



MEMBER BULLETIN

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Launch of the AISNSW Institute

The AIS wishes to thank all representatives of member schools who attended the launch of the AISNSW Institute on Thursday 29th October. We were honoured to have the New South Wales Minister for Education, the Hon Adrian Piccoli MP, officially launch the Institute, and the new Federal Minister for Education and Training, Senator the Hon Simon Birmingham, deliver the keynote speech. Minister Birmingham used his speech, his first address to the schools sector since being appointed Minister, to outline his key priorities for schooling and his comments were well received by the audience. A copy of the Minister’s speech is available on the AIS [website](#).

Among other guests in attendance at the launch were: the Secretary of the Commonwealth Department of Education and Training, Lisa Paul AO PSM; Dr Michele Bruniges AM, Secretary of the NSW Department of Education; Dr Brian Croke, Executive Director of the Catholic Education Commission of NSW; and Tom Alegounarias, President of BOSTES NSW.

The Institute is a think tank which has been established to provide advice to the AIS on strategies to assist independent Schools in NSW to meet the challenges of a rapidly changing educational

environment, and to continue providing high quality schooling in a rapidly changing social, political, economic, demographic and technological environment.

In providing this advice, the Institute will:

- identify and consider the challenges facing the independent school sector
- commission and access research
- undertake data analysis
- consult widely with people who have a particular interest in school education
- actively engage with influential forward thinkers.

The Chair of the Institute, Bill Daniels (former executive director of the Independent Schools Council of Australia), will guide this important work to which the Institute's members, all highly regarded individuals in their respective fields from within the education, business and academic sectors, will contribute. For full details of the Institute's membership, see the [AIS media release](#).

New appointment to NGS Super Board

The AIS congratulates Kathy Dickson, Bursar of Shore School, on her recent appointment to the Board of the NGS Super (Non-Government Schools Superannuation) Fund in one of the AISNSW-sponsored director positions. Kathy's extensive experience in the independent schools sector, in particular her detailed knowledge of independent school financial management, governance and operations, will be of great benefit to the NGS Super board and to the more than 100,000 members of the fund in non-government schools and related fields.

BOSTES Update

Dr Timothy Wright, Headmaster of Shore School, is the independent sector nominee on the Board of BOSTES and has provided the following update from the Board's September meeting.

BOSTES:

- **approved** the Stage 6 Industry Framework for Business Services.
- **approved** the guidelines for the Regulation of NSW Teacher Accreditation Authorities (TAA) for Non-Government Schools and Early Childhood Centres. Existing TAAs at 1st January 2016 will be required

to apply to BOSTES for renewal in order to accredit teachers at Professional Competence level. The renewal cycle will be every five years.

- **endorsed** the revised Further Undergraduate and Postgraduate Studies Policy: Maintenance of Accreditation. The key points on this item were:
 - the study must have relevance to the teaching areas of the person concerned, or future intended teaching areas if retraining; and
 - must be relevant to the Professional Teaching standards.
- **endorsed** the draft Overseas Professional Experience in Initial Teacher Education Programs Policy. The key aspect of this item was as follows:
 - Professional experience acquired in Australian schools is ideal. However, experience acquired through a provider-developed opportunity, overseas travel or through online study may also be considered, provided that it accords to BOSTES frameworks. However, final placement must be in an Australian school and over 50 per cent must be in an Australian context.
- **discussed** the Senior Secondary Syllabus Development Processes with consultation on Draft Writing Briefs starting in the week beginning 26th October 2015.
- **discussed** the planned development of policy and processes for commissioning targeted teacher professional development. The plan is for endorsement criteria to be systematically applied to ensure the adequacy and suitability of current QTC registered professional development provisions.

NSW syllabuses

Recently, the Australian Curriculum, Assessment and Reporting Authority (ACARA) announced new changes to the Australian curriculum in response to the national review. However, schools should note that these changes are not applicable to NSW. Implementation of the new K–10 syllabuses in NSW is continuing as agreed between BOSTES and the school sectors in NSW, which followed extensive consultations throughout their development.

