



MEMBER BULLETIN

The Association of Independent Schools of New South Wales Limited

Level 12, 99 York Street
Sydney NSW 2000
Phone (02) 9299 2845
Fax (02) 9290 2274
Web www.aisnsw.edu.au
Email ais@aisnsw.edu.au
ABN 96 003 509 073

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AIS support for new Teacher Accreditation Authorities requirements

New regulations for Teacher Accreditation Authorities (TAAs) came into effect on 1st January 2016, published by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) through its [Guidelines for the Regulation of Teacher Accreditation Authorities for Non-government Schools and Early Childhood Education Centres](#) (TAA Guidelines). To assist school-based TAAs to meet requirements for approval, the AIS has developed a support document, which is now awaiting final approval by the BOSTES, before being distributed to independent schools.

As noted in Section 3.2.1 of the revised BOSTES [Registered and Accredited Individual Non-government Schools \(NSW\) Manual](#), all registered schools are now required to have an approved TAA. A school may operate its own TAA (that is, a school-based TAA), or the school may choose to enter into an arrangement through a written agreement with an 'external' TAA operated by another provider, which may or may not be another school.

The BOSTES will be implementing transitional arrangements for approval of TAAs as follows:

- **Schools with existing school-based TAAs:** From 1st January 2016 until the end of 2020, when schools with existing TAAs apply for renewal of their school registration they will also need to apply (at that same time) for approval of their school-based TAA, which will include the provision of evidence of compliance of the TAA with the TAA Guidelines (for example, policies, procedures and records as required).
- **Schools using external TAAs:** From 1st January 2016, schools with an external TAA will need to have a formal written agreement with a Teacher Accreditation Authority (TAA) that is approved under new TAA Guidelines.
- **Schools wishing to establish a new school-based TAA:** From 1st January 2016, applications for new TAAs will be assessed in accordance with the TAA Guidelines.

While formal approval under the TAA Guidelines of an existing school-based TAA may not occur until a school's registration is renewed, it is a requirement that the teacher accreditation processes of an existing TAA must operate under the TAA Guidelines from 1st January 2016. This will also allow schools to have in place and implement the policies and procedures and to maintain the documentation that will be needed for any future approval of their school-based TAA.

The AIS Government Education Policy Team can provide advice on TAA regulatory matters. Please contact Susan Wright, Government Education Policy Consultant, on (02) 9299 2845 or at swright@aisnsw.edu.au.

Before and After School Care Fund: Phase Two

The NSW Government has announced the next phase of the \$20 million Before and After School Care Fund. Schools in NSW may apply for grants under the Fund, which will now also be available to schools wishing to expand existing Out of Hours School Care (OHSC) services.

In 2016, under the second phase of this initiative, schools without an OHSC service, as well as those with an existing OHSC service that have a need and capacity to expand their service, are eligible to apply for a one-off grant of up to \$30,000. The grants can be used for site modification and fit-out costs, project management (including tendering or regulatory costs) or to pay for necessary equipment to support new or expanded services. Schools that have received grants in the first round, as well as those with first round applications that are being assessed, will have the opportunity to apply for a supplementary grant of up to

\$10,000 through their existing SmartyGrants application.

For more information, please visit the [Funded Programs](#) section of the AIS website or contact Susan Wright, Government Education Policy Consultant, on (02) 9299 2845 or at swright@aisnsw.edu.au

Principals and school executives encouraged to complete online module

Under the NSW Premier's strategy for countering violent extremism, principals and school executives are encouraged to complete the online module *School Communities Working Together*, and determine whether other staff should also complete the training. Recent experience indicates that students who develop anti-social and extremist behaviour do not display a typical profile. Instead, any vulnerable student can be misled by others. The module and related resources are therefore relevant and applicable to all schools as they reinforce the message that schools are safe places that support students and the wider community.

Completing the online module will contribute 1 hour of QTC registered professional development towards maintaining Proficient Teacher accreditation in NSW, by addressing 4.4.2 and 7.2.2 from the Australian Professional Standards for Teachers. Staff in NSW independent schools can register for the module via this [link](#) or on the Courses and Events section of the AIS website.

