

AUSTRALIAN EDUCATION DIGEST

Volume 2 Number 37, 14 October 2008

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ACSSO NATIONAL CONFERENCE 2008

20-21 October 2008, Royal on the Park Hotel, Brisbane

Speaker Profile: Terry Aulich



Terry Aulich has held the position of Executive Director with the Australian Council of State School Organisations (ACSSO) since early 2004.

Terry Aulich has been State Education Minister as well as Minister for the Arts, Manpower Planning and Training; and for many years a Senator for Tasmania.

As Chairman of the Senate Standing Committee on Employment, Education & Training, he made a significant contribution to the education debate over issues such as adult education and, later, the quality of university teaching.

Terry was a senior teacher of English and History for ten years. Later he was an organiser with the Tasmanian Teachers Federation and in 1983-84 he was State Secretary of the ALP in Tasmania.

For over twelve years his company, Aulich & Co, provided strategic advice to more than 60 major Australian companies and organisations. This service included the building of communications strategies and the provision of hands-on media training. He was director of the Australian School of Government Studies (ASGS) from 1993, in charge of all polling and focus groups.

Terry Aulich will be a key participant in Session Three: Values, Civics and Citizenship.

Principals, administrators, education researchers, teachers and parents - from all sectors of education, right across the country - this conference is for you! As in previous years, special rates are available for parents representing school communities.

Read more at <http://www.acsso.org.au/natconf08/>

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HOT TOPIC: TOWARDS A NATIONAL CURRICULUM

Delivering Australia's First National Curriculum

Media Release, Hon Julia Gillard MP, 12 October 2008

The Minister for Education, Julia Gillard welcomes the progress the National Curriculum Board is making on the development of Australia's first ever national curriculum.

In April 2008, the Rudd Government established the independent National Curriculum Board to take on the challenge of engaging the community in developing Australia's first national curriculum in English, Mathematics, the Sciences and History for implementation from 2011.

The Rudd Government believes educational experts in consultation with the community, rather than politicians, are best placed to develop a world class national curriculum.

As promised by the Rudd Labor Government, the new national curriculum is being developed transparently and in consultation with government and non-government education authorities, teachers, parents, students, academics, professional organisations and business groups.

The National Curriculum Board has commissioned four discussion papers in the key learning areas of English, Mathematics, Science and History to facilitate further consultation. The draft papers were written by recognised experts together with a group of expert advisers from the respective fields of scholarship.

This week the National Curriculum Board will hold four forums to discuss the draft papers on the following dates:

- Monday 13 October Proposed Structure for the National Science Curriculum
- Tuesday 14 October Proposed Structure for the National Mathematics Curriculum
- Wednesday 15 October Proposed Structure for the National History Curriculum
- Thursday 16 October Proposed Structure for the National English Curriculum

Read more at

<http://mediacentre.dewr.gov.au/mediacentre/Gillard/Releases/DeliveringAustraliasFirstNationalCurriculumDUPLIC1.htm>

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COAG agrees on establishment of new education authority

Media Release, Hon Julia Gillard MP, 2 October 2008

The Council of Australian Governments today agreed to establish a new national education authority that will bring together, for the first time, the functions of curriculum, assessment and reporting at the national level.

COAG's historic decision was driven by the unprecedented agreement reached between Commonwealth, State and Territory education ministers to end the blame game by working collaboratively through the Ministerial Council on Education, Employment, Training and Youth Affairs.

The new authority will be the key driver of the Australian Government's Education Revolution. It will be responsible for delivering the national curriculum initiative and the transparency and performance reporting agenda announced by the Prime Minister last month.

Australia has been debating the merits of a national curriculum for the last 30 years. It is time to go beyond debate and take national action.

It is internationally recognised that achieving world class education standards requires the close alignment of curriculum, assessment and accountability systems to set high expectations for all students and enable a relentless focus on improving student outcomes.

This new authority will enable that combined focus, including more effective transparency and accountability mechanisms that meet the needs of students, parents, teachers and the broader community.

Read more at

<http://mediacentre.dewr.gov.au/mediacentre/Gillard/Releases/COAGAgreesOnNewNationalEducationAuthority.htm>

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Parents Endorse Plan for National Education Authority

Media Release, ACSSO, 13 October 2008

The Australian Council of State School Organisation (ACSSO), Australia's peak council for parent and citizen groups, is delighted to support the establishment of the National Education Authority to bring together responsibility for curriculum, testing and reporting at the national level.

Deputy Prime Minister and Minister for Education Julia Gillard earlier this month announced the agreement of the members of the Council of Australian Government to form the new authority, a significant step forward for the Education Revolution being promoted by Ms Gillard and Prime Minister Kevin Rudd since their election to government.

ACSSO President Jenny Branch called the establishment of the National Education Authority a victory for common sense.

"It has never made sense to separate testing from curriculum and reporting. ACSSO has been pushing a move like this for some time," Ms Branch said.

"A national curriculum and its implications will be the first item on the agenda for ACSSO's annual National Conference, which opens in Brisbane on 20 October."

"We look forward to including discussion of the National Education Authority at the Conference."

Conference website: <http://www.acsso.org.au/natconf08/>.

Students missing out on basic skills in "Over-crowded Curriculum"?

James O'Loan, Courier Mail, October 09, 2008 11:00pm

STUDENTS' literacy and numeracy are suffering because they are tied up learning such life skills as bike safety and sex education, principals have claimed. The Australian Primary Principals Association (APPA) says teachers spend too much class time on lifestyle issues at the expense of reading, writing and maths.

APPA president Leonie Trimper said sex, drug, car and bike safety tuition were key distractions. "We're not saying we don't have a role but we seem to be the only ones with it," She said a plethora of "add-ons" had crept into overcrowded state curriculums over many years, making it "impossible to achieve" learning aims.

In a report released last month, 96 per cent of 5000 Australian principals and teachers surveyed wanted a simpler, less-crowded curriculum.

Queensland's Year 3 and 5 students came seventh out of eight states and territories in this year's first national literacy and numeracy tests. Year 7 and 9 students came sixth.

At the same time, Queensland Association of State School Principals president Norm Hart said, teachers copped "another job" when Education Queensland made 2008 The Year of Physical Activity with its Smart Moves program. "If you put your focus everywhere you can't keep your focus," he said. "Literacy and numeracy should be the focus."

