

ASSOCIATE

- 4 Autonomy and Accountability Go Together
- 7 Chairman's Commendation Awards
- 8 Why do Boards Exist?
- 10 Reviving Graythwaite
- 14 Imaginations Soar with the New TAS Science Building
- 17 Beaconhills College Solar 'one of the largest'
- 18 Introducing the Knox Senior Secondary Academy
- 20 ASBA 2015 Conference – Embracing Diversity
- 22 ASBA (Vic) and STA Field Day 2015
- 24 Gender Equity – how does our profession rate?
- 29 Dunlea Centre Re-builds
- 31 Personal Learning Devices (PLDs) Empowering Students
- 34 Project Zero Sydney conference | March 2016
- 36 Chart Your Course to ASBA 2017
- 38 Financial Health is in your Hands





Noone Imagewear

Complete Uniform Solutions



**Innovative Uniform
Design**

**Ethical Quality
Manufacturing**

**Market Leaders
in On-Campus
Retail Management**

www.noone.com.au



For information on how we can tailor an academic uniform solution to meet your school's needs, please contact Noone Imagewear on telephone 03 9379 5037 or email sales@noone.com.au

From the Chair



Kathy Dickson with Michael Burgess (WA Conference Chair)

PROFILE

Kathy Dickson was elected Chairman of ASBA in April 2014 following a period as Deputy Chair and Director of ASBA Ltd. Kathy is the Bursar at Sydney Church of England Grammar School (Shore) and is currently on the NSW Chapter Committee and the ASBA 2017 Conference Committee.

I was delighted to catch up with so many of you at the ASBA 2015 Perth Conference. This professional development event was attended by over 650 delegates. The WA Committee put together an outstanding business and social program to celebrate the diversity in our roles as school business administrators, our schools and our nations.

On behalf of all ASBA members, I wish to thank the 2015 Conference Committee for their outstanding effort in preparing the conference program for us. Their attention to detail, their ability to secure sponsorship and exhibitors to support the conference, as well as what must be a record delegate attendance is a testament to their willingness to get involved, tenacity in working as a team and most importantly, their ability to embrace diversity.

The Board has met twice since our last Associate edition with a clear focus on strategic direction, governance and constitutional matters. At our July meeting Directors Ross Cardiff and Leanne Sparkes with assistance from our

Executive Officer Pip Jones, presented a very comprehensive review of the ASBA Ltd Constitution. This review came about as part of our governance framework discussions as the Board addressed both relevance and compliance issues that were impacting on our ability to meet key strategic objectives. The outcome of the discussions at the July meeting resulted in the finalisation of a series of proposed changes tabled at our Board meeting on 27th September 2015. The Board carefully considered the proposed recommendations and they will be presented for adoption at the ASBA Ltd 2016 AGM. The changes will align our Constitution with best practice corporate governance documentation and current governance best practice standards. On behalf of the Board, I would like to thank Ross, Leanne and Pip on their outstanding effort in untangling some complex constitutional issues and presenting the results in a concise and professional manner.

At the July meeting we also finalised the next chapter in our strategic plan.

The Board unanimously endorsed future directions that will place ASBA Ltd as the leading professional organisation for school business administrators promoting and driving improvement and business excellence in Australasian schools.

If you have not already logged onto the ASBA website and updated your details, I encourage you to do so. Over the next few weeks, presentations from the ASBA 2015 Perth conference will be uploaded to the site. If you were unable to attend, you will find the conference papers useful resources. Use the member search to contact your new acquaintances from Perth and share news from your school or the bulletin board for that piece of information that might be at someone else's finger tips – just not yours! We have all had a very busy year and I trust it has been a rewarding one for you.

Best wishes for a productive term 4 as we wind down for our end of year activities, festivities and our well-earned summer break.

Kathy Dickson
National Chairman, ASBA Ltd

ASBA Executive Chairman

Kathy Dickson
Blue Street, North Sydney, New South Wales 2060
Tel: (02) 9956 1111 Fax: (02) 9922 2689
Email: kdickson@shore.nsw.edu.au

Treasurer

Mr Ian Foster
The Knox School
20 Burwood Highway, Wantima, South Victoria 3152

Deputy Chair

Jenny Self
The Hutchins School
71 Nelson Rd, Sandy Bay, Tasmania 7005

ASBA Executive Officer and Editor of the Associate Philippa Jones

Association of School Business Administrators
PO Box 4694 Toowoomba East QLD 4350
Tel: (02) 9431 8682 Email: eo@asba.asn.au

ASBA Members as at November 2015

Association of School Business Administrators (NSW) Inc
Association of School Bursars and Administrators (VIC) Inc
Association of School Business Administrators (QLD) Inc
Association of School Bursars and Administrators (WA) Inc
Association of School Business Administrators (SA&NT) Inc
Association of School Business Administrators (TAS) Inc
Association of School Business Administrators (ACT) Inc
Association of School Bursars and Administrators (NZ) Inc

Cover photograph: Knox Grammar boys collaborate

Autonomy Valued by Non-Government School Sector **- *Autonomy and Accountability***

In 2014 the Australian Government announced the Independent Public Schools initiative, committing \$70 million over three years to assist government schools to have more control of local decision making and to help encourage stronger links between schools and local community. In effect, the Government wants government schools to be more like the non-government sector.

Underlying this approach is a concept that represents a key strength in the non-government school sector in Australia; greater autonomy. The Independent Schools Council of Australia (ISCA) constantly promotes both the role autonomy plays in delivering positive educational outcomes in non-government schools and the need to ensure it is allowed to continue.

Autonomy is valued by school leaders and school communities for the flexibility it gives to respond to the particular needs of their students in their specific education setting, particularly through the selection of staff suited to the school's needs. Principals and teachers welcome the freedom and flexibility to adapt teaching strategies, create a classroom environment, monitor learning and respond to their student body in order to improve their own school's performance. They share a commitment to getting the best outcomes for their school and students across the full range of goals of schooling, to understand their students and to establish strong links to their community.

The autonomy of non-government schools is balanced by the series of accountabilities that come from commitments to the fee-paying parent body and from acceptance of public funding, which requires compliance with financial, safety and personnel standards and also imposes educational

accountabilities such as implementation of the national curriculum, and participation in national assessment and reporting programs.

In the 2007 OECD Education working paper *School Accountability, Autonomy, Choice, and the Level of Student Achievement: International Evidence from PISA 2003*, the authors noted that "these results suggest that the incentives created by parental choice of private schools work particularly well if (private and public) schools in the system have autonomy to respond to the parental demands. In such systems, privately operated schools face particularly strong incentives to perform well".

It is likely that more time will be required to fairly judge the impact of government initiatives to boost autonomy in public schools. In Western Australia and Victoria, both with longer histories of self-managing schools, the evidence suggests that principals welcome greater autonomy, particularly in relation to determination of the staffing profile of the school, selection of staff and decisions about curricular and extra-curricular offerings. They expect it to lead to improved learning outcomes but recognise a need for strong leadership support and understand the complexity of the relationship between the many factors influencing student outcomes. The evidence suggests that the longer the experience with autonomy, the stronger the impact on student achievement.

Much of the international research on autonomous schools has focused on the long running Charter Schools movement in the USA and the more recent UK academies program. Each of these models has produced mixed results, demonstrating wide differences between schools in their performance. On average, Charter Schools do not perform very differently from public schools with similar student populations, but there is great variation in their performance, as there is in their design, establishment and environment. UK academies initially also showed considerable variation in performance but that has recently given way to more positive assessments of their contribution to student achievement. Neither model shows a direct causal relationship between autonomy and improved performance. Evaluation studies of these schools show the need to look carefully at contextual factors, particularly the quality of leadership, approach to teaching and accountability to families and the system.

International analysis of several PISA cycles demonstrate a strong association between schools having more independent decision-making powers and stronger education outcomes; showing that in systems where schools have greater autonomy over what is taught and how students are assessed, students tend to perform better. Analysis of 2012 PISA results show Australian

Go Together



non-government schools' averages significantly outrank overall Australian averages.

The research support for greater school autonomy has always been qualified. The key to determining the positive link between autonomy and higher achievement is to examine the kind of decisions made at the school level, and to look at how well a school is set up to benefit from autonomy in terms of leadership skills and culture. The evidence shows that higher achievement results when schools have autonomy over staffing decisions and aspects of the curriculum and assessment as well as control over resource allocation within the school, though not necessarily over formulating the school's total budget, and that the value of autonomy is dependent on systems of external accountability and good leadership.

The evidence suggests that the longer the experience with autonomy, the stronger the impact on student achievement.

The PISA results establish a need for autonomy and accountability to go together, with a strong system of public accountability strengthening school achievement.

The OECD paper concludes that at a country level, the greater the number of schools with responsibility to define and elaborate the curriculum and assessment, the better the performance of the entire school system. Policy initiatives of choice, autonomy, accountability and per capita funding have been found to be interrelated and mutually reinforcing, "Accountability thus seems a pre-requisite for successful autonomy reforms. To be fruitfully used to improve outcomes, local autonomy requires accountability and oversight, not least to ensure that all schools stay within the borders of the fundamental values of society".

What the research on autonomy shows is that a link exists between autonomy and performance, although it is not a linear association, and also that autonomy is welcomed and valued by principals and by many parent communities.

The value of autonomy for a particular school will rest on considerations such as the contextual environment, in terms of accountability for curriculum and reporting, the climate of the school, in terms of culture and values, and most importantly, the strength of its leadership and teacher professionalism. Realising the potential of autonomy depends above all on the capacity of school staff.

Independent Schools Council of Australia |
The peak national body for the independent schools sector



HIGER'S NEW SCHOOL BUS RANGE

H7170
28 SEAT **MUNRO**

H8200
35 SEAT **RYDER**

H9250
41 SEAT **MIDIBOSS**

H10280
45 SEAT **ROADBOSS**

H12300s
57 SEAT **ROADBOSS**



There's a Higer for every class

Higer has a wide range of 28 to 57 seat school buses designed specifically for local conditions. Best-in-class components and standard safety features – including ABS, ASR, lap sash seat belts and reversing camera on every model – ensure maximum safety, comfort and class-leading reliability.

