



## What has happened to Gonski?

In April 2010, the then Federal Minister for Education Julia Gillard MP requested a review of funding arrangements for schools. A panel was formed and led by Chair David Gonski AC. After a lengthy public consultation, the final report was released in February 2012.

The review was tasked with examining the way schools are funded and what needs to change in order for Australia to have a school system that is among the best in the world for quality and equity.

The final report highlighted that Australia has been investing too little in education, and in particular our public schools. When their final report was released, the panel noted that *'Australia lacks a logical, consistent and publically transparent approach to school funding.'*

The Gonski Report recommended a model that would see an addition \$6.5 billion a year of extra funding, 75% of which would be for public schools.

In addition to extra funds, the report recommended a significant change in the funding model. The panel recommended that all funds should be based on a new schooling resource standard, calculated on a 'per student amount plus loadings' basis.

The 'per student amount' is a base line figure. In addition to the base line, loadings should then be provided for the additional costs of meeting the educational needs that stem from student and school based sources of disadvantage.



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# From the President



Viv Pearce

Hello and welcome to another school year. I am looking forward to working with you all in 2013, to make a positive difference to public education for students in the ACT.

Parent participation whether it be in canteens, effective P&Cs or just parents interested in **what is happening at their child's school and** how their child is being educated, will be a major focus for Council this year.

In 2013 we are welcoming two new P&Cs to the family, Neville Bonner Primary School P&C and Franklin Early Childhood School P&C. Thank you to Council's SCIP (Schools & Communities in Partnership) Committee who have been working hard to support these P&Cs as they are establishing.

I would also like to welcome all the new and returning parents to the individual P&Cs. Some of you will be taking on new roles this year, and I would like to remind you that Council has a wide range of resources to help you with your responsibilities. Check out our article titled 'After the AGM' on page 10 and Council's website.

One of the biggest issues for 2013 is the Gonski Review of School Funding. With only a few weeks until our politicians make crucial decisions on the future of school funding, we have stepped up our campaign supporting the Gonski recommendations. Read more about the Gonski recommendations and Council's efforts on pages 7-9.

We have good news on canteens! After many months of work with the Canteen Taskforce, approval has been given to P&C managed canteens to access the NSW government online procurement system. This will allow P&Cs to access a range of food, products and services

with Council's authority. More details will come in the following months.

In early February, the Education and Training Directorate (ETD) released its updated policy on Swimming Carnivals. Executive reviewed the new policy, and the general response was that Council's issues have been addressed. We will be revisiting the policy after term 1 for evaluation.

As a part of the Youth Transitions Project, Council has been working on a resource booklet to assist students with a disability and their parents. Council has recently launched '*Who Can Help? Disability resources for young people in the ACT*'. Compiling this booklet has been an enormous job. Thank you to parents, executive and office staff who helped in compiling the data and the onerous final checks. Read more about the resource booklet and launch on page 5.

Council recently made a submission to the ACT Budget for 2013/2014. Thank you to our office staff who compiled Executive and P&Cs contributions. We are working hard to keep ACT Labor to their election funding promises. You can read a summary of our budget submission on page 5.

I attended a Curriculum Taskforce Meeting on 19 February 2013 that looked at implementation timetable as well as consultation for the next set of curriculum areas. After feedback at Council meetings, we are working to get parents easy access to easily understood information on the Curriculum and implementation, starting with an article on page 3.

Executive and staff are busily working on preparations for the 2013 ACSSO (Australian Council of State School Organisations) Conference that will be hosted by Council. Dates have been confirmed for October. ●

# Engaging with the Australian Curriculum: A guide for ACT parents

Parents have reported to Council that they are having difficulty in understanding the Australian (or 'National') Curriculum, and how it relates to students in ACT public schools. This article gives a quick background to the Australian Curriculum and some pointers to help parents engage with the Australian Curriculum.