While supportive of the ideal to combat obesity, he said, it turned teachers into "fat fighters" and rigid enforcement did not suit all schools. Smart Moves mandates moderate physical activity for primary schoolers at least 30 minutes a day, and high schoolers at least two hours a week.

Last Sunday, Education Minister Rod Welford announced social and learning programs would be added to state school curriculums. The announcement of another issue for teachers to deal with came one month after Mr. Welford dubbed 2009 The Year of Creativity.

"Creativity is important but (classroom creativity programs) are an enormous concern because the curriculum is overcrowded," Mr. Hart said.

Source: <http://www.news.com.au/couriermail/story/0,23739,24472379-952,00.html>

HOT TOPIC: GLOBAL FINANCIAL CRISIS

Fast tracking the nation-building agenda

Joint Media Release, Hon Kevin Rudd MP, Prime Minister & Hon Anthony Albanese MP, Minister for Infrastructure

The Rudd Government will fast track its nation-building agenda to help shield Australians from the global financial crisis.

Prime Minister Kevin Rudd today announced that the Government will accelerate the implementation of the Government's three nation building funds.

Ministers will bring forward interim Infrastructure Reports to December 2008 so that work can commence in 2009 on projects in the key areas of:

- Education and Research;
- Health and Hospitals; and
- Transport and Communications.

The Rudd Government is taking decisive action to sustain growth and protect Australians from the fall-out from the global financial crisis.

That is why the Rudd Government's \$10.4 billion Economic Security Strategy will strengthen the national economy and support Australian households during the global financial crisis.

To fast-track these projects, the Government will be seeking referral of the legislation for the Nation Building Funds to a Senate Committee this week.

Read more at http://www.pm.gov.au/media/Release/2008/media_release_0548.cfm

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Financial Crisis Now Striking Home for [US] School Districts

Education Week, 10 October 2008

The crisis besetting U.S. and world financial markets is hitting school districts hard, as they struggle to float the bonds needed for capital projects, borrow money to ensure cash flow, and get access to investment funds locked up in troubled institutions.

- In Cumberland County, N.C., school officials froze plans to build a \$20 million elementary school in the 53,000-student district after a neighboring county failed to find buyers for \$454 million of its own construction bonds.
- The state of Maine has delayed 12 major school construction projects totaling \$348 million in 11 school districts. In other states, even districts able to borrow money are paying higher interest rates while bracing for yet another drop in property-tax revenue.
- And in San Mateo County, Calif., officials in some two dozen districts are unable to get hold of millions of dollars invested with Lehman Brothers, the now-bankrupt Wall Street investment firm. They face the prospect of recovering just a fraction of that money through the bankruptcy process.

Read more at <http://www.edweek.org/ew/articles/2008/10/15/08credit.h28.html?tmp=112491337>

Education Week is an online subscription news service that provides a limited amount of free content. The referenced article gives a good single page update on the impact of the global financial crisis on schools in the USA, while many more detailed articles are available to paying subscribers, including the transcript of an online chat session in which school communities posed questions on the implications of the crisis to finance experts.

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HOT TOPIC: TALENT SCOUTING AT SCHOOLS

Henson 'school scouting' outrage

Sydney Morning Herald, 4 October 2008

Controversial artist Bill Henson has yet again come under fire from the nation's "outraged" and "revolted" politicians, this time following revelations he went to a primary school to search for suitable subjects for his artwork.

In a book by Herald journalist David Marr, Mr Henson said a Melbourne primary school principal agreed to let him wander the playground at lunchtime, accompanied by the principal, in search of subjects for his artwork.

Mr Marr said Mr Henson was accompanied by the school principal at all times and he did not tell the children he wanted them to model for him or take any photographs.

"The only contact with the photographer was if the parents of the children wished to talk to him," he told Sky News.

"The impression has been put about by Senator Heffernan and by others that he kind of roamed, roamed the playground unsupervised, perhaps interviewing children, perhaps photographing children.

"That is not the case. The impression that he is sort of loose in the playground is actually factually wrong."

Australian Primary Principals Association president Leonie Trimper said it made no difference that the school principal accompanied Mr Henson, it was still wrong.

"It doesn't matter which way you look at it, I think it's still inappropriate," she told AAP.

"Primary schools are not there to be a ready commercial market for individuals.

"I am not aware that parents knew this was going to happen, whether staff knew."

Ms Trimper said the issue was a timely reminder about schools' responsibilities to students and their families.

"I guess someone should sit down with the principal and have a talk about the protocols in their school and if it needs to be taken further, if there needs to be counselling for the principal, then I think that should occur."

Read more at <http://www.smh.com.au/news/entertainment/arts/henson-school-scouting-outrage/2008/10/04/1223013839119.html>

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Olympic champion, TV star defend Henson-row principal

Andra Jackson, The Age, October 6, 2008

High-profile parents have leapt to the defence of a principal who let controversial photographer Bill Henson scour for models in a St Kilda primary school.

Olympic rowing champion James Tomkins and comedian Trevor Marmalade, who both have at daughters at St Kilda Park Primary, backed Sue Knight as the Education Department confirmed it was investigating a report in The Age Good Weekend magazine that Henson went to the school at her invitation to scout for models. Dr Knight is now the principal of Coburg West Primary School.

Tomkins, whose daughter is a grade-one pupil at St Kilda Park Primary, said he had no problems with a well-known artist going to the school and praised former principal Sue Knight for what she did for the school. Tomkins said sporting scouts regularly went to schools to look for talented pupils.

"I've got no problems whatsoever as long as the school knows what the situation is," Mr. Tomkins said. "You rely and trust their judgment, their responsibility. The scouting I don't have a problem with. It's then what it's used for - that's another question. But having someone like a well-known artist go to a school, no problems whatsoever. You don't know what he's going to produce. All he's doing is looking for appropriate kids.

"I think if Jess was chosen, then it's the whole question of are you going to agree or not?"

Marmalade was also strident in his defence of Dr Knight. "I have to say that Sue Knight is the most exemplary principal you would ever imagine and there is no way known she would ever have put a child in a situation where they would have been at risk," he told 3AW. "She has just presided over a school that has one of the highest literacy rates, which is very artistic, which is the most nurturing environment.

"If every primary school had a principal like Sue Knight we would have no problems in education in this state. There is no way known that those children were placed in a situation where they were at risk."

St Kilda Park Primary School council president David Myer also praised Dr Knight.

He said the council was disappointed with the media commentators.