Combine this with an extensive dealer and service network and a five year warranty* and it's easy to see why more people are getting on board with Higer.

For more information and a free test drive, call your nearest Higer dealer on 1300 850 206 or visit higer.com.au

*Optional 3 year driveline warranty extension available (5 years total). Conditions apply.

HIGER DEALERS

NSW

Higer Australia, Sydney **1300 850 206**
Newcastle Commercial Vehicles **02 4974 7800**
Thomas Bros, Wagga Wagga **02 6926 0100**
West Orange Motors, Orange **02 6362 2779**

VIC

Prestige, Dandenong South **03 9212 5555**
Blacklocks, Wodonga **02 6057 8777**

QLD

Zupps, Eagle Farm **07 3268 8500**
Zupps, Burleigh **07 5507 6400**
Ray Grace, Forest Glen **07 5452 0700**
Macquarrie Corp, Garbutt **07 4725 0799**
Macquarrie Corp, Portsmith **07 4035 3442**

WA

Higer Bus Centre WA, Welshpool **08 9351 2000**

TAS

Tas Truck & Bus, Launceston **03 6335 9166**

At home in Australia



HIGER
BUS AND COACH

Chairman's Commendation Awards

ASBA 2015 Perth Conference



ASBA Member	Mrs Sue Pynenburg
Chapter	New South Wales
Nominated by	New South Wales ASBA Directors
Role	Editor of the Associate 2005 - 2014

Sue joined the ISB Committee as joint editor in 2005 and became sole editor later that year. She remained in that role and chaired the ISB now the Associate Committee during that time. Sue has edited (19) editions of the Associate and has been responsible for collecting and collaborating with advertisers and Business Managers to ensure that each edition is relevant, thought provoking and presents as a professional journal that reflects the values of ASBA.

In 2014, Sue decided to put down her pen to pursue other interests for 2015 and it is appropriate to recognise and acknowledge the outstanding work she has done as editor of the ISB and the Associate during that time.

The New South Wales Chapter Directors sought endorsement from ASBA Ltd to recognise the outstanding contribution of Sue to ASBA Ltd as Chair of the Associate Committee and editor with a Chairman's Commendation Award:

For exceptional and significant personal service in support of the Association of School Business Administrators (ASBA) professional journal the ISB and the Associate by way of editorial content, management and publication for the (10) years 2005 - 2014.



ASBA Member	Mr Shaun Sargeant
Chapter	Tasmania
Nominated by	Tasmania ASBA Directors
Role	Chair of Professional Development Standing Committee

Members now receive regular technical bulletins that are relevant, easy to read and delivered in an interactive mode that allows ASBA members access to those items of interest to their skill set. The professional development opportunity afforded to ASBA members through the energy and focus of Shaun in his capacity as Chair provides a vital communication tool that has allowed the sharing and accessing of information regarding relevant issues in a timely and accessible manner.

The Tasmanian Chapter Directors sought endorsement from ASBA Ltd to recognise the outstanding contribution of Shaun to ASBA Ltd as Chair of the PD Standing Committee with a Chairman's Commendation Award:

For significant personal service in support of the Association of School Business Administrators (ASBA) professional development standing committee by way of Chairmanship and guidance and development of online professional resources in technical bulletins and website content.



Why do boards exist?

Boards are a fundamental component of corporate governance and exist for a myriad of reasons to operate in the legal system of society. The key roles of boards include strategy, CEO oversight, monitoring, compliance, risk management, policy, networking, stakeholder communication and to perform one specific, although very important part of corporate life—to make decisions. Boards, in my view, fundamentally exist to make decisions. Without the decisions made by boards, corporate life fails to exist. As the late James Strong said, ‘...the need for directors to fulfil their duties, work with management and make decisions in the best interest of the organisation as a whole remain at the heart of corporate governance...’



Boards derive power to make decisions through incorporation and their constitutions, and make decisions on behalf of members or shareholders. Boards, of course, delegate authority to others, for example the CEO. However, the board and its directors are always accountable for any decision made on behalf of the legal entity. The courts have made it very clear that boards and directors have to be diligent in decision making and make what I call ‘defensible decisions’, always in the interest of the organisation (e.g. the James Hardie and Centro cases).

How then do we ensure boards are in a position to make those defensible decisions? A majority of independent directors on the board, receiving timely, correct, legal, analytical, relevant and defensible board papers is the answer. Directors have a duty to keep themselves informed about the matters put before them for decision. This duty cannot be complied with unless directors have the relevant material upon which to base their decisions. Board papers are a key source of information for board members, but are also a source of concern for many boards. The challenge for board paper writers is not to provide more data or information—a temptation with electronic board packs—but to have better informed directors, which in turn makes for better boardroom deliberations and those defensible decisions.

A board paper policy and board paper procedures, developed by the board to ensure the boards expectations for board papers is clearly articulated to management should be considered key board policy. Strict compliance with this policy and procedure is necessary and it should regularly be reviewed by the board for relevance and to test the controls in place to ensure compliance. As pointed out by Justice Middleton in the Centro judgment (ASIC v Healy (2011) FCA 717), a board can control the

information it receives. If there was an information overload, it could have been prevented. If there was a huge amount of information, then more time may need to be taken to read and understand it.

Corporate and prudential regulators consistently focus on the decision-making processes and the ultimate decisions made by boards. Investigations into corporate collapses or breaches of duties by directors inevitably are focused around the quality of decisions made or not made. The continual push by government and regulators to ensure quality boards with experienced, talented and independent directors should have boards seriously considering renewal policies, director tenure and the quality of information provided for decision making. For instance, Australian Prudential Regulation Authority (APRA) has recently made it clear what it wishes to see in superannuation fund boards, to bring them in line with other APRA-regulated entities.²

APRA indicates that it:

...has stepped up its engagement with boards...directors should be proactively involved in all aspects of key decision-making and contribute independently and constructively to the board’s decision-making. Prudent boards should continually evaluate the information they are receiving to ensure that it continues to support their decision-making. Boards should be able to demonstrate their strong oversight of policies and processes implemented by management and the manner in which they satisfy themselves that these are operating effectively. Where functions are outsourced, boards should insist on comprehensive reporting from their service providers to enable them to stay abreast of the key issues and take ultimate responsibility for decisions...RSE licensees should be mandated to have a majority of independent directors on the board of corporate trustees of public

offer funds, including an independent chair. APRA's experience across all regulated industries is that the inclusion of independent directors brings additional perspectives and objectivity to board processes and decision-making, enhances the range of skills available and contributes to sound governance outcomes.³

The Australian Securities and Investments Commission (ASIC), supported by the courts and governance experts, in many ways demonstrate similar views to APRA. The importance of high performing boards, displaying independent and skilled judgment through the analysis of high-quality information in order to make decisions in the best interest of their organisations are common qualities and values seen as fundamental to leading practice governance.

My argument that boards exist to make decisions may seem simplistic. However, when analysed, decisions are the final product delivered by the board after considered and robust processes which, if compliant with leading practice, provides assurance to a skilled and independent thinking board that decisions are defensible.



Stephen J Howell | *Effective Governance Pty Ltd*

Notes

1 Quoted in Kiel, G., Nicholson, G., Tunny, J.A., & Beck, J., 2012, *Directors at Work: A Practical Guide for Boards*, Thomson Reuters, Sydney, p. iii.

2 Australian Prudential Regulation Authority (APRA) 2015, 'Superannuation industry overview', *Insight*, no. 1, pp. 1-25. Available: www.apra.gov.au/Insight/Documents/15-Insight-Issue-1.pdf.

3 *ibid*, pp. 20-21.

Upskill in governance and risk management

**Governance
Institute**
of Australia

Successfully complete a selected Governance Institute Certificate and Association of School Business Administrators will give you a **65% rebate** on the costs.

As an ASBA member you are entitled to the subscriber rate on:

Certificate in Governance Practice — provides the foundations of good governance.

Certificate in Governance and Risk Management — enables an understanding of key issues in relation to governance and risk management.

Certificate in Governance for Not-for-Profits — provides a foundation for good governance, addressing the requirements of not-for-profit organisations.



governanceinstitute.com.au

For more information, visit governanceinstitute.com.au /CertificateStructure or to register email info@governanceinstitute.com.au

Reviving Graythwaite

When TKD Architects first visited Graythwaite in 2009, soon after its purchase by the Sydney Church of England Grammar School (Shore), they were presented with a considerable challenge: the historic buildings were in poor condition from misuse and lack of maintenance during their previous use as a nursing home, and the landscaped grounds overgrown and neglected.

Graythwaite House, the sandstone villa constructed in stages from the 1850s to 1890s, was a textbook example of defects typical of nineteenth century buildings: rising damp, falling damp, leaking slate roofs, collapsed plaster ceilings, rotting timbers, peeling paint, flooded basement and stonework decay. A small tree was growing inside a breezeway at the rear of the building. To the immediate east of the house was a large hospital ward building, constructed after World War One by the Red Cross to accommodate returned soldiers but unrecognisable after successive alterations and full of asbestos. Outbuildings on the property- including a small sandstone stables building and a brick coach house- were similarly in a state of disrepair. Dominating the landscape were stands of large fig trees along the property's boundaries and terraces, planted in the 1870s by Graythwaite's then occupant, George Dibbs. While in poor condition, however, the grand scale of the house and property demonstrated the wealth and aspirations of its owner during the boom period of the late nineteenth century.

Shore engaged Tanner Kibble Denton Architects and PD Mayoh Architects to prepare a masterplan for the redevelopment of the whole of the Graythwaite site to enhance and enlarge the School's adjoining campus, and to adapt Graythwaite House and its outbuildings for new school uses.

The challenge was two-fold: to firstly retain the house as the predominant built form in its landscaped setting while accommodating future new buildings elsewhere on the site, and to sensitively adapt the house and its outbuildings as the school's new visitor reception and administrative centre, while retaining heritage fabric and significance, in accordance with best practice conservation standards.

