SC	CLASS
Anderson,Marilyn Elizabeth	Mount Waverley SC	CLASS	Gabrie, Sigi	Monbulk College	CLASS	Clemson, Deborah Lorraine	Shepparton HS	CLASS
Armellin,Dean	Balwyn HS	SSO1-2	Gallant,Melitta	Montrose PS	EXRT	Cooney, Jennene	Kilmore PS	CLASS
Armstrong,Susan Jane	Kew HS	CLASS	Galouzis, Eleni Helen	Hartwell PS	SSO1-1	Couttie, Karen Joy	Seymour Special School	CLASS
Arnold,Julie Anne	Amsleigh Park PS	CLASS	Gan,Emily Wan Lin	Mitcham PS	CLASS	Day, Christine Joy	Euroa PS	CLASS
Ashley, Alexandra Jennifer	East Doncaster SC	CLASS	Gilbert,Beverly	Laburnum PS	SSO1-1	Dickins, Kirsten Jean	Mooroopna Park PS	LEAD2
Bahlo, Jonas	Mooroolbark College	CLASS	Gillies, Honor Louise	Glenallen School	CLASS	Duncan,Louise Elizabeth	Shepparton HS	LEAD1
Baillie, Corinne Patricia	Boronia West PS	CLASS		Templestowe Heights PS	CLASS	Edwards, Marie Judith	Corryong College	SSO1-1
Ballenger, Jo-anne Lynette	East Doncaster SC	SSO1-1	Gonske, Della Natalie	1		Egan,Rebecca Jane	Middle Kinglake PS	CLASS
Barkley, Jennifer Sarah	Norwood SC	CLASS	Goodwin,Timothy Kaine	Mount Waverley PS	CLASS	Ely,Lauren Kate	Cobram PS	CLASS
Barra,Angela E	Wantirna College	CLASS	Govender, Rajas	Balwyn HS	CLASS	Evans, Mark Bernard		CLASS
Barry, Terence Michael	Glen Waverley SC	CLASS	Grayden, Anthony John	Heathmont College	LEAD2		Mcguire College Shepparton	
Batrouney, Andrew G	Camberwell HS	LEAD1	Green, Patrick	Balwyn HS	LEAD1	Fernando,Steven William	St. Georges Road PS Shepparton	LEAD1
Beach, Carol Ann	Ruskin Park PS	SSO1-1	Groner,Michael D	Highvale SC	CLASS	Flatt, Daniel	The Alpine School	SSO2-4
Beard, John F	Fairhills HS	SSO1-1	Guerin,Kunneary	Vermont SC	SSO1-1	Fraser, Kristen	Bourchier Street PS Shepparton	CLASS
						Fujimoto, Natasha Anne	Bourchier Street PS Shepparton	CLASS
Beard, Prudence Jane	Heany Park PS	CLASS	Gippsland			Greig,Brooke Leah	Shepparton HS	CLASS
Benson, Natalie	Glenferrie PS	CLASS	Abrahams,Wayne Adam	Neerim District SC	CLASS	Hale,Rhonda Lynne	Tallangatta SC	CLASS
Betts, Christopher Neil	Mount Waverley SC	CLASS	Anton,Kathryn	Commercial Road PS - Morwell	ACPT	Hamilton,Tracy Maree	Bourchier Street PS Shepparton	CLASS
Bishop,Ben Michael	Norwood SC	CLASS	Beard, Christopher Robert	Korumburra SC	CLASS	Hancock,Raymond Joseph	Wodonga HS	CLASS
Blaxland,David Geoffrey	Lilydale HS	CLASS	Bek, Andrew Bernhard	Sale Specialist School	SSO1-1	Hedwards,Lori Jane	Mooroopna Park PS	CLASS
Blythe,Robyn Elaine	Rangeview PS	CLASS	Berude, Lorraine (Lorry)	Bairnsdale PS	SSO2-3	Hopkins, Ross John	Mcguire College Shepparton	CLASS
Bodo,Sally Ann	Heathmont College	CLASS	Blythman, Joel Rowan	Lowanna College	CLASS	Hutchings, Janette Elizabeth	Belvoir/Wodonga SDS	LEAD1
Bolton,Lauren Elyse	Laburnum PS	CLASS	Boothman, Carolyne	Newborough East PS	CLASS	3 .	3	
Bonney, Nathan	Vermont SC	CLASS	Bramley, Ross Adrian Lloyd	Korumburra SC	AP2	Northern Metropolitan		
Borschmann,Perolee Bell	Wantirna College	CLASS	Bruzzese,Marina	Mirboo Nth. SC	LEAD1	Alexander, Sarah	Research PS	SSO2-3
Box, John Samuel	Lilydale HS	CLASS	Bull,Elizabeth Anne		SSO2-5	Anstey, Brett	Broadmeadows SDS	CLASS
Bradbury, Margaret R	Glenallen School	CLASS	Carabott, Kelly J	Moe (South St.) PS	CLASS	Armstrong, Marian Jean	Lakeside SC	LEAD1
Bradley, Helen Rose	Heatherwood School	SSO1-1	Carter,Susan Elizabeth	Neerim District Rural PS	SSO1-1	Arnott,Kirsten	Heidelberg PS	CLASS
Brandt,Leanne Patricia	Karoo PS	SSO1-1	Claque, Suzanne M	Lucknow PS	CLASS	Austin, Joanne Kathryn	Thornbury PS	ACPT
Briggs,Samantha	Donvale PS	SSO1-1	Connelly, Jennifer	Athlone PS	SSO1-1	Axton,Donna May	Distance Education Centre Vic	CLASS
Briscoe, Judith Frances	Lilydale HS	CLASS	Cox,Claire Noelle	East Gippsland Specialist School	SSO1-1	Bailey, Janel Lynn	Brunswick SDS	SSO1-1
Browning, Valerie June	Croydon SDS	CLASS	Croft, Jessica M	Warragul Regional College	CLASS	Battista,Louisa M	Lalor PS	CLASS
Buckingham, Julie	Parkwood SC	SSO1-1	Cumming,Bruce R	Neerim District Rural PS	CLASS	Beattie, Beverley	Belle Vue Park PS	SSO1-1
Buckley,Lauren Monica	Norwood SC	CLASS	Deegan, Peter C	Lowanna College	CLASS	Becker, Nirmal Kaur	Concord School	CLASS
Burton, Julie Anne	Lilydale PS	CLASS	9	3		Bedggood,Elaina Maree	Craigieburn South PS	CLASS
Butler, Cheryl Anne	Monash SDS	SSO1-1	Diprose, Kym Louise	Lakes Entrance SC	CLASS CLASS	Belbasis, Michelle	Broadmeadows SDS	SSO1-1
Campbell, Susan Jane	Warranwood PS	SSO1-1	Dooley, Debbie Marie	Lucknow PS		Benney, Joanne May	Coburg SDS	CLASS
Capp,Melinda Jane	Croydon SDS	CLASS	Downer,Barry James	Athlone PS	EXRT	Bergamo, Mark	Croxton Special School	CLASS
Cassidy, Andrew John Boucher	Jells Park PS	CLASS	Drava, Tania Ruth	Lowanna College	CLASS	Blunt, Janice E	•	
**		SSO1-1	Duncan,Anna Lee	Lucknow PS	CLASS		Thomastown Meadows PS	AP1
Cassidy, Ryan Leonard	Lilydale HS		Eastburn,Carin Ann	Lowanna College	CLASS	Booth, Robyn Louise	Croxton Special School	SSO2-5
Castle, Kirstyn Jane	Mount Evelyn SDS	SSO2-5	Evans, Cheryl Joy	Yarram SC	LEAD1	Boswell,Beverley	Broadmeadows SDS	CLASS
Chang, Wendy Samantha	Deepdene PS	CLASS	Evezard,Peter Norman	Bairnsdale SC	SSO1-1	Bradley,Sarah Kathleen	Coburg SDS	SSO1-1
Chimirri,Fay	Balwyn HS	SSO1-1				Bradshaw, Natallie Gayle	Dallas PS	CLASS
Choy, Vivian Ka Yan	Mount Waverley SC	CLASS	Grampians			Bramble,Megan Louise	Merriang SDS	CLASS
Christie, Julie Melissa	Mount View PS	CLASS	Adyan,Hafiz	Bacchus Marsh SC	SSO2-3	Breen, Kirsten Jane Soeterboek	Broadmeadows SDS	CLASS
Clark,Glenys Louise	Vermont SC	SSO1-1	Allen,Margaret Ann	Forest Street PS	CLASS	Brown, Anthony William	Concord School	SSO1-1
Cleary, Genevieve Mary	Kew East PS	CLASS	Bain, Sonia Maree	Sebastopol College	SSO1-1	Brown,Liam Charles	Thomastown PS	CLASS
Cleever, Anna	Yering PS	SSO1-1	Baker, Janine Maree	Horsham West PS	LEAD1	Browne, Alicia	Watsonia North PS	CLASS
Clements, Evan	Camberwell HS	CLASS	Beatty, Andrea Louise	Sebastopol College	SSO1-1	Burnie, Brooke Carly-Janet	Craigieburn South PS	CLASS
Clift,Monique Elizabeth	Scoresby SC	CLASS	Bird,Jan Maree	Donald PS	CLASS	Burns,Laurie Ellen	Croxton Special School	CLASS
Clow,Elizabeth Janet	Jells Park PS	SSO1-1	Bjornsson,Linnea Daphne	Sebastopol College	SSO1-1	Byron, Robyn	Campbellfield Heights PS	SSO3-6
Coffey, Jan Christine	Ashwood SC	CLASS	Bourke, John Bernard	Ballarat HS	LEAD1	Campbell,Raelene Victoria	Diamond Creek East PS	SSO1-1
Coleman, Joanna Herma	Boronia West PS	CLASS	Brisbane, Trish R.	Woady Yaloak PS	SSO1-1	Campbell, Tim	Preston North East PS	CLASS
Collins, Jennifer Ann	Mullauna SC	LEAD1	Carmody, Brooke Amber	Horsham West PS	CLASS	Cantelon, Jodi A	Concord School	CLASS
Conidoni, Joyce Consolazione	East Doncaster SC	CLASS	Carroll,Robert Gerard	Ballarat HS	AP2	Carli,Pia Lorraine	Fitzroy North PS	LEAD1
Conrad, Janet Patricia	Fairhills HS	LEAD1	Carroll, Robert Gerard Cashin, Anthony Glyn	Donald HS	LEAD1	Carri, Pla Lorraine Carter, David Paul	Viewbank College	EXRT
Conrad, Janet Patricia Cooper, Zoe Isobelle	Wantirna College	CLASS	Casnin, Anthony Glyn Cheater, Alison fay		CLASS		3	
Cooper,Zoe isobelle Cozzio,Maryanne Rebecca	•	EXRT	. ,	St Arnaud PS		Charos, Eugenia	Broadmeadows SDS	CLASS SSO2-4
	Boroondara Park PS		Christie, Russell Peter	Birchip P-12 School	LEAD1	Cirillo, Mirella	Peter Lalor SC	SSO2-4
Crawley, Debra Lynne	Monash SDS	SSO1-1	Conway, Stanley Thomas	Horsham College	CLASS	Colville, Brendan William	Broadmeadows SDS	CLASS SCO1 1
Cullen,Matthew John	Vermont SC	CLASS	Cornock, Simon Peter Rees	Darley PS	LEAD1	Compassi, Sian Jacqueline	Croxton Special School	SSO1-1

