



ASSOCIATE

- 3 From the Chair
- 4 Naplan Online in 2017
- 8 Procedural Fairness
- 11 Santa Maria College's New Science and SOSE Complex
- 12 Why Should Governments Support Non-Government Schools?
- 14 A Sustainable Approach to School Buildings
- 16 Effective Risk Management
- 19 The Rise of STEM at Roseville Junior School
- 21 Follow the Path of Innovation
- 24 **Over-protected Students** - Failure is Important
- 27 St Michael's Collegiate College goes 'Over The Edge'
- 29 Project Management Skills
- 31 Learning To Lead
- 34 Darkinjung Barker Officially Opens



iBroker



Taking the risk out of student laptop programs

Education Laptop Insurance

Call iBroker for a quote on 1300 389 083, email info@ibroker.net.au
or request a quote online at www.ibroker.net.au



From the Chair

Shaun Sargent was elected Chair of ASBA Limited in April 2016 and has been a Director since 2009. He is a former Chair of the ASBA Limited Professional Development Committee and is also an Executive Committee member and Past President of the Tasmanian Chapter. Shaun is the Director of Business Affairs at The Friends' School in Hobart, Tasmania, a position that he has held for the past 15 years.

The ASBA Limited 2015-18 Strategic Plan brings life to our association's vision *to be known as the leading professional organisation for school business administrators, promoting and driving improvement and business excellence in Australasian schools.* Within our Strategic Plan initiatives are structured under three strategic pillars, one of which is *Professional Development* where we seek to *provide dynamic, accessible, relevant and affordable professional development opportunities to enhance the skills of all Chapters and their Members.*

It is important that ASBA Limited works closely with our chapters as we progress various strategic initiatives. In this way we can both complement and support the excellent member activities that are undertaken at a chapter level. A great example of this in the professional development area are the chapter conferences, which have been held in every chapter over the past few months and so beautifully complement the biennial ASBA national conference.

I appreciated the opportunity, along with several other ASBA Limited Board members, to attend the ASBA (SA&NT) Chapter conference, *There's a Light at the End of the Tunnel*, held in the lovely

Adelaide Hills township of Hahndorf on Wednesday 17 and Thursday 18 August 2016. The conference was well organised, well attended, and offered some excellent professional development content.

There were also some great social networking events on the program, which of course included sampling the superb Adelaide Hills food and wines! During the conference I had the opportunity to engage with many members and sponsors, including one of our recent ASBA/AIM Diploma of Leadership & Management Scholarship winners, Sally Staggs from St John's Lutheran School Highgate.

I was also thrilled to be invited to attend and speak at the combined ASBA (NSW) and ASBA (ACT) Chapter conference, *Capital Matters*, held at Canberra Grammar School from Monday 26 September to Wednesday 28 September 2016. The conference was, once again, well organised and well attended – and certainly very well supported by sponsors. It was great to see two chapters combining to host this conference, which provided high level professional development to a broad audience, including tailored sessions for property managers. The conference once again

included some great social networking events, including a superbly staged murder mystery that had us all wondering for a while where the line between fantasy and reality really was!

I very much appreciated the opportunities that both of these conferences provided me to engage, both formally and informally, with our members and sponsors. Most of all, it was a joy to see ASBA in action as members shared ideas, experiences and concerns in a safe and collegial environment. At our heart that is what ASBA is all about!

It has been fantastic to hear reports of similar high quality and enriching conferences being hosted in each of our chapters during the year. It is unfortunate that time constraints prevented me from being able to attend more of them. I would however like to say a big well done to the many members who so generously volunteer their time to make these fantastic events a reality.

I always welcome and appreciate contact and feedback from members and I can be emailed at chair@asba.asn.au.

Shaun Sargent | Chairman

ASBA Executive

Chairman

Mr Shaun Sargent

The Friends' School

23 Commercial Rd, North Hobart TAS 7000

Tel: (03) 6210 2200 Fax: (03) 6234 8209

Email: chair@asba.asn.au

Treasurer

Mr David Barker

Barker College

91 Pacific Hwy, Hornsby NSW 2077

Deputy Chair

Mr Lindsay Bovill

St Peters Lutheran College

66 Harts Rd, Indooroopilly QLD 4068

ASBA Chief 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: ceo@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 Business 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: *Students from Roseville College*

Get ready for NAPLAN Online in 2017



Back in 2014, Education Ministers formally agreed to work towards the implementation of NAPLAN Online through a phase-in approach starting in 2017. This national agreement required all states and territories to begin planning for this major transition. To facilitate planning, a national coordinating body was set up with representatives from all school sectors. Jurisdictions were given the freedom to plan their own transition, with the aim of all NAPLAN testing being fully online in 2019.

