

# LESER NETWORKS

For Principals of Colleges and Schools,  
Directors of Kindergartens & Early Childhood Centres  
LESER Office Hours 8.30am – 4.30pm

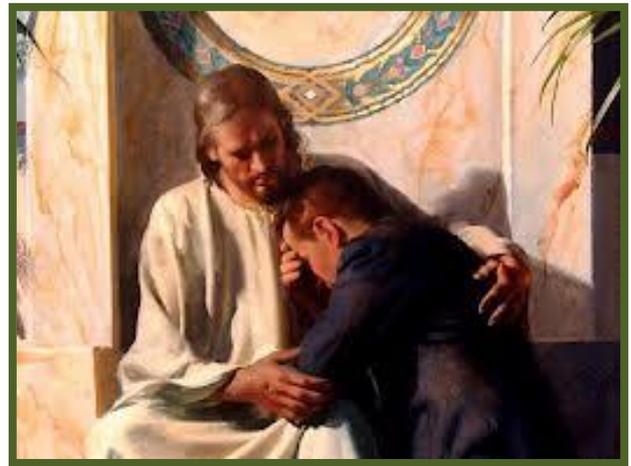


03 April 2014  
No. 06

*LESER Networks is distributed fortnightly  
Please ensure that all staff and school councillors receive this communication*

## PLACES OF GRACE

Many schools have the slogan 'A Christ-Centred approach' as a core value of the school. However, I am often perplexed by this concept. For example, the school can teach a high quality literacy program, but this does not have to mention Jesus. In fact, most curriculum content does not mention Jesus. Christ-Centeredness needs to be seen as Christ's love demonstrated through the actions of the staff.



If the staff members, through their actions, demonstrate unconditional forgiveness in their relationships, then the concept of an authentic Christ-Centred school begins to take shape. However, if the school is not a place of grace and the staff are rigid and unforgiving in their relationships, then the concept of a Christ-Centred school becomes hollow and superficial. In the Lutheran School setting there needs to be an overall ethos of compassion and forgiveness.

Teachers that are far too rigid and punitive in their approach can often contradict the crucial grace message for children who may experience rigidity and punishment without any effort on the part of the teacher to enable reparation in the relationship.

The students need to know that they are forgiven and can start again. Students who experience the wrath of a legalistic teacher without feeling the warm embrace of forgiveness, find it hard to reconcile the message of grace with their experiences in the classroom.

Let us constantly remember that this concept of forgiveness, freely given, is the true north which will allow schools to navigate their way through a myriad of complex issues while remaining faithful to their calling to be places of grace. Places where the Gospel can be seen and heard through the actions of the people who serve within them.

**Paul Weinert**  
Director

[paul.weinert@leser.lutheran.edu.au](mailto:paul.weinert@leser.lutheran.edu.au)

## LESER REGIONAL NEWS

### SCHOOLS ASSEMBLY

Last week we distributed a follow up letter to School Assembly Representatives, along with minutes of the meeting and a consultation and decision making schedule. This schedule focuses on the funding distribution model and Governance Terms of Reference. The initial feedback provided at the meeting has been noted and will certainly need to be processed in detail at our CLE meeting, which is scheduled for Thursday, 03 April. Following the CLE meeting, I will send out position papers, which will seek to capture the main points discussed at CLE to inform Councils of the views expressed. These papers will then form a basis for further consultation.

To ensure we provide every opportunity for maximum participation by School Council Chairs, Principals and Business Managers at the next meeting, we are proposing the next Schools Assembly be held on **Saturday, 14 June** from **9.00 am to 3.00 pm** in keeping with the June timeframe that was discussed at the Schools Assembly meeting.