NAME	SCHOOL	CLASSIFICATION	NAME	SCHOOL	CLASSIFICATION	NAME	SCH00L	CLASSIFICATION
Conduit, Kenneth Reginald	Sunbury College	SSO1-1	Brownlee, Martine	Mount Eliza North PS	CLASS	Flanigan, Caroll Ann	Brighton PS	EXRT
Coningsby, Jason Alan	Concord School	LEAD1	Bryant,Sam	Melbourne HS	CLASS	Fleming, Corey James	Pakenham Hills PS	CLASS
Constantinou, Loukia	Upfield PS	CLASS	Burns, Desrae Anne	Berwick PS	CLASS	Forsyth, Benjamin Andrew	Brighton Beach PS	CLASS
Convey, Pamela Fay	Thomastown East PS	CLASS	Butler, Marc	Lyndhurst SC	LEAD1	Forsyth, Kristy Louise	Seaford Park PS	CLASS
Cowie, Karen E	Mill Park PS	CLASS	Cairns, Leanne	Aspendale Gardens	CLASS	Fowles, Helen Lorraine	Mount Eliza SC	SSO1-2
Creed,Michelle Anne	Mickleham PS	CLASS	Campbell, Gary Martin	Kambrya College	CLASS	Freemantle, Susan Joan	Chalcot Lodge PS	CLASS
Cutrona,Linda	Broadmeadows SDS	SSO1-1	Camps, Scott	Mornington SC	CLASS	Fung, Annabella	Coomoora SC	CLASS
Daisley, Shelley Anne Maree	Diamond Valley SDS	SSO1-1	Cartwright, Jacqueline Ann	Hampton PS	CLASS	3.		
Davies,Fiona Jane	Sunbury College	LEAD1	Catta,Daniela	Ripponlea PS	ACPT	Western Metropolitan		
De Havilland,Sandra	Coburg SDS	SSO1-1	Cavagna, Anthony James	Lloyd Street PS	CLASS	Adam, Jessica Louise	Essendon/East Keilor District College	CLASS
1 ' 1	Glenroy Specialist School	SSO1-1	Cave,Sarah Louise	Cheltenham East PS	CLASS	Adamson,Anthony Richard	Essendon/East Keilor District College	CLASS
Deacey, Kelly Maree	Diamond Valley SDS	CLASS	Chan, Dana	Southvale PS	SSO1-1	Aidonis,Margaret Joy	Caroline Springs College	SSO1-1
Deacon, Andrew James	Broadmeadows SDS	CLASS	Charles, Geraldine C	Naranga Special School	AP2	Allison,Fiona Deirdre	Monmia PS	CLASS
Dehghan,Lida	Glenroy Specialist School	SSO1-1	Chronopoulos, Arthur Athanasios	Cheltenham PS	CLASS	Andriesz, Susanne	Ascot Vale Special School	CLASS
Devereux, Alison Marjorie Dillon, Geoffrey W	Plenty Parklands PS	AP1 LEAD1	Chung,Linda Betty	Thomas Mitchell PS	CLASS	Arico, Grace Stephanie	Cambridge PS	CLASS
Dimitriou, Heli Silva	Sunbury College Burbank PS	SSO1-1	Cole, Simone Janet	Koo-Wee-Rup SC	SSO1-1	Armstrong, Deborah Ann	Footscray City College	SSO1-1
Dovile, Rebecca Julie	Roxburgh Park PS	CLASS	Coleman, Annie Christine	Berendale School	CLASS	Armstrong,Peta Elizabeth	Melton PS	CLASS
Duncan, Allison O	Brunswick South West PS	CLASS	Collie, Vicki Lea Ashford	Hillsmeade PS	SSO1-1	Barber, Elisabeth Emily	Essendon/East Keilor District College	CLASS
Edwards, Anthony Scott	Fawkner SC	AP2	Collings,Adam Gary Conlon,Dolores Bernadette	Cheltenham SC Heatherhill SC	LEAD1 CLASS	Barclay, Melissa Ann	Melton PS	CLASS
Edwards, Rebecca	Reservoir District SC	CLASS	Connell, Helen Marie	Oatlands PS	CLASS	Bell, Lauretta Rose	Monmia PS	CLASS
Embling, Sally Joanne	Heidelberg PS	CLASS	Cook,Bronwyn	Marnebek School - Cranbourne	SSO1-1	Bice, Karyn Anne	Iramoo PS	CLASS
Farmer, Jacqueline Maree	Reservoir East PS	CLASS	Corn,Rebecca Jayne	St Kilda PS	CLASS	Bond, Michele Wendy	Western ELS	CLASS CLASS
Farran, Rachel Elizabeth	Eltham North PS	CLASS	Cox ALliATec, Julie	Cranbourne SC	SSO1-2	Bone, Meagan Branciforte, Charles J	Iramoo PS Keilor Downs PS	AP2
Faure, Jeanie Marie	Baltara School	CLASS	Coyne, Narelle Jacinta	Chalcot Lodge PS	SSO1-1	Brown,Scott Howard	Strathmore North PS	CLASS
Feneiche, Sue	Broadmeadows SDS	SSO1-1	Crafti, Sue	Cheltenham East PS	CLASS	Bryce, Alison Brooke	Laverton PS	CLASS
Fergusson, Brooke Chantelle	Craigieburn South PS	CLASS	Crynes, David A	Melbourne HS	CLASS	Burgess, Karen Patricia	Deer Park PS	LEAD1
Flear,Ryan Adam	Reservoir East PS	CLASS	Cunningham, Gail Lorraine	Maralinga PS	SSO1-1	Byron, Penelope A	Melton Specialist School	CLASS
Franks, Pierre Francois	Broadmeadows SDS	CLASS	D'Rozario,Melissa	Kingswood PS	CLASS	Cachia, Natalie Rose	Deer Park PS	CLASS
Fuller,Emma Louise	Broadmeadows PS	CLASS	Dannaoui, Joe	Berwick PS	CLASS	Cairns, Rowan Alana	Williamstown HS	CLASS
Couthour Motropoliton			Davies, Katherine Emily	Cheltenham PS	CLASS	Cameron, Roy Douglas	Stevensville PS	CLASS
Southern Metropolitan	Karahara Callana	CLACC	Davies, Scott Anthony	Brighton Beach PS	CLASS	Camilleri, Vivian	Taylors Lakes PS	SSO1-1
Ackerley, Cameron James	Kambrya College	CLASS	Davis, Fiona Louise	Kambrya College	CLASS	Campbell, Phillip L	Copperfield College	AP3
Adams, Kevin Adams, Lara Therese	Southern Cross PS Rosebud SC	CLASS CLASS	Davis, Judith Lorraine	Lyndhurst SC	SSO1-1	Candotti,Edi	Copperfield College	CLASS
Adler, Natasha	Port Phillip Specialist School	SSO1-1	Day, Sarah Therese	Kambrya College	CLASS	Carinci, Renato	Copperfield College	LEAD2
Adriaans, Stephane Constance	Doveton SC	SSO1-1	de Bono,Carlo	Pakenham Consolidated School	CLASS	Carland, Carol A	Essendon/East Keilor District College	CLASS
Anderson, Melanie Elizabeth	Seaford North PS	CLASS	De Kretser, Chantelle Mari	Berwick PS	CLASS	Carlson, Penny Maree	Wembley PS	LEAD1
