

# Information for P&C Council Delegates



## **ACT Council of Parents & Citizens Associations**

*The parent voice on public education*

ACT Council of Parents & Citizens Associations is the representative body  
for Parent & Citizen associations in the ACT.  
Council represents over 60,000 parents in 87 ACT public schools.

# Welcome to Council Delegates 2018

---

Congratulations on your election as the Council delegate for your P&C association and welcome to Council!

We hope this booklet helps you with your new role. We have included information to help you represent your P&C and parents at your school, as well as background about Council and the services we offer to P&Cs. We have also included some general information about P&Cs which may be of particular interest to delegates, and notes on the ACT education system to help with orientation.

More details about running P&Cs can be found in our extended booklet of Information Sheets (available at [www.actparents.org.au](http://www.actparents.org.au)).

Please contact our office if you have questions about your P&C or your role as Council delegate. If you would like to meet with office staff, please call to arrange a meeting time.

We hope you enjoy your time with Council and that your volunteered time is valued. Council looks forward to working with you throughout the year.

# Table of Contents

---

## **Part A: Council and delegates**

About Council .....	4
Delegates to Council .....	7
Making meetings work .....	9
Key duties of Council Executive .....	10
Council policy.....	11
Parents and schools: partners in education.....	12
Raising concerns constructively .....	13

## **Part B: P&C Associations**

The P&C role .....	15
P&Cs: the benefits .....	16
Roles of P&C office bearers .....	17

## **Part C: Further Background**

The ACT Government school network .....	18
What is School Improvement? .....	19
Glossary of terms.....	20



The ACT Council of P&C Associations (Council) is the peak body for P&C associations in government primary schools, high schools and secondary colleges in the ACT. All P&Cs in the ACT are members.

We are a representative organisation whose objectives are to:

- foster a quality public education system
- provide support services for our member P&Cs and
- make representation to government on behalf of parents in government schools.

Council is a truly grass-roots organisation and is guided by the consensus of members. Council provides a structure through which parent views are consolidated. This allows all P&C associations to participate in the discussion of system-wide matters, and to inform these discussions with their experience within specific school contexts.

## Council structure

Each member P&C elects delegates to Council. Affiliated high schools and colleges are allowed two delegates and primary schools have one. These delegates meet at regular Council meetings to discuss issues of concern, voice the views of parents at their schools and receive information of interest to parents to relay back to their school community.

The Executive members of Council are elected from these delegates at Council's Annual General Meeting in November. The Executive are responsible for the work of Council between general meetings. All major decisions taken by the Executive are referred to a general meeting of Council for ratification.

## Council activities

The activities of Council include consultation with members, advocacy and representation, lobbying government, information dissemination, supporting P&Cs, and research and policy development. These are discussed in more detail below.

## Consulting and representing parents/Lobbying government

Council successfully gathers the views of members and then represents their views and interests to government and in the media. We make representations to government through:

- regular, direct meetings with the Minister for Education and senior officials in the Education Directorate (EDU) to raise issues and have input into emerging policies
- making formal, written submissions to official inquiries and government bodies
- writing submissions on the ACT's annual budget.

Our members are also involved in many decision-making groups and government panels and committees where they represent parents. Examples include the Digital Citizenship Reference Group (commenting on the use of technology in schools), a Disability Education Reference Group (providing parent input on disability issues) and the Literacy and Numeracy Group. Representative roles like these provide an interesting insight for parents and a unique opportunity to have your say. Any delegate can nominate for these committee positions.

In representing parents, Council is guided by a formalised set of Council policies, rather than the personal opinion of individual Executive members. These policies on a huge range of issues have been agreed to at Council meetings over the years. This allows Council representatives to present the consensus view of members to the media and government (see page 11 for more on Council policy).

