

LEVNT NETWORKS

14 April 2016
Issue No. 05

*LEVNT Networks is distributed fortnightly
Please ensure that ALL staff and school councillors receive this communication*

Scars

The older you get the more likely it is that you'll have scars of one kind or another. Our scars can be graphic reminders of an injury incurred, or a medical procedure, or an accident; perhaps of something stupid that we did. Perhaps you've got a scar from a childhood misadventure and you've taken delight over the years in showing it off and recounting what happened.

Our hearts can have scars too. They can be inflicted by others – or self-inflicted, they can be extremely deep and painful, and influential in our lives. In the gospel for the Sunday after Easter from St John, Jesus appears to his disciples and says: "Peace be with you"; he then shows them his hands and his sides – and his scars. John says the disciples stopped being afraid and rejoiced when they saw Jesus. (See *John 20:19-21*)

Here's a thought. If God could raise Jesus from the dead, then surely God could repair Jesus body. Why not wipe out all visible evidence of such a horrific death? Surely it would have been a 'more powerful experience' for the disciples if Jesus had appeared to them in some gloriously perfect form? The good news of the gospel includes our resurrection to eternal life after all. This would have been a great opportunity for Jesus to show us what perfection is going to look like.



Nope. Didn't happen like that. When Jesus is raised from the dead, his scars are raised with him. and he makes a point of showing his disciples his scars, which makes me think that perhaps 'perfection' should *not* be defined as the absence of scars.

Let's consider Jesus scars before and after the resurrection. Before the resurrection, late on Good Friday afternoon, those scars and wounds were a source of unimaginable anguish to the disciples. They couldn't avoid being confronted by them as they removed his scarred and smashed body from the cross. His traumatic death was extremely evident.

At that point, his scars signaled defeat, the end of all their hopes and dreams as his followers, but this was *before* Easter Sunday. Their understanding of his mission was not yet complete.

Think about Jesus' scars *after* the resurrection. They confirm that it is indeed Jesus standing before them. He's not some phantom. They confirm that the events of Good Friday really happened. They are evidence of his punishment and his death, and yet three days later he is now standing right with them - very much alive.

The reality of what he has done begins to sink in. His death has a meaning after all. God has used it in a transforming way. Jesus' death was not a defeat but a victory.

It's in the context of Jesus appearing to the disciples, scars and all, that the Holy Spirit is received. After saying "Peace be with you. As the Father has sent me, so I send you", we are told that Jesus "breathed on them and said to them, "Receive the Holy Spirit. ²³ If you forgive the sins of any, they are forgiven them; if you retain the sins of any, they are retained."

Perhaps it was only now that prophecies of the Old Testament prophets, that they all would have known so well, began to take on a new and deeper significance. For example, hundreds of years earlier Isaiah had written:

...He was wounded for our transgressions, crushed for our iniquities; upon him was the punishment that made us whole, and by his bruises we are healed. ⁶ All we like sheep have gone astray; we have all turned to our own way, and the LORD has laid on him the iniquity of us all.

(From Isaiah 53)

The cross and the empty tomb bring into this world a power that can transform the lives of all who would put their trust in Jesus, who come to believe that he died for them. It was God's victory over sin; God's triumph over evil. A demonstration that God can use even scars to bring redemption.

Jesus' scars were evidence of a greater plan unfolding. Knowing the reality of the resurrection can transform the deepest scar that you or I carry. Whatever scar you bear the resurrection of Jesus tells you that they do not have the 'last word'. Even our scars can be a source of great maturity and transformation in our lives. I think there are two ways that Jesus scars actually free us from being trapped by our own.

The first trap is that we can spend a lot of time *denying* our scars. The absence of scars does not equal perfection. Even if our scars are self-inflicted, the love and acceptance of God as proved by Jesus can bring relief. God would assure us that his grace is sufficient to cover any mistake we have made.

The second trap we can fall into is letting our scars *define* us. Once again, the scars of Jesus show that God is at work in the world in a transforming way, always aiming to, and able to, bring good out of scarring experiences.