Source: <http://www.theage.com.au/national/olympic-champion-tv-star-defend-hensonrow-principal-20081006-4urn.html?page=-1>

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This is a principal I will hold dear

My daughter went to St Kilda Park Primary. In sixth grade, she starred in a film that premiered at the Astor and was made by parents at the school. The director, no doubt, scouted around the school checking out the students.

The principal of St Kilda Park created the most artistic, awesome school and I was devastated to learn she had left. She was one of those special principals, one who cares deeply about her students, knows them all and offers them a special school experience.

It's not as though she allowed some pedophile to wander around the school unaccompanied, taking photos of innocent children. She accompanied a respected artist around the school to look for models.

If someone has something to say about Bill Henson being suspicious, then let's hear it. But don't, on the one hand, purchase his photos (Malcolm Turnbull) and, on the other, cast aspersions on innocent principals.

If it is not OK for young people to appear in movies, photos or advertisements because it "snatches away their innocence" (Youth Minister Kate Ellis), then make a law against it.

But don't turn hysterically on one awesome principal because she offers her students the amazing experience of making and appearing in art.

Kelly Muldoon, St Kilda

Read more online letters, pro and con at <http://www.theage.com.au/opinion/letters/this-is-a-principal-i-will-hold-dear-20081006-4v0d.html>

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St Kilda Park pupils miss a popular principal

WE ARE in year 6 at St Kilda Park Primary School. Our past principal, Sue Knight, left our school halfway through this year. We were all devastated. Sue had been our principal for 14 years, which is quite a long time to be a principal at one school. We have looked up to her since the day we started prep because of her understanding, considerate and relaxed attitude towards things.

We think the media and politicians are simply making a big deal out of nothing. It's not as if Bill Henson had X-ray-vision sunglasses on while he was walking around the school with Sue. Sue was standing right next to him the whole way. We think the media simply have nothing to talk about, and they completely overlooked the needs of the children attending our school.

St Kilda Park is a wonderful school and we wouldn't change it for anything, no matter who walked around our playground.

Libby Hanna, St Kilda West and Mia Sharp, Bentleigh

Read more online letters, pro and con, at <http://www.theage.com.au/opinion/letters/st-kilda-park-pupils-miss-a-popular-principal-20081008-4wox.html?page=-1>

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HOT TOPIC: FUNDING

Public Education For Our Future

Australia's public schools are among the best in the world. They deliver high quality education to millions of students every day.

But for too long they have been neglected by federal government, which allocates only one third of its schools funding to our public schools.

Research, commissioned by the Federal and state governments, shows that public schools need an extra \$2.9 billion a year if they are to be able to continue to deliver a high quality education to every student.

The Public Education For Our Future campaign is all about teachers and parents joining together to make a difference.

Working together we can convince the politicians that their top priority should be investing more in our public schools.

Currently the Federal Government is discussing with the state and territory governments the development of a new National Education Agreement. This agreement provides an opportunity for an increase in the general funding for government schools and the development of new targeted programs to address issues of disadvantage and issues associated with quality teaching.

Let's work together to maximise the opportunity this presents for further funding for government schools.

The Australian Education Union, which represents public school teachers and support staff across the country, is supporting this campaign.

Read more at <http://www.forourfuture.org.au/>

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Federal Labor continues under-funding public schools

NSW Teachers Federation, 13 October 2008

A nationwide survey of principals conducted by the Australian Education Union (AEU) shows a major shortfall in investment from the Federal Government.

387 NSW principals responded out of 1396 principals across the country. Results revealed:

- The majority (81.1%) of schools have undertaken fundraising in the last year, (73.4%) for basic classroom equipment followed by Library resources and textbooks (61.1%) and sporting teams and play equipment (53.2%).
- 68.9% of NSW Schools are experiencing teacher shortages.
- The top concern for principals is funding for school buildings and maintenance (85.5%)
- According to principals surveyed the Rudd Government's top priorities should be:
 - Investing more in our public schools to lower class sizes and deliver more individual attention to students (51%)
 - Ensuring all public schools are able to offer a rich and rigorous curriculum (22%)

Read more at http://www.nswtf.org.au/media/latest_2008/20081013_Survey.html

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AEU Campaign for public school funding

ABC NewsRadio interview with the Hon Julia Gillard MP, 13 October 2008

MARIUS BENSON: Ms Gillard, can I ask you about the Australian Education Union, which is critical of the situation with funding in Australian schools at the moment, which says that many, many schools around Australia are relying on raffles and walk-a-thons and such informal means to generate funds for the absolute necessities of text books and furniture within schools. That might strike a chord with parents at many schools around Australia.

JULIA GILLARD: I understand that that is the reality of many schools around this country as a result of 12 years of neglect by the Howard Government. We understood that that neglect had cost Australian schools and students. That's why we promised to bring to this country and Education Revolution.

And what the Government has done since it's been elected is make new investments in Australian schools; new investments in computers in schools, new investments in trade training centres in schools. We are working with our State and Territory colleagues and the Independent and Catholic schools' sectors to enter new agreements by the end of this year, which would start getting resources into schools from the start of the next school year.

So we've responded urgently to the legacy of neglect that we inherited from the Liberal Government.

Source:

<http://mediacentre.dewr.gov.au/mediacentre/Gillard/Releases/InterimNationalHistoryCurriculumProposalAECampaignforpublicschoolfundingglobalfinancialcrisis.htm>

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THE EDUCATION REVOLUTION

Schools First in new \$15 million NAB Partnership

Hon Julia Gillard MP, 3 October 2008

The Minister for Education, Julia Gillard today encouraged all Australian businesses to be part of the Education Revolution and think about how they can build connections with Australian schools.

Ms Gillard today attended the launch of the National Australia Bank (NAB) Schools First initiative, a national education initiative aimed at building stronger partnerships between schools and their local communities.

The Schools First initiative includes funding of \$15 million over three years for a national award program, regional workshops to show schools and communities how to improve student learning by building successful partnerships and the creation of a knowledge bank of resources for schools and local communities to draw on.

Developed in partnership with Melbourne Cares, the Foundation for Young Australians and the Australian Council for Educational Research, NAB's Schools First initiative recognises that responsibility for the development of young people needs to be shared across the community.

The Education Revolution is all about investing and collaborating to lift educational standards and wants to see the whole community involved and interested in the education of our young people.