As part of the syllabuses' development, schools and teachers will continue the K–10 syllabus implementation for English, Maths, Science, History and Geography on

the existing schedule using current curriculum documents from BOSTES. For other subject areas in which state and territory ministers have endorsed Australian curriculum documents (for example, The Arts, Technologies, Health and Physical Education, and Languages), it is important to note that these documents are not for current use in NSW. Instead, existing BOSTES curriculum documents will continue to be used for these subjects.

In relation to the senior secondary curriculum, BOSTES is beginning the syllabus review process for English, Maths, Science and History. Draft Syllabus Writing Briefs were released on 19th October and consultation ends on 29th November. Information on how schools can provide feedback to BOSTES regarding the Draft Syllabus Writing Briefs is available [here](#).

More information about syllabus implementation and the writing briefs consultation is available from:

- **K–6 syllabus** - Kelly Borg, AIS Senior Consultant: Primary Curriculum, at kborg@aisnsw.edu.au
- **7–12 syllabus** - Jo McLean, AIS Assistant Director: Professional Learning at jmclean@aisnsw.edu.au

BOSTES briefings: new regulatory framework for approval of Teacher Accreditation Authorities

During November, BOSTES will be holding a series of three-hour briefings for independent schools at various metropolitan and regional locations across NSW about its new regulatory framework for the approval of Teacher Accreditation Authorities (TAAs). The briefings will identify the requirements for an organisation to be approved as a TAA and the process for TAAs to transition to the new regulatory framework. The first two hours of the briefing provides information relevant to all schools, while the last hour will focus on TAA requirements that are specific to schools that are due for re-registration in 2016. For venue details, dates, times and to register, please [click here](#).

For more information concerning BOSTES's TAA requirements, please contact Robyn Yates, Senior Director: Government Education Policy, on (02) 9299 2845 or at ryates@aisnsw.edu.au

School Improvement Plans

The Commonwealth Government recently extended, until 1st January 2017, the date by which an approved authority (in most cases, a school) must have a school improvement framework and a school improvement plan, or plans, in place that meet Australian Government criteria.

The instrument used by the Federal Minister for Education and Training to extend this is *The Australian Education (Consequential and Transitional Provisions) (School Improvement Framework and Plans) Specification 2015* (the Specification), which enables approved authorities and schools to continue to manage their improvement processes at the local level. This provides further regulatory certainty to schools, while also reducing duplication with existing state and territory school improvement requirements.

For more information, please click [here](#).

Accreditation of early childhood teachers from 2016

In a briefing for schools held at the AIS on 17th September 2015, BOSTES outlined changes to the accreditation of early childhood teachers in early childhood education and care services that operate under the National Law and National Quality Framework (NQF). These changes will be phased in during 2016. The BOSTES [presentation](#) covered:

- advice and assistance to Teacher Accreditation Authorities (TAAs) in their accreditation of teachers
- monitoring the quality and consistency of accreditation decisions across NSW
- approving providers of professional development for teachers
- maintaining professional teaching standards and implementing a system of accreditation at four stages during a teacher's career.

The AIS has prepared a [summary of accreditation scenarios](#) that, from 1st January 2016, will apply to early childhood teachers who are employed in a service operating under the NQF but which is covered by a school TAA. BOSTES is developing an early childhood-specific evidence guide to ensure that the Australian Professional Standards are applicable to early childhood settings. This will ensure that accredited teachers will be able to move seamlessly between school and before-school settings.

Please note that teachers working in services not operating under the NQF and National Law – for example, kindergarten minus one year class at a school – are subject to the same accreditation requirements as other primary teachers. Further details are available in the presentation and through the BOSTES [website](#) or by emailing BOSTES at ECTaccreditation@bostes.nsw.edu.au.