Whatever scars we may bear, in our minds or in our bodies, whether self-inflicted or undeserved... As it was for Jesus, so it will be for us. Our scars will not condemn us to death, but we will share in the life that Jesus brings.

In the same way that a surgeon brings healing through first making a wound and then closing it with a scar, our scars will be transformed into signs of healing and hope.

Pr. Brett Kennett
District Pastor for Congregational Support
Lutheran Church of Australia – Victorian District
brett.kennett@vic.lca.org.au

LEVNT NEWS

DAVID SPIKE ANNOUNCEMENT



David has accepted the call to become School Pastor at Geelong Lutheran College. We acknowledge this difficult decision by David was very much driven by his sense of vocation.

As David will continue at Lakeside College until the end of the 2016 school year, we thank David for his excellent service, while acknowledging there is still much to be done during the remainder of 2016, particularly as the College has exciting building plans on the horizon.

The College continues to be a shining light in the community and continuing enrolment growth is testament to the wonderful reputation of the College.

LEVNT and the College Council are already working in close cooperation on the recruitment process for a new principal. Expressions of interest will be sought in the coming weeks.

INTERIM ASSISTANT DIRECTOR – DON WALKLEY

On Monday, 11 April we formally welcomed Don Walkley to the office as he begins his role as Interim Assistant Director. Prior to his current position, Don has been a school governance consultant for six years in two education systems. He has also been a principal of an independent school. Don is the Director of the Global Alliance for School Governance; member of Australian Council for Educational Leaders (ACEL); member of the Australian Institute of Company Directors (AICD).

Don's primary objective as Interim Assistant Director is to provide support for the Director of LEVNT in meeting duties and responsibilities, and to provide support for Principals and school Councils.

Don will be in contact with Principals and Chairs in the coming weeks as he settles into his role and gains a better understanding of each school context.



LEVNT STAFF MEMBERS & THEIR ROLES

As a reminder, below is a list of the LEVNT Staff, their primary roles and responsibilities:

Responsibility	Title	Key Areas of Responsibility
Leadership	<p>Director: Paul Weinert (FT)</p> <p>Interim Assistant Director: Don Walkley (FT)</p>	<ul style="list-style-type: none"> ○ Coordinate LEVNT office staff, ○ Coordinate Principal support, ○ School/Church cooperation, ○ ISV Vic and AIS NSW liaison, ○ Governance support, ○ State Government liaison, ○ Industrial relations. ○ School development and strategic planning, ○ VRQA liaison ○ Leadership development ○ School development and strategic planning, ○ Governance support ○ LEA projects ○ Leadership development ○ Principal wellbeing
Education - Formation	<p>Education Officer – Formation: Liz Pietsch (.7 – Mon, Tues, Thur, Fri: not working every Wed and alternate Thur)</p>	<ul style="list-style-type: none"> ○ Staff Formation/Accreditation ○ Christian Studies ○ Valuing Safe communities
Education - Curriculum	<p>Education Officer - Curriculum: Vicki Schilling (.3 – Tues/Wed)</p>	<ul style="list-style-type: none"> ○ Teaching and learning resources ○ Curriculum networking ○ ECC formation
Business	<p>Business Manager: Graeme Huf (.8 – Mon/Tues/Wed/Thur)</p> <p>Accountant: John Graetz (.6 – Tues/Thur/Fri)</p> <p>Operations Manager: Tammy Hughes (FT)</p>	<ul style="list-style-type: none"> ○ Business management, advice and training, ○ Industrial relations. ○ HR advice ○ Accountant and financial management, ○ Payroll, ○ Grant and funding distributions, ○ Compliance ○ Strategy implementation ○ Support services ○ Risk management ○ Compliance management ○ Consitutions advice ○ HR advice
Secretariat	<p>Office Administrator: Josie Muratore (FT)</p>	<ul style="list-style-type: none"> ○ PA to Director and executive support. ○ Communication and events management.