Read more at

<http://mediacentre.dewr.gov.au/mediacentre/Gillard/Releases/SchoolsFirstinnew15millionNABPartnership.htm>

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LETTER TO THE EDITOR

Status of teachers

Garry Collins, President, English Teachers Association of Queensland, 6 October

I am happy to agree with some of the points made by Professor Kenneth Wiltshire ("When it comes to status, the teachers get less than top marks" The Australian Oct 4, reproduced in the Digest of 7 Oct).

Certainly teachers matter and the status of teachers in Australia should definitely be higher. However, some others of his claims need to be challenged.

He began by reminding readers of the positive contribution that teachers make to society but, while teachers in general are apparently worthy people, the good professor saw fit to slander as loonies those who volunteer their time to run subject associations for English and history.

These teachers, he claimed, "have already done so much damage to Australian school education". I wonder what this insulting assertion was based on. Has Professor Wiltshire ever conducted any research into the influence of teacher professional associations? Has he ever attended a conference run by any of these associations or does he regularly peruse the journals that they publish?

Perhaps being a professor of public administration automatically makes one an expert in the teaching of English and history at school level.

He quite properly cited the importance of sound professional development and the inappropriateness of top-down models of change. Given that teacher professional associations exist to provide the sort of professional development opportunities that teachers actually want, it is strange indeed that the associations that do this for English and history teachers should be dismissed as "loony".

Professor Wiltshire was critical of the fact that not all senior executives in state education departments had themselves ever taught in schools. While his figure of only 10% with a background in teaching is almost certainly too low he does have a reasonable point here. Interestingly, he seems unaware of any irony involved in his claiming to know exactly how the school system should be run even though he has never taught a single day at school level himself.

Wiltshire expressed amazement that only in recent times have all teachers been accredited and registered in all Australian states. Again there is irony in that his own occupational group, that of university academic, requires no accreditation or registration of any kind to work in education.

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RESEARCH

Economic Survey of Australia 2008

Chapter 3: Enhancing educational performance

The Australian education system fares well in international comparison with regards to PISA test scores and the higher education system attracts an increasing number of foreign students.

Vocational education and training (VET) is an important part of the post-secondary education system, equipping individuals with the skills to enter or re-enter the labour force and offering a pathway to further education.

However, a number of challenges need to be addressed.

Reducing complexity and fragmentation and tackling issues of under-supply and under-representation of children from disadvantaged groups in the early childhood education and care system is of major importance, given the beneficial impact of early education on outcomes later in life.

A key challenge for the school sector is to reduce the achievement gaps of the lowest performing students, while improving overall literacy and numeracy outcomes. Greater autonomy at the school level and improvements in teaching quality would help in this regard.

Enhancing the capacity of the VET system to address skill shortages is another key priority. The low rate of completion of training courses is an additional policy issue facing the sector.

Finally, moving towards a less rigid policy framework for higher education would enhance flexibility and diversity, making the system more responsive to labour market needs and globalisation challenges.

The promotion of a high-quality education system that responds swiftly to changing skill needs is a top priority of the new government.

The "Education Revolution", backed by the Council of Australian Governments (COAG), pursues reforms across all sectors of the education system, an important objective being the closing of the gap for the indigenous population.

Read more at http://www.oecd.org/document/48/0,3343,en_2649_33733_41447600_1_1_1_1,00.html

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We're failing at preschools (and in other aspects) OECD says

Caroline Overington, The Australian, October 11, 2008

AUSTRALIA lags well behind the best-performing OECD countries in preschool education, with only 42per cent of children aged three to four in formal programs.

By comparison, more than 90per cent of children in Belgium, France, Germany and New Zealand attend preschool. Besides preschool, only one-third of Australian children aged under five attended a commonwealth-approved childcare facility, and in some states and territories, such as Western Australia and the Northern Territory, the rate was 27per cent.

The OECD's Economic Surveys Australia 2008 report, released last night, also shows Australian reading scores falling significantly, in a statistical sense, between 2003 and 2006, "reflecting mainly a decline in the scores of high achievers".

It says Australia is the only country among those with above-average performance that experienced such a strong deterioration in students' reading performance. The mathematical skills of girls also slipped.

The report says that teaching quality "constitutes a very important determinant" of student outcome, and it laments the fall in average teacher pay in Australia between 1983 and 2003.

Read more at <http://www.theaustralian.news.com.au/story/0,,24478397-13881,00.html>

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OECD suggests pay boost for teachers (and much else)

The Age, October 10, 2008 (AAP)

The federal government should consider extending its universal early childhood education policy to include three-year-olds, the Organisation for Economic Cooperation and Development (OECD) recommends.

The OECD also suggests performance pay salaries for teachers and extending HECS to include living costs.

In a report comparing education funding and performance outcomes of member nations, the OECD found early childhood education, teacher supply and education outcomes for disadvantaged kids in Australia were lagging behind other nations.

Spending on early childhood education in Australia is about 0.1 per cent of gross domestic product (GDP) compared to the OECD average of 0.5 per cent.

About 40 per cent of three- and four-year-olds participated in early childhood programs, compared with the OECD average of 70 per cent.

Indigenous children and those from non-English-speaking backgrounds, and disadvantaged areas, were "significantly" under-represented in the sector, the report found.

There was "considerable room" to improve the pre-school and childcare sector, particularly in disadvantaged areas.

"Participation in pre-primary programs remains low, as does government spending on such services. Many disadvantaged children miss out," it said.

Read more at <http://news.theage.com.au/national/oecd-suggests-pay-boost-for-teachers-20081010-4ya5.html>

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DIGITAL EDUCATION REVOLUTION

Schools switched on to the need for a Digital Education Revolution

Hon Julia Gillard MP, 11 October 2008

The Minister for Education, Julia Gillard has thanked Australian secondary schools for the time and effort they have invested in bringing the Digital Education Revolution to their classrooms.

Applications for Round Two of the \$1.2 billion National Secondary Schools Computer Fund have now closed.

Of the 1933 secondary schools invited to apply in Round Two, a staggering 1420 (73 per cent) of schools submitted applications.

More than 50 per cent of schools that applied were state government schools.

The number of applications shows that Australian schools understand the need for a Digital Education Revolution to ensure our students are equipped with the tools they need for the workforce of today and tomorrow.

Read more at <http://mediacentre.dewr.gov.au/mediacentre/Gillard/Releases/SchoolsswitchedontotheneedforaDigitalEducationRevolution.htm>

25 NSW schools defying computers grant ban

Fran Foo, The Australian, October 10, 2008

MORE than 20 NSW government schools have defied an order by the state Education Department and proceeded to apply for funds from the federal Government's computers grant scheme.