### SCHOOL COUNCIL VISITS

LESER staff continue to visit School Councils regularly as we strengthen relationships between governance bodies and the LESER office. Recently we confirmed our six-month visitation schedule as we endeavour to become more strategic regarding the intent of the visits. While schedules may not allow us to visit every Council, we will make contact with each Council Chair during this period of time. Visits over the coming months will focus on Schools Assembly matters as we seek to consult widely on funding and the CLE Terms of Reference. Other focus points will revolve around the compliance requirements of School Councils (with a particular emphasis on constitutional responsibilities) and building capacity through training opportunities.

Our inaugural Hub governance-training workshop is taking shape in the Western districts. This workshop will involve all six Councils in the area and will focus on a range of governance topics, as requested by the various Council Chairs. It is hoped this workshop can be replicated in the other Hub regions, albeit with differing agendas to suit the needs of the School Councils involved.

### ASIA LUTHERAN EDUCATION ASSOCIATION CONFERENCE

On March 28 and 29, along with the other Directors, I attended the Asia Lutheran Education Association Conference held in Hong Kong. Founded in 2002, Asia Lutheran Education Association (ALEA) is a collegial organization of educators, Primary School to Secondary Schools and post-secondary institutions focused on the highest quality education while establishing Christian communities throughout Asia.

With student body populations ranging from less than 50 students to thousands of students, the schools of ALEA serve both local and international communities and students. ALEA is bringing Lutheran schools and institutions together to learn from each other and network with Schools, Universities and Churches regionally and internationally. ALEA partner Schools and institutions are located across Asia including in Australia, China, Hong Kong, India, Japan, Papua New Guinea, South Korea, Sri Lanka and Taiwan.

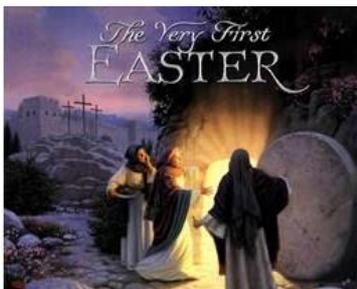
The goals of ALEA are cooperative teacher and administrator recruitment strategies, expanding teacher and leadership training opportunities and developing vibrant communities for outreach and service.

The conference, which focused on the theme of grace and vocation, reiterated the powerful message that as forgiven people we have the privilege of using opportunities to exercise this freedom in service and to express faith in loving actions.

It was a blessing to have the region represented at the Conference by **Janet Moeller-Abercrombie** (Head of Junior School, Good News, and Tarneit). Janet has been a long time board member of ALEA and continues

to be an active participant in this vibrant community of learners (see LEA News for further information about the conference).

#### HAPPY HOLIDAY



As we enter the Term 1 break, our office staff would like to wish you a safe and relaxing break. May you have a blessed Easter and come back rejuvenated, refreshed and ready to serve!

**Paul Weinert**  
Director

[paul.weinert@leser.lutheran.edu.au](mailto:paul.weinert@leser.lutheran.edu.au)

## STAFF CONFERENCES 2014

Due to the geographical spread of our schools across three states of Australia, the Regional Hub Groups – Western, Central and Riverina are important forums through which our school leaders can connect on a more regular basis. Last year in these forums, we discussed the possibility of planning a staff conference. While one conference for the whole region at some point may be a possibility, there was a very strong feeling that it would be much more cost effective and achievable for our staff to gather together in three separate regional gatherings.

Accordingly, three dates have now been locked in place as follows:

#### **Riverina Regional Conference**

At St Paul's College, Walla Walla **FRIDAY, 15 AUGUST**

*(Henty, Jindera, Wagga Wagga, Walla Walla, Wodonga)*

#### **Western Regional Conference**

At Holy Trinity Lutheran School, Horsham **FRIDAY, 22 AUGUST**

*(Dimboola, Nhill, Hamilton, Horsham, Mildura, Portland, Tarrington)*

#### **Central Conference**

At Luther College, **MONDAY, 06 OCTOBER**

*(Croydon (x2), Geelong (x2), Hobart, Pakenham, Sunshine, Tarneit)*

It is intended that these be whole of staff conferences. The scheduled conference days will therefore be school closure days for the school communities involved in each particular conference, making it possible for everyone to attend. With that in mind, the programs for the conference days will be designed to have relevance for all staff. Lutheran Education South East Region has allocated a substantial amount of money in the budget to offset the direct cost to schools.