## The Australian Curriculum

In 2008 the Australian Government undertook an ambitious task, to develop and implement a national curriculum. The curriculum has been guided by the Melbourne Declaration on Educational Goals for Young Australians, which emphasises the importance of knowledge, skills and understandings of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum.

A national curriculum ensures Australian students receive a consistent education regardless of the school they attend, their location or cultural background. It allows **families to move interstate without a child's** learning being unnecessarily disrupted.

Due to the significant size of the task, the Australian Curriculum has been separated into three different phases. The process of each phase, as well as the contents of each phase, is explained below.

## Understanding 'Curriculum'

When reading the Curriculum, it is important to understand the role of Curriculum in education.

The Curriculum sets out what all Australian students are expected to learn and the quality of their learning as they progress through school. When reading the Curriculum documents, it is helpful to understand that it is setting out 'what' to teach, not 'how' to teach.

A Curriculum outlines learning goals to teachers. The teaching methods (or 'pedagogy') are the tools of education, in other words texts, exercises and tasks that students use to achieve the outcome of the Curriculum. Pedagogy is teacher or school specific, and not a role of the

Curriculum.

Viewing the Australian Curriculum online  
The Australian Curriculum is published at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au). The website contains some very useful videos that demonstrate how the website works, the key elements of the curriculum online and how to **use its various functions**. The 'Guided Tour' video on the home page gives an overview of the entire website, and there are also guided tours for each different learning area.

## Where to start

The Australian Curriculum is structured under two different categories; Foundation (Kindergarten) to Year 10 (F-10) and Senior Secondary (SS). When looking at the curriculum online, start by selecting one of these categories from the top banner. Please note, only the F-10 curriculum is currently being implemented in schools across Australia.

The Australian Curriculum website is built so that curriculum content can be sorted by learning area, general capability or year level, depending on what information is being sought. As not all learning areas have been published yet, Council recommends that parents start by selecting the learning area they are interested in, to prevent reaching dead ends. After selecting a category on the website (F-10 or SS), select one of the learning areas that appear in the drop down menu.

## Learning areas

Phase one learning areas have been published and are being implemented in ACT schools. The phase one learning areas are:

- English
- Mathematics
- Science
- History

Phase two learning areas are due to be released from December 2012 onwards and implemented in ACT schools during 2013. Phase two areas are:

- Geography

*Continued on next page*

# Australian Curriculum: continued

- Arts
- Languages

Phase three learning areas are still in the process of development and consultation:

- Health & physical education
- Information & communication technology
- Design & technology
- Economics & business
- Civics & citizenship

## Rationale, aims and organisation

The curriculum is being developed with a range of elements that are uniform across all learning areas. Under each learning area, tabs for Rationale/Aims and Organisation will be available to view. The rationale explains the place and purpose of the learning area in the school curriculum. The aims identify what students will achieve as a result of learning goals outlined in the curriculum. The

organisation tab provides an overview of how the curriculum will be organised throughout different year levels.

## Curriculum tab

The specific content of each learning area is **displayed under the 'curriculum' tab**. Once this is selected, the curriculum is displayed in year level order. Each year level has specific year level description and content descriptions. These are then explained in reference to the general capabilities and cross-curriculum priorities.