The deadline for submissions for round two of the scheme was yesterday. Early indications show that 25 NSW government schools applied for funding.

The schools ignored a memo issued in September by the director-general of the state Education Department, Michael Coutts-Trotter.

Mr. Coutts-Trotter had told government school principals not to participate in round two of the National Secondary Schools Computers Fund as cost issues were unresolved.

In round one, NSW government schools received \$56.2million in funding but the state has asked the federal Government to provide an additional \$245 million to cover additional costs such as software licences and technical support.

Australia-wide, 1243 schools submitted applications for round two of the scheme.

Read more at <http://www.theaustralian.news.com.au/story/0,25197,24473607-5006784,00.html>

INDIGENOUS EDUCATION

Closing the gap in Indigenous literacy and numeracy

Hon Julia Gillard MP, 8 October 2008

The Minister for Education, Julie Gillard, today announced that an additional \$4.8 million has been delivered to help close the gap in literacy and numeracy levels between Indigenous and non-Indigenous students over the next decade.

The Australian Government is working with the states and territories to reach this target, through evidence-based approaches.

Strategies are being developed in collaboration with Indigenous communities, education providers and corporate and philanthropic organisations to develop good practice resources for individual learning plans for students and intensive literacy and numeracy approaches.

Read more at <http://mediacentre.dewr.gov.au/mediacentre/Gillard/Releases/ClosingthegapinIndigenouseliteracyandnumeracy.htm>

SOCIAL INCLUSION

Launch of Anti-Poverty Week: 12-18 October 2008

Hon Julia Gillard MP, 12 October 2008

I would sincerely like to thank the organisers for inviting me to launch Anti-Poverty Week in 2008 and the Social Inclusion at School booklet.

I want to congratulate everybody who has been involved in both and in putting together the theme of Anti-Poverty Week and making it education, given its importance of the education debate to this nation today.

Anti-Poverty Week is important because it reminds us of two very vital things. First, reducing poverty is as much of a challenge today in this country as it ever was.

According to the latest OECD child poverty estimates, quoted in the paper by the Australian Institute of Family Studies that we are releasing tomorrow, over the last two decades Australia has maintained a child poverty rate slightly below the OECD average. We came in 11th out of the 27 OECD countries for which data were published.

This means that while the child poverty rate in Australia fell from around 15 per cent in the 1980s to around 11 per cent in the 1990s, in the 2000s it has edged back up to around 11.6 per cent.

Now, a modern, successful nation should not be satisfied with this and we certainly should not be satisfied with a result that is edging up rather than going down. Our aim should be to reduce this child poverty rate as something that is absolutely core to this nation.

We must focus on the way that poverty can interact with other forms of disadvantage to produce deep and persistent social exclusion.

We know that if income poverty is concentrated in specific local areas, and I am sure everyone in this room can think of such an area, it can become bound up with a host of other problems that impact negatively and particularly impact negatively on children's wellbeing and children's life chances.

Read more at

<http://mediacentre.dewr.gov.au/mediacentre/Gillard/Releases/LaunchofAntiPovertyWeek.htm>

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Building an Australian Social Inclusion Agenda

Hon Julia Gillard MP, 13 October 2008

The Minister for Social Inclusion, Julia Gillard has today released a research paper prepared by the Australian Institute of Family Studies to help improve social inclusion in the Australian community.

The paper explores the priority areas identified for action by the Rudd Government, including children at risk, child poverty, jobless families and intergenerational disadvantage.

Its purpose is to provide an overview of the concept of social inclusion and of key themes and emerging debates about social inclusion in Australia and selected overseas countries.

Read more at <http://www.socialinclusion.gov.au/publications.htm>

HEALTH & WELL-BEING

Let's get teachers talking about mental health with students

In an Australian Year 12 classroom seven young people will have experienced a recognised mental health difficulty, but only two will have sought professional help. At least one will have attempted suicide.*

The Reach Out Teachers' Network is helping more Australian teachers feel confident to talk about mental health with their students during 'Mental Health Week' which runs across Australia until October 11, 2008.

The Reach Out Teachers' Network provides access to curriculum mapped classroom resources using proven youth mental health online service www.reachout.com.au.

Reach Out offers information, support and resources to help young people get through tough times, increase their coping skills and help seeking behaviour.

With 81% of young people who use Reach Out services saying they would recommend the service to a friend and 83% trusting the Reach Out website, Dr Jane Burns of the Inspire Foundation believes Reach Out is a trusted and credible resource which can help improve young people's mental health.

"The Reach Out website is designed specifically for young people, it's in a format they're familiar with, written in language they understand, provides support from their peers and they can access the service at any time without others knowing who they are," Dr Burns said.

"Likewise the Reach Out Teachers' Network curriculum mapped classroom resources have been developed for young people and teachers," she said.

"They help teachers inform their students of the risk factors for mental health difficulties and the protective factors which can contribute towards positive mental health, and include activities that can be incorporated into the classroom."

Read more at <http://www.reachoutpro.com.au>

Reach Out Teachers' Network is an initiative of the Inspire Foundation, <http://www.inspire.org.au>, a not-for-profit organisation that is helping millions of young people lead happier lives.

* *Based on a class of 30 students. Sawyer, M., Arney, F., Baghurst, P., Clark, J., Graetz, B., Kosky, R., Nurcombe, B., Patton, G., Prior, M., Raphael, B., Rey, J., Whaites, L., & Zubrick, S. 2000, Mental Health of Young People in Australia, Commonwealth Department of Health and Aged Care, Canberra.*

Parents' Shame Awards to McDonalds, Kelloggs and Krispy Kreme Doughnuts

Australian parents have named the Kellogg's 'LCM Zebra Spots' bars ad as the most misleading junk food ad on TV to target children. The ad was awarded the Smoke and Mirrors Award at today's fourth annual Parents Jury Children's Food Marketing Fame and Shame Awards.

The ad features a school principal announcing over the PA system that a blue lunchbox has been found. Students are not interested in the healthy food in the lunch box until she mentions the LCM bar, which is high in sugar and poor in nutrition, and they charge towards her office to stake their claim.

"The Fame & Shame Awards allows Australian parents to fight back by naming and shaming food companies for irresponsibly marketing their products to children with a complete disregard for potential health implications," said Nicole Horton, member of The Parents Jury.