In planning these days, our school leaders have been strong in the view that it is important for us to come together to celebrate our common heritage, to connect with our colleagues in other schools and be reaffirmed and encouraged in our roles of bringing the good news of Jesus to young people and families in our communities.

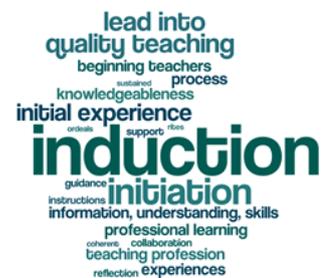
## PRINCIPALS' RETREAT 2014

The 2014 Principals' Retreat has been scheduled for Wednesday, 04 June (5.00 pm) through to lunch time on Friday, 06 June. The retreat will again be held at the Campion Retreat Centre in Kew. While the format will be similar to 2013, the content will be totally different from last year. A registration form will be available in the next action memo or can be downloaded via the link on the [home page on our web site](#). In the meantime we encourage you to reserve a place in your calendar for this important spiritual growth opportunity. The estimated full cost of the retreat, including facilities hire, accommodation and all meals will be in the vicinity of \$240 per person.

Neville Grieger  
Assistant Director  
[neville.grieger@leser.lutheran.edu.au](mailto:neville.grieger@leser.lutheran.edu.au)

## BEGINNING TEACHERS' DAY – MONDAY, 19 MAY

**FOR TEACHERS IN LUTHERAN SCHOOLS WHO ARE BEGINNING THEIR TEACHING CAREERS**  
A Beginning Teachers' Day has been scheduled for **Monday, 19 May from 9.15 am – 3.00 pm**. This day is for graduate teachers who have joined Lutheran schools in 2014 or 2013. The day will be held at The Quality Hotel, 265 Mickleham Road, Tullamarine, to allow teachers from regional areas to attend. A registration form can be found in this Newsletter or can be downloaded via the link on the home page on our web site at:  
<http://www.leser.lutheran.edu.au/>



Further details can be found on the registration form. 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@leser.lutheran.edu.au](mailto:liz.pietsch@leser.lutheran.edu.au) if you have further questions.

## LESER EQUIP MODULES 2014



<b>Module 2</b>	Quality Hotel, Tullamarine	Thursday, July 24
<b>Module 4</b>	Quality Hotel, Tullamarine	Friday, May 16
	Quality Hotel, Tullamarine Riverina (Jindera)	Tuesday, May 27 Friday, May 30
<b>Module 5</b>	Quality Hotel, Tullamarine	Friday, July 25
	Quality Hotel, Tullamarine Riverina (Wodonga)	Tuesday, August 12 Thursday, August 28
<b>Module 6</b>	Quality Hotel, Tullamarine	Friday, October 10
	Quality Hotel, Tullamarine Riverina (Wagga Wagga)	Tuesday, October 21 Friday, October 17



If you wish to register, please do not hesitate to contact me

**Liz Pietsch**  
Education Officer  
[liz.pietsch@leser.education.edu.au](mailto:liz.pietsch@leser.education.edu.au)

## EMPLOYMENT OPPORTUNITIES



### TRINITY LUTHERAN COLLEGE

### MILDURA

#### APPLICATIONS ARE INVITED FOR THE POSITION OF PRINCIPAL

Founded in 1982 as a Primary School with an enrolment of 29 students, Trinity Lutheran College is situated in a major growth corridor and has steadily developed into a double-streamed, co-educational day of 460 students, catering for year levels Prep to Year 10.

Trinity Lutheran College aims to provide quality education in the Lutheran tradition, which values Christian beliefs and living, and provides a sound academic, spiritual, physical, social and emotional preparation for further life. The College is situated on four hectares with well-appointed grounds and buildings. Students are able to participate in many sports and congregate in clean, well landscaped common areas.