The task of restoring and refurbishing Graythwaite House was awarded to construction company Carfax, and the project required a wide range of specialist conservation trades: damp proof coursing, sandstone repair, slate and lead roofing, stained glass, French polishing, solid plastering and decorative painting. The original encaustic tiled floor in the entry foyer was a particular challenge: the rotted timber-framed floor framing was unable to be repaired, requiring the labelling and careful removal of every single one of the thousands of small tiles, which were subsequently re-laid on a new floor structure. Missing and damaged tiles were custom made in the UK by the original manufacturer, Maw & Co, closely matching the historic tile patterns and colours.

Equally challenging was the adaptation of Graythwaite House to its new use. The grand residence, occupied by George Dibbs and his large family in the 1870s, had to function as a contemporary office building with associated lighting, services and amenities, and was required to comply with current building and accessibility codes.

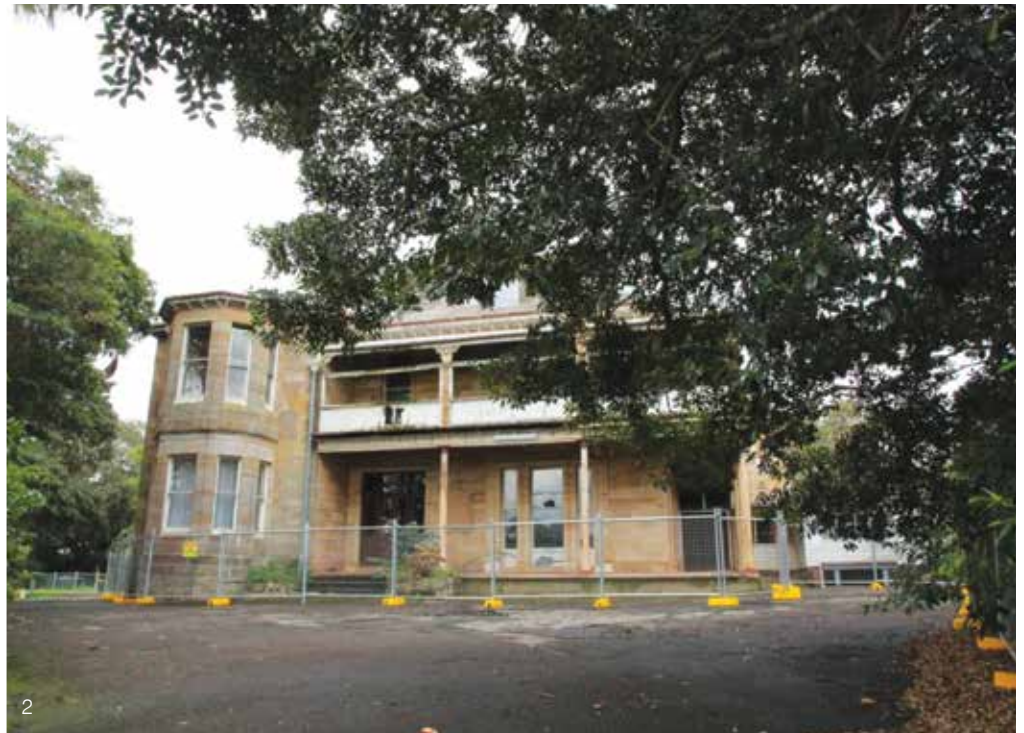
Continued P12



4 The House Viewed from the east, prior to commencement of works. A glazed link connected the house to the neighbouring WWI Ward Building.

5 The restored entry foyer to Graythwaite House. The encaustic floor tiling was completely lifted and re-laid on a new structure. The decorative colour scheme is based on the scheme dating from the late nineteenth century and is probably the work of noted Sydney decorators Lyon & Cottier.

Shore's vision for the site, combined with Carfax's skilful execution of the works, assures the ongoing use and maintenance of the historic Graythwaite estate into the future.



1 Graythwaite House in 2014, following completion of the works. The cast iron balustrading to the verandah and widow's walk was reconstructed to the original patterns, the slate roofing replaced and the sandstone conserved.

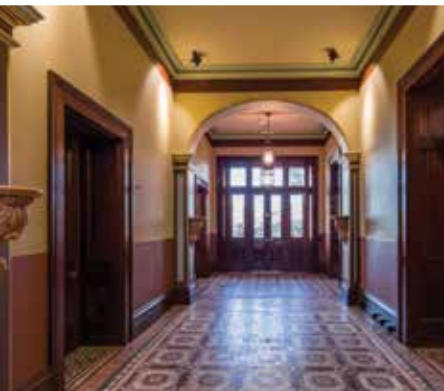
2 Graythwaite House in 2010, prior to restoration and refurbishment works.

3 Graythwaite House from the east, following completion of the works.



6 A new staff breakout area at first floor.

7 One of the many bedrooms within Graythwaite House adapted to accommodate staff offices. New services, including lighting, fire protection and air conditioning, were installed throughout the building.



Our Schools

Reviving Graythwaite



The bedrooms, originally accommodating George Dibb's ten children, have been adapted to staff offices, the original drawing room converted to a multi-purpose function room, and the 1830s stables building now houses the School's archival museum. Air conditioning and fire protection services have been installed throughout, concealed wherever possible in sub-floor and roof spaces. A zinc-clad lift, required for accessibility compliance, was added within the rear courtyard of the house.

The first stage of the masterplan for Graythwaite- comprising the rehabilitation of the landscape and adaptive re use of the historic buildings- is now complete. Shore's vision for the site, combined with Carfax's skilful execution of the works, assures the ongoing use and maintenance of the historic Graythwaite estate into the future.

George Phillips | Practice Director
TANNER KIBBLE DENTON ARCHITECTS

IT'S ABOUT DOING WELL AND DOING GOOD...

We believe that it's not enough to just do well, you also need to do good. So while we are proud of our track record as a high performing, low cost Industry SuperFund, we are equally as proud of the contribution that we are making to our members, their industries and their communities.

As a signatory to the *United Nations Principles for Responsible Investment*, we're invested in being more conscientious corporate citizens committed to sustainability and the environment. As an investor in Australia's first ever social benefit bond, we are dedicated to empowering families and helping our communities to thrive. And as a committed partner to the industries that we serve, we offer over \$40,000 in professional development scholarships to help members make a real and lasting contribution to their sectors.

To learn more about
who we are and what
we stand for, visit
www.ngssuper.com.au

**ngs
Super**

+
for those who
understand the
true meaning
of wealth.

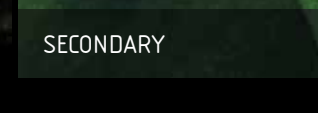
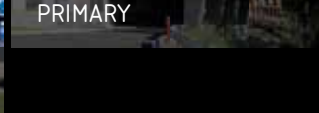
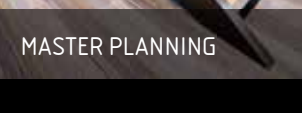


2509 (09/15)

Issued by NGS Super Pty Limited ABN 46 003 491 487 AFSL No 233 154 the Trustee of NGS Super ABN 73 549 180 515



INNOVATIVE ARCHITECTURE
AND INTERIOR DESIGN
FOR THE EDUCATION SECTOR



MASTER PLANNING

EARLY LEARNING

PRIMARY

SECONDARY

TERTIARY

brand+slater
ARCHITECTS

ROUND6
ARCHITECTS

BRISBANE
07 3252 8899 info@brandandslater.com.au www.brandandslater.com.au

MELBOURNE
03 8412 3400 info@round6.com.au www.round6.com.au

Our Schools

Imaginations TAS Science

Edward Teller famously said,
“The science of today is the
technology of tomorrow.”

The spectacular new Science Building at TAS was officially opened by Queensland’s Chief Scientist, Dr Geoff Garrett in August 2015. Designed by Cairns architect Charles Wright, the building borrows from the Double Helix shape of the DNA molecule for its stunning facade.

This is a building that is not only a landmark for Cairns but also an inspirational learning space for the students of TAS and for the pursuit of Science in particular. Science is at the very heart of the DNA of TAS, which emphasises Science, Technology, Engineering, and Mathematics (STEM).



Soar with the new Building

The future is looking more than bright with Trinity Anglican School's recent addition – the innovative and impressive Science Building.

Providing students with an environment that fosters their learning and causes their imaginations to take flight can be challenging, especially within traditional learning environments. The new Science Building at TAS strives to provide students with a place that motivates learning in an environment that is unique and inspirational.

The new building also heralds the way of the future for the school. TAS is thirty-two years old and during this time has built an enviable reputation as the premier school in Cairns. As old gives way to new, the Science building is a beacon for the way in which the school's learning environment will change and grow during the 21st century.

The new Science Building is all about minimising the use of unnecessary energy. This is a building where - and this is fitting in a Science

facility in particular - the environment takes pride of place, and where energy use can be monitored.

Energy Usage is Not Just a Lesson in Science

With the new Science Building, students will not only read about energy efficiency, but they will experience it first-hand on a regular basis. Some of the eco-friendly features include :

Monitors for the solar panels on the roof give constant information and measurement for the amount of kilowatts being generated as well as the savings on energy and the carbon offset.

Air conditioners and lights throughout the building are set on timers and turn on and off when the motion and/or infrared sensors detect movement or the static presence of someone sitting at a desk working.

Toilets in the building use the rainwater stored in special tanks.

Welcome to the Future - Experience Science at its Best

In addition to two Mathematics classrooms, the building contains six laboratories that provide specialised spaces for Biology, Chemistry and Physics.

Science and Mathematics staff are housed in purpose built Staff areas and the preparation areas, so vital in any Science facility, are located behind the scenes with excellent storage and uninterrupted access to all laboratories.

Perhaps the best part of the new Science Building is the roof top area. Apart from giving spectacular views of the surrounding countryside, it is also equipped with solar panels and will provide ample space for senior science experiments to be carried out and to be stored safely.

FUN FACTS

The outer skin of the new TAS Science Building contains 306 purlins.

The inner junction of the purlins are angled approx. 10° from the next set of purlins to form the unique twisting facade.

Science symbols inspired the main concept design, carrying out the idea of linkage and connection, and also providing an iconic image of science in the eye of a child.

The building form and the main pathway forms a helix twist on the campus to make links to the whole campus.