There are many recent examples of Council responding to delegate concerns and representing parents to successfully bring about change:

- lobbying for solutions to ongoing traffic problems at schools, such as supervisors for school crossing and Traffic Management plans
- ACT Labor Government's promise of a device for every high school student came after Council pressure due to parent concerns on BYOD policies
- working with the Education Directorate and bus companies to ensure drivers of special transport services receive disability awareness training
- agitating for a major project, undertaken through ACT Health, to help school canteens in response to ongoing concerns from delegates about their financial viability. This assistance has been gratefully received and helpful new resources have been created.
- influencing EDU's new policy on gifted and talent students
- successfully lobbying the ACT Education Minister to look more carefully at applications for new private schools which affect public school enrolments
- responding to frustrations about the dispersed nature of information on disability services by collating a comprehensive booklet of ACT services.

### Informing parents

As well as providing information of interest to parents at its regular meetings, Council's magazine and newsletters are a major source of information on current educational issues, developments in educational policy and the work of Council. *ParentACTion* magazine is distributed once a term to all ACT public schools and available electronically on our website ([www.actparents.org.au](http://www.actparents.org.au)). Our fortnightly ebulletin 'Council Communicator' is sent to P&C office-bearers and delegates at all schools. Members of the community can also subscribe via our website.

### Helping P&Cs

Council assists P&Cs with all aspects of running their associations and engaging parents via:

- an extensive range of information and resources, detailed information sheets, templates and pro-formas, all provided on our website. They assist with running meetings, attracting volunteers, applying for grants, running canteens and much more
- free training workshops for P&C office bearers
- organising meetings and events so that P&C members can exchange ideas, share expertise and raise concerns
- over the phone advice – available by calling our office
- face-to-face meetings with your P&C (on request) to discuss any problems
- providing insurance at below market rates
- useful publications (as above)
- advocating to resolve school issues.

### Research

Our research forms the basis of submissions, policy development and information for parents about changing practices in schooling.

## Connecting nationally

Council is an affiliate of the Australian Council of State Schools Organisations (ACSSO) which is the national government-school parent organisation. ACSSO represents the interests of public-school parents throughout Australia to government and committees at the federal level. Through our membership, Council can lobby and comment on federal educational issues.



## Appointing your delegate

Each ACT P&C elects one (primary schools) or two (high schools and colleges) delegates to Council. The delegate is a vital link between Council and the broad base of parents' opinions on the education of their children.

P&C associations should appoint alternate delegates so that if delegates cannot attend a Council meeting for some reason, the P&C is represented by another parent.

## The role of Council delegates

The delegate's primary role is to relay information between Council and the P&C. As such, delegates keep their school community informed of what is happening at Council and in public education. They also keep Council informed about parent views at their school and issues in schools so we can effectively advocate for parents to government.

To do so, it is important that delegates attend both their own P&C association meetings as well as Council meetings.

### 1. Attending Council meetings

Council delegates attend the regular meeting of Council. Meetings are advised by email to delegates and the meeting schedule is available on the calendar on our website. Council meetings are of several types, outlined below.

#### *General Meetings*

General meetings are held twice each school term, on the fourth Tuesday of the month. They start at 7pm and end at 9:30 sharp. A standing agenda item 'Issues from Schools' enables delegates to raise matters on behalf of their own school communities for discussion and possible action.

Delegates are responsible for representing the views of their P&C associations at these meetings.

General meetings provide an excellent opportunity to hear the voices of parents from across ACT public schools. All parents and carers are welcome at Council meetings, and many presidents and other office bearers find them a useful place to exchange information and benefit from the knowledge of others.

Most delegates, once they have been to a few meetings find the discussions about educational issues very interesting and informative. Often an invited speaker will address the meeting on a key issue.

#### *Policy Conference*

Council policy is formulated at the annual Policy Conference in August which provides a forum to discuss new policies, update others and review any interim policies which may have been decided by the Council Executive in response to new developments.

Each year in Term 2, Council advises P&C associations of the conference date and seeks proposals to amend current policies and introduce new items for consideration. This allows Amendments or new proposals are circulated some months later for the consideration of each P&C association so that the delegate can participate in debate and vote in an informed manner at the conference.