Andersson, Karen Anne	Clyde PS	CLASS	De Saint Aromain, Donna Louise	Harkaway PS	CLASS	Catalano, Giorgio G	Copperfield College	LEAD2
Andrews, Melanie Jane	Harkaway PS	CLASS	De Waas, Vanessa	Eumemmerring PS	CLASS	Challis,Lisa Michelle	Sunshine PS	CLASS
Andrews, Rosalea Joy	Baxter PS	CLASS	De Zylva,Fiona C	Cheltenham SC	LEAD2	Champion, Kylie Jane	Werribee PS	CLASS
Anthony, Philip Scott	Aspendale PS	PR3	Deal, Yolanda Hope	Frankston HS	CLASS	Clarke,Marian Anne	Western ELS	CLASS
Appleford, Peter Douglas	Mornington SC	CLASS	Demajo, Tracey Antoinette	Kambrya College	CLASS	Cole,Jerome	Melton Specialist School	CLASS
Arvidson,Kate Emma	Berwick PS	CLASS	Dempsie, Jennifer A	Lyndhurst SC	LEAD1	Cole, Monica Rosamund	Ascot Vale West PS	CLASS
Ashokkumar, Geethanjali	Kambrya College	CLASS	Dickinson,Ngaire Anna	Brighton SC	CLASS	Collins,Elizabeth Jane	Thomas Chirnside PS	CLASS
Atkinson, Meredith Anne	Coomoora PS	CLASS	Digby, Stephen P	Cheltenham SC	LEAD2	Connelly, Margaret Mary	Deer Park PS	LEAD1
Aylen, Corey	Berwick PS	CLASS	Docksey, Darren Graham	Kingswood PS	CLASS	Connolly, Paula	Strathmore SC	CLASS
Bainbridge, Jarrod John	Parkdale PS	CLASS	Donnellon,Bree Ellen Doolan,John T	Kambrya College Pakenham Consolidated School	CLASS CLASS	Costa, Michelle	Altona PS	CLASS
Baker, Jonathan Philip	Aspendale Gardens PS	CLASS	Downing, Sherryn Lea	Rosebud SC	CLASS	Court,Karen Louise	Melton Specialist School	SSO1-1
Bakker, Alyssa anne	Beaconsfield PS	SSO1-1	Drinkwater, Carolyn Dawn	James Cook PS	LEAD2	Coward, Janet Ruth	Ascot Vale PS	SSO2-4
Balalas, Maria	Dandenong HS	CLASS	Drummond, Lynne Michelle	Ballam Park PS	CLASS	Crockford,Evan Daniel	Wembley PS	CLASS
Ball, Georgina Louise	Seaford North PS	CLASS	Dubois, Nadine Marie	Hallam PS	CLASS	Culjak,Michelle	Iramoo PS	CLASS
Baxter, Jacqueline Gaye	Hallam PS	SSO1-1	Dudley,Karin Jane	Chalcot Lodge PS	CLASS	Curatolo,Tamara	Laverton Plains PS	CLASS
Beaman, Jodie Marie	Bayles Regional PS	CLASS	Duffus, Dorothy Maria	Kambrya College	CLASS	Dale,Stuart William	Copperfield College	CLASS
Beard, Dean Anthony	Koo-Wee-Rup SC	CLASS	Duke, Aileen Mary	Cheltenham PS	CLASS	De La Fuente,Patricia Viviana	Taylors Lakes SC	CLASS
Beechey, Tamara Jade	Berwick PS	CLASS	Dunn, Janet Margaret	St Kilda Park PS	CLASS	Dedes, Diamandi	Taylors Lakes SC	LEAD2
Belkin,Craig Steven	Western Port SC	LEAD1	Dunn,Petula Merle	Langwarrin PS	AP1	Delaney,Sarah Alyce	Ascot Vale Special School	CLASS
Bennetts, Jane Victoria	St Kilda Park PS	CLASS	Durrington, Lucas William	Hastings Westpark PS	CLASS	Derks, Benjamin James	Taylors Lakes SC	LEAD1
Berndt,Linda Margaret	Rye PS	CLASS	Eddy, Gregory David	Koo-Wee-Rup SC	CLASS	Dewsbury,Elizabeth Jean	Seaholme PS	CLASS
Birch,Lauren Skye	Brighton PS	CLASS	Estrellado, Mary Evelyn	Doveton SC	SSO1-2	Drozd,Leila Davina	Deer Park PS	CLASS
Birnbaum,Rachel	Gardenvale PS	CLASS	Evans, Mark Godfrey	Ripponlea PS	ACPT	Dusting,Robyn E	Point Cook PS	CLASS
Black,Ella P	River Gum PS	CLASS	Evans,Tanya May	Pakenham Consolidated School	LEAD2	Eguchi,Penelope Louise	Copperfield College	CLASS
Blaich,Rhonda Carolyn	East Bentleigh PS	CLASS	Fabbri,Romayne Margot	Malvern Central School	SSO1-1	Eliopoulos, Travis	St Albans Meadows PS	CLASS
Blanch,Tanya Michelle	Western Port SC	LEAD1	Farid,Lorella Rose	Parkdale PS	CLASS	Elliott,Brenda Caroline	Mackellar PS	CLASS
Board, Gary Ronald	Koo-Wee-Rup SC	LEAD2	Farso,Rhonda Marielle	Springvale West PS	CLASS	Ellis,Melissa Joanne	Wedge Park PS	CLASS
Bolger,Anne-marie	Port Phillip Specialist School	SSO1-1	Faumuina,Erika Mose	Officer PS	CLASS	Farrall, Kerryanne	Copperfield College	SSO1-2
Booth, Helen Stewart	Kambrya College	CLASS	Featherston, Georgina Blythe	Aspendale Gardens	CLASS	Ferridge, Andrea Mary	Essendon/East Keilor District College	CLASS
Bowen, Jayne Margaret	Brentwood Park PS	SSO1-1	Feher, Alan George	Dandenong HS	LEAD2	Finch, Jessica Anne	Thomas Chirnside PS	CLASS
Bracher, Alison L	Western Port SC	LEAD1	Felberg, Wayan	Seaford Park PS	SSO1-1	Fisher, Clare J	St Albans PS	LEAD1
Bray,Trudi Ann	St Kilda Park PS	CLASS	Ferenci,Sally-Ann	James Cook PS	CLASS	Flouris, Androulla	Niddrie SC	CLASS
Bretherton, Mary Christina	Pearcedale PS	CLASS	Ferguson, Kathren Louise	Aldercourt PS	CLASS	Forrester, Margaret G	Manorvale PS	LEAD1
Brinkman, Michael K	Western Port SC	LEAD2	Feurtado, Vivienne Frances	Hampton Park SC	SSO1-1	Freedman, Michael D	Taylors Lakes SC	LEAD1
Brooke, Narelle Joanne Brown David Grant MacMurray	Kilberry Valley PS	CLASS	Finlayson, Alison Jane	Hampton Park SC	SSO2-3	Freeman, Benjamin Robert	Niddrie SC Essendon/East Keilor District College	CLASS
DUDAN LIBURI GRADI MACMURRAY	BUINILY PS	1.1/1.55	EU ADDITUTE I DITTO I DOD	FLAURSION HX	1.1.0.55	FUIDIONE PATRICIA	ESSENTIATIVE SET KOHOT HISTRICT (OHOGO	1.1.0.55