The helix twist is also featured in the design of staircase.

High grade steel coated beautiful looking patented blend ZAM (Zinc, Aluminum, Magnesium) has been used, which is capable of withstanding the most severe environment.

The sustainable design moderates the tropical weather by providing sun shading. Air-conditioned areas are concentrated in planning to increase efficiency. Energy efficient LED lights and highly rated energy efficient ceiling fans.

Efficient planning links classrooms with the prep labs while providing future expansion zones on both ends of the building.



CommBank. **Dedicated to Schools.**

We've been supporting Australian schools for nearly a century – and we're proud to support the Association of School Business Administrators.

At CommBank we're committed to the financial sustainability of Australian schools. With our dedicated school banking team, innovative technology and practical solutions we're helping schools to survive, thrive and support our communities for the long term.

To find out how we can help your school, please contact Julienne Price on 0427 506 363.

Email:
Julienne.Price@cba.com.au

Visit:
commbank.com.au/schools



Our Schools

Beaconhills College solar 'one of the largest'

Beaconhills College has led the way in environmental sustainability by installing two of the largest solar power systems in Melbourne schools.

The Clean Energy Regulator has confirmed that according to its data, the College's two 100kW systems at Pakenham and Berwick Campuses are "each one of the largest installed on schools in the greater Melbourne area".

"We have such a huge amount of roof space on our buildings so we were really in a position to maximise the use of sunlight."

Encouraging students to become responsible stewards of the environment is one of Beaconhills' key 'Learning that Matters' principles and students will also benefit from the project.

The systems at each campus have online data monitoring and tracking, so students can see how much power is produced each day – depending on the sunlight – and analyse the data.

"We really wanted to show our College community what is achievable and we can use technology to make a significant difference to environmental footprint," Mr Young said.



Beaconhills College's Director of Strategy and Business, David Young, said the decision to go solar on such a large scale was a "major statement about the College's commitment to sustainability". "We have been analysing alternative energy systems, such as solar and wind power, since 2010," Mr Young said.

"We wanted to reduce our reliance on grid-powered energy that produces Co2 emissions."

"We don't think the future is in using energy from fossil fuels."

The Beaconhills College solar systems were installed by EnviroGroup and each comprises 400 Yingli Solar panels.



Our Schools

Introducing the Knox Senior Secondary Academy



Students and staff returning to Knox Grammar in Wahroonga, Sydney, at the start of Term 3 had an extra spring in their step with the opening of a ground-breaking new facility.

After more than 18 months' construction, the Knox Grammar Senior Secondary Academy (KSSA) threw open its doors for the first time.

The KSSA is more than a new building; in the six months since it opened the School has seen a massive transformation in the culture and ethic of senior students at Knox.

"The Academy has been designed to meet the specific learning needs of Year 11 and 12 students as they transition from school to the more independent world of future studies," said Knox Headmaster John Weeks.

The facade of the Academy has been designed in the style of 'Scottish Baronial' architecture but inside the building you will find flexible learning spaces, new technology and passionate, creative teachers dedicated to the boys' academic success.

Some of the key features of the KSSA include a large Seniors Hall used by students for group and individual study, recreation

and for meetings with students and staff; a modern library; a 150-seat lecture theatre and state-of-the-art Science labs. The facility also has modern Finance and Legal Studies classrooms, including a space that has been modelled on a corporate boardroom.

"The facility does illustrate one of my well used statements that 'Knox is innovation, wrapped in tradition'," said the Headmaster.

A key inspiration for the design of the Academy was 'Social Learning Theory'. This concept, developed by Stamford University psychology professor Albert Bandura, says that behaviour is learned from the environment through the process of observational learning.

From the day the KSSA opened, it has been heartening to see 'Social Learning Theory' in action. Throughout the day and into the evening, the Seniors Hall and KSSA Library are packed with boys working individually and in groups, socialising and meeting with teachers.

Over the spring school holidays, the KSSA was also open for boys in Year 12 to use as a place to prepare for the HSC examination and many boys took up this opportunity.

The feedback from Knox staff has also been wonderful, with the teachers enjoying working in a fresh, modern workplace, with new spaces to try innovative teaching practice, such as team teaching.

The design, building and construction of this facility was a landmark project for Knox, several years in the making. Well over 100 suppliers and sub-contractors were involved in the project.

Jones Sonter Architect was responsible for the design of the building, with project management by EPM Projects and construction by ADCO Construction and Building.

For more information and to watch a video about the KSSA, visit www.knox.nsw.edu.au/kssa.

KSSA AT A GLANCE	KSSA PHILOSOPHY	BY THE NUMBERS
<ul style="list-style-type: none"> A Seniors Hall for teaching, study and socialising The KSSA Library, open until late in the evening for study, with extra support available for students Technology-rich classrooms and science labs with operable walls to allow team teaching Finance and Legal Studies classrooms, including a corporate-style boardroom A 150-seat lecture theatre, with a lab bench for science demonstrations The Boater Cafe, serving breakfast, lunch and dinner, with an on-site barista An outdoor terrace for recreation 	<ul style="list-style-type: none"> To allow each boy to grow as an individual and develop a passion for independent learning To promote innovative and creative teaching practice by Knox teachers To help students develop the determination to build knowledge, master skills and surmount challenges To create a culture of academic excellence To enable each Year 11 and 12 boy to reach his full academic potential 	<ul style="list-style-type: none"> Over 320,000 bricks and blocks Over 100 different suppliers and subcontractors Over 232,000 man hours across both projects Over 3,300 cubic metres of concrete Over 400 tonnes of steel reinforcement



ASBA 2015 Diversity Embraced!



More than 750 ASBA members and partners gathered in Perth in September 2015 to learn, share and celebrate our diversity at the 2015 ASBA National Conference. Themed as “Embracing Diversity”, all that attended were treated to a dazzling range of speakers that touched on some of the many aspects of the school business administrators role.

From Keith Suter’s prognostications to Mick Colliss’ Australian Sudoku Odyssey; from Rabia Siddique’s incredible heroic story to Glen Mitchell’s deeply touching experiences; Dan Gregory’s urgings to tell our own story to Todd Sampson’s mind over matter challenges; and from Peter Switzer’s getting down to business to Michael Crossland’s brave and inspiring life story: there truly was something for everyone!

We hope that all visitors to Western Australia and Perth enjoyed their time in our fair state, the local sights and relaxed hospitality, and got to enjoy the typical Perth spring weather we experienced.

The Perth Convention & Exhibition Centre proved to be an excellent venue, on the edge of the Perth CBD and overlooking the Swan River, which also featured as a beautiful backdrop to our Welcome Function on the King’s Park escarpment. Whether it was an Exhibition Happy Hour or the social nights like the Night at the Museum, there were many opportunities to reunite with existing friends and make new ones both among fellow delegates and loyal and trusted sponsors and exhibitors.

We know that many of you will remember the truly spectacular Fire & Ice Gala Dinner that celebrated the conclusion of ASBA 2015. It was a sophisticated and intimate dinner for 850 guests, serenaded by jazz singers and boy-band crooners, before finishing up dancing the night away to a 10 piece band, all while overlooking the Perth city lights.

Photos Available

We are pleased to advise that photos are now available for viewing and downloading for your lasting memories. Photos have been provided for download at no cost thanks to the support of our official photographer Photo Hendriks. To access the photos please note the login information below:

- > Go to www.photohendriksgalleries.com
- > Click on the ASBA logo
- > Enter password : mekp02

Sponsors and Exhibitors

We take this opportunity to again thank our sponsors and exhibitors. A conference of this magnitude and outstanding value for money is only possible with the support of our many sponsors, corporate partners and exhibitors. We thank them all for their involvement and the wonderful networking opportunities they provided.

Charting the Course to ASBA 2017 in Sydney

Finally, now that ASBA 2015 has drawn to a close, we know that we have a fantastic conference to look forward to in Sydney in 2017! We wish the ASBA 2017 Organising Committee much success in its planning and endeavours. See you there!

Baiju Patel | President ASBA (WA)



ASBA (Vic) & STA Field Day 2015



On 17 September, a beautiful crisp spring morning, over 120 property, maintenance and turf workers turned out for the ASBA (Vic) & STA Field Day hosted by ELTHAM College at their stunning Swipers Gully Hospitality Centre and Vineyard. With 30 exhibits to wander through, delegates received valuable information and advice on products and services in between a variety of presentations specially selected for this group of delegates.

Established in 2002 as a hospitality training centre and fully-functional winery, café and restaurant owned and operated by ELTHAM College, Swipers Gully provided the perfect backdrop for this 'country show' style event.

The Field Day was organised by the ASBA (Vic) Property Managers' Committee and the Sports Turf Association Committee with the assistance of the ASBA (Vic) Professional Development Committee. Targeted specifically to appeal to property and maintenance staff in independent schools, the program provided a valuable professional learning opportunity to all who attended.

Martin Sheppard, Managing Director of Smart Connection Consultancy provided insight into the research and development of Synthetic sports surfaces. He noted factors driving the trend towards synthetic surfaces including climate, durability, consistency, and year round use of surfaces for communities.

Following Martin, a panel session including Ian Wilson, Head of Infrastructure at City Football Group (Australia), followed the construction of the Melbourne City Football Club training field from vacant land to finished product. Delegates saw for themselves, via time-lapse camera, the fascinating process of embedding synthetic turf in between blades of grass to create the hybrid surface.

High Performance Coach and author, Deidre Dattoli, presented recent research on the Characteristics of High Performance Teams. Delegates heard the secrets to understanding and appreciating the individual characteristics of themselves and each member of their team in order to improve overall team performance.

Specialist heritage restorer, Adam Mattioli, provided a photographic story of the restoration of the beautiful Ancient Order of Foresters building in the City of Melbourne, showing the successful removal of many years of old coatings, some including lead, and then restoring the coatings including multiple colours on external crests and signage to create a stunning, award-winning finished product.

The final key note address was from ex-AFL footballer and coach, Terry Wallace. Terry provided insight into the management of people in two AFL football clubs as well as examining questions on what makes people tick. He challenged us all to be mindful that motivation comes from within and attitude determines altitude.