### *Council's Annual General Meeting*

Council's Annual General Meeting (AGM) is held on the fourth Tuesday in November. Council Executive officers are elected at these meetings to direct the activities of Council. Council delegates are eligible to be elected to Executive positions at this meeting, and also nominate for the various government panel and committee positions available as parent representative (see page 4).

## **2. Conveying information**

Delegates bring issues from their school community to raise at Council meetings. Delegates are expected and encouraged to consult with their own P&C associations on matters to discuss at Council meetings. We suggest that a standing item on your P&C agenda should be created so that parents can bring concerns for delegates to pass on.

See also 'raising concerns constructively' on page 13.

When Council needs parent feedback, or there is a current campaign, delegates have a role in engendering interest and possible action in their schools. Council needs to be regularly and fully informed about parent opinion in the ACT to be both effective and credible.

Council has an excellent track-record in bringing about change in response to parent concerns brought to meetings by delegates (see page 5).

## **3. Staying informed**

To keep up with Council happenings we recommend that as well as attending meetings, you read our publications. You will automatically be subscribed to our electronic bulletin ("Council Communicator") when your P&C returns its Office Bearers Contact form after your own P&C AGM, informing us that you are their nominated delegate.





# Making meetings work

Meetings are held so that a group of people can discuss issues and make decisions. Meeting styles can vary from a traditional and formal structure to open and informal discussion. They don't have to be formally run, but whoever chairs the meeting will need to take responsibility for how well the meeting functions.

Consider the needs of everyone who comes to the meeting:

- focus on issues not on personalities
- confine the discussion to the topic – stay on track
- listen to all members' points of view
- avoid speaking at great length
- avoid using jargon
- feel free to ask for explanations
- allow only one person to speak at a time
- avoid private conversations while someone else is speaking
- help keep the meeting to time by arriving on time (Council meetings end at 9:30pm sharp).

Council meetings are mostly kept informal and informative and involve whole group or small group discussions. Sometimes, however, a formal vote is needed at a Council meeting for either a particular motion, or to elect Council representatives and Executives.

## Voting rights at Council meetings

Only delegates (or appointed alternate delegate) of affiliated associations (P&Cs who have paid their membership fees) can vote at Council meetings.

Voting rights are the same at General, Special, and Annual General Meetings and at policy conference. Each registered delegate is entitled to one vote. Please note that even if you are a registered delegate for more than one P&C, you are still entitled to only one vote. If a P&C's full complement of delegates is not present at a meeting, then the P&C's registered alternate delegate(s) may vote to make up the difference. So, if the delegate for a primary school or one from a high school is not present, one delegate may vote. If neither of a high school's two delegates are present, both of its alternate delegates may vote.



# Key duties of Council Executive

P&C Council, under its constitution, chooses to call its board “the Executive”.

**All Council Delegates are eligible to nominate for positions on Council’s Executive.**

Our Executive members have the following five primary legal duties of board members.

**Fiduciary duty:** the duty to act in the best interest of the organisation.

- Within fiduciary duty is the expectation that board members will act with a duty of care, loyalty and obedience to purpose, in keeping with the philosophy and objectives of the organisation.
- Even if the staff and/or volunteers run the day to day affairs of the organisation, the committee or board are ultimately responsible for maintaining financial and legal responsibilities.

**Duty to act honestly:** to apply reasonable skills, act in good faith and in the best interests of the organisation.

- Speaks for itself - just be honest and check if unsure.

**Duty of care and diligence:** the duty to abide by the constitution of the organisation and to know and comply with all legal requirements.

- This includes taking all reasonable steps to minimise risk for the organisation.
- It also includes working on a positive public perception of the organisation.
- It also means making sure you have enough information to make decisions.

**Duty of confidentiality:** the duty to keep confidential all organisational and Board information.

- This includes not expressing dissent about a board decision with which you disagree - remember the board speaks as one voice. If you cannot live with a decision you need to leave the board. Once a decision is made it is a decision of the board as an entity.