For more information about the online module, please log into the [AIS website](#) or contact Robyn Yates, Director: Government Education Policy, at ryates@aisnsw.edu.au or on (02) 9299 2845.

Reporting obligations for independent schools with 100 or more employees

Schools with 100 or more employees are reminded that the Workplace Profile and Reporting Questionnaire (the Report) for the Workplace Gender Equality Agency (the Agency) must be completed by Tuesday, 31st May 2016. The following is a summary of new reporting changes.

Changes to the workplace profile

The following changes apply to reporting on remuneration from 2016.

1. Only components of total remuneration paid on a pro-rata basis have to be annualised and converted to full-time equivalent amounts.

2. Remuneration data is not required for:
 - CEOs (or equivalent)
 - managers who are more senior than their CEO and who report to someone overseas – that is, with a reporting level to the CEO recorded as '+1' (this mainly applies to global entities)
 - managers employed on a casual basis.
3. Data on independent contractors is no longer required (contractors for services). It is still a requirement to report on employees on a fixed-term (or non-ongoing) contract.

Changes to the Report

Relevant employers will be required to report on the following new reporting matters from 1st January, 2016.

- The number of appointments made during the reporting period by gender and manager/non-manager.
- The number of promotions awarded during the reporting period by gender, employment status and manager/non-manager.
- The number of resignations during the reporting period by gender, employment status and manager/non-manager.
- The number of employees who, during the reporting period, ceased employment during, or at the end of, a period of parental leave (including where the parental leave was taken continuously with any other leave type – for example, a person may use paid parental leave, annual leave and unpaid leave during a single block of 'parental leave'). This is to be provided by gender and manager/non-manager categories.

The Report must be completed on the Agency's [website](#). For clarification on these changes or reporting more generally, please contact the Agency on (02) 9432 7000 to speak to a senior advisor, email the Agency at wgea@wgea.gov.au or contact a member of the AIS's Workplace Management Team on (02) 9299 2845.

Webinars

The Agency is offering webinars on reporting topics until 16th March 2016. More information can be found [here](#). Please note that the AIS has developed a draft Gender Equity Policy template (for use by member schools only) that supports gender equality. The template is available to principals and business managers by logging into the AIS website [here](#).

Research and Data update

Independent Schools Research Network sessions

The Independent Schools Research Network sessions are a series of discussions that assist schools to translate specific research into practice. Each term a new topic of interest will be explored, focusing on current high-impact research and its application in the classroom.

Each session will involve participants engaging deeply with a topic of research, having already become familiar with it by reading the relevant issue of *The Link* before attending their session. (Copies of *The Link* will be available on the AIS's [Latest Research](#) webpage.) Participants will then have the opportunity to engage in a facilitated process of exploring and applying ways to translate the research into current practice, with a focus on improving teaching practice and student learning outcomes.

2016 sessions

Term One: Data Informed Practice

Term Two: Social and Emotional Skills

Term Three: Goal Setting and High Expectations

Term Four: Primary Science and Technology – Towards Richer Teaching and Learning

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

AIS School Based Education Research Projects

AIS School Based Education Research Projects are undertaken in areas of education that will ultimately impact student outcomes and make a substantial contribution to new insights in and beyond individual schools. Each project is conducted over a two-year period by practising teachers and/or school leaders, and there are currently two cohorts engaged in school based research with AIS support. For an update on the progress of the five schools that began their research journey in 2014, please read *The Brief* No.1: [AISNSW School based research project update](#)

The Significance of Teacher Adaptability

Adaptability is the capacity to respond to and manage new, changing and uncertain situations or events. Given the regularly changing nature of teachers' work, it has been suggested by the researchers Rebecca Collie and Professor Andrew Martin that adaptability is a central capacity for teachers. To read more about Collie and Martin's recent study, please click [here](#).