There is no doubt that the collaboration of all involved resulted in an outstanding day of professional learning for property and maintenance staff.

Written by Brenton Smith, Business Manager at Shelford and Leanne Sparkes, Business Manager at Ruyton Girls' School

Targeted specifically to appeal to property and maintenance staff in independent schools, the program provided a valuable professional learning opportunity to all who attended.

Special thanks go to ELTHAM College, their grounds staff and catering team, the 30 Exhibitors, the Sports Turf Association and the ASBA (Vic) Property Managers' Committee for their effort in making this a very successful day.

If you are interested in joining the ASBA (Vic) Property Managers Group please contact Bill Sciarretta at bill.sciarretta@scotch.vic.edu.au.



Most see a daydreamer. Some see a philosopher.

Every day you inspire and help people grow so they can recognise their full potential. That's why we're committed to working closely alongside our customers, to help you build your own healthy and prosperous future.

As a mutual bank our profits mean real benefits directly back to you. So no matter what your dreams for the future, you can bank on us to be there.

Call **1300 654 822** | Visit **victeach.com.au**



Gender Equity – how does our profession rate?

Throughout 2015, media coverage of the topic of gender equity has been unrelenting. Every magazine, newspaper and news bulletin seems, in some way, to refer to the status of women in our society. Most poignantly, the tragic story of Rosie Batty, her strength in campaigning against domestic violence and her appointment as Australian of the Year has created an agenda for change in Australia.

One strong supporter of Rosie Batty is Australia's Sex Discrimination Commissioner, Elizabeth Broderick. Liz was appointed to the role in 2007 and, this year, her term comes to an end. Her term has been packed with achievement. Not only has Liz been instrumental in the instigation of paid parental leave, she has campaigned against domestic violence, revealed the abuse of women in the Australian Defence Force and has created the Male Champions of Change, a group of 25 leading CEOs who have pledged to improve gender equity in their companies.

Change is occurring. Male Champion of Change and CEO of Qantas, Alan Joyce, speaks of the Qantas experience in adding a Domestic Violence Leave clause to the Qantas Workplace Agreement. Alan says that suddenly people are able to speak openly about an issue that was previously kept hidden. The more society speaks about issues such as domestic violence, the more likely society is to affect change. Another Male Champion of Change, Kevin McCann influenced the ASX to publish diversity statistics. The ASX was reluctant to be involved in what they saw as a social issue but were encouraged that it was an important statistic that should be available

to the public. ASX companies now publish the gender of their board, executive committees and senior ranks.

In spite of the efforts of Liz and the Champions of Change, the gender pay gap has increased during her time as Commissioner. In 1994 the gender pay gap was 16.2%. It now sits at around 18%. Liz advises that this is a complex issue with there being no one lever that can be pulled to produce a solution. Women are not promoted as fast as men. Women are in occupational segregation. Women trade off money for family friendly work conditions. Research shows that the more senior you become, the greater the pay divide becomes, so at senior level the gender pay gap can be as much as 50%.

It seems logical that schools be influential in the campaign for gender equality. By providing role models of both genders at senior and non-senior levels within the school environment, what is not currently reflected in our broader society may be more the norm as the current generation of young people in our schools move into the workforce.

Encouraging young men to join the teaching profession is one area that we as business administrators may have only a little influence over. Ensuring there is equity within our own profession and even within our boards is however a change we are able to influence.

Research shows that the more senior you become, the greater the pay divide becomes, so at senior level the gender pay gap can be as much as 50%.

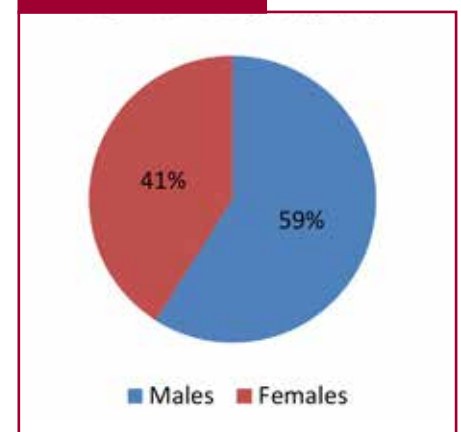
Who are our members ?

ASBA draws membership from business professionals in independent schools throughout Australia and New Zealand. Bursars, business managers, Assistant Bursars, Accountants, Property Managers and Senior Finance Officers make up the ranks of our membership base.

41% of our members are female. On its own, this figure looks good. It is certainly well ahead of the number of women in parliament (approx. 22%). However, further analysis shows that of our female members, only 48% hold the position as Senior Administrator or Business Manager, with other females filling positions as assistants, accountants and other administrative roles. This compares to 75% of male members holding the senior administration position within their school.

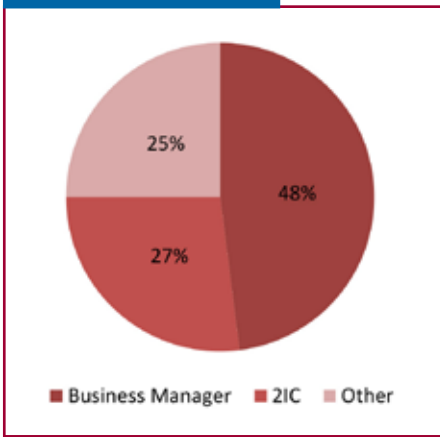
Based on current statistics, the position of Senior Business Administrator within our schools is male dominated, with just one in three women holding this position.

ASBA MEMBERS





FEMALE MEMBERS



MALE MEMBERS



... analysis shows that of our female members, only 48% hold the position as Senior Administrator or Business Manager, with other females filling positions as assistants, accountants and other administrative roles.

What are we paid?

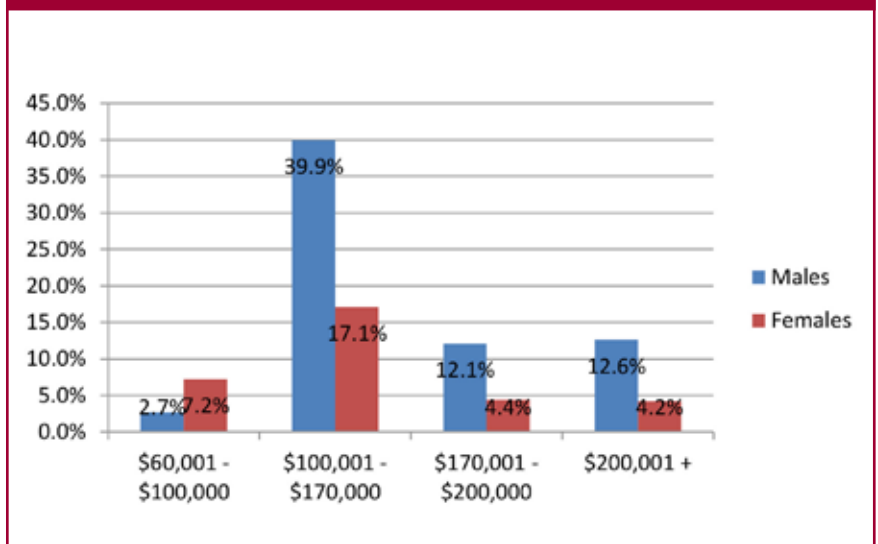
We spend hours each year completing the equal opportunity survey required by the Workplace Gender Equality Agency. It seems like such a waste of time, we know there is no differential between male and female teachers' salaries. We know that teaching is predominately a female occupation. Where we can, we support paternity leave and flexible work conditions. So in our environment, this lengthy survey seems to be a lot of work for little or not direct benefit.

On the other hand, many of us are more than happy to complete the ASBA salary survey to provide insight into where our salary and benefits sit in relation to our colleagues. As only the most senior administrator within the school is able to participate in the survey, it also provides insight into the gender pay gap at the senior administrative level.

A total of 404 Senior Administrators responded to the 2014 ASBA Salary Survey, 272 males and 132 females. The following chart shows the percentage of respondents at each salary broken down by gender. At the highest salary level of \$200k plus, just one in four respondents are female. However, at the other end of the scale, in the \$60k to \$100k category, results are opposite with there being three females to every one male earning \$100,000 or less.

Similar to National Workplace statistics, these figures indicate that within our own profession the senior female administrator earns, on average, 17% less than her male colleagues.

RESPONSES TO SALARY SURVEY



Industry Issues

Gender Equity –

how does our profession rate?



And what about our Boards?

In May 2015, the Australian Institute of Company Directors launched the '30% Club', an initiative targeting an increase of women on boards from the current 20% to 30%. Founder, Helena Morrissey believes that 30% is the tipping point. She believes that the dynamic feels different when you are one of 30% rather than the 'token' in the room. This is backed by research showing that when you are one of 30% you are heard within your own right rather than as a spokesperson for your minority.

The Workplace Gender equality Agency produces information in its Public Reports detailing the gender balance on boards throughout Australia. Data can be extracted from the site to provide information regarding boards within various sectors, including within independent schools.

It is pleasing to note that, on average, independent schools exceed the target of the 30% Club. Boards within our schools are on the whole well represented by women with an average of 36% female board members and 27% female chairs of those boards.

State	Total Schools	Chair Person		Average No. of Board Members		
		F	M	F	M	Total
NSW & ACT	69	21 30%	48 70%	7 38%	11 62%	18
QLD	43	9 21%	34 79%	3 35%	5 65%	8
SA & NT	42	13 31%	29 69%	4 40%	5 60%	9
TAS	6	2 33%	4 67%	4 34%	7 66%	11
VIC	98	27 28%	71 72%	4 39%	6 61%	10
WA	25	5 20%	20 80%	3 35%	6 65%	10
Total Schools	283	77 27%	206 73%	3 36%	6 64%	9

What next?

The ANZ Campaign www.women.anz.com/equal-future presents us with a catchy tagline “Girls start off so far ahead but the system’s not designed for women to succeed. Let’s create one that is.”

The campaign presents the question, “What type of school do girls need in order to succeed?” The answer is indeed logical. A school that has both strong male role models and strong female role models, where males and females collaborate together with an equal voice; where leadership roles are distributed amongst each gender based on merit and ability; a school that values both men and women and believes in equality.