Education Services Australia (ESA) was funded by the Australian Government to develop the testing platform and infrastructure, while ACARA took up the responsibility of building the online testing modules. States and territories then established

their own cross-sectoral school working groups to plan their implementation, with AIS and Catholic Education Commission staff in each jurisdiction invited to participate in ongoing consultations.

Test Administration Authorities (TAAs) in each jurisdiction have been given the role of coordinating the transition and supporting schools during the testing phase as required. The TAAs will perform a similar role to the one they currently perform for the pen and paper test.

However, schools should note that this move to online testing will bring some additional responsibilities. Schools will need to ensure that staff are trained in the new testing process, that they have suitable infrastructure in place and that they have appropriate devices to allow students to undertake the tests. All test

scheduling and class list preparation will be done online, within the testing system, and schools will need the capacity to load the lock-down browsers for the testing process. Support mechanisms will be in place to help guide schools through this transition.

Whilst not all non-government schools will be doing online testing next year, it would appear that most of the schools that participated in the August trial run will be involved next year, plus a number of others as well. It is expected that in total around ten per cent of all schools will be doing online testing in almost every jurisdiction across all school sectors, with the likelihood that all South Australian and ACT schools will participate. The exception to this will be in NSW, who will not undertake any online NAPLAN testing in 2017.

The transition to NAPLAN Online has been in the planning phase for a few years now and seems certain to be on track for limited implementation alongside the pen and paper NAPLAN schedule in May next year. Whilst not all sectors and jurisdictions will participate fully, it is sure to create interest from many non-government schools, teachers, students and parents.

One very important question now is, what should schools do from here?

Even if a school is not anticipating to be part of online testing next year, they should still ensure that they have a designated NAPLAN Online coordinator and that they regularly visit the National Assessment Program website (www.nap.edu.au), which is continually being updated with information to inform staff, students and parents and will also feature a number of school support tools. These tools include the latest technical requirements and a readiness evaluation tool to test if a school meets all the technical requirements for the online testing environment.

A public demonstration site will soon be available and by March next year all schools should be able to access a practice test site for teachers and students to become familiar with the online test structure. In particular, schools should look out for training opportunities from their respective TAAs and Departments of Education who will be rolling out a range of informational and development opportunities for school staff. ACARA, as well as maintaining information on the National Assessment Program website, will be producing a range of communications material for use by schools. These will cover information such as time frames, testing structures, reporting and research associated with the online testing environment.

One area that is still being finalised is advice to schools surrounding their data privacy requirements. The online testing concept has provided some challenges for both government and non-government schools in regard to the movement of data electronically, data storage and requirements around access to data. The Independent and Catholic sectors are working with ACARA to ensure that schools will be fully aware of their responsibilities in this regard. The non-government sector's Privacy Manual, jointly produced by the two non-government groups, is under ongoing review to ensure it fully covers the electronic test environment. It is also expected that ACARA will shortly produce specific advice that all schools can provide to parents covering privacy issues and data management.

It is not all plain sailing for next year, there are still some issues to be resolved. Education Ministers have requested ACARA provide additional advice on the suitability of online typing for year 3 students to complete writing tests, and there has been some concern expressed around the automated scoring of written tests. The final specifications for particular devices have also yet to be confirmed, as testing has shown that older iPad devices may not be suitable. ACARA and ESA are working to ensure that these issues are resolved as soon as possible.

As the NAPLAN Online project moves forward over the next few months, schools should monitor information flowing from ACARA, their local TAA or their Education Department. In this way schools can ensure they are well prepared and can make the best use of data from this new phase in the national testing process.

Barry Wallett | Deputy Executive Director
ISCA



Teaching with Technology.



Solutions for Education.

Research shows that schools utilising technology can revolutionise teaching and student learning.

Today's students are immersed in technology. In order to engage students in their learning, it is crucial to integrate the latest educational technological tools into teaching. These tools support learning and are very useful in managing other important classroom tasks.

One popular tool is called Large Format Touchscreen (LFT), also known as Interactive Whiteboard (IWB). IWBs have been widely adopted at the primary school level across Australia and is now entering the secondary and tertiary level classrooms.