Interpreting School Assessment Data

Although data, and the tools teachers use to make sense of it, are invaluable in improving teaching, educators may not always be satisfied with their effectiveness. They may also simply lack the skills to interpret and evaluate certain statistics. Whatever the situation, the challenge remains to assess students in a manner that leads directly to more effective teaching and the scaffolding of students' learning. To assist schools with such work, the AIS will be conducting two courses.

The first, Interpreting School Assessment Data for Primary Teachers, on Monday, 21st March 2016, will show K–6 teachers how to read and interpret statistical information. For more information and to register, please click [here](#). The second, Interpreting School Assessment Data for Secondary Teachers, on Tuesday, 29th March 2016, will provide the same guidance for 7–12 teachers. For more information and to register for this course, please click [here](#). Both courses will provide participants with the skills necessary to incorporate data analysis and reporting into their work.

Learning Environments for Tomorrow: Next Practices for Educators and Architects

Harvard University's Graduate School of Education and its Graduate School of Design will again be conducting their Learning Environments for Tomorrow course from 17th to 19th May 2016.

The course brings together architects and educators from around the world to understand the key principles of teaching in, and the design of, innovative K–12 learning environments for the 21st century. Participants will explore the challenges of designing spaces that enable personalised learning for students, support their social and emotional development and engage the families and broader communities of schools. The course will examine four key themes as the defining elements of future education: collaboration, technology, engagement and sustainability.

Participants are encouraged to consider attending with a team from their school that may include architects, educators and leaders involved in school building projects. Teams will work with other teams in a "design studio" environment as they grapple with questions such as: what are the core 21st century learning goals and programmatic features for our school, and what are the guiding design principles that will drive our decision-making? Several NSW independent schools were among the participants in last year's course. Here are some of their impressions:

"Probably a key to the success of the program for us was stepping out of the comfort zone of a familiar Australian context to something different, but not different to the point where it was irrelevant. That challenged participants to look at the question of design and the interface with learning from a new perspective. The course content was of a high standard, as was the general level of participation from course attendees. Offshore takes everyone out of a parochial context. It is expensive, but as proportion of costs associated with designing, resourcing, training etc, the potential return far exceeds the investment."

Rohan Deanshaw, Principal, Kempsey Adventist School

"We certainly went with expectations both in terms of our future building needs (and master planning), as well as drawing on the current directions in education and seeing how they would apply to Redeemer. It would be an understatement to say that these expectations were met. Our expectations [were] exceeded way over and above what we went for."

Jonathan Cannon, Principal, Redeemer Baptist School

"I would highly recommend this course – it is having a far reaching effect on our school practice and strategy for the future."

Debra Kelliher, Principal, Kambala

Please click [here](#) for more information about the course and to apply for it. If you wish to discuss the course further, please contact Wendy Godden, Assistant Director: Grants Management, on (02) 9299 2845 or at wgodden@aisnsw.edu.au.

Warning to schools: electronic funds transfer scam emails

Schools should be aware of a fraudulent email campaign involving a request for the electronic transfer of funds. While such scams are not new, more organisations appear to be reporting this particular campaign, following coverage of it in the media and on some blogs over the last six months.

The purpose of the email is to get the recipient to process a payment for non-existent goods or services through an electronic funds transfer. The scammers attempt to achieve this by sending an email purporting to be from a school's principal (or a CEO in other organisations) to the school's business manager, or someone with the authority to effect a transfer. The email may convey a sense of urgency, often including phrases such as "I am very busy today and do not have time to discuss this so please transfer this money as soon as possible."

In most cases, the attempt fails because the person in whose name the email has been sent is still at the school and can confirm the request in person or by telephone. However, the National Business Officers Association (the American equivalent of the Association of School Business Administrators) reports that the emails are often sent when a principal is attending a conference. This indicates that the scammers might be customising their emails to target certain sectors or industries.

The school's bank will generally process a transfer if it includes valid authorisation with little recourse available even if the payment was fraudulent. So, in light of this new approach to fraud, schools should ensure they have adequate internal controls in place such that any requests for electronic transfers of funds are confirmed – in person or by telephone – by the person in whose name they are sent. This should especially be the case if:

- a) the request does not occur often or if it involves a substantial amount
- b) there is no pre-existing paperwork
- c) the funds are to be transferred to an account they would not normally be transferred to.