Trinity Lutheran College is seeking to appoint an innovative and energetic educator who can provide inspiring spiritual, educational, administrative and financial leadership to the entire school community. In addition, we seek a Principal with visionary capabilities who can ensure that enrolment targets are met and future directional opportunities are realized.

#### SELECTION PROCESS

Prospective candidates can obtain an information package from the LESER Office by contacting Josie Muratore, Office Administrator at [josie.muratore@leser.lutheran.edu.au](mailto:josie.muratore@leser.lutheran.edu.au)

The Council has appointed a Selection Panel who will conduct the following process which will culminate in a recommendation to Council for the appointment of Principal, Trinity Lutheran College.

All applications will be acknowledged.

- All applicants will be contacted once the short-listing has been completed.
- Short-listed applicants will be invited to attend one or more interviews in Mildura during April.

Short-listed applicants will have relevant expenses covered to attend the interview(s).

Applicants should include the following information in their application:

1. A covering letter, including relevant biographical information and contact details
2. Experience in a combined Primary/Secondary setting and career history
3. A statement which addresses the Key Selection Criteria outlined under Selection Criteria (maximum of one page per selection criteria)
4. Cultural interests, sporting and recreational pursuits
5. The names and candidates of at least three referees including your current school Principal (if candidate does not already hold this position) and your congregational Pastor

Please note that the referees of shortlisted candidates may be contacted prior to further communication with the applicant. Applications should be emailed (hardcopies are not required) and addressed to: [josie.muratore@leser.lutheran.edu.au](mailto:josie.muratore@leser.lutheran.edu.au)

Mr Paul Weinert  
Director  
Lutheran Education South East Region  
Level 1/755 Station Street  
BOX HILL Vic 3128

**Applications Close: Tuesday, 08 April 2014**  
**Position Commences: January 2015**



**HOW DO YOU CAPTURE THE ESSENCE OF A RELATIVELY NEW SCHOOL -  
WHERE HAS IT COME FROM AND WHERE IT ASPIRES TO GO?**

This question was recently explored from the multiple perspectives of ministry and mission, promotions and marketing, teaching and administration to develop the organising concepts of Wisdom, Honour and Purpose .... Yet another framework I hear readers say!

First and foremost of these concepts is **Wisdom**. Wisdom is more than knowing – it involves a basis for making critical judgments, giving a sense of direction and informing future action. This wisdom has a scriptural basis.

We do not choose from the smorgasbord of beliefs and values and say that they have equal merit, nor do we equate the “popular” view with the “right” view. **Honour** enacts wisdom in our relationships so that students respect themselves, each other and the community in which they live.

It incorporates aspects of love, service, courage and humility. The concept of **Purpose** embraces each student’s unique talents and abilities it gives them assurance (ie. hope), courage and direction as they live out their daily lives.



## ISV – PROFESSIONAL DEVELOPMENT DATES

Independent Schools Victoria have Professional Development seminars and can be found on their website at:

<http://www.is.vic.edu.au/services/professional-learning/calendar/index.shtml>

These are the seminars being conducted April seminars for your information:

### APRIL 2014

#### 01 Tuesday

- Integrating the National Safe Schools Framework with Student Wellbeing Strategies (Day One of One)
- BSB51107 Diploma of Management (Day Two of Ten)

#### 02 Wednesday

- Integrating the National Safe Schools Framework with Student Wellbeing Strategies (Day Two of Two)
- Learning Difficulties, Including Dyslexia – Core Skills for all Staff  
Upgrade of TAE10 Certificate IV Training and Education

#### 03 Thursday

- Am I Gifted? How do you know and what do I need?
- Governance 101

#### 04 Friday

- How to Write an Individualised Education Program

#### 07 Monday

- Being Well, Motivated and Engaged

#### 28 Monday

- Implementing the General Capabilities of the Australian Curriculum (Day Two of Two)
- iPads in Middle School Mathematics
- TAE10 Certificate IV Training and Education (For Teachers) (Day Three of Six)