Research has clearly shown that teachers adopt IWB technology mostly because of its usefulness in teaching in an easy, interesting and better way. The research findings highlighted the following advantages:

- Teachers can easily cater for a variety of learning styles using IWBs because they provide the option to deliver multimodal presentations very effectively.
- The ability to write/annotate on the screen; record and print the lessons; instantaneous access to internet and various interactive resources help teachers to teach in an easy and interesting way.
- This technology helps teachers to develop the structure for their lesson plans and incorporate resources in their lessons more easily. There is also an option to use a pre-prepared lesson teachers can review at a later date.
- Another unique feature of IWB is that it encourages interactivity i.e. dialog among students, between students and teachers and, also the physical interaction with the IWB itself. These kinds of interactions motivate students to participate in discussions and problem solving and are considered very important for constructive and collaborative learning.

- Using IWBs means teachers can maintain eye contact with their class as they are not restricted to sitting behind a computer. Further, if a tablet is connected with a IWB, teachers can walk around while his/her work is displayed on the large front screen. This helps in maintaining the lesson pace and in managing the class more effectively.
- It has also been found that the use of IWB technology leads to improvement in learning approach as students become more motivated, interested and engaged in learning. More specifically, it has been noted that lower ability students or those with learning difficulties develop a positive approach towards learning when taught using interactive touchscreens.
- There is also some evidence of a link between the use of IWBs and better learning outcomes in the form of improved understanding of difficult concepts, abstract learning and the construction of new knowledge by the students.

It is not uncommon for teachers to feel overburdened and frustrated due to various demands of classroom teaching. This is where IWBs and other educational technologies assist teachers to teach and manage classrooms in an easy and effective way.

If integrated properly, these technological tools have the potential to revolutionise teaching by establishing a learning environment that supports and facilitates today's students.

Written by Dr Amrit Pal Kaur - PhD - University of Adelaide, based on a research study across 12 South Australian secondary schools.

Concussion best practice: If in doubt sit them out

From colliding on the rugby field to racing headlong into each other in the playground, school children can sometimes seem prone to concussion. Managed appropriately most concussions resolve completely and spontaneously, but there can be significant complications where concussions are not identified and dealt with properly, and potentially serious long term problems for anyone suffering multiple concussions.

A new position statement prepared by the Australian Institute of Sport (AIS) in conjunction with the Australian Medical Association (AMA) provides essential guidance to schools regarding the active risk management of concussion. It provides guidance about how to first, recognise a concussion, and then ensure that best practice is followed with regard to subsequent management and care. In tandem a Pocket Concussion Recognition Tool has been released by the British Journal of Sports Medicine to help identify when a concussion has occurred.

School administrators, teachers, coaches, parents and students should all be made aware of its recommendations, particularly 'if in doubt sit them out'. In the context of schools, 'return to learn' should take priority over a return to sport.

It notes that children and adolescents aged 18 and under may be more susceptible to concussion than adults and take longer to recover, requiring a more conservative approach.

The report indicates that 'School programs may need to be modified to include more regular breaks, rests and increased time to complete tasks. The symptom-free rest period should be extended in this group. The graduated return to sport protocol should be extended such that the child does not return to contact training, sport or play less than 14 days from the resolution of all symptoms.'

Aon believes that the AIS/AMA concussion report offers schools a valuable foundation for the development of best practice, evidence-based concussion management programmes that manage the risk around concussion by:

- Informing school personnel and students about the signs of concussion and the risks if it is not properly managed;
- Allowing a review and refresh of practices and procedures regarding concussion management; and
- Educating the wider school community including parents, guardians and external coaches about the need for proper concussion management strategies.

Implementing and promoting a best practice approach to concussion management across the entire school community offers students the best opportunity for full recovery, and clearly reinforces the commitment of the school to fulfilling its duty-of-care obligations.

The Concussion in Sport Position Statement can be accessed on the [AMA website](#).

The Pocket Concussion Recognition Tool can be downloaded [here](#).

For further information please contact:

Kevin O'Reilly
Client Director
Aon Risk Solutions
kevin.oreilly@aon.com
+61 2 9253 7331

For a range of thought leadership articles relating to risk management visit

connect-aon.com.au



Procedural fairness: top tips for schools



In all the circumstances, the prudent course when making decisions affecting students is to follow the principles of procedural fairness as far as possible, and if a government school, these principles must be followed

Amanda Ryding | Partner
Colin Biggers & Paisley Lawyers

Procedural fairness, otherwise known as “natural justice”, requires, in essence, fairness in a decision making procedure that affects the rights, interests, status or legitimate expectations of a person or organisation. What, in practical terms, does this mean for schools? (note: we address the position in Australia only in this article)

DOES PROCEDURAL FAIRNESS APPLY – GOVERNMENT V NON-GOVERNMENT SCHOOLS?