Frankston HS



Brown, David Grant MacMurray Berwick PS



Fitzpatrick,Laura Jean

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elearning **17 education** times December 1, 2005

Resources you need for

Recommended sites from the Victorian Education Channel team can be found at www.education.vic.gov.au

To recommend sites email: Russell Blackie blackie.russell.r@edumail.vic.gov.au

For free PD related to online curriculum resources and the Victorian Education Channel contact Carolyn McCabe: mccabe.carolyn.s@edumail.vic.gov.au

Christmas



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

Crafts Christmas Ornaments Markeit Craft A Colorful

Christmas Craft Projects - Activity Idea

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

From About.com, cards,

wreaths, gingerbread, gift

other Christmas craft

tags, ornaments and many

http://familycrafts.about. com/od/christmascrafts/

Activities

projects.

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.

Additional sites to visit:

http://www.whychristmas.com/ index.shtml

Christmas Crafts

Great Classroom Christmas craft ideas, including hand puppets, angels, trees, gift boxes and

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/



BBC Christmas food and celebrations

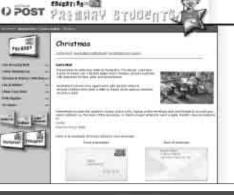
New Christmas 2005 interactive site with suggestions for seasonal cuisine and cooking including recipes from celebrity chefs and Christmas themed menus.

http://www.bbc.co.uk/food/ news and events/events christmas.shtml



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



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

A calendar that marks the 25 days to Christmas, each with

a different activity or theme

including poems, art work or

http://harpold.com/advent/



第二字の 計画書

Unity ICT in the Classroom at Christmes Time

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/



Koala's Christmas

Advent Calendar

Christmas facts.

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 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

TeenISSUES&SEXUALE&LIVESPARK

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eating disorders/body image/depression/anxiety
 drug/alcohol abuse *parent issues *importance of counselling/image *support networks *healthy lifestyle

"TeenISSUES-Hidden Violence" Years 7-12 domestic violence •violence •bullying how this affects youth at home, school & with friends

"SEXUALE" Years 9–12 •body image •sexuality/homosexuality •relationship issues/date rape •puberty/growing up/safe sex practice

"LIVESPARK" Years 7-12

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 relationships/friendships/body image/drug abuse
 youth peer pressure *career choices/finding yourself
 *puberty/growing up

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A heartfelt award

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

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 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 9521 0271

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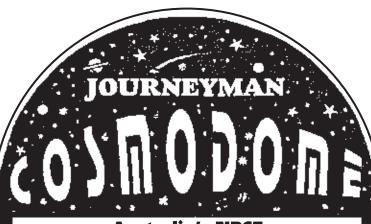
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Students driven on recycling

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

"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,

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!

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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 Monday 6 March, 9.30am - 3.30pm

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

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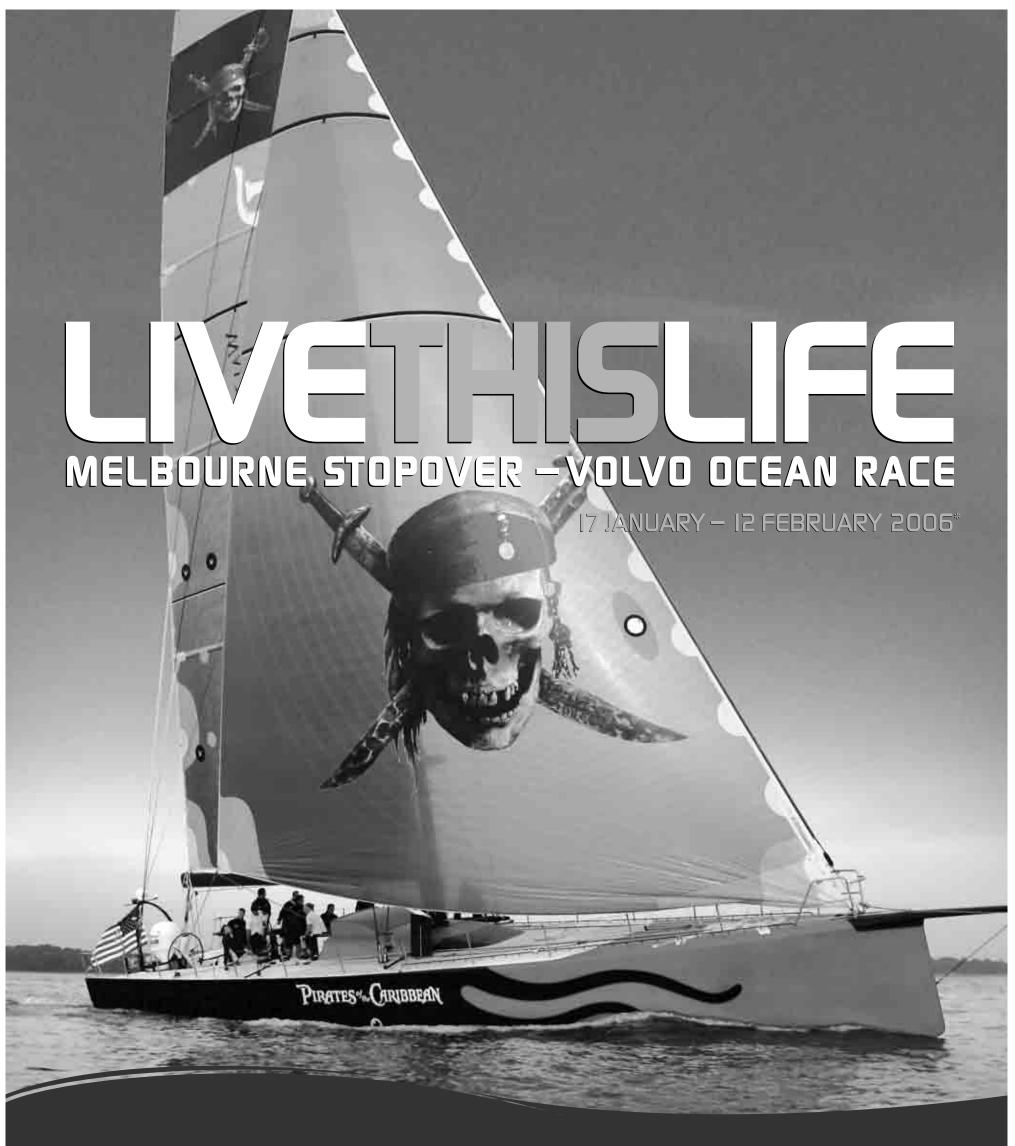
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EDUCATION ACT 1958 – MINISTERIAL ORDER No. 28