#### 29 Tuesday

- Exploring, Reading and Writing Poetry in Years 4 to 6
- Southern Cross Program 3 (Day One of Four)
- Strategic Planning for Principals (Day Three of Four)
- Sustaining Positive Discipline in Schools for Heads of Schools, Campus Heads and Level Coordinators

#### 30 Wednesday

- CHC51308 Diploma of Education Support (Day Five of Twelve)
- Communities of Practice – Building Highly Efficient, strategic and Collaborative Teams (Day One of Three)
- Southern Cross Program 3 (Day Two of Four)
- Strategic Planning for Principals (Day Four of Four)

## LESER CALENDAR DATES – 2014

LESER Office re-opens	13 January	
LESER Planning Days (Office Closed)	20 – 21 January	
Australia Day Holiday	27 January	Public Holiday
Christian Studies Leaders – Western Hub	14 February	TBC
Western Hub Meeting	17 February	TBC
Equip Module 1 – Melbourne	21 February	Quality Hotel, Tullamarine
Christian Studies Leaders – Central Hub	25 February	TBC
College Of Directors	25 – 27 February	LEA – Adelaide
LEA Working Parties	25 – 28 February	LEA – Adelaide
BLEA	27 – 28 February	LEA – Adelaide
Early Childhood Retreat	27 Feb – 1 March	
Equip Module 1 – Riverina	3 March	TBC
Christian Studies Leaders – Riverina	4 March	TBC
LESER Principals' Day	6 March	Quality Hotel, Tullamarine
LESER Planning Day (Office Closed)	7 March	
Labour Day Holiday Vic/Tas	10 March	Public Holiday
ALWS Awareness Week	10 – 14 March	
Equip Module 3 – Melbourne	14 & 28 March	Quality Hotel, Tullamarine
LESER Staff Training Days (office closed)	18 – 19 March	
Equip Module 3 – Riverina	21 March	Victory Lutheran College, Wodonga
LESER Business Managers' Day	28 March	Quality Hotel, Tullamarine
Good Friday	18 April	Public Holiday
Easter Monday	21 April	Public Holiday
ANZAC Day	25 April	Public Holiday
LPA Day	30 April	
National Lutheran Schools Week	5 – 9 May	
LEA Working Parties	5 – 9 May	Brisbane
Equip Module 4 – Melbourne	16 & 27 May	Quality Hotel, Tullamarine
<b>LESER Beginning Teachers' Day</b>	<b>19 May</b>	<b>Quality Hotel, Tullamarine</b>
College of Directors	20 – 21 May	Brisbane
Equip Module 4 – Riverina	30 May	TBC
Principals' Retreat	4 – 6 June	TBC
Queen's Birthday Holiday	9 June	Public Holiday
<b>Schools Assembly (tentative)</b>	<b>14 June</b>	<b>TBC</b>
BLEA	19 – 20 June	
Germany Tour	5 – 18 July	
Equip Module 2 – Melbourne	24 July	Quality Hotel, Tullamarine
Equip Module 5 – Melbourne	25 July	Quality Hotel, Tullamarine
LESER Principals' Day	1 August	Quality Hotel, Tullamarine
LEA Working Parties	4 – 8 August	Adelaide
College of Directors	5 – 6 August	LSA
Riverina Hub Conference	15 August	St Paul's College, Walla Walla
Western Hub Conference	22 August	Holy Trinity Lutheran School, Horsham
National Lutheran Principals Conference	24 – 27 August	Alice Springs
Equip Module 2 – Riverina	27 August	
Equip Module 5 – Riverina	28 August	
Christian Studies Leaders – Riverina	29 August	TBC
BLEA	4 – 5 September	Adelaide
LESER Schools Assembly (TBC)	6 September	Quality Hotel Melbourne Airport
LCA District Convention	3 – 5 October (TBC)	Good News Lutheran College, Tarneit
Labour Day NSW	6 October	Public Holiday
Central Hub Conference	6 October	Luther College
Equip Module 6 – Melbourne	10 October	Quality Hotel, Tullamarine
Equip Module 6 – Riverina	17 October	TBC
LESER Business Managers' Day	17 October	Quality Hotel, Tullamarine
Christian Studies Leaders – Western Hub	24 October	
Melbourne Cup Day	4 November	Public Holiday
College of Directors	11 – 12 November	Adelaide
LESER Principals' Day	14 November	Quality Hotel, Tullamarine
LESER Office Closes	19 December	