As a threshold issue, there is a distinction in Australia between government schools, where procedural fairness is a right enshrined in legislation, and non-government schools, where the position is less clear.

It is well established that procedural fairness is a basic right of all individuals dealing with government authorities (including schools) and that government schools must follow the principles of procedural fairness in decision making.¹

Whether non-government schools are obliged to follow procedural fairness in their decision making processes is less clear.

The general position is that, regardless of whether public funds are provided to a non-government institution, public law principles such as procedural fairness are not obligatory in non-government schools, except where legislation requires non-government schools to include procedural fairness in their policies or where the enrolment contact states that procedural fairness will be followed.

Legislation in Victoria, New South Wales and the Northern Territory at least requires that, as a condition of registration, a non-government school has a discipline policy based on procedural fairness.²

It is worth bearing in mind that many of the decisions a school makes that are subject to scrutiny arise out of the application of discipline policies.

Further, in certain jurisdictions, there is specific guidance from the relevant regulatory body to the effect that, again as regards disciplinary policies at least, the principles of procedural fairness should be followed (see, for example the Board of Studies, Teaching and Educational Standards, or BOSTES, in New South Wales).

In all the circumstances, the prudent course when making decisions affecting students is to follow the principles of procedural fairness as far as possible, and if a government school, these principles must be followed.

WHAT DOES PROCEDURAL FAIRNESS INVOLVE?

Procedural fairness has three rules:

1. The hearing rule
2. The bias rule
3. The no evidence rule

In order for procedural fairness to be achieved, all rules must be complied with (i.e. you cannot be only partially fair).

¹ CF (by her Tutor JF) and Others v State of New South Wales (Department of Education) [2003] 58 NSWLR 135.

² See s 4.3.1(6)(e) of the Education and Training Reform Act 2006 (Vic); s 47(H) Education Act 1990 (NSW) and s 61A(m) Education Act 1979 (NT).



THE HEARING RULE

The hearing rule requires that a person should be informed of the matters alleged against them and be afforded adequate opportunity to present their case before a decision affecting their rights or interests is made. It involves the right to:

- Be informed of the allegations and the information which will be taken into account in reaching a decision
- Know the process by which the matter will be considered
- Be informed of the potential adverse findings and consequences
- Respond to the allegations – verbally or in writing
- Know how to seek a review of the decision.

A breach of the hearing rule may occur in not allowing a person to be heard even if they do not have anything to contribute relevant to the decision. If, however, submissions are made that are not taken into consideration, no breach of the hearing rule would occur (but see the “no evidence” rule, below).

THE BIAS RULE

The bias rule requires that the decision maker be of a fair, unprejudiced mind. It is not concerned with the merits of the decision itself and involves:

- Impartiality in the investigation and in the decision-making process
- An absence of actual or apparent bias.

NO EVIDENCE RULE

The no evidence rule requires that a decision is based on logical and probative evidence, often referred to as the “relevant, credible and significant” evidence. This usually requires a school to ensure that a proper investigation of the allegations has occurred and that all relevant submissions have been considered when making a decision.

HOW CAN YOU ENSURE PROCEDURAL FAIRNESS?

Our top 10 tips

What will comprise procedural fairness will depend on the fact situation in question, but there are some general pointers, our “top ten tips”, below:

- 1 Inform the student of the allegations and the nature of the complaints handling process, including the likely consequences of an adverse decision, in a way that it is clear and unambiguous (and preferably in writing).
- 2 Let the student be heard – in an interview and if appropriate, by way of a written response. Are there any limitations on the student’s ability to understand and/or participate? Do they require an interpreter or other support? Is it necessary to have parental involvement?
- 3 Consider a two stage hearing phase, investigation and decision making:
(a) identify the relevant, credible, and significant information central to or determinative of the matter
(b) ensure that this information has been put to the student and they have been afforded the opportunity to respond (unless there are confidentiality issues, or other reasons why it must not be disclosed, eg Police request, protected confidences), then make the decision.
- 4 Address the potential for bias upfront. Consider an independent investigator, and a decision maker at least one step removed from the student.
- 5 Have written reasons for the decision and, where possible unless there are compelling reasons to the contrary, provide them to the student, together with details of the appeal process and a copy of the relevant documents (e.g. policies and procedures on which the action is based).
- 6 Step back as a double check. Question whether others would see the process as being fair, valid and reasonable.
- 7 Does the student have a right of appeal, what might they appeal about and what is the process?
- 8 Document all action, discussions, investigations, meetings and decisions. This is critical. Should the student dispute the process. It will be necessary to have a “paper trail” to evidence what was done.
- 9 Consider a centralised point of contact, with one person responsible for keeping in one centralised location all the documents relevant to the matter (and “documents” includes emails, voicemails, screenshots and text messages).
- 10 Ensure that staff are appropriately trained in the disciplinary processes and procedures as well as the requirement of, and means of achieving, procedural fairness in the school’s decision making processes.