Fair Education Program: a funding opportunity for disadvantaged schools

Schools Plus is a national charity that seeks to improve the educational outcomes of students from disadvantaged backgrounds. It achieves this through a range of projects and other initiatives that connect donors with schools that are seeking vital resources for their students and communities. One of its most successful initiatives is the Fair Education Program, which develops the leadership capacities of a school's executives, as well as the ability of a school's families and community to engage in student learning. Applications for this year's Program have opened, and participating schools will receive:

- funding over three years for individual schools or school clusters to deliver an approved project that improves family or community engagement in student learning
- leadership coaching of a school's executives each term during the life of the relevant project.

The program is available to government and non-government primary and secondary schools, as well as special education needs schools and clusters of five to ten schools. Individual schools will be eligible to receive up to \$70,000 over three years while clusters will be eligible to

receive up to \$250,000 over three years. Applications close on March 24th 2016. For full eligibility and other information, please click [here](#).

2016 Schools ANZAC Commemoration Service

The RSL and Schools Remember ANZAC Commemoration Service is being held this year on Tuesday, 5th April at the ANZAC Memorial, Hyde Park, from 11:30am – 12:30pm. This popular annual service features students in key roles and provides schools with an opportunity to commemorate the sacrifices and contributions made by Australian military services personnel over the course of our history, including those currently serving in various operations around the world. The service is suitable for students of all ages and may be a useful curriculum-related activity for students studying history, particularly Australian and/or modern history, as well as studies of civics and citizenship.

The 2015 service marked 100 years since the commencement of the Gallipoli campaign, which spawned the ANZAC legend and spirit. The 2016 service will continue the commemoration and remembrance of important events that took place a century ago, including the battle of Fromelles in France in 1916, and we encourage schools to consider having students attend the service. Further information about the service and how schools can participate is available from Malcolm Hunt, Director: Public Affairs, on (02) 9299 2845 or at mhunt@aisnsw.edu.au

Stage 6 Beginners Korean workshop

The BOSTES has released a new Stage 6 Korean Beginners syllabus for implementation in 2016. The NSW Department of Education is holding a workshop for schools implementing the syllabus this year and any teachers or schools who might be introducing Korean beginners in the next few years.

Date: Friday, 11th March 2016

Time: 9:00am – 3:30pm

Location: NSW Department of Education, Level 14 Board Room, 1 Oxford Street Darlinghurst

Target audience: Teachers implementing Stage 6 Korean Beginners (2016 onwards)

Cost: \$110.00 for government school teachers

\$220.00 for non-government school teachers

To register, please email the following details to Enri Parolin at enri.parolin@det.nsw.edu.au:

Teacher's name

Current position (teacher or executive)

Year in current position: 0–4 or 5–10 or >10

School's name

Any special dietary requirements

Registrations close: 4th March 2016

2016 Mercy Foundation Youth Awards

The Mercy Foundation is a not-for-profit organisation that focuses on addressing social justice issues. It achieves this through a variety of initiatives, among them its annual Youth Awards. This year's awards, which focus on homelessness, are open to secondary students across Australia, and students are asked to create a video (up to four minutes long) that answers the question, *Are food vans and sleeping bags enough?* Students are encouraged to work in groups of three to five members, and prizes will be awarded to the winning groups and their schools. Entries close on Friday, 24th June 2016 and winners will be announced in early August. For more information, please visit the Mercy Foundation's [website](#) or contact Sue Mowbray, the foundation's business manager, on (02) 9911 7390.

National Walk Safely to School Day

National Walk Safely to School Day is an annual event that encourages primary school children to walk and commute safely to school. On Friday, 20th May 2016, schools are encouraged to host a 'Healthy Breakfast' and other events to promote health, road safety and the use of public transport. The event is supported by the Australian, state, territory and local governments. For more information, please click [here](#).