**NOTE: Newly added dates**

FROM THE LEA EXECUTIVE DIRECTOR [STEPHEN RUDOLPH]	
<b>SE Asia visit</b>	<p>This past week, with the three Regional Directors, I have had the pleasure and responsibility of attending the following important Asia Pacific Lutheran education activities:</p> <p><b>A visit to Concordia Shanghai</b> Attending the ceremonial soil turning for the construction of new facilities for Concordia Hanoi as well as visiting the school in its current temporary facilities. Participating in, and presenting at, the Asia Lutheran Education Association (ALEA) 2014 Conference in Hong Kong. I wish to sincerely thank Sue Kloeden, Paul Weinert and John Proeve for their attendance, support and co-presentations at the Conference.</p> <p>LEA also wishes to acknowledge Ms Janet Moeller-Abercrombie (Head of Junior School, Good News Lutheran College, Vic) <i>[pictured right]</i>. Janet has been at Good News since January 2013, having previously served at Hong Kong International School. She has been a long term member of the ALEA Board and was re-elected at the recent Conference.</p>  <p>It has been an honour for me to also be elected as a member of the ALEA board. For Lutheran Education Australia to now have two ALEA Board members is a significant step for future positive relationships with our Asia Lutheran school colleagues.</p>
<b>Flourishing in FAITH Conference</b>	<p>Flourishing in FAITH Conference is an ecumenical conference with input from Lutheran, Anglican and Catholic sectors on the intersection of Positive Psychology and Theology. Further information in the attached flyer.</p>

FROM THE LEA ASSISTANT DIRECTOR: FORMATION [ANNE DOHNT]	
<b>Christian Studies in Years 11 and 12</b>	<p>The second phase of the research into Christian Studies in Years 11 and 12 will commence in the coming months. The next phase will involve conducting meetings with some school and Christian Studies leaders to further explore the way Christian Studies is staffed, timetabled and resourced. It will also involve meetings with small groups of students in these schools to gain further insight into student perceptions of and attitudes towards Christian Studies.</p> <p>If you believe your school is doing something innovative or significant in Christian Studies and would like to be a part of the second phase, please contact your regional Christian Studies Education officers or myself (anne.dohnt@lutheran.edu.au). The LEA office will also reopen the survey tool to expand the number of schools and students who will have been surveyed. This is only to be completed by teachers and students who did not participate in the first offering of the survey. The research and final report will provide information about best practice in Christian Studies in Years 11 and 12 in Lutheran schools and be used to consider ongoing needs and resourcing.</p>
<b>Formation</b>	<p>Dr Jill Gowdie Principal Education Officer for Catholic Education, the Brisbane Diocese, provided stimulus and inspiration for the writing teams charged with developing the leadership and formation frameworks. Jill shared the following as she explored and developed our understandings around formation.</p> <p>Formation is derived from the Latin 'formare' which means to shape, to mould. She encouraged the writing groups to think about formation in Christian schools as relating to the 'who' and 'why' questions of life. She asked us to reflect on how we are all constantly being shaped by the experiences and people in our lives. Questions for reflection:</p>