Schools are regularly required to make decisions affecting students and their rights. Rather than constraining schools in the decision making process, following the principles of procedural fairness and the ten tips above provides schools with a way to ensure that both the process and the ultimate decision are fair and reasonable.

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**



It's Higer that leads the class

Higer has developing buses for Australian schools for over 5 years, and has been the market leader for sales to schools and charter operators in three of those years.

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 outstanding reliability.

New optional '2 for 3' seating with lap-sash seatbelts increases seating capacity by 25% when carrying primary school students.

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

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

WA

Higer Bus Centre WA, Welshpool 08 9351 2000

TAS

Tas Truck & Bus, Launceston 03 6335 9166



HIGER
BUS AND COACH

Conference Update

Your voyage to Sydney for ASBA 2017 is about to set sail.

IT'S NEARLY TIME TO WEIGH ANCHOR AND HOIST THE MAINSAIL ON YOUR VOYAGE TO ABSA 2017 IN SYDNEY. TIRELESS EFFORTS BY YOUR ORGANISING COMMITTEE HAVE MAPPED OUT A CONFERENCE STRUCTURE THAT IS BOLD IN ITS CONTENT AND FLUID IN ITS ABILITY TO BE TAILORED TO YOUR PERSONAL AND PROFESSIONAL DESIRES.

Your individual program can be adapted to navigate across three currents.

The Leadership Stream has been formulated to expand your capabilities to be the best leader you can be through a program of conflict, time and stress management. World class speakers in these fields will present valuable sessions offering skills that you can apply in both your professional and personal life.

The People Stream will emphasise and build upon the concept that your people are your school's number one asset. Advances in psychological research and the changing nature of how humans learn and behave are challenging the contemporary employment landscape. Topics within this stream are structured to ensure your best people skills are combined with the science of human resourcing.

The Numbers Stream remains the keel of the traditional ASBA program offering the underlying financial acumen necessary for our core members to keep abreast of compliance and business sustainability.

Such a stimulating program requires opportunities to reflect, relax and reconnect. The social program that has been established for your entertainment combines amazing venues with unforgettable cuisine at spectacular Sydney locations.

Commencing with a journey to the iconic Cockatoo Island, the Welcome Reception will overwhelm the senses with the taste of Sydneys produce, the

sounds of jazz bands, the visual treats of a unique harbour city consumed with the sea air of the Spring Nor' easter.

The following night, our sponsors will host you at your choice of one of seven high end Sydney restaurants. High profile chefs will prepare culinary delights at venues throughout the inner city. These venues all have limited patronage which makes it essential that conference registration and your Dine Around Sydney booking is completed as early as possible to guarantee your preferred venue.

The culmination of your ASBA experience will be the Gala Dinner held in the Ballroom of the International Convention Centre. Harking back to an era of decadent, indulgent lifestyles, this 1920's themed extravaganza will offer not only lavish entertainment and cuisine but also highlight our colonies progress from a savage penal outpost to a vibrant and affluent nation.

By now your excitement for Sydney 2017 is reaching fever pitch and the only thing left for consideration is where you will stay over the course of the event. To ensure that there is a large range of choices that will meet a variety of budgets, the Organising Committee have been able to secure rooming in twelve hotels all easily accessible from the conference venue in Darling Harbour. Depending on your preference, you can select from four 5 Star hotels through to apartment style quarters suitable for families.

Like you, your Organising Committee cannot wait for 25 September, 2017 for this conference to begin. The laconic and witty James Valentine from ABC Radio will



be a captivating host over the course of the event and with an array of other high profile experts, celebrity speakers and provocateurs, you will be stimulated and invigorated as you navigate through this dynamic program next Spring.

Registrations are now open and you are encouraged visit the website to explore the program, chart your course and map out an absorbing and productive journey at Sydney ASBA 2017.

Our Schools

Santa Maria College's New Science and SOSE Complex

Winner in the 2016 MBA-WA Excellence in Construction Awards



Built by EMCO Building, Santa Maria College's Science and SOSE Complex is positioned centrally amongst its stunning backdrop on the banks of the Swan River at Attadale in WA. This four level addition encompasses a bold and modern design that proudly complements its surroundings.