Read more at http://www.parentsjury.org.au/tpj_browse.asp?ContainerID=2008_fame_shame

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AROUND THE STATES AND TERRITORIES

NSW: Government plans crackdown on cyber-bullying

Simon Benson, News.com.au, October 06, 2008

THE New South Wales Government is planning a crackdown on cyber-bullying, prompted by research showing that up to one in seven children is being bullied, harassed or abused online in a new trend called "flaming".

Bullying has extended far beyond the playground and is invading the home through the family computer, with fears that it may be almost impossible to regulate.

The only Australian study done has revealed that up to 15 per cent of 10 to 14-year-olds have been subjected to cyber-bullying, which is defined by harassment via text messaging, internet or email. One youth counselling organisation received up to 400 complaints a year in NSW from parents concerned about their children being bullied online.

The Government has admitted it is yet to fully understand the problem - or the extent of it - and has asked its youth advisory council to conduct its own study to get a fuller picture of how pervasive online bullying has become.

Read more at <http://www.news.com.au/technology/story/0,25642,24450224-5014239,00.html>

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QLD: Welford pledges \$90m for school repairs

ABC News, Oct 9, 2008

The State Government says an extra \$90 million will be spent on school maintenance over the next two years.

Queensland's Education Minister, Rod Welford, says repairs will be carried out on 895 schools this financial year.

Mr. Welford told Parliament the money will fast-track maintenance work throughout the state.

"These funds will be used to paint walls, fix rooves, replace guttering, repair doors and windows and fund numerous other external maintenance projects at primary schools, high schools, special schools and environmental and outdoor education centres across the state," he said.

Source: <http://www.abc.net.au/news/stories/2008/10/09/2386956.htm>

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QLD: Children to learn coping skills in school

Darrell Giles, Brisbane Sunday Mail, October 05, 2008

CHILDREN will learn how to cope with fear, stress and depression from teachers under a plan from the Education Minister, who says parents are failing them. Education & Training Minister Rod Welford will launch the social and emotional learning program for Queensland state schools this week.

"Social and emotional learning teaches children to recognise and manage emotions, develop care and concern for others, form positive relationships and make responsible decisions," Mr. Welford said.

"Children with well-developed social skills and emotional awareness do better at school, both socially and academically, and that's important for both teachers and parents."

In Sunday Mail report in July, Mr. Welford blasted parents for failing to socially educate their children and called on teachers to pick up the slack. The minister said parents had "dropped the ball" and today's teenagers were the most "under-parented generation in our history". He said dramatic changes were needed to stem bullying, drug and alcohol abuse and other youth behavioural problems.

"Today's young people are growing up in a complex society which relies on technology and has access to more information than past generations," Mr. Welford said yesterday. "While this can be a good thing because there are more ways to keep in touch with others, it can sometimes be overwhelming and bring challenges that can test the resilience and maturity of young people."

Mr. Welford, who will retire from politics next year, said some students could become stressed, anxious, sad or depressed because of issues at home or with their friends and other outside factors. "Research shows that by building children's social and emotional skills we can improve their capacity to learn and lay the foundation for coping strategies and the ability to bounce back after problems," he said.

Read more at <http://www.news.com.au/couriermail/story/0,23739,24445674-952,00.html>

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QLD: New curriculum framework for Qld schools

The Age, October 8, 2008 (AAP)

Queensland state schools are to roll out a new curriculum framework in what is the first major overhaul in seven years.

Education Minister Rod Welford on Wednesday released the new overarching framework for curriculums in years prep to 12.

"This framework will be the key reference for schools in setting goals, planning, teaching and monitoring progress," Mr. Welford told state parliament.

"In short, showing them how to implement the detailed elements of the curriculum across every year level."

The document replaces a 2001 framework in response to the changes, including the introduction of prep and changes to reporting and examinations in later years of school.

Mr. Welford said the new framework would help teachers challenge their students to achieve excellence.

"It is the role of our schools to equip young Queenslanders with the capabilities they will need for their own wellbeing and to contribute to a cohesive society, a strong economy and a healthy environment," he said.

The document will be updated as national and state priorities and policies change.

Source: <http://news.theage.com.au/national/new-curriculum-framework-for-qld-schools-20081008-4war.html>

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SA: Move to ban corporal punishment in schools

SA Education Minister Jane Lomax-Smith, 5 October 2008

Physical punishment of school students would be legally banned in South Australia under proposed changes to the State's 36 year-old Education Act.

Education Minister Jane Lomax-Smith today invited the public's comments on a discussion paper outlining possible changes to the Education Act 1972 and Children's Services Act 1985.

"Corporal punishment was ceased in government schools in 1991 and a significant majority of non-government schools also have prohibited the practice," Dr Lomax-Smith says.

"However, we want to make sure this practice absolutely has no place in any South Australian school now or in the future. South Australia remains one of only two jurisdictions where corporal punishment is still technically lawful in both government and non-government schools.

"The use of corporal punishment in today's schools is considered unacceptable under the most broadly-accepted international and national standards of human rights. Most States and Territories have legislated to prohibit corporal punishment or any unreasonable behaviour management in government and non-government schools. We are embarking on a major process to update the State's education and children's services legislation and it makes sense to outlaw this obsolete practice."

The 40-page discussion paper released today is the third in a series to update legislation for South Australia's schools and early childhood development services. Individuals and organisations are invited to comment by 5 December 2008.

Read more at <http://www.premier.sa.gov.au/news.php?id=3762>

Copies of the discussion paper and feedback forms are available at <http://www.edlawreform.sa.gov.au>

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SA: Campaign: learn or earn until 17

SA Education Minister Jane Lomax-Smith, 13 October 2008

School is back today and it signals the start of a major information campaign preparing for the introduction of compulsory learning or earning until the age of 17 from 2009.

During this school term, Education Minister Jane Lomax-Smith will write to some 65,000 parents of students in Years 8, 9 and 10 to inform them about the changes.

The information campaign also includes fact sheets for young people and information for employers and registered training organisations.

"We want every young South Australian to have the best hope of achieving a bright future," Dr Lomax-Smith says.

"Research in Australia and overseas shows that young people who learn for longer are far more likely to find good jobs and earn more money."

"That's why the Rann Government has taken an important step to require all young people to be learning or earning until they turn 17."

Read more at <http://www.premier.sa.gov.au/news.php?id=3781>

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TAS: Late to school alarm

Linda Smith, Mercury, October 06, 2008

A WORRYING number of Tasmanian students are late for class every day, significantly hampering learning, education advocates say.