**Duty to declare any conflict of interest:** the duty to inform the governing body of any personal interest in any matter before it and to absent yourself from issues where there is the possibility of a perceived or real personal or financial interest.

- A financial conflict of interest may be, for example, where an organisation hires a contracting firm run by a board member's partner. There is the possibility of direct financial gain to the board member. Another common cause of conflict of interest arises when board members undertake paid work for the organisation.
- An ethical conflict of interest may be, for example, a board member's partner is applying for the Executive Officer position. There may be no issue of direct financial gain but bias, real or perceived, may be an issue.



## Council policy

- represents the collective views of P&C associations throughout the ACT
- reflects the values and concerns of the members of P&C Council
- guides the activities of Council and its representatives
- makes possible representative and authoritative responses
- guides the position of our delegates to ACSSO (Australian Council of State School Organisations) which is the national organisation of parents in government schools;
- informs the community of the views of this Council.

Current Council policy is available on our website. Printed copies of the policy document are also available from our office.

No P&C association is bound by the policies of P&C Council. They may, however, wish to consider them when making decisions on local school or system issues.

## Policy Conference

Council policy is formulated at the annual Policy Conference in Term 3 which provides a forum to discuss new policies, update others and review interim policies decided by Council in responding to new developments and issues.

Each year in Term two, Council advises all P&C associations of the conference date and seeks proposals to amend current policies and/or introduce new items for consideration. Amendments or new proposals are circulated some months later for the consideration of each P&C association so that the delegate can participate in debate and vote in an informed manner at the conference.



Outcomes for children are the best when families, schools, communities and governments work together. Parents are important partners in schooling by virtue of their role as the central provider and carer, and the role they play in their children's learning and development.

Research has consistently shown that family involvement in schooling improves student achievement with better grades, attendance, attitude and behaviour.

Parents have the right to be involved in all aspects of the education of their children: at home, at school and at the system level.

There are many ways in which parents can be active in their partnership with the school. These include:

- supporting learning at home
- attending interviews with teachers about their children's progress
- reading school newsletters and other communications
- helping in the classroom and with a variety of school programs such as reading, craft, sport and excursions
- sharing their talents at school (such as coaching a sporting team)
- providing feedback about school programs and educational issues through parent forums and discussions, school surveys and so on
- sharing in decision making, for example, as a member of the school board
- becoming an office bearer of the P&C association
- helping in the school canteen or library
- assisting with fundraising
- representing the parents of your school at P&C Council meetings
- representing the wider parent community on ACT education committees and advisory groups.

Parent participation contributes significantly to better outcomes for all students. It enables the school system and individual schools to respond more effectively to community values, aspirations and needs. It enhances the strength and vibrancy of the public education system and builds a stronger school community.

The ACT Education Directorate (EDU) have produced resources for schools and parents on ways to best engage parents in the school and their children's learning. They are available on the EDU website (<https://www.education.act.gov.au>, choose 'Parental Engagement' under 'Teaching and Learning').

Council has developed a checklist to assess how well your school is engaging parents in effective partnerships. See our Information Sheet #2 at [actparents.org.au](http://actparents.org.au).

Part of being involved in your children's education is to raise concerns if they arise. See page 13.



# Raising concerns constructively

Parents sometimes need to raise concerns about their children's schooling. This can be difficult but it is important to discuss any problems or concerns. Doing nothing in the hope that the problem will go away may work on occasion, but you run the risk of the situation becoming more complex and more difficult to resolve.

## Raising concerns with a teacher

You should raise any problems you may have with the learning program or your child's wellbeing with their classroom or subject teacher. This gives the teacher a chance to respond and, if necessary, work with you to resolve it. Remember that teachers will be more prepared to listen and to act upon problems and concerns if they know they are supported. This means you have a responsibility to help and to give credit when it's due!

### Step 1: Get a good grasp of the problem

Before you visit the school, work out what it is that is really bothering you. Concentrate on describing the problem clearly. This will help you decide whether approaching the teacher is warranted. The teacher will respond best when your facts are correct and you show your willingness to be part of the solution. 'Shooting from the hip' only encourages defensiveness.