For more information, please contact Robyn Yates, Senior Director: Government Education Policy, on (02) 9299 2845 or at ryates@aisnsw.edu.au.

NSW Health - whooping cough alert

NSW Health has advised of a recent increase in whooping cough notifications, with school-aged children being the most affected. To help reduce the spread of infection and to better inform school communities, schools are requested to include [information from NSW Health](#) to parents/carers at the earliest opportunity. Further Information on whooping cough is available from the [NSW Health](#) website.

Schools should also note that they are required by the *NSW Public Health Act 2010* to notify their local public health unit if they become aware of new cases of whooping cough in their school.

Office of the Children's eSafety Commissioner

Following the enactment of the *Enhancing Online Safety for Children Act 2015* in March, the Australian Government has established the Office of the Children's eSafety Commissioner. Led by Commissioner Alastair MacGibbon, the Office aims to guide children and young people towards safe, enjoyable experiences online. To achieve this, it provides a range of up-to-date resources, information and services, which include:

- modules, games and other resources for primary and secondary school students
- advice to schools on how to develop and implement online safety policies
- investigating reports of illegal online material
- investigating cyberbullying complaints
- certification for online safety providers.

For more information, please visit the Office's [website](#).

AIS Research and Data update

Inaugural AIS Education Research Symposium

The Inaugural AIS Education Research Symposium was held on 20th October at WatervieW in Bicentennial Park, Sydney. The Symposium brought together over 120 academic and school-based researchers and practitioners to share their research findings and perspectives with the broader education sector. Some key highlights were the following.

Quality Learning and Teaching in Primary Science and Technology

The literature review from the AIS Education Research Council's commissioned research, *Quality Learning and Teaching in Primary Science and Technology*, was launched by Professor Peter Aubusson and the research team from the University of Technology, Sydney (UTS). An overview of the review's findings was presented, along with information about a best-worst scale and a discrete choice survey, which form the next stages of the broader research project. Schools will receive information in Term 4 about how to participate in these parts of the project. Two publications resulting from the project were disseminated on the day: a synopsis of the literature review (*The Link*, issue 3) and the literature review itself. Both documents, along with other publications, can be found on the AIS's Latest Research [webpage](#).

School Based Research Projects

In 2014, the AIS Education Research Council approved funding for five School Based Research Projects following a rigorous application and assessment process. Over the last twelve months, each project team embarked on significant school-based research work, receiving significant funding and support from the AIS. At the Symposium, each project team presented its interim findings and experiences, showcasing the high quality research being conducted in independent schools – each team's presentation and the accompanying Storify timeline can be found on the Symposium's [webpage](#). Research team leaders also participated in a panel session, answering questions from the audience as well as those posted on Twitter.

Learning Circles

The Symposium also provided an opportunity for delegates to discuss a variety of topics in a more informal manner, known as Learning Circles. The topics ranged from knowledge translation and action research in practice, to managing the attention of students in the digital age

and ways to use data for holistic school improvement. Resources from these Learning Circles can be found on the Symposium's webpage.

The next AIS Education Research Symposium will be held on 25th – 26th October 2016. A key focus of the Symposium will be to explore ways to create cultures of research in school environments and how to use data more effectively.

Optimising teaching and learning with mobile-intensive pedagogies

Academics from the School of Education at the University of Technology, Sydney, have undertaken an Australian Research Council Discovery research project, which aims to explore the factors that promote or inhibit the quality of teaching and learning of maths and science with mobile technologies in secondary schools. Secondary maths and science teachers are invited to participate in an anonymous online survey that focuses on patterns of mobile technology usage. The survey should take approximately 20 minutes to complete and the answers that respondents provide will not be matchable to their names or contact details. Those who complete the survey will go into a draw for an Apple Watch. (Details of how to enter the draw will be provided at the end of the survey.) The draw is handled separately from the survey. The survey link will be open from mid-October and can be accessed [here](#). For more information on the survey or broader project, please contact Rachel Perry at rachel.perry@uts.edu.au