Paul Weinert
 Director
paul.weinert@levnt.edu.au

DISTRICT ADMINISTRATOR – STEPHEN MILDRED



LUTHERAN CHURCH OF AUSTRALIA
VICTORIA/TASMANIA DISTRICT
where love comes to life

EXCITING NEWS: Appointment of District Administrator – Stephen Mildred.

We are pleased to announce the appointment of Stephen Mildred to the role of District Administrator of the Lutheran Church of Australia Victorian District (including Tasmania).



This District Administrator is an appointment of District Church Council, and is directly responsible to the District Bishop. The role is responsible for internal governance, operational, financial, legal, regulatory, risk and compliance needs of the District. It works closely with the District Church Council, the National Office, congregations, agencies and external providers to maintain standards and improvements in these areas.

Stephen is a member of the Pakenham Lakeside church plant, and has extensive commercial, marketing and regulatory experience across various corporate sectors including ANZ, Medibank and Commsec.

His experience and professionalism will be an asset to our District team, and he is looking forward with much enthusiasm to serving and supporting congregations, DCC and its Councils and sub-committees.

Stephen's first day in District Office will be Monday 18th April where he will commence an induction program over the following week or two that will involve all staff and the Chairs of CMS and CLEVNT.

Further communications will follow to the various committees of the District followed by congregations announcing this appointment in the coming day. If you have any questions, please do not hesitate to contact Pastor Andrew as acting District Bishop, myself as DCC Chairperson, or David Bergmann as Chair of the DCC People & Strategy Sub-committee.

Please join us in welcoming Stephen to the District Office team, keep him in your prayers, and support him as brothers and sisters in Christ.

Tim Wiebusch
Chairperson
LCAVD District Church Council

Pastor Andrew Brook
acting District Bishop
LCAVD

FOR TEACHERS IN LUTHERAN SCHOOLS WHO ARE BEGINNING THEIR TEACHING CAREERS

A Beginning Teachers' Day has been scheduled for Monday, 16 May from 9.15 am – 3.00 pm. This day is for graduate teachers who have joined Lutheran schools in the last 1-3 years. The day will be held at The Quality Hotel, 265 Mickleham Road, Tullamarine, to allow teachers from regional areas to attend. Further details can be found on the registration form below. **Please register by May 6.**

We hope that principals will encourage beginning teachers to attend this day so that they can develop an appreciation of being part of the wider Lutheran system while gaining support for their work in our schools as well as having time for reflection on their journey so far. Morning tea and lunch will be provided at no cost to participants. Please contact me at liz.pietsch@levnt.edu.au if you have further questions.

Beginning Teachers Day

For teachers in Lutheran schools who are in the early years
of their teaching careers

Monday, 16 May 2016

9.15 am – 3.00 pm

at

The Quality Hotel, Melbourne Airport
265 Mickleham Road, Tullamarine

- An opportunity for recent graduates from Lutheran schools to meet together
- An opportunity for recent graduates to learn about the Lutheran school system and what it means to be part of the Lutheran school “family”
- An opportunity for recent graduates to share their joys and challenges
- An opportunity for recent graduates to gain tips and ideas for the journey
- An opportunity for recent graduates to engage in professional conversations
- An opportunity for recent graduates to hear from those who have travelled a similar path – and have survived!

Please register your interest to attend:

Name: _____

School: _____

Contact details: Mobile: _____

Email: _____

Dietary Requirements: _____

(Please include any dietary requirements)

Please post or email this form to:

liz.pietsch@levnt.edu.au

Education Officer - Formation

LEVNT

755 Station Street

BOX HILL VIC 3128

Phone: 03 9236 1271 (direct line)

Mob: 0402 041 214

Morning tea and lunch will be provided at no cost to participants/schools.





The power of feedback in progressing learning

Providing students with timely and useful feedback on their learning has been widely recognised as one of the most powerful influences on student learning. The purpose of feedback in a learning context is to close the gap between a learner's current understanding or performance and a goal or desired performance (a shifting target over time).