When all schools; boys’ schools, girls’ schools and co-education schools represent these values we can hope to create a future where our daughters and grand-daughters feel equally as valued as their male colleagues.

What can you do to encourage change? Become aware of the issues, challenge your assumptions, engage in conversation about gender equity, and have the courage to build a strategy to implement change.

Global Gender Gap report - Australian Educational attainment

Of all women aged 20-24, 87% have attained year 12 qualifications or above, compared to 84.1% of men in the same age bracket.

Of all women aged 25-29, 39.2% have achieved a bachelor degree or above, compared to 31.8% of men in the same age bracket.

Of all women aged 15-64, 5.1% have attained a postgraduate degree, compared to 4.9% of men in the same age bracket.

Workplace Gender Equality Agency

By Leanne Sparkes, Business Manager Ruyton Girls’ School, Vice President ASBA (Vic).

Sources

- AICD and 30% Club launch: Helena Morrisey Interview, <https://www.youtube.com/watch?v=-6r8NHgESoM>, 30/07/2015
- Anne Summers Conversations- Elizabeth Broderick, <http://www.annesummers.com.au/conversations/sex-discrimination-commissioner-elizabeth-broderick/>, 30/07/2015
- Workplace Gender Equality Agency, <https://www.gea.gov.au/>, 01/09/15
- Equal Future- ANZ Women, www.women.anz.com/equal-future, 01/09/15



Receive school fee payments up front

Benefits of School Plan:

- ✓ Improves cash flow – receive the full term or semester fees in full when due
- ✓ No cost to school – service fee arrangement with participating families
- ✓ Integrates with your existing accounting system – saving time in allocating payments
- ✓ Removes the burden of fee administration and debt management
- ✓ No more late payments

Visit www.schoolplan.com.au or call **1800 337 419**



School Plan Management Pty Ltd ABN 70 006 832 408 23-35 Hanover Street Oakleigh Victoria 3166 A subsidiary of the Australian Scholarships Group Friendly Society Limited ABN 21 087 648 879 on behalf of School Plan Pty Ltd ABN 16 007413 756



TRUSTED After School Care



extend

BEFORE & AFTER
SCHOOL CARE

Contact Us Today!



1300 366 437



extend.com.au

Our Schools

Dunlea Centre

(Australia's Original Boys' Town)

Re-builds to continue its therapeutic work with young people

Dunlea Centre was established by Father Tom Dunlea in 1939 at Engadine after he had been moved on from premises in Sutherland, and also tents at Loftus, where he was attending to the needs of destitute boys. Most of these boys were homeless during the depression years and were living along the banks of the Woronora River. Father Dunlea managed to secure a donation to purchase some land at Engadine from a benefactor. He originally called the new location Boys' Town based upon the model set up by Father Flanagan in Nebraska, USA and made famous by the film of the same name starring Mickey Rooney.

Dunlea Centre's primary focus today is a little different to its beginnings. Our aim now is to provide help, affirmation, new hope and the opportunity of a fresh start to young people and their families.

We base our approach upon the educational pedagogy and method of the founder of the Salesian order, Don Bosco. This philosophy is anchored to the belief that every person is unique and specially valued in the eyes of God. All efforts are directed towards the preservation and strengthening of family bonds and relationships, irrespective of family circumstance. The mission is to partner and help strengthen families in crisis, by providing therapeutic, educational and life skills services in a residential program, with the ultimate goal being the preservation and restoration of family relationships.

The contemporary program has evolved into a unique setting that straddles both the welfare and the education sectors. The Dunlea Centre is a school but also a welfare agency. Our program reaches beyond the confines of the classroom and extends to the family environment to influence family transformation.

A typical week for a young person is to arrive on Monday morning and commence the school day at around 9am. The school consists of four units each with a maximum of eight young people in each unit. The units are not age grouped but rather grouped in a complementary fashion and each class can contain young people studying across year groups 7 to 10. At around 3pm the school part of the day concludes and the staff have a changeover meeting in the residential area whilst the young person has a little leisure time. After the changeover meeting the residential carers then commence activities for the evening that include shopping & menu preparation, allocation of the chores for the week, homework as well as organised outings. Individual goals and case plans are part of what the young person will work upon each week with the staff in addition to their school education. On Friday afternoon the young people in residence return to their families or carers for the weekend period.



Our Schools

Dunlea Centre

continued



The young people who attend Dunlea Centre originate from all parts of Sydney and the Wollongong region as well and typically come to stay with us for between six months to two years. Successful outcomes will see them progress back into a mainstream school setting or onward to work placement opportunities.

In 2011 a girls' program was introduced after it became very clear there was a significant need in this area. After successfully introducing the program, discussion evolved around a name change to reflect this new state of affairs. Appropriately "Dunlea Centre" was adopted in honour of the visionary priest, Fr Tom Dunlea who started the agency back in 1939 and hence the school was renamed "Dunlea Centre – Australia's original Boys' Town" which also reflected our ancestry.

It became apparent during the introduction of the new program that the physical environment was weary and worn and a significant upgrade of the site was long overdue. After liaising closely with both the Sydney Catholic Education Office and the NSW Catholic Education Commission, a successful block grant application ensued and Dutailis Architects were engaged to design and implement a Master Plan for the agency. This plan incorporates progressive changes over the next 20 years and includes a refurbishment of the existing site with several new constructions that will accommodate our young people into modern contemporary settings.

Part of the long term vision is to expand the current size of four units to a potential five units. This expansion will possibly include a daytime program for



our young people who will benefit from attending the centre during the day but returning home in the evenings.

The Master Plan also anticipates an increase in the current number of girls' units as this need is already stretching our single unit capacity. The project is intended to deinstitutionalise the current setting by revamping existing facilities and embracing 21st Century technology throughout the agency.

Each of the new buildings will act independently of each other. Flexibility, variation of spaces and multi-use capabilities will be characteristic of the new "purpose built" structures. The living spaces will have deep verandas around a courtyard and this will enable an indoor / outdoor experience with a variety of environments for our young people whilst they are living on the site during the week.

The plans for the proposed new facilities, which we call "pods", closely follow approved, existing residential and working spaces used in the existing buildings. Three distinct zones emerge in the new designs that include educational, living & sleeping areas (private areas).

These are all connected by covered zones which in themselves can become active spaces for work and leisure. There will also be a provision for a discrete off-street car park specifically for Dunlea Centre staff and visitors. This will be partly located in the existing corner where an environmentally sensitive and welcoming landscaping model will be integrated in this area for development.

Our school motto is "a place for change" and we are hoping our new environment will further enhance our aim to get young people back on track.

We are most grateful for the support the Federal Government has provided to the Dunlea Centre to allow these building works to progress. As an independent school and welfare agency we continue to seek support for much needed funds to help continue our works. If you have further interest in the work we do at the Dunlea Centre please do not hesitate to look us up on www.dunleacentre.org.au.

Personal Learning Devices (PLDs) Empowering Students

- St Pius X College Chatswood



The College began its journey towards Personal Learning Devices (PLDs) in 2012 when an eLearning Taskforce was established as part of the College’s Strategic Plan.

The Taskforce assumed a significant leadership role in the development of the College eLearning Plan. Its ultimate objective was the development of a clear, coherent, well researched plan designed to improve learning and teaching within the College and prepare students for life in the 21st Century.

This year, the College achieved a significant milestone with every student being provided his own PLD and the launch of the College Portal.

“It is a very exciting time as the College enacts its eLearning Plan and scales its ability to meet the learning needs of our 21st Century learners. Our teachers are excited about the possibilities that a 1:1 model brings to teaching, and our students are excited too,” Mr Andrew Ballesty, Business Manager said.

Initially the Lenovo ThinkPad 2 (with keyboard and stylus) Windows 8 Tablet was adopted as the appropriate PLD. The Windows 8 operating system providing quick access to apps in the Microsoft

Store and the robustness of the traditional Windows environment with access to enterprise software. The Windows environment means that the devices are complementary to the College’s existing ICT infrastructure.

The Lenovo device was trialled with Years 7 and 9 in 2013, and then rolled out to Years 8 and 10. Year 5 and 7 received their PLDs at the beginning of 2014 so all Years except Year 6 and Year 12 had the use of a device from Term 1 2014. Every year group had been issued with a device appropriate to their year group by Term 1 2015 with the current devices being as per the table featured below.

Currently, students in Years 5 and 7 are using a new generation Lenovo ThinkPad 10, a Windows 8 tablet device with stylus.

Students in Years 9 and 11 are using Microsoft Surface Pro3 with i5 processor which is a Windows 8.1, 12” tablet device with touch screen, stylus and keyboard. All students will now continue forward with a replacement device every 2 years to ensure that it continues to give them access to up to date technology.

Developing cyber sense

“The pursuit of the College’s eLearning endeavours is assisting our students to become contemporary, informed and responsible users of ICT – and more able to make a positive difference in an increasingly global community,” Mr Justin Hodges, eLearning Co-ordinator, said.

YEAR GROUP	CURRENT PLD	REPLACEMENT DUE
6, 8, 10 and 12	Lenovo ThinkPad 2	2016
5 and 7	Lenovo ThinkPad 10	2017
9 and 11	Surface Pro 3	2017



Our Schools

Personal Learning Devices (PLDs) Empowering Students

- St Pius X College Chatswood

“Our aim is for all graduates of St Pius X to leave with a positive digital footprint. Their safe, responsible and ethical use of the internet is underpinned by the values of the Edmund Rice tradition and by a planned, multi-pronged approach. St Pius X provides filtered wired and wireless networks supported by our Guiding Principles for the Use of Technology (which are displayed in every classroom). Our programs raise awareness across the entire St Pius X community and actively develop digital citizenry,” Mr Justin Hodges, eLearning Co-ordinator, said.