The project was unique in the way it required the delicate demolition of the existing Mercy Building's East facade allowing the ground, first and second levels of the new Science building to attach allowing internal access and interaction between the two buildings. The project was designed by EIW Architects in close conjunction with the college's management and staff. The students were also involved in the design as they were given the responsibility of choosing the internal colour scheme for the new building.

The new complex offers:

- 7 class rooms each containing bi-fold doors which allow rooms the flexibility of being combined to create larger teaching areas
- Fantastic new science facilities containing several large chemistry rooms, biology rooms, physics room along with a large open plaza and studio lab
- 2 level open tiered forum seating area featuring state of the art audit and visual systems allowing for tutorials and teacher presentations within the buildings enclosure
- Second level science garden balcony with unspoiled views of the Swan River and Perth City, also featuring a built in greenhouse structure and abseiling ledge

- Great new facilities for the staff such as a LOTE kitchen, science prep and staff rooms
- Outdoor walkways and staircase structures linking surrounding buildings and ground floor areas
- Internal access corridors into existing buildings on two separate levels
- Full access control system integrated into the College's existing system, along with a lift servicing all levels of the building
- New parking facilities and three new undercover bus bays
- Generous amenities offering two separate shower rooms and change rooms and also staff and student toilets throughout
- Safety services such as emergency showers and fume cupboards

The site was previously used as a dumping area for the College, containing left over building rubble along with the remnants of an existing concrete pool structure and its footprint was in close proximity to the three level Mercy Building. The main load-bearing structure of the building comprised of in-situ concrete walls, columns and suspended slabs which were formed in complex curves, step-ups and recesses. As the building was located alongside other buildings and infrastructure within the College, it proved essential for the builders to study and understand the precise location of the College's existing services to ensure there were no unplanned interruption the the College's services. These facts presented degrees of difficulty which required a high level of workmanship and clear short and long term planning for several reasons including the following:

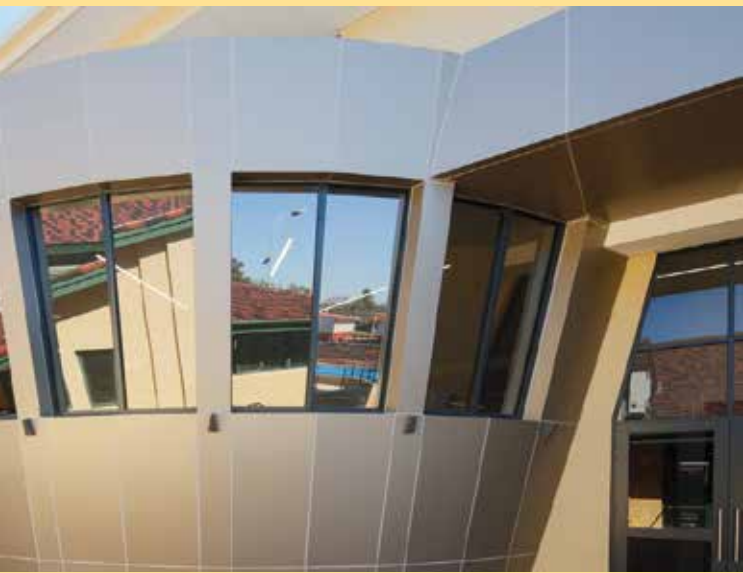
- The need to keep the School amenities and catering services operational
- Tasks in one area often impacted upon other areas, particularly in regards to access and service installations
- The need to recover from earlier delays amplified the need for concurrent activities
- The number of different fronts meant the need for clear sequencing to keep work efficient and productive
- Many of the finishing tasks required long lead times
- Operation of existing and adjoining class rooms.

All areas of this innovative building combine exceptional finish with the latest technology. The design and construction included the incorporation of:

- A Building Management System, controlling temperature and climate
- Full on site access control system
- Curved tiered forum area with state of the art audio and visual technology
- Interactive open labs with gas outlets and sink units throughout
- Science gardens with greenhouse structures

The practical flow of information to the consultants and building superintendent and their rapid response in return was essential in keeping the project flowing despite the following construction problems:

- Identification of uncontrolled fill to basement foundations
- Identification of contaminated fill within the site boundaries
- Demolition of existing structures that needed to be retained
- Height differences when attaching ceilings into existing structures.



The relationship between the builders and the architects was paramount to the successful outcome of this project, as was the constant open communication between all parties. This enabled innovative and responsive solutions to issues like those above as and when they arose on site.

Given the project's location and the short program duration, the Santa Maria College building represented a project that was highly involved but proved to be both challenging and rewarding for the project team.