The Minister for Education and Training makes the following Order:

Part 1 – Preliminary

1. Title

This Order may be cited as Ministerial Order No. 28.

2. 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.

3. 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.

4. Application

The fees specified in this Order are payable by an Overseas Student or by his or her parent or legal guardian.

5. Scope

This Order applies to Overseas Students enrolled at State Schools or seeking Enrolment at State Schools.

6. Definitions

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

DEC means the Distance Education

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:

- (a) 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
- (b) 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

7. (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

(1) 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.	
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(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

(a) 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.

		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

(b) A non-refundable

(d) 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

- (a) 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%.
- (b) 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. Instruction and educational and other related services

Telated 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

- (1) 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.
- (2) 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.
- (3) 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.
- (4) 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.
- (5) 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.
- (6) 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.
- (7) 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:

(1) 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:
 (a) 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;
- (b) 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;

(c) 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;

- (d) 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;
- (e) 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
- (f) at a State School and attends an ELC and the VSL or the DEC the relevant fee shall be apportioned as follows:
 - (i) the relevant fee shall firstly be apportioned between the State School and the ELC according to sub-clauses (c) (d) or (e) above; and
- (ii) the VSL or the DEC shall receive the amount set out subclauses (a) or (b) from the amount paid to the State School in sub-clause (c), (d) or (e).
- (3) (a) The application fee set out in clause 8(1)(a)(i) will be retained by the Secretary.
 - (b) 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:

(1) 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:
 (a) 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;
- (b) 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;
- (c) 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;
- (d) 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;
- (e) 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 \$6,963; and

21

- (f) at a State School and attends an ELC and the VSL or the DEC the relevant fee shall be apportioned as follows:
 - (i) the relevant fee shall firstly be apportioned to the ELC according to sub-clauses (c) (d) or (e) above; and
 - (ii) the VSL or the DEC shall receive the amount set out subclauses (a) or (b) from the amount paid to the ELC in subclause (c), (d) or (e).
- (3) 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:

(1) 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:

 (a) 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;
- (b) 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;
- (c) 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;
- (d) 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;
- (e) 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
- (f) at a State School and attends an ELC and the VSL or the DEC the relevant fee shall be apportioned as follows:
 - (i) the relevant fee shall firstly be apportioned between the State School and the ELC according to sub-clauses (c), (d) or (e) above; and
 - (ii) 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).
- (3) (a) The application fee set out in clause
 - 8(1)(a)(i) will be retained by the Secretary.
 - (b) 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.

Part 4 – ISPU Summer School Program for Overseas Students

14. Summer School Program

The ISPU may provide additional short-term instruction and educational services to an Overseas Student by way of a summer school program for Overseas Students who have just completed a term of study in the preceding term or who propose to commence study in the next term.

15. Fees to be paid

An Overseas Student who attends an ISPU summer school program is required to pay a fee in an amount equal to \$281.71 multiplied by the total number of weeks of the program in which the Overseas Student is enrolled.

16. Date for payment of fees

The fee in clause 15 is payable by no later than the last day of the last term immediately before the start of the summer school program.

17. Distribution of fee between the school and the Secretary

From the fee paid in respect of each Overseas Student pursuant to clause 15 an amount equal to \$225.61 per week will be paid to the State School hosting the summer school program and an amount equal to \$56.10 per week will be paid to the Secretary.

Part 5 - Overseas Students who are not otherwise enrolled in a State School studying at the DEC or the VSL

18. Fees to be paid

A fee of \$945 per subject per annum shall be payable by an Overseas Student enrolled at the DEC or the VSL who is not otherwise enrolled in a State School.

19. Instruction and educational and other related services

Upon payment of the fee in clause 18, the Overseas Student is entitled to the same instruction, educational and other related services provided by the DEC or the VSL to the same extent as other students of the school who are studying the same subjects in the same year level.

20. Date for payment of fees

The fee is payable upon acceptance of an offer of placement at the DEC or the VSL.

21. Distribution of fee between the DEC or VSL and the Secretary

The fee paid pursuant to clause 18 in respect of each Overseas Student shall be distributed as follows:

- (1) the DEC or VSL at which the student is enrolled shall receive \$640; and
- (2) the Secretary shall receive \$305.

Part 6 - Overseas Students who are not otherwise enrolled at a State School studying at an ELC

22. Fees to be paid

The fees in sub-clause (a) are payable in respect of each Overseas Student who is not otherwise enrolled in a State School and are payable in addition to the fee in sub-clause (b).

The fee in sub-clause (b) is payable in respect of each Overseas Student enrolled at an ELC and who is not otherwise enrolled in a State School and is payable 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)	For all year levels	\$11,550

23. Instruction and educational and other

Upon payment of the fee in clause 22(b), the Overseas Student is entitled to the same instruction, educational

and other related services provided by the ELC to the same extent as other students of the ELC who are studying the same subjects in the same year level.

24. Date for payment of fees

- (1) The application fee in clause 22(a)(i) is payable by an Overseas Student at the time of making an application to be enrolled at the ELC and the transfer fee in clause 22(a)(ii) is payable by an Overseas Student at the time of making the application for transfer.
- (2) The total annual fee in clause 22(b) is payable upon acceptance of an offer of placement at the ELC.

25. Distribution of fee between the ELC and the Secretary

- (1) (a) The application fee set out in clause 22(a)(i) will be retained by the Secretary.
 - (b) The transfer fee set out in clause 22(a)(ii) will be distributed to the ELC from which the Overseas Student is seeking a transfer.
- (2) The fee paid in respect of each Overseas Student pursuant to clause 22(b)shall be distributed as follows:
 - (a) the ELC at which the Overseas Student is enrolled shall receive \$9,250; and
 - (b) the Secretary shall receive \$2,300.

Part 7 - Overseas Students enrolled at the VCASS

26. 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).

The relevant fee in sub-clause (b) is payable in respect of each Overseas Student enrolled at the VCASS and is payable 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)	Years 7 - 10	\$14,000
	Years 11 – 12	\$15,750

27. Instruction and educational and other related services

Upon payment of the fee in clause 26(b), the Overseas Student is entitled to the same instruction, educational and other related services provided by the VCASS to the same extent as other students of the VCASS who are studying the same subjects in the same year level.