News from the AIS Leadership Centre

Leadership development for Early Childhood professionals – why is it so important?

Research findings unequivocally agree that the early years of life are a critical period of intense learning for children, providing the foundation for later academic and social success. Supporting and strengthening all aspects of early childhood development brings long-term benefits to children over the course of their lives and to the whole community (Australian Institute of Health and Welfare, 2015).



The stakes are high, and the Early Childhood education sector is complex, subject to a potentially baffling array of compliance and reporting authorities. Navigating these requirements can be challenging. Equally challenging can be the demands involved in juggling multiple stakeholders – parents, staff, teachers and leaders in the wider school context. For professionals working in Early Childhood education, effective leadership and management is essential to improving the learning and growth of the children in their care. Leadership can indeed be an exhilarating opportunity.

The AIS Leadership Centre offers a program for Early Childhood professionals, developed in conjunction with experienced Independent Primary School Heads of Australia leaders. This three-day program allows participants to immerse themselves in learning how to lead and manage in the increasingly complex learning environment of Early Childhood education. Participants learn from a range of presenters, including a panel of academics and experienced leaders in the field of Early Childhood, and form strong connections with each other.

Topics covered include:

- using your Quality Improvement Plan (QIP) as a leadership tool
- effective communication
- understanding self and others
- leadership and authority
- managing and mitigating the challenging conversations.

Previous participants in the program have said:

'The presentations were informative, engaging, and thoroughly research-based.'

'It's wonderful to work alongside other passionate Early Childhood educators.'

'Engaging – a fabulous mix of theory and practice to heighten my awareness and application of new skills.'

When: Wednesday, 27th and Thursday, 28th April 2016 and Monday, 20th June 2016

Where: AIS Conference Centre, Level 12, 99 York Street, Sydney

Click [here](#) to register for this program.

Upcoming AIS Leadership Centre programs

- [Senior Executives Program](#) – a four-day program, starting on 14th and 15th March 2016
- [Adaptive Leadership](#) – a one-day masterclass, 1st April 2016

Watch this space for more news about:

- **The Agile Executive** – tailored leadership development for Executive Teams in schools
- The first **Principals' Symposium** for 2016



The 2016 AIS Professional Learning Program

Upcoming AIS Professional Learning Opportunities

[3D Design and Printing in the Primary Classroom](#)

Date: Monday 14th March
Time: 9:00am – 3:00pm
Venue: AIS Conference Centre, Sydney
Target audience: K–6 classroom teachers

[Motivating the Senior Music Student](#)

Date: Tuesday, 15th February
Time: 9:00am – 4:00pm
Venue: Abbotsleigh, Wahroongah
Target audience: Secondary Music heads of department and teachers of Stage 6 Music

[TAS 3D Design and Printing](#)

Date: Tuesday, 15th March
Time: 9:00am – 3:00pm
Venue: AIS Conference Centre, Sydney
Target audience: Teachers of Stage 4 Technical and Applied Studies

[Evidence-Based Behaviour Support](#)

Date: Wednesday, 16th March and Wednesday 23rd March
Time: 9:00am – 3:30pm (both days)
Venue: AIS Conference Centre, Sydney (16th March) and Summerland Christian College, Goonellabah (23rd March)
Target audience: School executives, teachers, school counsellors and paraprofessionals K–12

[ICT as a General Capability – What Does This Mean in Mathematics 7-10?](#)

Date: Wednesday, 16th March
Time: 9:00am – 3:00pm
Venue: AIS Conference Centre, Sydney
Target audience: Teachers of Mathematics 7–10

[Beginning the Stage 6 PDHPE Journey: Part A Preliminary and Part B HSC](#)

Date: Tuesday, 22nd March (Part A) and Wednesday, 23rd March (Part B)
Time: 9:00am – 3:00pm (both days)
Venue: Trinity Grammar School, St Ives
Target audience: Teachers who are currently teaching Stage 6 PDHPE for the first time or who intend to teach this course for the first time in the near future