John Hattie (2012) often speaks of 3 types of feedback that are useful in guiding learners forward:

1. **Task feedback** – feedback that communicates how the student has performed *specifically* on this task and how they can improve *at that task* [novices mostly need this kind of feedback]
2. **Process feedback** – feedback that focusses on the strategies, skills and processes involved in the task [most useful to students with some proficiency]
3. **Self-regulation feedback** – feedback that reflects on how a student has managed him/herself and his/her resources, and monitored their progress towards their goal [most effective for competent students]

[In his 2007 review of educational research with Helen Timperley, Hattie included a 4th category - Feedback about the Self as a Person (eg. praise such as 'Good girl') – not because it is correlated with learning improvements (it generally is not) but because it is the most common form of teacher feedback. However, as it contains very little or no useful information about performance or learning, it only has an impact when it encourages further effort, engagement or self-efficacy on the learner's behalf.]

Hattie and Timperley also identify 3 major questions that good feedback must address (providing a useful framework for shaping student feedback):

1. **Where am I going?** This can be referred to as *Feed Up* – focussing on the learning goal
2. **How am I going?** This is *Feed Back*, reflecting on what progress has been made towards the goal
3. **Where to next?** *Feed Forward* identifies what further needs to be done – to achieve the goal or a new goal if the first has been achieved.

For students who have very limited understanding of the task or concept, further instruction has been shown to be more useful than feedback on a poorly understood task.

A sea of information and practical strategies for giving feedback on student learning can be accessed online – here are some possible starting points:

- Hattie and Timperley (2007) *The power of feedback* (review of educational research) <http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf>
- Wiggins (2012) *Seven keys to effective feedback* <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx> (from the Sept 2012 edition of Educational Leadership focussed on Feedback for Learning)
- Education Services Australia *Effective Teacher Feedback* free professional learning module http://www.assessmentforlearning.edu.au/professional_learning/multimodules/professional_learning_multimedia_modules_landing_p.html
- Characteristics of good student feedback <https://www.youtube.com/watch?v=Huju0xwNFKU>
- <http://www.edutopia.org/blog/starting-student-feedback-loops-taylor-meredith>

Over the course of this term, I will be picking up on elements of feedback in this newsletter – next fortnight will feature a review of the effect of grade giving on student learning.

Vicki Schilling
Education Officer – Curriculum
vicki.schilling@levnt.edu.au

CURRICULUM NEWS

VCAA F-10 online learning series

For those schools transitioning to the Victorian Curriculum, the VCAA is presenting a series of free 1 hour online sessions unpacking each of the learning areas of the new curriculum. Sessions are scheduled in after-school timeslots during terms 2 and 3 and could be viewed as a whole staff if desired.

http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-proflearn.aspx?utm_medium=email&utm_campaign=Victorian+Curriculum+F%E2%80%9310%3A+April+2016&utm_content=Professional+learning+schedule+and+regsitration&utm_source=www.vision6.com.au for further detail.

Upcoming Curriculum Leaders network meetings:

- Tuesday 3 May – Central Hub Primary Curriculum Leaders, Southbank
- Thursday 19 May – Riverina Curriculum Leaders, Jindera

Vicki Schilling
Education Officer – Curriculum
vicki.schilling@levnt.edu.au

EMPLOYMENT WEBSITE

Below is the website where schools place employment advertisements and for staff to seek employment. It would be useful if this website could be advertised in staffrooms for their information. <http://www.teachers.on.net/leavacancies>



“The Spotlight” TARRINGTON LUTHERAN SCHOOL



GREAT EXPLORATIONS - A pre-school program for the community



Tarrington Lutheran School is situated eight kms from Hamilton which has a population of approximately 10,000 people. Tarrington itself is a small village established by Germans during the 1850's and 60's and has a population of 200-300 people. There are seven competitor schools within the Hamilton township and there are a number of other schools within a 20-30km radius of Hamilton and Tarrington.

In a climate where there is zero population growth and increasing financial pressures on families, parents are not only looking for quality schools but they are also looking for convenience. On top of the above mentioned challenges, Tarrington doesn't have any kind of feeder, such as a Kinder, and about 12 months ago, the once established and popular playgroup ceased operating.