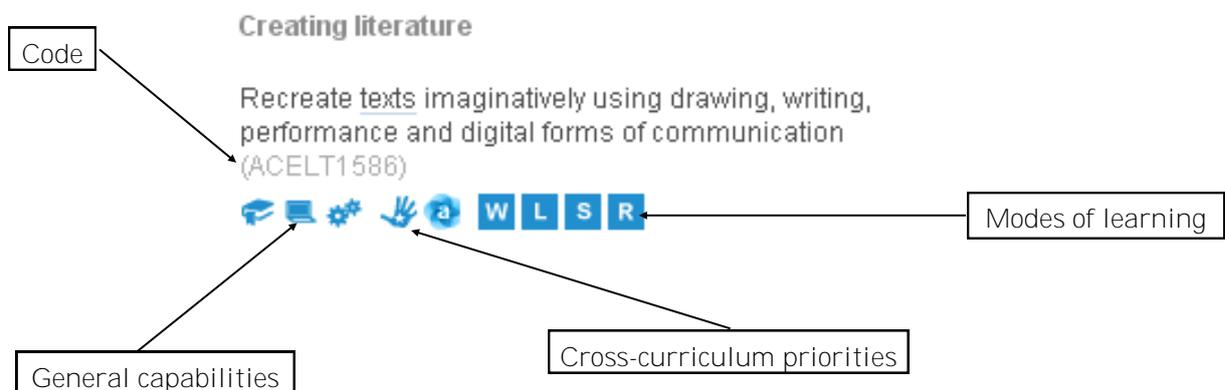
## Year levels and descriptions

The year level description provides an overview of the content that is being studied at that year level. Reading the year level description is one of the best ways to understand the curriculum.

## Content descriptions

The content descriptions specify what teachers

### Example: short description



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### Example: elaborated description

#### English / Year 1 / Literature / Creating literature

Content description	Elaborations						
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	<ul style="list-style-type: none"> <li>• creating visual representations of literary texts from Aboriginal, Torres Strait Islander or Asian cultures</li> <li>• writing character descriptions drawn from illustrations in stories</li> <li>• retelling key events in stories using oral language, arts, digital technologies and performance media</li> </ul>						
<b>Code</b> ACELT1586  <b>ScOT catalogue terms</b> <u>Creating texts</u>	<table border="0"> <tr> <td><b>General capabilities</b></td> <td><b>Cross-curriculum priorities</b></td> <td><b>Modes</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Information and communication technology capability</li> <li>• Critical and creative thinking</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander histories and cultures</li> <li>• Asia and Australia's engagement with Asia</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> </ul> </td> </tr> </table>	<b>General capabilities</b>	<b>Cross-curriculum priorities</b>	<b>Modes</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Information and communication technology capability</li> <li>• Critical and creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander histories and cultures</li> <li>• Asia and Australia's engagement with Asia</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> </ul>
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are expected to teach students. Underneath are icons used to demonstrate the general capabilities, cross-curriculum priorities and modes of learning. The content description is a very short explanation; however elaboration is available by clicking on the code.

The full description will then appear, giving elaboration on the content description, general capabilities and cross-curriculum priorities.

#### General capabilities

The *Melbourne Declaration on Educational Goals for Young Australians* report identified a range of essential skills that were necessary for successful twenty-first century learners. These skills have been reflected in the Australian Curriculum as general capabilities.

The general capabilities work together with the learning areas to achieve learning goals. The content of each learning area will directly address these general capabilities. When viewing the curriculum online, icons are used to link a learning area to relevant general capabilities. There are 7 general capabilities under the Australian Curriculum:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

#### Cross-curriculum priorities

Three cross-curriculum learning areas have been identified as priority learning areas for students. The Australian Curriculum embeds the cross-curriculum topics across all learning areas. The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- **Asia and Australia's engagement with Asia**
- Sustainability

Each content description will identify which of the cross-curriculum areas are being targeted.

#### Contact us

Council's office is available to help parents who **are continuing to experience difficulties.** ●

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## ACT budget 2013/14 submission

Council has recently made a submission to the ACT Treasury Directorate for the 2013/2014 budget. A copy of the full submission is available on the website, however here is a summary of Council's recommendations.

#### Promoting public education in ACT

Public Schools in the ACT have achieved and continue to achieve good things for their students. They offer a low cost, quality, secular education to the children of the ACT. The government should undertake an advertising campaign promoting our public schools in general and highlighting the achievements of individual public schools.

ACT public schools are not resourced to promote themselves and do not generally see this as their role. This means talented students are drawn to private sector schools which may have a better media image but not necessarily educational practice.