Tasmanian State School Parents and Friends president Jenny Branch said teachers and parents had raised concerns that a growing number of students were walking into class minutes or even hours late each day. As a result, they missed out on valuable learning, disrupted their classmates and frustrated teachers who were left to go over the same work to make sure the late students didn't fall behind.

Ms Branch said the start of the day was the most productive time for learning. She said historically there had always been students who were late for a variety of reasons. But the problem was worsening and more children did not have valid excuses.

"It's a continual problem," Ms Branch said. "It's not just five or 10 minutes, we're talking about students who are arriving a half-hour or even an hour after the school day has started."

She said some working parents left children to get themselves to school which often led to lateness. Parents needed to take more responsibility and ensure children arrived on time.

"Some children are just left to their own devices to get organised and get to school," Ms Branch said. "But it's the parents' responsibility to get their children to school on time."

Read more at <http://www.news.com.au/mercury/story/0,22884,24452169-3462,00.html>

TAS: Bartlett defends his vision for excellence

Sue Neales, Mercury, October 09, 2008

EDUCATION Minister and Premier David Bartlett yesterday slammed critics of his sweeping new education reforms for trying to stop young Tasmanians from achieving their potential.

Mr. Bartlett predicted his Tasmania Tomorrow restructure of post-Year 10 colleges and vocational training, to be launched today, will rocket Tasmania to the top ranks of Australian states with the most young people completing a Year 12 equivalent qualification, diploma, certificate or apprenticeship.

He denied the giant educational overhaul that will abolish all eight of Tasmania's Year 11 and 12 colleges and the TAFE vocational training system was rushed, radical or elitist.

"Tasmania's educational outcomes are simply not good enough," Mr. Bartlett said.

"We are not a basket case but we are well below average and I want to take us to the top.

"If we think we can continue to do things exactly the way we have and achieve that, then we are wrong."

From next year, four of Tasmania's senior secondary colleges will be converted into regional campuses each hosting a new Tasmanian Academy and a Tasmanian Polytechnic school.

The other four senior colleges will follow by 2011.

At the same time, the current system of TAFE courses and industry-based training and apprenticeships will be subsumed within the new polytechnic structure and through the new Training Tasmania organisation.

Mr. Bartlett believes the three-pronged approach to academic and applied learning post-Year 10 offers the best chance of improving Tasmania's consistently poor rate of further education, skills training and completed qualifications.

Read entire article at: <http://www.news.com.au/mercury/story/0,22884,24469300-5007221,00.html>

VIC: Catholic schools to get \$39m boost

Farrah Tomazin, The Age, October 6, 2008

VICTORIAN Catholic schools will get a \$39 million funding boost as the State Government bows to public pressure and provides more money to upgrade rundown classrooms and buildings.

As students return to school today for term four, Premier John Brumby has promised the funds will ease the burden on Catholic school budgets and free up for wages and programs money that would have otherwise been spent on maintenance and capital works.

The move comes after months of unrest in the church and families, who lashed out at the Government for failing to provide new resources to Catholic schools in the May budget.

Principals had warned that without extra money from the state, they would be forced to increase fees or cut programs in a bid to pay for a recent teacher wage deal that has made Catholic school staff among the best paid in the country.

Parents also started lobbying hard, with almost 50,000 signing a petition accusing the Government of discriminating against families who choose a Catholic education for their children.

Read more at <http://www.theage.com.au/national/catholic-schools-to-get-39m-boost-20081005-4uc9.html>

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WA: Demand grows for lessons in Aboriginal languages

WA Education Minister Liz Constable, 10 October 2008

More teachers have been trained to meet the growing demand for the teaching of Aboriginal languages in Government schools across Western Australia.

Education Minister Liz Constable today announced that another eight educators had successfully graduated from a two-year Aboriginal languages teacher training course.

Dr Constable said more Government school students were learning Aboriginal languages than ever before.

"In 1995, we only had eight schools across the State where Aboriginal languages were offered as a study option - that number has now grown to 75," she said.

"The teacher training course is a vital component in preserving these traditional languages and boosting students' cultural pride. It is also creating more employment opportunities for indigenous Australians in education."

Read more at <http://www.mediastatements.wa.gov.au/Lists/Statements/DispForm.aspx?ID=130730>

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FUNDING OPPORTUNITIES

\$12.8 million for Kitchen Garden Program in Primary Schools

The Australian Government has committed \$12.8 million to fund infrastructure for the Stephanie Alexander Kitchen Garden National Program in up to 190 primary schools across Australia. Infrastructure grants of up to \$60,000 per school will be available over a four year period. Australian government schools with primary enrolments will be eligible to apply for these grants.

The grants provide funding for the development of a productive vegetable garden and the construction of a home-style kitchen on the school grounds. Implementation of the Program once the infrastructure is established requires the employment of two part-time specialists to deliver regular garden and kitchen classes - a Garden Specialist and a Kitchen Specialist - and the allocation of several hours per week to a program coordinator selected from existing staff. It is important to note that funding is not available for the payment of these staff salaries and priority will be given to schools who can demonstrate that they can resource this component.

Schools which receive a grant from the Australian Government will need to demonstrate an initial commitment to continue the project for two years, and in the longer term, work towards integrating the project into the school curriculum

Information Sessions on the Stephanie Alexander Kitchen Garden National Program will be held in each State and Territory between 20 October and 28 October. These sessions are highly recommended for schools intending to apply for a grant.

Read more <http://www.kitchengardenfoundation.org.au>

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CONFERENCES & EVENTS

C21st Learning and the National Curriculum

Monday 10 November 2008, 4.15pm for 4.30pm-6.00pm

Free Public Forum, Arthur Streeton Auditorium, Sofitel 25 Collins Street Melbourne

What sort of curriculum will our children need to thrive in this century? Will one size fit all? What types of curriculum reforms are occurring in other parts of the world? What ideas are informing the development of a national curriculum in Australia?

Join Professor Barry McGaw (Chair, National Curriculum Board), and internationally renowned experts Chris Wardlaw (Hong Kong) and Valerie Hannon (UK) in conversation with ABC Radio National's Richard Aedy. ABC Radio National are recording the forum for presentation on the 'Life Matters' program on Friday 14 November.

Parents and members of school communities are invited to join the audience for this free forum.

This is a free, ticketed event; entry is by issued ticket only. To secure a ticket, you must complete the fax-back registration form. Seats are limited. Tickets will be mailed out to registrants.