Tarrington Lutheran School needs to work diligently and strategically to ensure it offers a quality education with strong Christian values and is seen as a viable consideration and an option for new families.

The concept of a program aimed at pre-school aged children (0-5 year olds) was discussed and developed with the school's Parents and Friends Association during 2015 and 'Great Explorations' was launched during term 4, 2015 with sessions beginning in February this year and are held on a monthly basis with 11 sessions planned this year. Sessions go for one hour and children attending are accompanied by a parent during the session's entirety.



Activities are very much hands-on, giving children plenty opportunities to explore their senses, interact with each other and develop a variety of life-long skills. There is also a fruit break mid-way through the session which is supplied and donated by the school's PFA.

Great Explorations is teacher driven- a group of qualified and experienced teachers plan and lead the sessions and are assisted by willing and enthusiastic school parents.



“The Spotlight” TARRINGTON LUTHERN SCHOOL



Great Explorations allows and encourages children to explore music, art, reading, play, science & the environment. A wide range of activities are offered to encourage group and individual learning with a strong focus on children using their sensory skills.

Great Explorations incorporates the Perceptual Motor Program where opportunities are provided to help develop children’s physical motor skills that provide the foundations necessary for success in the early school years. PMP is already a program offered to our Early Years students and some of the sessions later in the year have been planned with the school’s Foundation class.



Apart from children exploring and developing their social, emotional, academic and physical capacities, the program also presents opportunities for parents with similar aged children to make connections. At our last session, 14 adults and 19 children were present, the youngest being a few months old with most children being about 3 years old.



Different themes are planned for each of the sessions and depending on the theme, parents are provided with take-home information to read, to assist in further developing their knowledge and understanding and to encourage activities to be done at home with their children. With just two Great Explorations completed, it is clearly evident that families are seeking and wanting quality programs which offer well-planned opportunities for their pre-school aged children to grow.



Tony Peters
Principal

PROFESSIONAL DEVELOPMENT

Details of AIS NSW Professional Development for 2016 can be found at:
<https://www.aisnsw.edu.au/CoursesEvents/Pages/default.aspx>



Details of ISV VIC Professional Development for 2016 can be found at:
<http://www.is.vic.edu.au/services/professional-learning/calendar/index.shtml>



Sir John Jones – Sharing his Eight Pillars of Leading Effective Teaching and Learning

Independent Schools Victoria is delighted to invite Members to a workshop hosted by Sir John Jones.

There is a small and select band of educational professionals who have had their achievements recognised in the New Year's Honours List. Few of these are also able to inspire others with their outstanding knowledge, passion and enthusiasm – Sir John Jones is one.

Knighted in 2003 for his services to education, Sir John worked most of his professional life in challenging schools across the North West of England, his last post being the head-teacher of a large secondary school in Merseyside.

His achievements and reputation for leadership and creativity has led him to be invited onto various organisations, panels and think tanks, including the National College for School Leadership, the DfES' Leadership Development Unit, the Teacher Development Agency's National Re-modelling Unit, and visiting posts with both Manchester and Liverpool Universities.

During this one-day workshop, Sir John will share his eight pillars of effective teaching and learning, and the importance of having a 'dream weaver' in every classroom to provide real opportunities for students to have access to a high quality and engaging education. His eight pillars include:

- Courage – be courageous as educators
- Caring – for every individual, especially the invisible
- Creativity – for all, not just for the select few or the arts
- Coaching – helping to learn rather than teach – 'help me be what I can'
- Collaborative – you can't do this job on your own
- Curious – the art of asking brilliant questions
- Communication – the importance of talking to everyone
- Contented – there is no perfect plan, just get started, one thing at a time.

Sir John will challenge teachers to reignite their passion for teaching by acknowledging that each one of them has a significant influence on every student within each of their classes. We need to accept that we are very lucky people, there is no other profession on earth that has such an impact.