Council believes that the private sector's ability to advertise widely to attract students explains,

in part, why ACT secondary level school enrolments in the private sector have reached the same level as public schools.

#### Promoting parent participation

Additional funds should be allocated to ETD to fund a campaign promoting parent participation **in their school community and children's** education.

Parent participation in school community and a child's education has consistently been shown to improve student outcomes and results. The funding could include funding for a series of workshops run by Council to encourage parent participation.

#### Increased literacy and numeracy support in ACT Schools

During the ACT election, ACT Labor recognised the importance of ensuring ACT students improve their literacy and numeracy skills. ACT Labor committed up to \$12.1 over 4 years to ensure the Literacy and Numeracy Officers program is maintained and expanded. Council

# ACT budget continued

supports this commitment, and calls on Treasury to fund the promise accordingly.

Like other organisations, Council is concerned that literacy and numeracy is increasingly taking up the attention of classroom teachers at the expense of other subjects. By increasing the number of Literacy and Numeracy Officers, students can receive efficient, targeted support.

## Increase support for IT in schools

With the increased use of technology in the classroom, ETD must make sure that adequate IT support is provided for each school so as to capitalise on the benefits of digital classrooms.

Council is constantly being made aware of issues of IT delivery and access in classrooms. Failures in school networks, computers, tablets and transitioning between different technologies can delay or have a negative effect on students' learning, whilst creating frustration in the classroom.

## Improve school facilities / infrastructure

Treasury should include \$70 million to upgrade existing school infrastructure and \$28 million to upgrade and refurbish Belconnen High School as committed to by ACT Labor during the 2012 election.

## Canteens

During the 2012 election ACT Labor committed \$1m over four years to help implement many of the suggestions coming out of the taskforce such as online ordering and Point of Sale (POS) facilities at Canteens. The balance of the \$1m would also be used to upgrade existing canteen facilities in government schools.

Council calls on Treasury to fund this promise, as well as the initiatives coming from the High Level Taskforce on Canteens that are not funded from ACT Labor's election commitments.

## Support students with a disability

Treasury should fully fund the election commitments made by ACT Labor regarding students with disabilities. ACT Labor committed over \$10m over 4 years to support students with learning disabilities in both mainstream and special school environments. Another \$1.67m over four years was committed to continue the Therapy Assistance in Schools program.

ACT Labor also committed to providing families of up to 69 student graduates who have left, or who will leave school from 2011-2013 with an additional \$5,000 per person. This money would be provided to support families with transitioning into post school options.

## Support for EALD students

Treasury should increase funding to students for whom English is an Additional Language or Dialect (EALD). This will allow the ACT government to extend funding to all EALD students with a Language Performance Rating that is below average.

## Improving student transport

Treasury should make funding arrangements to address the issues of school road safety, improving school bus services and active travel. Addressing each of these concerns will have a positive impact on the others. Council recommends that Treasury views student transport as a single issue requiring a whole of government response.

### *Road safety*

Council recommends an increase in the budgets of TAMS and ETD to allow them to make roads around schools safer.

### *Improving bus services to ACT schools*

Council calls on Treasury to properly fund ACTION Buses so they can provide improved schools bus services across all ACT schools. In addition, Council encourages the Treasury to provide ETD with the necessary funds to carry out a **survey determining students' travel intentions**.

### *Active travel*

Treasury should make funding available to promote the use of active travel to and from school, as well as increasing infrastructure that supports active travel.

## Retention and training of specialist teachers

Council urges Treasury to dedicate additional funding to the education budget for the implementation of a **specialist teachers retention and training policy**. ●

# What has happened to Gonski?

*Continued from cover*

Loadings were recommended for socio-economic status, disability, English proficiency, particular needs of indigenous students, school size and school location.

To be an equitable funding model, the panel has recommended that schools with similar student populations receive the same level of resources, regardless of whether they are located in the government or non-government system.