	<p>In what ways do you see Christian education in Lutheran schools as a process of formation?</p> <p>What is shaping and forming you and your staff? What experiences and people are you placing in the lives of students that will shape and form them, not just for the coming weeks, but for life and eternity?</p>
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<b>LEA CANBERRA CONNECTIONS</b>	
<b>Effectiveness of NAPLAN</b> [27 March 2014]	Senate Standing Committees on Education and Employment have issued a report on The effectiveness of the National Assessment Program - Literacy and Numeracy Report, 27 March 2014 <a href="#">Click here to access the full report</a>
<b>International Student Survey 2014 – schools</b>	<p>The Australian Government Department of Education has contacted us again to seek support for, and assistance in, conducting the <i>International Student Survey 2014</i> for the schools sector in Australia. Sweeney Research Pty Ltd has been commissioned by the department to undertake the survey.</p> <p>The survey will seek participation of international school students across government and non-government schools. International students of 16 and 17 years of age will be able to participate only if they have written consent from a parent/guardian. Previous studies of international students were undertaken in 2010 and 2012. The 2014 study will investigate students’ satisfaction with the experience of studying and living in Australia and identify any changes from the issues that were identified in the 2012 study.</p> <p>Participation in the survey is completely voluntary and all responses will be handled under the appropriate privacy conditions, neither the schools nor the participating students will be identified. The Department will contact schools with five or more international student enrolments to provide a detailed methodology and discuss the process for the conduct of the survey in due course. Your support to conduct the survey would be greatly appreciated. For your information, staff of the department and Sweeney Research will not be in direct contact with students, as the survey methodology does not require this.</p> <p>If you have any questions about the survey, please do not hesitate to contact either myself or Adeline Ong from Sweeney Research by email or on 03 9699 8466; or contact Steve Nerlich via email <a href="mailto:steve.nerlich@education.gov.au">steve.nerlich@education.gov.au</a> or on 02 6240 9948.</p>
<b>Policy note - demand driven funding and student performance</b> [26 March 2014]	<p>The lagged nature of performance data, combined with the relative recency of demand-driven funding, means that it is too early to fully evaluate student performance in a demand-driven system. However, recent trends can be analysed as early indicators. Domestic commencing undergraduate retention rates have increased over the last few years across all ATAR and SES bands. However, this report found a widening success rate gap between students from low and high SES backgrounds or who entered university with low and high ATAR bands over the seven years to 2011.</p> <p><a href="#">Read the full media release</a></p>
<b>National Literacy and Numeracy Week 2014 announced</b> [25 March 2014]	<p>Teachers, parents and students are being encouraged to explore reading, writing and mathematics for this year’s National Literacy and Numeracy Week held from 25 to 31 August 2014. Minister for Education, the Hon Christopher Pyne MP, said throughout the year teachers, parents and members of the community support young people to develop strong literacy and numeracy skills.</p> <p>“National Literacy and Numeracy week is a celebration of these efforts and the importance of reading, writing and mathematics,” Mr Pyne said. Mr Pyne also encouraged parents to get involved in this year’s activities with their children.</p> <p><a href="#">Read the full media release</a></p>