Jim Watkins, Business Manager | Santa Maria College

Sustainable design, construction and maintenance

Arguably the challenge of sustainability is the greatest long term issue facing the human race and it has profound implications for managing school buildings. Adopting a sustainable approach to design, construction, building occupation and maintenance attempts to address this challenge.

To minimise environmental impact some of the key issues to be addressed at different stages during the lifecycle of school property include:

- Energy efficiency
- Drainage and flooding
- Health, safety and wellbeing
- Pollution and waste
- Travel and transport
- Water use and recycling
- Biodiversity
- Land use and the use of materials.

Sustainability increasingly addresses a wide range of issues in attempting to reduce environmental impact, whether it be for new buildings or refurbishment and retrofit projects.

- Environmental design strategies: passive design, maximising daylight, building orientation (facing rooms to benefit from lower solar heat gain) shelter and shade (roof overhangs to enable low solar heat gain in summer and higher useful winter solar heat gain), natural ventilation
- Energy and carbon dioxide emissions
- Building materials specification: reused materials and responsible sourcing
- Waste, recycling and pollution: site waste management
- Water conservation and harvesting
- Sustainable drainage systems
- Waste water recycling
- Surface water run-off and flood risk
- Ecology and biodiversity
- Spatial planning also contributes through reduced travel, suitable density of development, reduced car parking and providing links to public transport.

■ HOMES
■ EDUCATION
■ VILLAGES
■ COMMERCIAL

The right choice for quality school buildings

BUILDING INNOVATIVE MODULAR SOLUTIONS FOR THE EDUCATION SECTOR ON A NATIONAL LEVEL

Be it a new or existing school, Fleetwood is the right choice for the next generation.

Fleetwood offers a range of single or multi-storey education buildings including classrooms, science labs, home economics rooms, libraries, day care centres, administration facilities and canteens.

Whether it's a short term hire requirement or a permanent facility, Fleetwood has the solution and can manage your project from concept to completion.

www.fleetwood.com.au

 **Fleetwood**

of school buildings

Sustainable design and construction is having an impact on the management of maintenance in a number of ways. Whilst this impact is particularly evident in the area of energy efficiency, it is nonetheless felt in the implementation of sustainable measures generally, including rainwater capture, grey water recycling and waste and pollution reduction. This requires knowledge and understanding of how new and existing buildings perform when new materials, building techniques and technologies are incorporated.

Architects and building surveyors perhaps more than ever need to involve facility managers in considering the maintenance implications of all materials, products and services proposed for development schemes in terms of:

- The potential to design out the need for maintenance through the judicious choice of materials e.g. self-cleaning, breathing and solar control glass; heat reflective paints incorporating nano-technology; self-healing concrete utilising titanium dioxide on its surface to break down organic dirt
- Mandatory provision of easy access for maintenance e.g. rooftop man-safe cable and harness systems
- Need for specialist knowledge e.g. micro combined heat and power systems; air pressurisation testing
- Installation and servicing e.g. solar panels, inverters and heat pumps; integrated solar PV (Photovoltaics) for windows, roofs and facades; vertical axis wind turbines
- Maintenance e.g. green roof surface and drainage, sustainable drainage systems, air source heat pumps, solar panels, water harvesting and recycling plumbing and pumps; hygienic coatings incorporating non-leaching antimicrobial agents

- Availability and cost of spare replacement parts e.g. LED light fittings; air and ground source heat pumps
- Further potential to develop building management systems to monitor electrical and mechanical plant and equipment e.g. smart meters linked to BMS (Building Management Systems)
- Management of risk e.g. sustainable urban drainage systems; innovative flood protection; mitigation measures for adapting buildings to cope with extreme weather.

The sustainability or “green” agenda now imposes higher design standards in refurbishment and retrofit. These standards include improved energy performance, reduced environmental impact and providing healthy, comfortable and safe environments, all of which offer higher occupant satisfaction and productivity. Technological improvements in building materials and in renewable energy generation can also make a positive contribution in heritage protection and conservation.

One key objective is improved energy efficiency. In this context energy efficiency is taken to include reduced energy consumption during the occupation and use of buildings, together with the generation of renewable power and heat from low and zero carbon sources. Viable alternative sources now being extracted include natural gas from methane hydrate and shale, and ocean thermal energy which generates power using warmer seawaters. Reduced energy consumption can be achieved by combined actions such as improved thermal performance of the building fabric; more efficient space heating and cooling, water heating and lighting; and by changing the behaviour of building users and occupiers. There are exciting challenges and times ahead.