Highlights of the College’s Cyber safety and Digital Citizenry program include:

- Presentations by Australian Communication and Media Authority experts to Primary students and parents on the latest online risks
- eLearning classes
- Bamboo Theatre’s Cybershots which included a series of interactive real-life cyber-scenarios which forced students to consider what they would do under those circumstances
- Year 7 Religion “Identity” unit
- Student-led seminars focusing on cyberbullying as part of National Harmony and Anti-Bullying Day and RUOK? Day
- PLD induction program
- Integration within Year 10 presentations, “Men We Need” and “Matter of Style”.

College Portal empowering students to be independent, organised and responsible learners

The successful implementation of the 1:1 model has paved the way for another significant development at the College - the introduction of the College Portal.

The Portal makes all College information accessible in one place. “On the surface the Portal may appear as making information readily available. However it is a powerful tool that comes with expectations that students will access this information and take responsibility for



their organisation and learning,” Mr. Alex Damo, Assistant Principal, Teaching and Learning said. “Teachers are encouraged to direct students to access the information rather than print it out and hand deliver. All assessment notifications are now available on the Portal and this can assist parents to know what their sons are currently working on. Students can also access lesson plans and homework as well as assessment marks. They can also access their academic reports. The Portal is a live site and what is on the Portal is what is currently happening at the college in terms of timetabling, teacher allocations, rooming and calendar events. Students are expected to access their Portal on a daily basis and to use the information provided. High expectations leads to improvements in student learning.” Mr. Damo said.

Administrative and contractual support

A significant aspect of the program has been the administrative backing to it by the Colleges internal ICT and Finance Departments. ICT track the movement of the devices, maintain a database of them, provide initial Helpdesk support and are a strong communication point between students, staff and suppliers.

Furthermore the renewal of the fleet (4 cohorts each year) requires significant organization to re-image each device to retirement. The Finance Department has sourced the insurance and financing arrangements, while linking the whole program with a signed contract with parents. The College has made changes to these administrative arrangements and tendering processes during the past 3



years, initially self-financing and self-insuring the devices with ownership moving to the parents at the end of the 2 years. In the 2015 version of the program we have moved to a rental model which accesses external financiers as well as insurers. “Both models were successful, however, we believe the 2015 version is the best result for the College as well as parents.” Mr Andrew Ballesty, Business Manager said.

Renewal of the Program

The ongoing challenge is the 2 year renewal of the program. Operationally, the College has to monitor licensing agreements, advancements by filtering systems and evolution of technology such as cloud access. Significant infrastructure costs are invested into making the student devices operate as efficiently as possible, and guarantee students access to a reliable network. Another yearly challenge is the selection of the device for the program. There is an industry norm that devices and pricing is not available until mid-October, which means that the College needs to have significant vendor relationships maintained to access test devices, pricing, warranty and service agreements. This has created a very tight time-frame for the communication plan about the Program and its developments to be executed. It has been vital that the College has excellent communication between Finance, the IT Team, and our educators.

The College is committed to continued integration of technology into its every day learning environment and is presently finalising its research into the most appropriate devices for the rollouts in 2016 and beyond.



Our business is school uniforms. Your business is school finances.

Let us manage your uniform shop. Our team of highly trained professionals will help to:

- Reduce your accounting costs
- Increase reporting transparency
- Reduce your administrative burden
- Reduce multiple supplier complexity
- Release funds tied up in stockholdings
- Eliminate staffing issues
- Improve shop operations
- Introduce online ordering

To begin the process of reviewing your current Uniform Retail Operation, contact us to arrange a without obligation preliminary discussion with you.



Scan the code to find out more about our retail services

RANIER

creating uniforms to excite inspire and unify

1300 306 395 | info@ranier.com.au | www.ranier.com.au

Project Zero

Sydney conference

- March 2016 | Educating for the Unknown



Creating cultures of thinking will be central to the Project Zero Sydney conference in March 2016, which will focus on the opportunities and challenges facing educators in the Digital Age. Young people are connected to one another around the globe in ways unimaginable just 20 years ago. How we as educators respond will influence the level of civic engagement, the ethics and the intellectual curiosity of an entire generation. Among the choices presented to us is this pressing question: Do we continue on with a traditional curriculum, ignoring forces in the wider world, or do we meet the challenge head-on and shape it in ways that will be both rigorous and relevant?

Teachers all over the world have had to accept the compromise of focusing more on delivering the prescribed curriculum than developing understanding – test-taking rather than learning. We have a distorted view of teaching that is self-reinforcing and divorced from what we know about effective learning.

A culture of thinking is one in which a group's collective and individual thinking is visible and cherished. In a classroom with a culture of visible thinking, students have opportunities to articulate their ideas and to think things through for themselves, and their awareness of thinking strategies increases.

When students are encouraged to ask questions, consider prior knowledge, probe their own ideas, and reveal key relationships, it deepens their learning and develops their thinking dispositions. Making these tangled and inter connecting relationships visible helps students form authentic knowledge instead of just remembering disparate facts.

When students are encouraged to ask questions, consider prior knowledge, probe their own ideas, and reveal key relationships, it deepens their learning and develops their thinking dispositions.

When teachers start thinking about thinking, they tend to think about teaching differently. They become more student-centred and the classroom culture becomes more oriented to learning rather than work completion. The teacher's role shifts from the delivery of information to fostering students' engagement with ideas.

Using the theme "Global Connections in the Digital Age", this two-day conference will feature keynote addresses by prominent Project Zero researchers who have been exploring questions such as:

How do we educate for the unknown?

With an abundance of knowledge now available to students at their fingertips via the internet, how do we shift teaching practices from a model of knowledge transmission to one of developing certain dispositions that transcend subject areas and other boundaries?

What can we learn from effective practices in a variety of contexts and apply them to our own?

In our fast-paced world, how do we slow the learning down and focus on depth, not breadth?

In addition, renowned educators and educational researchers from around the world will lead interactive courses and special interest sessions on these topics and more, such as how to make learning and thinking visible, how to teach for understanding, and what school leadership looks like that supports deep learning. These sessions will provide practical and relevant ways to help young people make important connections-to curriculum, to the world beyond the classroom walls, to their peers, and to us, their mentors.

Project Zero, a research center at Harvard University's Graduate School of Education since 2010, has brought high quality and affordable professional development conferences to select cities around the globe. Organised in collaboration with the Center for the Advancement and Study of International Education (CASIE), these conferences invite educators from all contexts to learn from and alongside world-renowned Project Zero researchers and practitioners.

Project Zero, a research center at Harvard University's Graduate School of Education since 2010, has brought high quality and affordable professional development conferences to select cities around the globe. Organised in collaboration with the Center for the Advancement and Study of International

Education (CASIE), these conferences invite educators from all contexts to learn from and alongside world-renowned Project Zero researchers and practitioners

The Project Zero team includes leading researchers, writers and thinkers in the field of teaching and learning. Their interests include investigations into the nature of intelligence, understanding, thinking, creativity, ethics and other essential aspects of human learning. The professional learning from Project Zero has proven to be transformative for teachers and has direct, practical and powerful application in the classroom.

Educators from all grade levels and subjects are encouraged to attend, as are educators from all types of schools and organizations.

CAMERON PATERSON

Cameron is the Mentor of Learning & Teaching, responsible for the strategic leadership of learning and teaching, innovation, and promoting excellence in teaching practice, at Shore School in Sydney. He leads a study group at the annual Project Zero Classroom.



Chart Your Course to ASBA 2017!



The ASBA NSW Chapter was delighted to launch the ASBA 2017 Sydney Conference in Perth recently. Peter Yates and David Barker provided an engaging and entertaining introduction to the Conference against a backdrop of images of Sydney harbour. The video invitation to the Conference was awesome and our NSW Delegates excitedly encouraged everyone to Chart their Course for Sydney in 2017



Keen to ensure NSW involvement from the very beginning, the NSW Organising Committee invited Member school students to illustrate 'What Sydney means to me' through an art competition and the winning entries below were used as part of the launch and will continue to be used as part of the Conference marketing program.

Charting the Course

This theme "Charting the Course" is aimed at assisting you to reach your Destination of a Successful and Sustainable school. A school that both remembers its grass roots but looks forward; driving improvement and business excellence through:

- Robust Finances
- Excellent Staff
- Comprehensive Governance, and importantly
- Adaptability to Change

ASBA 2017 will equip you to **Navigate** your Course through the **Winds of Change** related to:

- [Funding & Compliance](#)
- [Employment](#)
- [Accounting and Reporting requirements](#)
- [Governance and Risk management](#)
- [Parent and staff expectations](#)
- [Technology advancements, and](#)
- [Government realities](#)

And the Program has been designed with this in mind.



Program

We are thrilled to have secured James Valentine as our Master of Ceremonies who will be an excellent facilitator of ASBA 2017.

Our innovative program will allow you to Chart your own Course through our Leadership, People and Number streams and various electives.

As usual, the popular Masterclass will also be available for delegates who want dive deeper into more details.

Speakers

Negotiations are underway to secure a range of exceptional speakers. Just as a start we have already confirmed the following contributors to the program:

Simon Breakspear

<http://simonbreakspear.com/>

Founder and CEO of Learn Labs



Simon Breakspear is recognised internationally as a leading thinker on the future of learning and educational innovation.

As the founder of Learn Labs Global Pty Ltd, a global learning strategy and design agency, he helps school, system and policy leaders design and deliver high-impact strategies to enable deeper learning at scale. He has worked with and spoken to leaders across Australia, New Zealand, the USA, the UK, Europe, Canada, Israel, Hong Kong and India.

Simon works at the intersection of learning innovation and system reform. He has contributed to the OECD PISA and Innovative Learning Environments projects and launched the global Agile Schools movement. He incubates networks of the next generation of educational leaders through curating emerging leader's summits and advises educational technology start-ups committed to improving the quality and equity of learning.

Simon holds Bachelor's degrees in Psychology and Teaching. He did his graduate studies in education as a Commonwealth Scholar at the University of Oxford, and as a Gates Scholar at the University of Cambridge.

Dr Norman Swan

Facilitator - Hypothetical



Producer and presenter of the Health Report, Dr Norman Swan, is a multi-award winning producer and broadcaster.

Dr Swan's career has been highlighted by his desire to keep the Australian public informed of health developments as they happen. This allows him to combine medical expertise with investigative reporting, clear analysis and the knowledge to report the latest research in health and medicine.