To register, visit <http://www.curriculum.edu.au/conference/2008/default.asp?id=24769>.

Registration required by 27 October 2008

This public forum is presented by Curriculum Corporation as part of the 2008 Curriculum Corporation national conference. The 2008 Curriculum Corporation conference is proudly supported by Department of Education and Early Childhood Development.

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REMINDERS

12-18 October - Anti-Poverty Week - <http://www.antipovertyweek.org.au/>

16-18 October - Learning Democracy by Doing - Toronto, Canada - <http://tlc.oise.utoronto.ca/wordpress/conferences/october2008>

20 October - Closing the ICT Loop - online -

<http://knowledgebank.globalteacher.org.au/2008/09/16/closing-the-ict-loop-seabrook-primary-school-online-conference/>

20-21 October - ACSSO National Education Conference - Brisbane - <http://www.acsso.org.au>

22-25 October - Frontiers in Education (FIE) Conference - Saratoga Springs, USA - <http://fie.engrng.pitt.edu/fie2008/>

23 October - Music - Count Us In - <http://www.musiccountusin.org.au>

25-28 October - International Research Conference on Service-learning and Community Engagement - New Orleans, USA - <http://www.researchslce.org/2008conference.html>

10-11 November - Curriculum Corporation Conference 2008 - Melbourne - <http://www.curriculum.edu.au/conference/2008/>

17-19 November - International Conference of Education, Research and Innovation - Madrid, Spain - <http://www.iated.org/iceri2008/>

24-26 November - International Conference on Distance Education - Santo Domingo, Dominican Republic - <http://www.icde.org/oslo/icde.nsf/id/05C3211E27B0737DC12573E100405E7F?OpenDocument>

25-28 November - Inclusive Education: The Way of the Future - Geneva, Switzerland - <http://www.ibe.unesco.org/en/ice.html>

30 November-4 December - Australian Association for Research in Education International Education Conference - Brisbane - <http://www.aare.edu.au/conf2008/index.htm>

7-11 December - World Indigenous Peoples Conference: Education - Melbourne - <http://www.wipce2008.com/>

8-12 December - International Consortium for Experiential Learning - Sydney - <http://www.education.uts.edu.au/icel/index.html>

4-7 January - Hawaii International Conference on Education - Honolulu, USA - <http://www.hiceducation.org/>

18-21 January - Summer School For Australian Teachers - Canberra - <http://www.anu.edu.au/hrc/freilich/>

15-18 April - International Outdoor Education Research Conference - Beechworth, Vic - http://www.latrobe.edu.au/oent/research_conf_2009.htm

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RESOURCE LISTINGS

Passport to Australia: The Australian Travel Game

Find out more about our amazing country the fun way:

Strap yourself in for a learning adventure like no other with Passport to Australia, the new board game from Brisbane based company Barker Boys (Australia) Pty Ltd

This is a fresh and exciting way for players of all ages to learn about Australia – the ultimate board game that takes players on a funtastic journey to every state and territory

The game is a brilliant way to improve your general knowledge on places that are in our own backyard. Though you hardly notice you're learning because it's so easy to get carried away with the thrill of the chase.

New questions will be added to later editions of the game and supplementary question packs will be available online and through recommended retail outlets.

"Best of all, with every purchase of a Passport to Australia buyers will be contributing to the establishment of a school camp to provide learning and recreational experiences for young people," said Managing Director Bruce Barker.

"Our intention is to continue to create opportunities to share knowledge and learn in fun and interesting ways."

Passport to Australia is available through ABC shops, selected retail stores and online at www.passporttoaustralia.com.

For more information: <http://www.passporttoaustralia.com>

LOTE@HOME – Learning languages at home from the early years

"Children who have grown up learning two or more different languages are better problem solvers"

LOTE@HOME is an innovative way for parents to participate with their kids as they all learn a second language.

LOTE@HOME packs are not intended to replace formal LOTE lessons, however they are intended to build an "in country environment" in the home that will support the formal learning of a second language.

Devised by a parent who was unable to identify an approach to learning a language other than English that focused on a home, family-based setting, these family-friendly kits are now available in five community languages (including Japanese and Mandarin) with others to follow shortly.

By using the cards, and reinforcing words around the house, kids will learn a new language in exactly the same way they learned English - by immersion and absorption.

Find out more: <http://www.lote-at-home.com.au>

Educational Experience

Educational Experience began its operations in Newcastle NSW in 1977 and today is Australia's leading supplier of educational resources and equipment to child care centres, preschools, OOSHs and primary schools. We remain dedicated to the supply of creative and practical ideas to help children learn and develop and are the Teacher's choice for variety, quality and customer service.

At present **Educational Experience's** product range consists of over 8,500 product lines showcased in our annual Teachers Catalogue. Our speedy delivery is recognised as being the most efficient and reliable service offered in the industry. The products sold by **Educational Experience** are sourced from Australian suppliers where possible or imported from reputable international suppliers. To ensure all our products are of the highest quality and meet safety standards, our suppliers must show product compliance testing to Australian standards.

To view our product range please visit www.edex.com.au

Educational Experience initiated our generous Toys and More fundraiser to help Australian children's education. Early childhood centres and schools who participate in this fundraiser, are rewarded with a credit voucher valued at 20% of the total value ordered by parents and friends and may qualify for additional resources. For more information please visit www.toysandmore.com.au

Educational Experience remains committed to the educational needs of all Australian children.

Educational Experience, PO Box 860, Newcastle NSW 2300

Telephone 02 4923 8222 Fax 02 4942 1991 Toll free 1300 134 211 Email hotline@edex.com.au

Fundraising Directory - www.fundraisingdirectory.com.au Also: www.fetesandfestivals.com.au

Drug Awareness Website - www.drugawareness.com.au/

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ACSSO EMAIL NEWSLETTERS

- **Australian Education Digest** : <http://www.acsso.org.au/aed.htm> (weekly)
- **International News Roundup** : <http://www.acsso.org.au/roundup.htm> (monthly)
- **Values Education** : <http://www.valuesineducation.org.au/news.htm> (monthly)
- **Languages Education** : <http://www.languageseducation.com/news.htm> (monthly)
- **Ensemble - Music Education** : <http://www.ensemble.org.au/news.htm> (monthly)
- **Public Education Voice** : <http://www.acsso.org.au/pev.htm> (quarterly)
- **Family School Partners** : http://www.familyschool.org.au/?page_id=6 (quarterly)

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