What does this mean for local public schools?

Public schools across Australia would benefit from an increase in funding and education resources. Funding at your child's school would be provided to meet the needs of your school's students.

What happened to the recommendations?

A great deal of support has been placed behind the recommendations. Prime Minister Julia Gillard has accepted Gonski's general principles. Legislation has been put forward by Federal School Education Minister Peter Garrett MP. However, the States and Territories need to get on board. Some State politicians have made a commitment, but no agreements have been established.

Crunch time

Decisions are being made by the State and Territory Governments right now. The *I Give a Gonski* team has been lobbying our leaders to commit to the Gonski recommendations.

How to get involved

Council is asking parents to join in, and register their support.

*Register your support*

Visit [www.igiveagonski.com.au](http://www.igiveagonski.com.au) to register your support. You can also send an email to your ACT or Federal member.

*Spread the word*

Fact sheet and posters are available on the [www.igiveagonski.com.au](http://www.igiveagonski.com.au) website. These can be printed and distributed within your P&C or school.

*Put a note in your P&C newsletter*

P&Cs can put a small explanation of Gonski and its importance in their newsletters. An example is given below to help P&Cs.

More information

A range of information on Council's involvement in the *I Give a Gonski* campaign, as well as the review is available on Council's website. ●

*Example text for P&C newsletters*

## ***It's crunch time for Gonski***

The Gonski review of school funding demonstrated that our public schools are falling behind international standards and recommended a large increase in funding. Although the final Gonski report was released over 12 months ago, state and federal leaders are about to decide the fate of the Gonski recommendations.

The report found that '*Australia lacks a logical, consistent and publicly transparent approach to school funding*'. If implemented, the Gonski recommendations would establish a new funding model based on student needs. The model would establish a base level of funding, and then additional loadings would be added to address the learning disadvantages of students. The model seeks to increase equity in school funding, by recommending that similar school populations are provided with the same resources; whether or not they are public or private.

Public schools across Australia would benefit from an increase in both funding and resources to assist them in meeting individual student needs.

To make sure that the principals of Gonski, the recommendations and the needs of our students are not ignored, parents to register their support by visiting [www.igiveagonski.com.au](http://www.igiveagonski.com.au).

# Save our Schools: Policy Comment

By Trevor Cobbold

## The economics of Gonski

There is a compelling economic case for the \$6.5 billion investment in disadvantaged schools recommended by the Gonski review of school funding. Low achievement and low school completion amongst disadvantaged students impose high costs on the economy.

These costs include higher unemployment, lower lifetime earnings, lower productivity, less taxation revenue, higher health care and crime costs, and higher welfare expenditure. The Gonski funding will be worthwhile if it is well targeted at those most in need and at programs that work.

The general consensus of economic studies is that the increase in annual adult income earnings from spending one extra year in secondary school exceeds 10 per cent. The Productivity Commission recently estimated the average earnings gain from an extra year of schooling in Australia at 10 to 13 per cent.

In 2009, the annual earnings of Australians aged 25-34 who only completed school were 25 per cent higher than those who did not. Year 12 completion also opens up the prospect of tertiary education. Gaining a university degree increases earnings by about 40 per cent compared with Year 11 or below.

Educated workers are the foundation of economic growth. Higher levels of education are associated with increased workforce participation and labour productivity. It increases workforce skill levels and contributes to greater innovation and use of new technology. **These are critical to improving Australia's competitiveness in the world market.**

Productivity Commission estimates show that increased skill levels contributed over 20 per cent of annual multi-factor productivity growth from the mid-1980s through the 1990s. The OECD estimates that an extra year of schooling would raise productivity by 4 to 7 per cent.

Increased workforce participation and productivity would boost GDP. Economic modelling for the Business Council of Australia

estimates that an increase of 0.15 in the average level of schooling of the workforce would result in a 1.1 per cent increase in GDP by 2040. This amounts to about \$16 billion on today's figures.