### Step 2: Arrange an interview with the class (or subject) teacher

Any problems deserve more than a few hurried words before the bell goes, so make an appointment. Mentioning the reason for the appointment is not only courteous but also promotes efficient use of valuable time by giving the teacher an opportunity to prepare for the meeting in the same way that you have.

### Step 3: Discuss what's bothering you

- Don't leave the teacher guessing. Observe the social niceties but remember the real purpose of your visit. A friendly, relaxed, but business-like manner will work best.
- State your problem calmly and clearly.
- Show that you want to be part of the solution by expressing your concern and asking what can be done.
- Avoid intimidating behaviour such as shouting, aggressive body language, sexist or racist language, making threats, etc. Work at staying calm and objective. This can be hard to do where the welfare of your child is concerned.
- Listen at least as much as you talk. You might learn something new!
- Keep an open mind.
- Expect to compromise. Summarise agreed actions so that you and the teacher understand the important points in the same way.
- Arrange a follow-up meeting if necessary.

### Step 4: Carry out the action you agreed to take

Depending on what was discussed, the sooner you start on an agreed course of action the better. Be patient with your child and the classroom teacher - changes don't happen overnight. Most meetings with the teacher result in satisfactory outcomes.

## School-based concerns

Occasionally you may want to address your problem or concern to someone other than the classroom teacher. This may be the case when:

- you have already approached the classroom or subject teacher but no satisfactory resolution could be arrived at

- you believe that it is a school rather than classroom matter or your problem or concern is not about a member of the school's teaching staff
- the matter relates to student wellbeing or social issues.

In secondary schools, there are other staff members you might contact such as a pastoral care teacher, year co-ordinator, student welfare officer or subject co-ordinator. The above steps recommended for meetings with class teachers still apply in these situations. Some additional suggestions are:

- try to get the problem resolved at the lowest possible level of authority
- involve as few people as possible, but having support can be helpful
- avoid discussing the issue with others while your child is present
- aim for a co-operative, problem-solving approach. (This does not mean that you should minimise the importance of your problem or concern or be less tenacious in your efforts to do something about it. You can be determined and reasonable at the same time.)

Using these avenues will help you to resolve most of your school-based problems and concerns in a satisfactory way.

Alternatively, **concerns of a less personal nature** (not specific to just one student) can be **brought to P&C meetings** for discussion with parents and principal. If the meeting is unable to resolve the issue at the school level (for example, it is dependent on system-level policies, not able to be changed by the school) the **P&C may decide to refer the issue to Council via the Council delegate**.

### Council addresses concerns across the school system

Council is a strong advocate for parents, and represents their concerns at a system level to the relevant Minister and government Directorate. At each Council General Meeting, a place is reserved on the agenda for parents, usually through the school's council delegate, to voice concerns from their school community. Parents should first bring an issue to their P&C meeting which may then resolve to bring it to Council.

### Complaints resolution

If your concern is not adequately addressed, however, the ACT Education Directorate (EDU) has a formal complaints resolution process. The best avenue is to call the Liaison Unit, but if your complaint is serious, it is recommended to put it in writing.

To lodge a complaint by phone, contact the Liaison Unit directly on 6205 5429. Written complaints can be submitted via an online form (see the 'Concerns and Complaints' listing under 'Contact Us' on the EDU website: [www.education.act.gov.au](http://www.education.act.gov.au)). Be clear about the problem and what your ideal resolution is. Give as much information as possible.

### What happens to a complaint?

It is EDU's policy to assign an independent officer to examine your complaint who will speak with the school. If you don't think the person dealing with your complaint is independent, you can ask for your complaint to be assigned to someone else. If the complaint is resolved, but not satisfactorily, you can apply in writing to have the resolution reviewed. EDU are required to keep your complaint private.