28. Date for payment of fees

- (1) The application fee in clause 26(a)(i) is payable by an Overseas Student at the time of making an application to be enrolled in the VCASS and the transfer fee in clause 26(a)(ii) is payable by an Overseas Student at the time of making the application for transfer.
- (2) An Overseas Student who accepts an offer of placement with the VCASS and the offer enables the Overseas Student to commence at the VCASS:
 - (a) in term 1 of any year must pay half of the fee payable under clause 26(b) or 49 (as relevant), upon acceptance of the offer of placement and the balance is payable on or before the End of Term 1;
 - (b) in term 2 or 3 of any year (or term 4 of any year and who will not be enrolled in the following year) must pay the entire pro rata amount calculated under clause 49 upon acceptance of an offer of placement;
 - (c) in term 4 of any year and who will be enrolled in the following year must pay the entire pro rata amount calculated under clause 49 plus half the following year's total fee upon acceptance of an offer of placement.
- (3) An Overseas Student who is enrolled and receiving instruction at the VCASS and who will continue to be enrolled in the following year, except an overseas student to whom clause 28(2)(c) 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.

- (4) An Overseas Student to whom clause 28(2)(c) 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.
- (5) Notwithstanding the provisions of clause 28, the total annual fee in clause 26(b) (or in the case of an Overseas Student to whom clause 49 applies, the total annual fee payable under clause 49(2)) may be paid upon acceptance of an offer of placement.

29. Distribution of fee between the VCASS and the Secretary

- (1) (a) The application fee set out in clause 26(a)(i) will be retained by the
- (b) The transfer fee set out in clause 26(a)(ii) will be distributed to VCASS.
- (2) The fee paid in respect of each Overseas Student pursuant to clause 26(b) shall be distributed as follows:
 - (a) From the fee paid in respect of each Overseas Student enrolled in Years 7-10, the VCASS shall receive \$11,700 and the Secretary shall receive \$2,300.
 - (b) If the Overseas Student enrolled in Years 7-10 is undertaking a subject at the VSL \$640 will be deducted from the VCASS allocation and forwarded to the VSL.
 - (c) From the fee paid in respect of each Overseas Student enrolled in Years 11-12 the VCASS shall receive \$13,450 and the Secretary shall receive \$2,300.
 - (d) If the Overseas Student enrolled in Years 11-12 is undertaking a subject at the VSL \$640 will be deducted from the VCASS allocation and forwarded to the VSL.

Part 8 - Overseas Students studying at a Primary or Secondary State School or an ELC on a visa other than an Overseas Student Visa

30. 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).

The relevant fee in sub-clause (b) is payable in respect of each Overseas Student enrolled at any of the following State Schools and is payable each year for which the Overseas Student is enrolled.

application fee in relation

to the first application for

A non-refundable

Enrolment by an

	calendar year.	\$200
(ii)	A non-refundable transfer fee in relation to any Overseas Student who is enrolled at a State School or an ELC and who applies to be enrolled at a different State School or ELC.	\$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
	An ELC for all year levels	\$11,550

31. Instruction and educational and other related services

Upon payment of the fee in clause 30(b) the Overseas Student is entitled to the instruction and educational services provided by the State primary or secondary school or the ELC to students at the same year level.

32. Date for payment of fees

- (1) The application fee in clause 30(a)(i) is payable by an Overseas Student at the time of making an application to be enrolled in a State primary or secondary school or an ELC and the transfer fee in clause 30(a)(ii) is payable by an Overseas Student at the time of making the application for transfer.
- (2) The total fee in clause 30(b) or where applicable the pro rata fee payable under clause 49 is payable in advance

and must be paid prior to the Overseas Student commencing at the State primary or secondary school or an ELC.

33. Distribution of fee between the school and the Secretary

(1) When an Overseas Student is enrolled at a State primary or secondary school 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
ELC for all year levels	\$9,250	\$2,300

- (2) The application fee set out in clause 30(a)(i) will be retained by the Secretary.
- (3) The transfer fee set out in clause 30(a)(ii) will be distributed to the State School or ELC from which the Overseas Student is seeking a transfer.

Part 9 - Overseas Students enrolled by Tour Group Operators

34. Fees to be paid

The Secretary has a discretionary authority to make a determination for or with respect to any matter that relates to the payment of fees by Overseas Students enrolled by Tour Group Operators including but not limited to the amount of the fees payable by the Overseas Students.

35. Instruction and educational and other related services

An Overseas Student will only be entitled to the specific instruction and educational and other related services for which the Tour Group Operator has enrolled the student and which has been paid for by that Overseas Student or their parent or legal guardian.

36. Date for payment of fees

All fees are payable in advance and must be paid prior to an Overseas Student commencing at the State School.

37. Exemption from payment of fees

The Secretary may exempt an Overseas Student enrolled by a Tour Group Operator from paying the fees in clause 34.

38. Distribution of fee between the school and the Secretary The Secretary will distribute the

The Secretary will distribute the proportion of the fee to which the State School is entitled in accordance with arrangements reached between the Department, the Tour Group Operator and the State School in each case.

Part 10 - Overseas Students assessed at a level of disability

39. Fees to be paid

The fees in sub-clause (a) are payable in respect of each Overseas Student who is assessed by the Student Wellbeing Branch of the Department as having a level of disability and are payable in addition to the relevant fee in sub-clause (b).

The relevant fee in sub-clause (b) is payable in respect of each Overseas Student enrolled according to their level of disability and is payable each year for which the Overseas Student is enrolled and assessed at that level of disability.

A non-refundable

application fee in relation

	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)	Level 1	\$13,36
	Level 2	\$18,81
	Level 3	\$24,36
	Level 4	\$29,81

Level 5 \$35,363 Level 6 \$40,914

40. Institution and educational and other related services

Upon payment of the fee in clause 39(b), the Overseas Student is entitled to the same instruction, educational and other related services (excluding transport services) provided by the school to the same extent as other students of the school in the same year level with the same level of disability.

41. Date for payment of fees

- (1) The application fee in clause 39(a)(i) is payable by an Overseas Student at the time of making an application to be enrolled in a Specialist School or a State School and the transfer fee in clause 39(a)(ii) is payable by an Overseas Student at the time of making the application for transfer.
- (2) An Overseas Student who accepts an offer of placement within a Specialist School or a State School and the offer enables the Overseas Student to commence at the Specialist School or State School:
 - (a) in term 1 of any year must pay half of the fee payable under clause 39(b) or 49 (as relevant), upon acceptance of the offer of placement, and the balance is payable on or before the End of Term 1;
 - (b) in term 2 or 3 of any year (or term 4 of any year and who will not be enrolled in the following year) must pay the entire pro rata amount calculated under clause 49 upon acceptance of an offer of placement;
 - (c) in term 4 of any year and who will be enrolled in the following year must pay the entire pro rata amount calculated under clause 49 plus half the following year's total fee upon acceptance of an offer of placement.
- (3) An Overseas Student who is enrolled and receiving instruction in a Specialist School or a State School and who will continue to be enrolled in the following year, except an Overseas Student to whom clause 41(2)(c) 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.
- (4) An Overseas Student to whom clause 41(2)(c) applies must pay half the 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.
- (5) Notwithstanding the provisions of clause 41, the total annual fee in clause 39(b) (or in the case of an Overseas Student to whom clause 51 applies the total annual fee payable under clause 51(2)), may be paid upon acceptance of an offer of placement.

42.Distribution of fee between the Specialist School and the Secretary (1) The fear visiting reports of each Oversease

(1) The fee paid in respect of each Overseas Student under Part 10 shall be distributed as follows:

	Amount paid to schools	Amount retained by the Secretary
Level 1	\$11,064	\$2,300
Level 2	\$16,512	\$2,300
Level 3	\$22,064	\$2,300
Level 4	\$27,512	\$2,300
Level 5	\$33,063	\$2,300
Level 6	\$38,614	\$2,300

- (2) The application fee set out in clause 39(a)(i) will be retained by the Secretary.
- (3) The transfer fee set out in clause 39(a)(ii) will be distributed to the Specialist School or State School from which the student is seeking a transfer.