Low education is also a public health issue. Individuals who do not complete school engage in more risky health behaviour, have less health knowledge, higher rates of illness and earlier deaths than those who complete school. OECD and other studies show that the health returns from increased school completion are substantial.

**About 35 per cent of Australia's prisoners have not completed Year 10** compared to seven per cent of the general population. Overseas and Australian studies show that increased education significantly reduces the costs of property crime for individuals and the justice system.

People who fail to achieve a Year 12 education are also more likely to be reliant on welfare support. More education can increase their employment and income and thereby reduce government welfare payments.

Money does matter in reducing education disadvantage. Many high quality studies, including a recent one from the London School of Economics, show that increased funding for disadvantaged schools can lead to better student results.

But, money is only the start. Success depends on how effectively it is used. History is replete with examples of waste in education funding.

There is a wealth of studies to draw on to improve achievement in disadvantaged schools. In particular, the OECD has compiled a huge database of research evidence and practices in different countries and synthesised it into key recommendations about the most effective strategies for these schools.

The quality of the human resources in disadvantaged schools is fundamental to success. Principals, executive teachers and classroom teachers all need to have specialised knowledge and training to handle the challenges of disadvantaged schools. They need to be well-supported with outside expertise and services. It

is imperative that high quality staff are retained for continuity of programs and good teacher-student relationships.

Early identification of students who are struggling and early intervention are essential. Disadvantaged schools should have a range of support measures such as special learning assistance, off-line programs, mentoring and counselling. The learning environment should have high expectations with strong teaching and emotional support for students. Small class sizes just for these schools are also beneficial if they involve changing teaching practices.

Developing strong family-school links to reduce absenteeism and disengagement and to enhance achievement is also a key. There is little more than rhetorical support for such programs in Australia. They too require specialised knowledge, training and support and need to

involve the local community. They may include home-school liaison, mentoring of students by community members, and parenting and family literacy programs.

Australia faces a huge challenge to improve the education outcomes of low income and Indigenous students. Without Gonski it is not going to happen and Australia will continue to bear the high social and economic costs of education disadvantage. The Gonski funding is important for our future economic competitiveness and prosperity, but realising its **potential depends on using it effectively.**●

*Trevor Cobbold is the National Convenor of Save our Schools, and a life member of Council.*

## I Give a Gonski launches into 2013

Council representative and Executive Member Donna Reed joined members of the Australian Council for State School Organisations (ACSSO), the Australian Education Union (AEU), parents and teachers to spread the Gonski message.

Federal, State and Territory Governments are still considering whether to act on the recommendations of the Gonski Review. The decisions made will affect the resources in public schools for many years to come.

Council is encouraging parents and community members to get involved. For more information visit [www.igiveagonski.com](http://www.igiveagonski.com).



*Parents and teachers showing their support for Gonski.*



*Council representative Donna Reed with Peter Garrett, Federal Minister for School Education.*



*Peter Garrett meets with parents and teachers to discuss the implementation of the Gonski Review.*

# Sustainable school news

Momentum is Building for the 2020 Vision Festival of Young Ideas and Parliament of Youth November 2013

*By Bob Douglas, 2020 Vision Project Leader*  
Canberra is in a privileged situation and 2013, our centenary year, is an opportunity for our school and college students to show that the younger generation can contribute actively to their own positive future. The decision to reduce Canberra's greenhouse emissions by 40 per cent on 1990 levels over the next eight years and to have in place by 2020, an energy system that is 90 per cent derived from renewable technologies, places Canberra in a pacesetting role for the nation.

Psychologists tell us that self-efficacy is a vital element of hope. Feeling that we can contribute and demonstrating to ourselves that we can participate in solving a problem is a vital element of personal development. Together, Canberra school and college students can help to build confidence in the ability to meet ambitious sustainability targets for the rest of Canberra and for the nation.