# The P&C role

The P&C association is a feature of nearly all public schools in the ACT. Schools benefit from the support of their P&Cs.

The role of the P&C association in ACT government schools is to:

- support the school for the benefit of all students
- promote parent participation in the work of the school and encourage strong positive community support
- provide a forum for parents to discuss and debate school issues
- provide parent input to educational issues and policies (especially via Council).

The specific aims of your P&C are detailed in your association's constitution, under 'objects'.

P&Cs can fulfil these roles by:

- seeking effective home/school communication, determining parent needs about reporting on student progress, encouraging language translation where necessary and appointing class representative contacts
- holding events which create opportunities for the school community to interact socially and/or promote the school
- encouraging parents to participate in decision-making and school policy development by providing forums for parent discussion of problems and issues, ensuring that interested parents stand for election to the school board and being involved in school development reviews
- supporting parent involvement in learning at home with information to help parents assist learning, ensuring the school's homework policy is well publicised, and by organising workshops for parents
- providing opportunities for parents to volunteer in the school, and encouraging volunteers to help in the library, classroom and at excursions, sports days and so on
- operating school support services such as the canteen, before/after school care programs, uniform shop
- fundraising for resources
- organising working bees to enhance the school environment
- supporting school events by, for example, providing catering and encouraging social interaction.



## P&Cs: the benefits

P&C activities create opportunities for parents and carers, students and staff to interact, building a feeling of respect and a stronger, safer, school community. Schools also benefit from the support of their P&Cs in providing school services and events, communicating with parents and fundraising for resources.

**Being involved also benefits the parent and their family.** Research shows that when parents are involved, their children get better grades and have a better attitude to school and improved behaviour.

Being involved in the P&C can have several advantages for parents:

- meeting other parents in the community which leads to a feeling of belonging and enhanced wellbeing
- getting to know the teachers better which makes it easier to approach them if there is a question
- understanding more about what happens at school so that you can assist your child more effectively
- acquiring new skills (for example, business, management and financial skills, experience running meetings, event planning)
- demonstrating a positive attitude to schooling to your child which has a great influence on their attitude and achievement
- the satisfaction of contributing directly to your child's education by helping provide additional resources for their school.





# Roles of P&C office bearers

Members of the P&C who have been elected to specific roles are referred to as the office bearers. Together they form the executive committee. The make-up of the executive committee will be specified in your constitution.

## The president

- chairs all general and executive committee meetings of the association
- provides leadership
- acts as a spokesperson for the association
- reports to P&C meetings about the activities of the P&C (the president's report)
- exercises some supervision over the functions of other office bearers
- ensures adequate and efficient communication exists between the members of the association, the members of the school board and the school/principal
- encourages parents to participate.

## The vice-president

- presides as chair at meetings where the president is absent
- should be familiar with the operation of the P&C and the duties of president
- needs a working understanding of meeting rules and procedure
- undertakes tasks to reduce the burden of the president.

## The secretary

- draws up, in consultation with president, the meeting agendas
- keeps full and correct minutes of P&C proceedings and meetings
- acts upon decisions as directed by the meeting
- attends to the correspondence of the association, checking incoming mail regularly
- looks after the association's documents
- maintains a register of members (unless otherwise stated in the constitution).