Part 11 - Airport Collection Service of Overseas Student

43. (1) Airport Collection

An Overseas Student may request, at the time of lodging an application, that upon their initial arrival at an airport the Department arrange for the Overseas Student to be collected and taken to the Overseas Student's place of accommodation. The collection of the Overseas Student will be provided by:

(a) the State School to which the Overseas Student has applied to be enrolled or is to become enrolled; or (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
- (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:
 - obtaining a list of all persons living at the proposed accommodation;
 - 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;
 - ensuring that the person(s) the providing proposed accommodation is/are over 21 years of age and has/have the right to remain in Australia until the Overseas Student turns 18 vears 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 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;
 - (b) having regard to the prevailing policy of the Department, such fees should be waived.

Part 14 - General

47. Receipt of fees by the SecretaryAll 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 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



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Victoria Teachers Credit Union Limited ABN 44 087 651 769 AFSL 240 960 ■ Circular 369/2005 - Update to Guidelines for School Census for

> 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

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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_guidelin es_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_school s-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_tra ck_2006-eml.doc Sent 22-11-05

Circular 386/2005 - Back to School: Interesting stories for the new school vear 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

https://www.eduweb.vic.gov.au/ edulibrary/Schools/Circulars/2005/ circular_390-2005_guidelines_ for_principal_class_p_and_deml.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_arrange ments_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/or via the Outlook Public folders under EduLibrary/Schools/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

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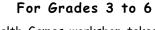
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RETIREMENTS

BANNON Kenneth (Ken)

As a foundation member of staff at Mill Park Heights Primary School, Ken has devoted the last 14 years to our school. His classroom teaching, support for a wide variety of extra curricular activities and strong AEU leadership will be greatly missed. Ken's career, spanning 42 years, will be celebrated by the Mill Park Heights Community who wish him great fulfilment in his retirement.

BEBEE Phillipa

After 35 years of service to education as a teacher, Phillipa Bebee is retiring on 9 December 2005. Heany Park Primary School will be holding a function to farewell Phillipa at the school, Buckingham Drive, Rowville on Friday, 9 December from 4 pm–6.30 pm. Friends of the community and colleagues are invited to celebrate her contribution to education. The cost of \$15 per person will cover finger food, refreshments and a farewell gift. Payment can be made to the school. For catering purposes, please RSVP by 2 December on 9764 5533 or e-mail heanyparkps@edumail.vic.gov.au

CAPUANO Nola

The staff of Black Hill Primary School would like to invite Nola's colleagues and friends to help celebrate her teaching career and retirement. Join us from 5 pm-7 pm on Friday, 16 December 2005 at The Robert Clarke Centre, Ballarat Botanical Gardens. The \$25 contribution includes drinks, finger foods and gift. Please RSVP by 9 December with cheques made payable to Black Hill PS, 601 Chisholm Street, Ballarat Vic 3350. Phone 5332 4544.

DARKE Keith (Gordon)

Keith Darke is retiring from Macclesfield Primary School after 15 years as Assistant Principal. The school invites all colleagues, friends and community members to join him in celebrating 36 years of service to education. The function will be held on Monday, 12 December at 'Elevation' at 374 Main Emerald commencing at 7 pm. The cost of \$20 per person will cover finger food and a gift. Drinks at bar prices available. Please RSVP to Macclesfield.ps@edumail.vic.gov.au by 7 December or contact John Chiswell or Helen Palmer at Macclesfield PS on 5968 4734.

FORBES Carolyn

After giving us 30 years of wonderful service, Carolyn is leaving us at the end of this year. Carolyn and Wales Street Primary School invite you to join us in celebrating this special occasion. We will be holding a function on Thursday, 8 December, 5.30 pm at The London Room, Rydges on Bell Preston, 205 Bell Street, Preston. Your contribution of \$20 per person will cover the costs of food and gift, drinks are available at bar prices. Please RSVP together with cheque made payable to Wales Street PS, Wales Street, Thornbury. Phone 9484 3949.

HARDIMAN John

A function will be held at the Beaufort Golf Club to celebrate the career of John Hardiman, a respected staff member of Beaufort Secondary College from 1977 to 2005. The function will be held on Friday, 16 December from 7 pm. Cost is \$25, which includes a meal and contribution towards a gift. Drinks available at bar prices. RSVP to Lynne Dickman, Business Manager, Beaufort Secondary College on 5349 2305 or e-mail dickman.lynne.m@edumail.vic.gov.au by Friday,

LEOPOLD Valdree (Val)
After 27 years of outstanding service to education in Victoria, Val has decided to retire. The staff and school community of Mill Park Heights Primary School will join together to celebrate Val's career, thank her for 12 years of services the students of sure chool and wish becomes of service to the students of our school and wish her every happiness in her retirement from the teaching service.

LENON Elaine

Mooroopna Park Primary School welcomes colleagues of Elaine Lenon, Business Manager for the past 25 years, to celebrate her retirement on 16 December, from 7 pm to 9 pm at Makaby's on the Causeway, Mooroopna \$20 per person to go towards catering and gift, drinks at bar prices. Please RSVP by Wednesday, 7 December, to 5825 3856 or mooroopna.park.ps@edumail.vic.gov.au Cheques made to Mooroopna Park Primary School, PO Box 609, MooroopnaVic 3629.

MERLO MargFriends and colleagues are invited to join the staff of Viewbank Primary School to celebrate Marg Merlo's achievements in education. The retirement function wil be held in the school hall at Viewbank PS, Nevin Parade, Viewbank on Monday, 19 December from 6.30 pm. The cost of \$10, which is payable on attendance, includes refreshments and contribution for a gift RSVP to Lyn Norman, Business Manager on 9459 1512 by 14 December

MONTFORT Neil

Watsonia Primary School would like to celebrate Neil's 34 outstanding service to education with a retirement get together at Greensborough RSL, 111 Main Street, Greensborough on Friday, 16 December at 7.30 pm We invite all past and present colleagues and friends to join us. The cost of \$25 includes finger food and a gift.
Drinks at bar prices. Please RSVP to Sue Fenech at Watsonia PS, phone 9435 2917 by Friday, 9 December.

MONTMORENCY SECONDARY COLLEGE

Montmorency Secondary College wishes to acknowledge the 184 years of dedicated service to education in Victoria by six of their staff who are retiring at the end of 2005. They have all made a wonderful contribution as teachers and have been highly valued by our education community: Anne Campbell (37 years) Barbara Clement (31 years), Ken Cohen (27 years), Meredith Harding (19 years), Eric Timmins (33

years) and **Peter Williamson** (37 years). The College would like to invite their colleagues and friends to help celebrate their teaching careers and retirement. Join us from 4 pm–6.30 pm on Tuesday, 13 December in the Montmorency SC Resource Centre The cost of \$15 per person includes finger food, drinks and gifts. RSVP Lorraine Gioules by Friday, 9 December Phone 9435 6399, e-mail

gioules.lorraine.l@edumail.vic.gov.au RETIRING SOON?

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STEPHENS BeverleyBev commenced teaching at Boort HS in 1964 and then for many years at Wycheproof. She is now retiring from the teaching service after spending the last 16 years as Assistant Principal at Birchip P-12 School. We at Birchip have benefited from Bev's exemplary professionalism as a teacher and administrator and for her considered wisdom. We will struggle to maintain the standard she set. Bey will welcome contact from friends and past and present colleagues at her Wycheproof home and her new residence in Bendigo.