Seminar No
2016182

Seminar Name
The Eight Pillars of Leading Effective Teaching & Learning

Date
Thursday, 12 May 2016

Time
8.30 am to 4.00 pm

Target Audience
Principals, Leaders & Teachers

Cost
\$265.00 member schools price (plus GST)

Morning tea & a light lunch will be provided

Location
*Park Hyatt
1 Parliament Place
East Melbourne*

To register for this workshop visit the Independent Schools Victoria Seminars page and follow the link to Leadership.

*For registration enquiries, please contact
The Development Centre
on (03) 9825 7240.*

*For workshop content enquiries, please contact Sue Woodhams at
sue.woodhams@is.vic.edu.au
or
on (03) 9825 7256*

JOIN THE PREMIERS' READING CHALLENGE FOR THE EARLY YEARS



Reading aloud is one of the most important things you can do for children. Today marks the launch of the 2016 Premiers' Reading Challenge for the Early Years.

We're encouraging early childhood educators and the families of Victorian children aged five and under to take the Challenge and read to young children.

This year, children who sign up to the Challenge before 27 May have the chance to win story time with ABC KIDS' Jimmy Giggle at their local kinder or childcare centre.

Jimmy will visit two lucky winners, one in Melbourne and the other in regional Victoria.

The more children who enter from your centre, the greater the chance your centre has of winning. To enter, visit: [Win Story Time with Jimmy Giggle](#)

The two winning children and two runners up will also win book packs from Penguin Random House Australia.

To register for the Premiers' Reading Challenge, visit: [Premiers' Reading Challenge for the Early Years](#)

Your centre may have already received posters and bookmarks to help you promote the Challenge, if not they'll be with you soon. If you would like additional resources, please email: readingchallenge@edumail.vic.gov.au

We encourage all early childhood educators, Victorian families and children to join us and take the Premiers' Reading Challenge for the Early Years today.

Happy reading!
Jenny Mikakos MP
Minister for Families and Children



LEA Executive Director

[Stephen
Rudolph]

LEA and federal politics

In recent days, Stephen Kroker, LEA Business Manager, and I have met with both Senator Simon Birmingham [pictured right top with Stephen Rudolph], Federal Minister for Education and Training, and the Hon Kate Ellis MP [pictured right bottom with Stephen Rudolph], Federal Shadow Minister for Education and Early Childhood. The following information provides a summary of the LEA presentation to both Senator Birmingham and the Hon Kate Ellis:



Key funding messages

1. provide a basic funding entitlement for all Lutheran schools that keeps pace with costs in government schools and ensures each Australian student receives a world class education
2. provide additional needs-based funding for schools, families and students who are disadvantaged because of factors such as indigeneity, location, disability and socioeconomic / cultural disadvantage
3. provide families affordability and accessibility in their choice of schools in a way that encourages diversity, yet does not penalise private funding contributions to education
4. ensure that all systems and school authorities have equal access to recurrent, targeted, capital and other funds through transparent and nationally recognised funding protocols
5. allow systems and school authorities to effectively and confidently operate schools in a stable and transparent environment with predictable and annual funding indexation



Affirming core principles for a funding model

The present school SRS funding system, undergirded by the Gonski principles, has seen a substantial change to school funding in Australia. The SRS funding system is in its third year of operation (2014-2017) and has tried to establish a stable and predictable approach to federal funding.

However, the unfortunate vagaries of the political cycle, Commonwealth and State/Territory relationships, national financial constraints and implementation difficulties have resulted in uncertainty about a long term model and an incomplete inconsistent transitional roll out.

LEA supports a means-tested, sector-blind and needs-based approach to school funding. LEA supports an improved funding approach for the future where the core principles of equity and sustainability are the key drivers and system funding predictability is provided.

In conclusion, LEA encourages candidates to strive for and provide a long term national funding model that is equitable, predictable and sustainable and allows systems to effectively and confidently operate schools in a stable and transparent environment with predictable and annual funding indexation.