## The treasurer

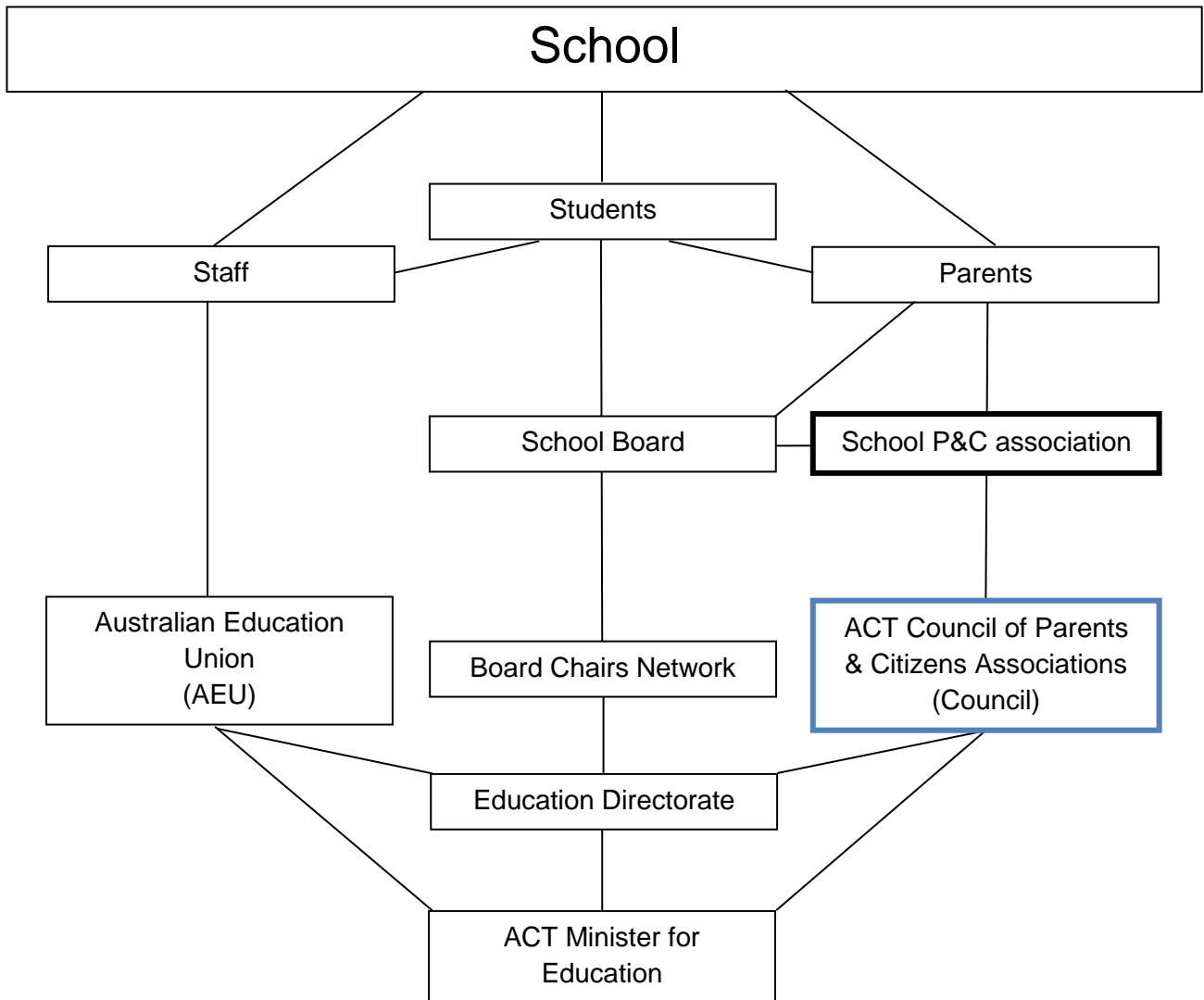
- is responsible for all funds received and spent, including all subcommittee accounts
- prepares regular reports to P&C meetings
- prepares the association's account for an annual audit

## The Council delegate

- attends monthly meetings of the ACT Council of P&C Associations (Council)
- represents the views of the school's P&C at Council meetings
- reports back to the P&C on items of interest from Council meetings
- initiates discussion on system-wide issues.

## The public officer

- is the point of contact between the P&C and the Access Canberra
- must be a resident of the ACT and over 18 years of age
- this position is a requirement of the Associations Act, but is a minor role in the running of the P&C and is often held by the secretary or another office bearer





A major role of the school board is to plan, monitor, analyse and report on school performance in the four domains of schooling (Learning and Teaching, Student Environment, Leadership and Management, and Community Involvement). The school, in conjunction with the school board and the school community, conducts self-assessment of performance and strategically plans for improved student outcomes. The purposes of school improvement are:

- to encourage whole school community involvement in planning for, and improving, student learning
- to provide a means for schools to be accountable to their school community and to government
- to enhance public confidence in individual schools and the system as a whole.