<p><b>Educational outcomes: the impact of aspirations and the role of student background characteristics</b> [24 March 2014]</p>	<p>The National Centre for Vocational Education Research (NCVER) has published <i>Educational outcomes: the impact of aspirations and the role of student background characteristics</i>. Using data from the Longitudinal Surveys of Australian Youth (LSAY), the report examines the relationships between student background characteristics, the educational aspirations of individuals when they were 15 years of age, and educational outcomes.</p> <p>Copies of <i>Educational outcomes: the impact of aspirations and the role of student background characteristics</i> are available from <a href="http://www.lsay.edu.au/publications/2669.html">www.lsay.edu.au/publications/2669.html</a>; please note you will have to login to download the report.</p>
<p><b>ACARA releases statement to the review of Australian Curriculum</b> [24 March 2014]</p>	<p>The Australian Curriculum, Assessment and Reporting Authority (ACARA) has provided a statement as a contribution to the Federal Government's review of the Australian Curriculum. In January 2014, the Federal Education Minister, Christopher Pyne, announced the review, with a final report due at the end of July 2014.</p> <p>ACARA's statement highlights the processes it adopted in developing each of the learning areas and subjects that make up the Australian Curriculum. ACARA's Chair, Professor Barry McGaw, believes the Federal Government's initiative to review the Australian Curriculum has its benefits. 'We are obliged to provide our future generations with the best possible learning opportunities and outcomes,' said Professor McGaw. 'Work on the national curriculum is never completed. It will always be a work in progress so ACARA will be open to whatever advice the reviewers provide. 'I am convinced the processes ACARA adopted, drawing on the nation's best expertise and talent has allowed us to establish a dynamic, high-quality Australian Curriculum.</p> <p>It has certainly caught the attention of other nations, many of which have invited presentations on what ACARA is doing,' he added. To view ACARA's statement, visit <a href="#">ACARA's website</a></p>
<p><b>ACARA statement for Australian Curriculum review</b> [24 March 2014]</p>	<p>The Australian Curriculum, Assessment and Reporting Authority (ACARA) has provided a statement as a contribution to the Federal Government's review of the Australian Curriculum. In January, the Federal Education Minister, Christopher Pyne, announced the review, with a final report due at the end of July 2014. ACARA's statement highlights the processes it adopted in developing each of the learning areas and subjects that make up the Australian Curriculum. ACARA's Chair, Professor Barry McGaw, believes the Federal Government's initiative to review the Australian Curriculum has its benefits. We are obliged to provide our future generations with the best possible learning opportunities and outcomes, said Professor McGaw. <a href="#">Read the full media release</a></p>
<p><b>Dress code a first for teachers</b> [23 March 2014]</p>	<p>The first-ever explicit Dress Code for more than 70,000 NSW public school teachers has been released today by Minister for Education Adrian Piccoli. School teachers are part of a profession one of society's most important professions - and today we are outlining an inaugural Dress Code that befits their status in the community, Mr Piccoli said. While the vast majority of teachers dress professionally it is important for the Department of Education and Communities to detail the dress standards it expects its staff to follow. Mr Piccoli said he knows teachers and principals will support the Dress Code as yet another step by the NSW Liberal &amp; Nationals Government to enhance the status of teachers.</p> <p><a href="#">Read the full media release</a></p>
<p><b>Preventing bullying in our schools</b> [20 March 2014]</p>	<p>Australia Institute is calling on all schools across Australia to focus on bullying prevention. The Institute strongly endorsed the goals of the National Day of Action Against Bullying (Friday March 21) but calls on schools to act on more than just one day. While community attention often focuses on punishment of perpetrators it is more effective to create positive school communities where bullying is not welcome, says Jim Davies, CEO of Principals Australia Institute. We need to increase attention on prevention, promotion and early intervention (PPEI). This requires what we call a whole-school approach where</p>

	<p>students, teachers, parents and care-givers are all engaged. Principals and schools can be supported through programs such as KidsMatter Primary and MindMatters.</p> <p><a href="#">Read the full media release</a></p>
<p><b>Communication with kids key to the prevention of cyberbullying</b> [20 March 2014]</p>	<p>To coincide with the National Day of Action Against Bullying and Violence on Friday, 21 March, KidsMatter is encouraging parents to regularly discuss online safety with their children to help prevent cyberbullying. Cyberbullying is particularly insidious because it is often done in secret, shared with a lot of people and difficult to remove.</p> <p>Research shows up to 17 per cent of children report being cyberbullied and, importantly, most children turn to their parents first with concerns about online safety. KidsMatter psychologist Dr Lyn O'Grady says parents are best placed to educate their children about cyberbullying - which causes distress and can lead to loneliness, anxiety and depression - but warns that communication is just as important as setting boundaries.</p> <p><a href="#">Read the full media release</a></p>