LEA's view of current funding proposals:

Coalition:

LEA is concerned that the Coalition's existing funding policy would see school funding increase at the rate of the consumer price index (CPI) from 2018. LEA does not support this policy as funding increases need to keep pace with real education costs and with indexation linked to AGSRC

increases. LEA requests from the Coalition clarity of its 2018+ funding for Lutheran systems and until this is confirmed, cannot support the Coalition's policy. (LEA awaits the 2016 Federal Budget to ascertain any change to the Coalition's current policy)

Labor:

LEA acknowledges the Labor Party's 'Your child. Our future' policy which will assist all Australian schools with an additional \$4.5 billion in funding expected in 2018 and 2019. Subject to the Federal Labor Party being able to align all states and territories to the SRS model, LEA is pleased to support this policy.

LEA Business Manager

[Stephen Kroker]

LCA Business Partners

The Lutheran Church of Australia (LCA) partners with [Church Resources](#), through whom we have agreements or contracts with a number of product and service providers including telecommunications, travel, car hire, office supplies and health cover. Please visit <http://www.lca.org.au/business-partners.html> for details.

Sick Leave Emergency Fund claims for 2015

A total of 19 claims for the 2015 year have now been processed and the schools involved have been notified. Below is a summary of the amounts reimbursed to schools. In total, \$119,000 was paid out.

Amount reimbursed	# of claims
\$1 to \$1,000	3
\$1,001 to \$5,000	9
\$5,001 to \$10,000	3
\$10,001 to \$20,000	3
\$20,001 to \$30,000	1

LEA federal news

ACEL: 2016 national awards: Call for nominations

ACEL honours educational leaders who have made a significant contribution to the improvement of student and organisational outcomes. This contribution will be reviewed against set criteria, which have been based on the AITSL Australian Professional Standards.



Evidence provided must demonstrate impact at a system, state and/or national level. Research that has influenced significant change is highly valued.

Members are invited to nominate an individual or team who have made such a contribution. To assist members with this process the ACEL Awards Committee has provided information in regards to confidentiality of process, responsibilities of Branch and National Awards Committees, nomination requirements and a description and criteria for Fellowships and Awards.

The 2016 National Awards will be presented at the ACEL President's Reception and Awards Ceremony on the evening of Thursday 29th September 2016 at the MCEC (as part of the 2016 ACEL National Conference).

[Click here](#) to download the ACEL National Award Criteria.

[Click here](#) to download the ACEL National Award Nomination form.

[Click here](#) to download the ACEL Fellowship Criteria.

[Click here](#) to download the ACEL Fellowship Nomination form.

Independent schools value direct Commonwealth funding relationship [31 March 2016]

The Independent Schools Council of Australia (ISCA) has welcomed Prime Minister Malcolm Turnbull's recognition of the importance of the ongoing direct funding relationship between the non-government school sector and the Commonwealth Government. ISCA Executive Director Colette Colman said that, "the Independent school sector values its long term collaborative relationship with the Commonwealth Government. Mr Turnbull's comments on ABC radio today reflect our sector's concerns that state and territory governments would face competing interests if they became the majority funders of government and non-government schools, while both sectors were competing for enrolments from the same pool of potential students." [Read the full media release](#)

ACARA Update [31 March 2016]

[Click here](#) to access the latest ACARA eNewsletter which features:

NAPLAN 2016 aligned with the Australian Curriculum

This year, NAPLAN has been aligned to the Australian Curriculum: English and the Australian Curriculum: Mathematics. Previously, the tests were based on the Statements of learning for English and the Statements of learning for mathematics. The best preparation for NAPLAN is to continue focusing on teaching the curriculum. The Australian Curriculum for English and mathematics has been implemented in all states and territories. It incorporates the essential learning described in the Statements of learning and provides a broader common curriculum for teaching and learning in English and mathematics for all Australian students. While most items in the NAPLAN 2016 test will be similar to past tests, there will be some important but subtle differences in some tests. See [more information on the NAP website](#).

Also read about:

- ACARA CEO's response to article in The Australia regarding students with special needs
- Latest [Primary Matters](#)
- Registration of Australian Curriculum codes