It is hoped that every teacher in the ACT education system and every Parent group will ask themselves, "How can we engage our students constructively in the difficult issues that they will have to confront in the next two

decades?" **And that all schools will take part in the process of preparing their representatives from the parliament in November.**

The culminating events for the 2020 Vision Project in 2013 will be a Parliament of Youth on Sustainability and a Festival of Young Ideas in the week of November 2013. The Parliament will be a gathering of student representatives from all ages and hopefully from all schools and colleges in the ACT. The hope is also that it will **result in endorsement of a 'white paper' about Canberra's future that is truly the product of student research, activity and debate across the entire ACT education system.**

## Earth Hour 2013

The next annual Earth Hour is scheduled for 23 March 2013 8.30pm - 9.30pm. Earth Hour is an Australian initiative, that is now embraced across the world. Last year, over 152 countries participated.

There are many ways to get involved in 2013. Why not host a candle lit barbeque or have an acoustic guitar concert with your family or community this year? The Earth Hour website has some great resources on hosting events. There are activity books and resources featuring Pocoyo, the Global Kid's Cartoon Ambassador for Earth Hour. There is also a list of registered **events that will occurring around Canberra.** ●

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## After the AGM

A quick reminder to all P&Cs to follow up with Council and the Office of Regulatory Services after their AGM.

### Office Bearers Form

Council needs to receive an updated Office Bearers Form. In 2013, Council will be trialling online forms. Please keep an eye out for an email link in the P&C Communicator.

### Office of Regulatory Services (ORS)

P&Cs need to complete an annual return and send it to ORS. Annual returns include

- An audited statement of the association's accounts
- A copy of the auditor's report in relation to those accounts
- A completed annual return form. Blank

Blank forms are available on the ORS website ([www.ors.act.gov.au](http://www.ors.act.gov.au)). Depending on the total revenue of your association, a fee may be applicable.

A change of Committee Particulars and change of Public Officer form may be applicable if your committee members have changed. If these are submitted within one month of the change, there is no fee.

### Handover to new office bearers

It is essential to handover as much information as possible to new officer bearers. New office bearers should also be given copies of the P&C Council information sheets relevant to their new position. A check list of documents to hand over **are listed on Council's website.** ●

# P&C Council training 2013

Council will be offering various training nights for P&C office bearers and members.

Insurance scheme information night  
*6.45pm, 4 April 2013, Centre for Teaching and Learning, 51 Fremantle Drive, Stirling, ACT*

Council's executive officer Terry Sanders, and our insurance broker, will meet with P&Cs to outline details of the P&C insurance scheme package.

This is a great opportunity to ask any questions about your P&C's insurance, and how the scheme works.

Treasurers' workshop  
*6.45pm, 9 May 2013, Centre for Teaching and Learning, 51 Fremantle Drive, Stirling, ACT*

A night tailored to the role of P&C Treasurers. Council staff, and our accountant Geoff Martin will run through the roles of the Treasurer, answer any questions and provide some useful pro-formas to help with the day-to-day running of your P&C finances. The workshop is also highly recommended for P&C Presidents and

fundraisers.

In addition to learning plenty of tips, the workshop is a great opportunity to network with other P&C treasurers.

How to run an effective P&C workshop  
*Date and location to be confirmed*

New for 2013, Council will be hosting a *running an effective P&C* workshop. This evening will be targeted for Presidents and Secretaries, however all office bearers are encouraged to attend. Some of the topics that will be addressed are:

- How to run P&C meetings
- Fundraising
- Communication with parents and media management
- Structure and coordination of sub-committees
- Reporting requirements
- Records keeping
- Media management
- Relationships with school boards and principals.

The structure and content of this workshop is not yet finalised, so if your P&C would benefit **from another topic let Council's office know.** ●

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## 'Who can help?' Disability resources

Council has launched a new resource booklet for parents who have a child or dependent with a disability in the ACT titled *'Who Can Help?' Disability Resources for Young People in the ACT*.