One of the first medically qualified journalists in Australia, Dr Swan is highly regarded by the medical and health professions.

Born in Scotland, he graduated in medicine from the University of Aberdeen and later obtained his postgraduate qualifications in Paediatrics in the United Kingdom. Joining the ABC in 1982, Dr Swan has won numerous awards for his work on RN.

Dr Swan was named Australian Radio Producer of the Year in 1984 and was awarded a Gold Citation in the United National Media Peace Prizes for his radio work. He has won three Walkley National Awards for Australian journalism and in 1989 he was given Australia's top prize for Science Journalism, the Michael Daly Award.

Norman Swan is known outside Australia. He was the Australian correspondent for the Journal of the American Medical Association and has consulted for the World Health Organisation in Geneva.

Dr Swann has been briefed to facilitate a hypothetical panel session. Keep your wits about you as he navigates the panel through some very bumpy waters, giving us all a chance to put our learning into practice.

The Committee expects that delegates attending the ASBA 2017 conference will enjoy a fantastic experience in Sydney. Lock 25 - 27 September 2017 in your diaries and prepare to set sail for Sydney.



Technical Update

Financial Health is in your Hands

– A five minute checkup

Twice in the past few weeks I have sat with a school Principal to run through their ASBNSomerset Non-Government Schools' Financial Performance Survey report (FPS)- one occasion during a taxi ride to the airport and another during a conference lunch break. Comments included, 'I have learnt more about the finances of my school in five minutes than during my entire time in senior management'.

Research indicates that financial viability for not-for-profits depends on ability to maintain services and resilience (responding to short-term financial shock). The theme of the research is having an adequate operating surplus ('profit') and prudent levels of debt. How are these measured?

The *Net Operating Margin* measures the amount of operating surplus generated by a school relative to total income. The five-year average for Australian independent schools is 12%. This indicates that the average school generated a surplus of 12 cents for every dollar of gross income. So if a school had fees, grants and other income of \$10 million, after paying all cash expenses (excluding interest), on average it would have a \$1.2 million surplus to fund debt servicing and property, plant and equipment purchases.

The *Interest Cover Ratio* is a measure of ability to service debt. If you could notionally pay interest expenses three times or more (*Interest Cover ratio* of 3.0 times), then chances are you will also be able to meet principal repayments. If the operating surplus is too low or debt too high, the ratio may fall below 3.0, meaning the risk of financial distress is probably unacceptably high. Debt Servicing Cover is similar and measures ability to service interest and principal with a target of 1.5 times or higher.

Figure 1 tracks the performance of a school that found itself in financial difficulty in 2008. It demonstrates the turnaround in financial viability once using the FPS and ratio analysis in the management of their operations. My experience is that this trend is not uncommon when schools start applying these practices.

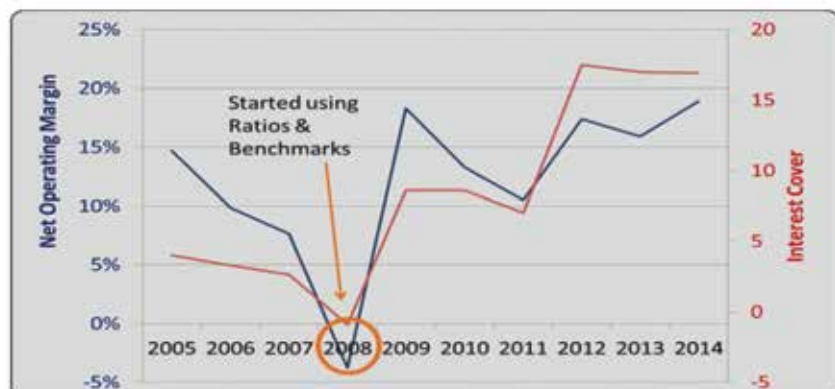


FIGURE 1. EXAMPLE SCHOOL

Net Operating Margin (surplus generation). Interest cover (debt serviceability).

Source: FPS 2005 - 2014 school year.

I urge schools to participate in the FPS and use this tool to identify financial strengths and weaknesses and develop strategies for the continual improvement in operating efficiencies. This may help maintain individual school and sector financial sustainability. You can participate in the survey at any time.

Now is the time to use the FPS to help set strategies and targets for your 2016 budget. Somerset Education is a specialist in the financial governance of non-government schools.

For further information visit

www.somerseteducation.net

Email john@somerseteducation.net Telephone 1300 781 968

John Somerset is a Chartered Accountant. He has extensive knowledge of the independent schools sector and is currently President of Independent Schools Queensland and a board member of the Independent Schools Council of Australia



DISCLAIMER

We publish this article only for non-government schools in Australia and New Zealand. All material should be regarded as information only and individuals should rely on their own enquiries when formulating decisions for themselves or their clients. In no way do we warrant or guarantee any changed circumstances for a school from use or non-use of this material

ASBA's education technology experts

The end of the 2015 ASBA Conference also marked a new beginning when Ricoh Australia and ASBA commenced their strategic partnership.

It follows Ricoh's partnership with hundreds of Australian independent schools to create custom technology solutions that help them to innovate and do more with less.

Through our personalised, tailored service, we help schools to streamline their administration systems, enhance their communication across campus and reduce their print costs.

Together with ASBA, we are closing the gap between the education that schools deliver today and what students and teachers will need to meet the future.

Exclusive offer for ASBA members

To celebrate our new partnership, we are offering professional development to a member of your school's business administration team*.

In return for major sales contracts signed by January 31, 2016, Ricoh will sponsor a member of your school's business administration team to complete the Australian Institute of Management's Advanced Diploma of Leadership and Management (Professional Course) – or other AIM training – up to a value of \$7,650*.

* Terms and condition apply. For more details please visit: ricoh.com.au/2015-ASBA-offer-TC

"In making our decision, technical knowledge and the ability to design the solution was number one. We are time-poor. It was important for us to choose a partner who understands our environment, issues and future requirements."

Paul Lister
ICT Director, Scots College

Talk to us about how we can partner with your school

Visit ricoh.com.au/2015-ASBA-offer or call 13 RICOH (13 74 264)

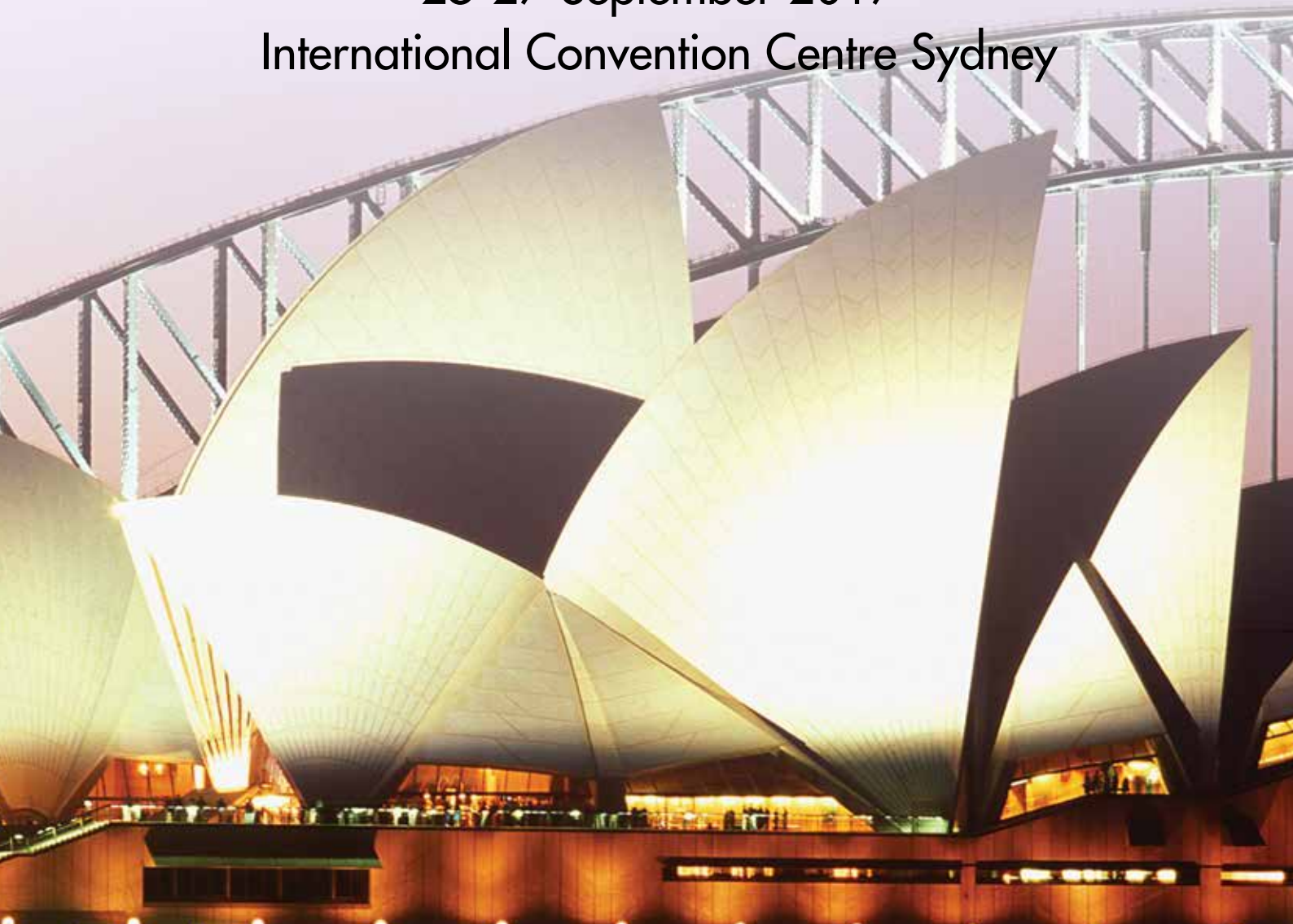


ASBA 2017

CHARTING THE COURSE

25-27 September 2017

International Convention Centre Sydney



<http://asba.asn.au/ocd.aspx#asba2017>