2015 AISNSW STEM Symposium

This year's AISNSW STEM Symposium was a focal point of activity in science, technology, engineering and mathematics, bringing together over 300 teachers, students, academics and industry representatives. Held at the Kensington campus of the University of New South Wales (UNSW) from 22nd to 23rd October, keynote presentations highlighted the rich knowledge and insights that a STEM education offers, and discussed the STEM skills needed for the global workplace. Schools funded in the first of the AIS's STEM initiative presented a range of outstanding projects, and participants enjoyed tours of UNSW's STEM facilities including those for manufacturing, mechanical and mining engineering, physics and medical science.

For photos from the event, details about funded projects and recent AIS STEM research findings, please visit the event's [webpage](#).

School Student Transport Scheme (SSTS)

From 2nd November 2015, a new online SSTS application process is being introduced for schools within the Opal network, coinciding with the introduction of the School Opal card.

Schools outside the Opal network should continue to process the existing blue SSTS application forms and send them to the appropriate transport operators.

Benefits for schools include:

- **Automatic renewal:** most parents, guardians and students won't need to apply for a School Opal card if they have already been given a school student travel pass for the current year.

School Opal cards that are being automatically renewed will be sent to the student's school at the beginning of the new school year in 2016.

School Opal cards applied for using the new online process will be sent to the student's nominated address ready for term one 2016.

Students should use the new form if they:

- are just starting school and have not had a pass for travel before
 - are moving from year 2 to 3 or year 6 to 7
 - are changing schools or campus, including going from primary to secondary school
 - or, if their personal details have changed (e.g. address).
- **Online application form:** schools no longer need to stock the SSTS application form.
 - **Online SSTS eligibility assessment:** the new online application portal will automatically assess SSTS eligibility based on distance rules.
 - **Less paperwork:** schools only need to endorse a single application form for each student's eligible home address (and one for each eligible address in shared custody arrangements) and send it to Transport for NSW
 - **More efficient distribution:** all new applications for 2016 travel will be sent directly to the student's nominated address.
 - **Simplified replacement:** to order a new School Opal card, students should visit the SSTS [webpage](#) or call 131 500.

Bus Safety Week: 1st – 7th November 2015

Transport for NSW recently launched its inaugural Bus Safety Week, which includes the *Be Bus Aware* campaign highlighting the importance of bus safety for all road users including school students. The campaign has been developed with input from the State Transit Authority, BusNSW, Roads and Maritime Services and the NSW Police Force. The Department of Education, the Catholic Education Commission, the Kids and Traffic Early Childhood Road Safety Education Program and AISNSW also support the campaign.

Of particular interest for schools is the *Be Bus Aware* animation, which shows how pedestrians, drivers, cyclists and passengers can all stay safe on and around buses, along with the Bus Safety video, which has been designed for Stage 3 students, their teachers, parents and carers. These resources can be found on the *Be Bus Aware* [webpage](#), as well as the Safety Town [website](#), which also provides resources for schools, parents and carers.

CEFPI Annual Day Out

The NSW chapter of the Council of Educational Facility Planners International (CEFPI) is holding its annual day out at the University of Technology, Sydney (UTS) on Friday, 20th November 2015. Focusing on the theme of sustainability, attendees at this year's day out will tour the UTS campus, including the new Dr Chau Chak Wing building and the nearby White Rabbit Gallery. A keynote address by the UTS vice-chancellor and a panel discussion on how we can design spaces to accommodate the changing landscape of learning, will also be held. For more information click [here](#).

Upcoming AIS Professional Learning Opportunity

To be held from January to June next year, the [Empowering Leaders of Learning Program](#) is a four-day course of intensive leadership capability development facilitated by Dr Simon Breakspear.