The resource booklet is a small handy flipchart that lists a current range of organisations and support groups who provide assistance, services and support to individuals with a disability.

The resource booklet covers a range of main categories such as; community services, support groups, transport, post-school options, sports, recreation and many more. Under each category the organisations are presented with a brief description, their phone number and website.

Council started this project after receiving feedback from parents who expressed their difficult experiences in trying to access disability information.

Finding information parents need can sometimes be overwhelming or quite difficult to sort through. 'Who Can Help' is designed to cut through the detail to list the services making important information handy and ready when it is needed.

The disability booklet was launched by Minister Joy Burch MLA on 25 March 2013 and will be readily available by contacting P&C Presidents, School Principals or Council's Office. More information on 'Who Can Help?' is available from Council's office or website.

*This booklet is a result of funding received from our Youth Transitions and Strategic Funding Pool Grant 2012. This grant is funded by both the Department of Education and Workplace Relations (DEEWR) and the Education Training Directorate of ACT (ETD).* ●

# Events

- 26 Mar Council Hot Topics & Council General Meeting  
7.00pm - 9.30pm  
*Multipurpose Room,  
Hedley Beare Centre for Teaching and Learning  
51 Fremantle Drive, Stirling.*
- 4 Apr P&C Insurance Meeting  
7.00pm - 9.30pm  
*Multipurpose Room,  
Hedley Beare Centre for Teaching and Learning  
51 Fremantle Drive, Stirling.*
- 13 Apr Council office closes for term break
- 28 Apr Council office opens for term 2
- 9 May Treasurers' Workshop  
7.00pm - 9.30pm  
*Multipurpose Room,  
Hedley Beare Centre for Teaching and Learning  
51 Fremantle Drive, Stirling.*
- 28 May Council General Meeting  
7.00pm - 9.30pm  
*Multipurpose Room,  
Hedley Beare Centre for Teaching and Learning  
51 Fremantle Drive, Stirling.*
- 25 Jun Council Hot Topics / General Meeting  
7.00pm - 9.30pm  
*Multipurpose Room,  
Hedley Beare Centre for Teaching and Learning  
51 Fremantle Drive, Stirling.*
- 6 Jul Council office closes for term break
- 21 Jul Council office opens for term 3
- 27 Aug Annual Policy Conference & Council General Meeting  
7.00pm - 9.30pm  
Council's primary policy development event. All members are welcome. A short general meeting will follow.  
*Multipurpose Room,  
Hedley Beare Centre for Teaching and Learning  
51 Fremantle Drive, Stirling.*

# About us

ACT Council of Parents & Citizens Associations is the representative body for Parent & Citizen associations in the ACT.

We represent over 60,000 parents in 85 ACT public schools.

## About our magazine

*ParentAction* is a free journal published four times a year. Distribution: 1550 copies - the ACT Legislative Assembly, ACT Government School Boards and P&Cs, public education organisations and interstate parent associations.

Contributions, advertising and feedback are always being sought. Contributions can be emailed directly to the Editor, Jena Dobie, at [jdobie@actparents.org.au](mailto:jdobie@actparents.org.au). Views expressed in this journal are not necessarily those of the ACT Council of Parents & Citizens Associations.

# Our Executive

President:	Viv Pearce
Vice Presidents:	Jenny Maskell & John Haydon
Secretary:	Cecilia Shlegel
Assist. Secretary:	Amanda Bichard
Treasurer:	Hugh Boulter
Committee:	Graeme Evans, Donna Reed, Joan Kellett, Mark O'Neill, Karen McLaughlin, Amadu Barrie, Amanda Falconer & Denis O'Dea.

## Life Members

Grant Battersby, Pam Cahir, Trevor Cobbold, Joan Kellett, Ian Morgan, Richard Scherer, Graeme Evans.

# Contact us

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Closed public holidays and school holidays