STEVENS Janet

After 29 years of service at Numurkah Primary School Jan Stevens is retiring. The school invites all colleagues, friends, and community members to join us from 4.30 pm—6 pm at the Primary School. The cost of \$15 per person will cover finger food, refreshments and a farewell gift. Following this farewell, those friends and colleagues who wish to dine with Jan are most welcome afterwards at the Telegraph Hotel, at your own cost. Please RSVP by 5 December on 5862 1426 or e-mail Numurkah.ps@edumail.vic.gov.au

After 40+ years of dedicated service to the Department and Public Education, Bert Van Halen is retiring. Bert's colleagues and friends are invited to celebrate with him on Tuesday, 14 February 2006 from 5.30 pm to 7.30 pm The farewell will be held at the Champagne Bar and Members Lawn of Flemington Racecourse (access to the venue is through the main entrance off Epsom Road) \$35 will cover refreshments and a gift. Cheques should be made payable to Deer Park Secondary College and marked 'Bert Van Halen's Retirement' and forwarded to the school at Billingham Road, Deer Park Vic 3023. For catering purposes please RSVP by 16 December to Vivien Causon at causon.vivien.v@edumail.vic.gov.au or telephone her on 9363 1155.

*Please note that this official School Council function will be followed by a sit down dinner in the Members Dining Room at Flemington Racecourse to further celebrate Bert Van Halen's contribution to Education and Leadership in the Profession. For further details regarding the dinner please contact Vivien at causon.vivien.v@edumail.vic.gov.au or telephone her on 9363 1155.

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Impact Line Marking: Peter Rowell, 0415 565 351 or Sports Force: Paul Leydin, 9386 4158

PETER BREWER, HOME AND SCHOOL MAINTENANCE

Carpentry, tiling, all other maintenance. Phone 9847 0874, mobile 0419 531 103.



VISUAL STROKES PAINTING AND DECORATING

Home and schools-painting and decorating. Phone Peter, 9847 0874, mobile 0419 531 103.

Opportunities

Manager

State Schools' Relief **Committee Inc.**

The Committee is seeking expressions of interest from suitably qualified applicants for the position of Manager.

The SSRC assists disadvantaged students attending Victorian Government Schools with new footwear and clothing.

The emphasis on this role is to provide leadership and manage the implementation of policies in accordance with the committee's charter.

Visit: www.careers.vic.gov.au

Further information available from Jeff Crosbie, telephone 9881 0220.

The position is located at 172 Burwood Highway, Burwood Vic 3125.

Applications close Tuesday, 6 December 2005.

Assistant Teachers of Italian 2006

... to work with teachers of Italian in Victorian schools from the beginning of Term 2 until December 2006.

Applications are now invited from primary and secondary schools with qualified teachers of Italian, Please contact Mr. Umberto Martinengo at COASIT by telephone on 9347 3555, fax on 9349 1036 or e-mail at schools@coasit.com.au Applications will close 10 March 2006

2006 Australia-Japan **Year of Exchange**

Learn and Teach - Japan **Program**

Applications are invited from teachers interested to participate in the Learn and Teach — Japan Program at the Japan Foundation Japanese-Language Institutes in Urawa and Kansai from 1-14 July 2006

This program aims to give teachers with limited Japanese language proficiency (equivalent to or less than Level 4 of the Japanese Language Proficiency test) and with little or no in-country experience the opportunity to undertake a two-week study course designed to improve participants' language proficiency.

The program of study will consist of lectures and workshops on language and culture plus several excursions to places of significant cultural interest.

The Japan Foundation will meet costs of return airfares, tuition, excursion and accommodation. Some meals will also be provided. The cost of comprehensive travel insurance will be borne by the participant.

Information and application forms are available from Ian Wykes on 9651 3947.

Applications should be returned to: Mr Ian Wykes, International Division, GPO Box 4367, Melbourne Vic 3001.

Applications close on Friday, 10 February



Victorian Primary Schools' Sports Association

Victorian Secondary Schools' Sports Association 🧍 **2006 State Team Officials**

Applications are invited from teachers and/or other suitably qualified personnel wishing to nominate for one of the following vacant positions as Manager, Assistant Manager and/or Coach of VPSSA and VSSSA teams participating in School Sport Australia Exchanges and Championships in 2006:

VPSSA TEAMS

SPORT Basketball

Girls & Boys 12 & Under

Cricket

Girls 12 & Under

Diving Girls & Boys 12 & Under

Soccer Boys 12 & Under

Swimming Girls & Boys 12 & Under

Track and Field

Girls & Boys 12 & Under **VSSSA TEAMS**

SPORT

Basketball

Girls & Boys 18 & Under Diving

Girls & Boys 13-19 Years Hockey Boys 16 & Under

Netball Girls 15 & Under Boys 19 & Under

Softball Girls 17 & Under

Swimming Girls & Boys 13-19 years

Volleyball

Boys 15 & Under

6-13 May, CANBERRA 5 positions (tbc): Girls/Boys Coach, Girls/Boys Manager,

26 August - 2 Sept, MELBOURNE The selection of teachers and supporting adults to officially accompany students on interstate or overnight sporting exchanges and champion by the VPSSA and VSSSA, on behalf of DE&T, will only

be approved subject to satisfactory criminal records check. Applicants should note that weekend &/or school holiday team training commitments will be required.

Please send your application to:

for VPSSA Team Officials VPSSA Executive Officer Team Officials Appointments for VSSSA Team Officials VSSSA Executive Officer Team Officials Appointments PO BOX 138, COBURG VIC 3058

Closing date for applications is FRIDAY 9 DECEMBER 2005.

POSITIONS AVAILABLE & DATES 4 positions: Coach Girls / Boys, Manager Girls / Boys

27 August - 1 Sept, PERTH 1 position: Girls Manager 6-14 January 2007, ADELAIDE 2 positions: Coach, Manager

11-16 June, SYDNEY

1 position: Coach 27 August-1 Sept, DARWIN 4 positions: 1 x Manager, 3 x Coach

11-16 June, SYDNEY 10 positions: 1 x Manager, 1 x Assistant Manager, 8 x Coach 22-27 November, CAIRNS

POSITIONS AVAILABLE & DATES

5 positions: Girls/Boys Coach, Girls/Boys Manager, Tour Manager 27 August - 1 Sept, PERTH 2 positions: Coach, Manager

1 position: Coach 19-26 August, ADELAIDE 1 position: Coach 6-12 August, MELBOURNE

11-16 June, SYDNEY

12-18 August, CANBERRA 1 position: Coach

> Disability Coach/Manager 11-16 June, SYDNEY 1 position: Coach

Application forms and appointment procedures are available from School Sport Victoria on 03 9350 8000 and can also be found on the VSSSA website at www.vsssa.org.au

PO BOX 138, COBURG VIC 3058

educationtimes December 1, 2005 regional roundup 2

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.

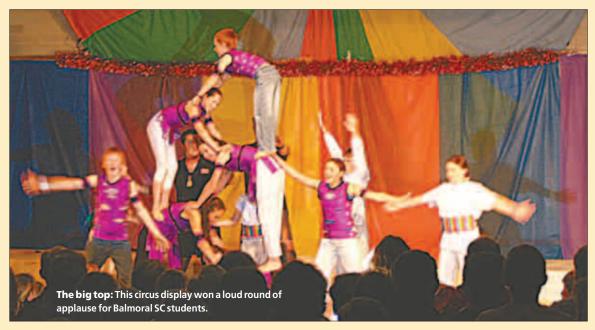
Western Metropolitan

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 competitons 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.



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!



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

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

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.

education*times*

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 we celebrate the Commonwealth Games encouraging healthy competition, of excellence 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

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 thoughout Australia, up from 78 last year.



IT MAY look like they were clowning around when Eumenmerring 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.

A TO/T/C

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 Leaning and Teaching, Overseas fee paying students and pathways for ESL students including the Victorian Certificate of Applied Learning (VCAL).

SOSI

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

eav@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.

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: commpassorders@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 eduction as well as their commitment to the Games' values of equality, destiny and humanity and how they would approach being a Goodwill Cultural Ambassador.