Date: Sessions 1 and 2: Thursday, 21st January and Friday, 22nd January
Session 3: Monday, 4th April
Session 4: Wednesday, 22nd June

Venue: AIS Conference Centre, Sydney

Target audience: Senior leaders of teaching and learning and their teams who are about to undertake an improvement program, or who are currently in a process of change and want to reflect on and sharpen their change process to create a deeper impact on learning.

Course facilitator: Dr Simon Breakspear, CEO
Learnlabs

Policy documents for heads of school and business managers

Heads/principals and business managers are able to access a wide range of policy documents and guidelines on the AIS website that have been developed specifically to address independent school-specific issues and contexts. These documents include advice and resources on the following:

- employment relations and staff code of conducts
- work health and safety statements
- emails, electronic facilities and social networking policies
- work experience guidelines
- duty of care
- enrolment contracts
- child protection policies
- draft enrolment policies
- teacher job share proposals
- drafting a privacy policy
- medical treatment of students
- compliance with the Commonwealth *Privacy Act*.

The above documents can be accessed from the *AIS Services > Policy documents for Schools* page of the AIS website. Please note that to access the above documents you must be logged in, from an AIS member school and be either a principal or business manager. For more information, please contact Evelyn Nicolle, Senior Employment Relations Advisor at enicolle@aisnsw.edu.au or on (02) 9299 2845.



News from the AIS Leadership Centre

The leadership journey of new Principals



“The quality of training principals receive before they assume their positions, and the continuing professional development they get once they are hired and throughout their careers, has a lot to do with whether school leaders can meet the increasingly tough expectations of these jobs.” Darling-Hammond et al., 2007

Across the world there is growing evidence of the positive effect that sound principal preparation and induction programs have for developing effective school leaders. Countries, governments and school systems, as well as individual schools, are addressing this need. In the independent sector, school boards have a responsibility to ensure that school principals are supported and developed in their challenging and fulfilling role, particularly those starting out in principalship.

The AIS Leadership Centre is currently celebrating the completion of this year’s ten-day Beginning Principals Program, a program designed to support ongoing professional learning in leadership and to assist new principals to meet the challenges and the opportunities of their significant role in their school. As one participant commented:

“This course soared the heights of the philosophy of education, plumbed the depths of deep compliance and regulation, finance and governance and everything in between ... It was great to be able to take the time out to think about being a Principal, rather than just swimming in the rapids each day. It was a very good program indeed”.

The program continues to evolve, based on the feedback and suggestions from our continuous evaluation processes. In 2016, it will become known as the Principal Induction Program. Designed for principals in their first few years in the role, the program meets the pressing challenges often encountered and contains an increasing focus on understanding the governance, financial, legal and leadership issues that participants bring to their principalship.

Understanding self as a leader remains a critical component of the program and is as much about the ‘inner journey’ of ongoing self-knowledge, self-management, moral purpose and values as the outer journey of acquiring the necessary knowledge and skills for leadership. We are building an even stronger element of ‘the inner journey of leadership’ into next year’s program in which participants will not only complete the Gallup Strengths Finder Survey, but they will also receive an individualised coaching session with a consulting psychologist prior to the first day. This will be followed with a session on strengths-based leadership on day one. This initiative supports the individualised professional support that each participant receives from an assigned leadership coach throughout the program.

If you are a new principal or the chair of a school board who has recently appointed a new principal, we would be happy to answer any questions you may have about the Principal Induction Program. Open to new principals from independent schools within and outside of Australia, this ten-day program is held across four school terms and commences on Wednesday, February 17th 2016.

For more information, please contact Jennifer Davies, Associate Dean: The AIS Leadership Centre, on (02) 9299 2845 or at jdavies@aisnsw.edu.au. Full details of the program are in the AIS Leadership Centre book which will be available in hard copy in schools and online during Term 4.

Did you know... our Principal Induction Program commences on Wednesday, February 17th 2016? Other Leadership Centre programs commencing in February are the Executive PA Program, the Middle Leaders Program and the Early Childhood Leadership Program.

We look forward to welcoming you to the Leadership Centre in 2016.