### What is the review process?

In the first year of review, the school conducts satisfaction surveys of parents and carers, staff and students to establish baseline perception data. Survey questions are in five sections (overall satisfaction, and the four domains of schooling). Schools and their community collect, sort and rate all self-assessment data and prepare a report on the process. The school strategic plan is drafted by the school improvement committee based on agreed priorities for approval by the school board. Schools may establish working groups or utilise existing school committees to contribute to the development of the school plan.

In the second year of review, the school improvement committee, in conjunction with the school board, develops and implements an action plan for the year. Under the leadership of the principal, the committee fosters the ongoing collection, sorting and rating of evidence and engage staff, parents and carers and students in ownership of the school improvement process. The committee writes a self-assessment report on achievements for the year.

In the third year of the cycle, the school improvement committee uses self-assessment tools to critically review and rate achievements against the strategic plan and other areas of performance. The principal, in conjunction with the committee, writes a self-assessment report in preparation for external validation. In term three, a panel of four educators verify the triennial planning and claims made in the self-assessment report. The panel then write a panel report to summarise their findings.

### How can parents and carers participate?

Council encourages parents and carers to take the opportunity provided by the surveys, focus groups or forums to comment on the school's operations. Additionally, P&C associations can provide input and should receive feedback on the process through the P&C representative on the school board or presentations made by the principal to P&C meetings.

# Glossary of terms



Every field has its own jargon and schools are no exception. Here are some acronyms you may encounter in Council documents.

Acronym	Term
<b>ACARA</b>	Australian Curriculum Assessment Reporting Authority
<b>ACER</b>	Australian Council of Educational Research
<b>ACSSO</b>	Australian Council of State School Organisations
<b>AEU</b>	Australian Education Union (teachers)
<b>AITSL</b>	Australian Institute for Teaching & School Leadership
<b>APFACTs</b>	Association of Parents and Friends ACT (Independent schools parent body)
<b>AST</b>	ACT Scaling Test
<b>ASQA</b>	Australian Skills Quality Authority
<b>ATAR</b>	Australian Tertiary Admission Rank (replaced UAI in 2009)
<b>ATO</b>	Australian Taxation Office
<b>BSSS</b>	Board of Senior Secondary Studies (responsible for the accreditation and certification of Years 11 and 12 courses)
<b>CIT</b>	Canberra Institute of Technology
<b>Clusters</b>	Groups of schools in the same geographical area comprising one college with its feeder primary and high schools
<b>CPS</b>	Canberra Preschool Society
<b>COAG</b>	Council of Australian Governments
<b>EDu</b>	Education Directorate (ACT)
<b>DET</b>	Department of Education and Training (Federal)
<b>EBA</b>	Enrolment Benchmark Adjustment OR Enterprise Bargaining Agreement (depending on the context)
<b>ESL</b>	English as a Second Language
<b>GSEC</b>	Government Schools Education Council
<b>GST</b>	Good and Services Tax
<b>IECB</b>	Indigenous Education Consultative Body (ACT)
<b>KLA</b>	Key Learning Area - these are the Arts, English, Health & Physical Education, Languages other than English, Mathematics, Science, Studies of Society & Environment, Technology
<b>LOTE</b>	Languages other than English
<b>NAPLAN</b>	National Assessment Plan—Literacy and Numeracy
<b>ORS</b>	Office of Regulatory Services
<b>OSHC</b>	Outside School Hours Care
<b>PIPS</b>	Performance Indicators in Primary Schools
<b>SBM</b>	School Based Management
<b>SRC</b>	Student Representative Council
<b>UAI</b>	University Admissions Index (formerly Tertiary Entrance Score)



**ACT Council of  
Parents & Citizens  
Associations**

*The parent voice on public education*