PHOTOVOLTAIC CELLS
FOR POWER GENERATION ON SCHOOL ROOF

Malcolm Thomas | Chartered Building
Surveyor & Maintenance Consultant

Beyond compliance: Realising the business benefits of effective risk management frameworks



The ability of principals, executive management, and boards to understand and manage risks is critical to maintaining and defending a school's reputation and resources, as well as achieving its organisational objectives and priorities.

Aon's 2016 *Independent Schools' Risk Report*¹ reveals that 'student safety', 'brand and reputation', and 'access to funding' remain the sector's top three risk concerns. However, this trio is just a small part of the complex and ever-changing risk environment for schools, which includes: meeting the growing expectations of parents; attracting and retaining the best talent; and negotiating the constant scrutiny and commentary provided by social media.

RISK MATURITY IS INCREASING, BUT RESOURCES REMAIN STRETCHED

Like many other not-for-profit organisations, independent schools have been progressively moving toward more corporate and commercial management structures, which has seen compliance and risk management become a greater boardroom concern. As a result, around 78% of schools now have a formal risk management plan in place (up from 69% in 2015), however despite this, only a few of them employ a dedicated risk manager.

RISK MANAGEMENT IS MORE THAN JUST RULES-BASED COMPLIANCE

Through our work within the independent schools sector, we know there is a major focus on issues relating to the health, safety and wellness of students and staff. Likewise, with schools operating in an ever more regulated environment (such as new standards being introduced with regard to child protection), risk management is most widely viewed from a compliance perspective — a rules-based exercise of keeping records and providing reports to the principal and the board.

However a risk management framework is broader than this, and goes beyond ensuring that there is a policy in place to manage the potential risks you have identified. Similarly, the approach to mitigating those risks is somewhat dependent on the nature of each risk:

- 1 Preventable risks: These arise from events that are generally controllable and result from a failure to adhere to policies or through negligence (such as inadequate maintenance) and other such issues. These risks are best managed through a rules-based compliance approach.
- 2 Strategic risks: These are the risks that board and management agree to accept in order to achieve a benefit that outweighs that risk. For example, investing in new technology to increase efficiency, streamline processes or improve service delivery. These risks are managed by reducing the probability of the assumed risk (such as a network outage) from occurring, and developing a process to manage or contain that risk, should it occur.

¹ Aon *Independent Schools' Risk Report 2016*, available at <http://www.aon.com.au/australia/ind/aon-2016-independent-schools-risk-report.pdf>

Joerg Schmitz leads a number of different practices within the Aon Global Risk Consulting group that provide qualitative and quantitative risk analysis for clients across the public, private and not-for-profit sectors. The deep technical risk analysis and know-how he has gained over many years, enables Joerg to identify risks and develop effective mitigation strategies for one-off projects or specific business units.

3

External risks: These arise from factors beyond the school's control, such as regulatory or legislative changes, natural disasters or an act of terrorism. While these risks cannot be prevented, there needs to be a focus on identifying them (where possible), and taking steps to mitigate their impact.

CREATING AND PROTECTING VALUE

Effective risk management is about understanding the impact of uncertainty on achieving your organisation's objectives. Making risk management an integral part of your strategic and business planning processes will contribute to the achievement of your organisational goals, and help your school improve its performance in areas such as corporate governance, program management, and health and safety.

The Aon Global Risk Consulting team works extensively in the independent schools sector and can provide you with a fully integrated suite of services, ranging from risk identification and control, through to assessment and mitigation. By helping you understand and value the risks your organisation undertakes, we can help you realise the true business benefits of risk management.

Joerg Schmitz | Managing Principal,
Risk Management
Aon Global Risk Consulting



IT'S ABOUT BEING WEALTHY AND WISE+

ngs
Super



+

for those who understand the true meaning of wealth.

We understand the importance of living a rich life. Rich in knowledge and rich in moments.

That's why we're dedicated to educating and empowering our members.

To help you enjoy *true wealth* — in every sense of the word, we have developed a website at www.truewealth.com.au which is packed with great articles just for you.

From wellbeing and lifestyle to wealth and retirement, our articles cover a wide range of topics to help you build your wealth of knowledge and get the most out of life.

TRUSTED

After School Care



Contact Us Today!



1300 366 437



extend.com.au

Our Schools

Makerspaces and the Rise of STEM at Roseville College Junior School



DID YOU KNOW THAT THE SUPER SOAKER WAS INVENTED BY A NUCLEAR ENGINEER OUT OF A PVC PIPE AND COKE BOTTLE? DO YOU REMEMBER WHEN YOU WERE YOUNG AND BUILT THINGS OUT OF SCRAPS AND INVENTED AMAZING NEW CONTRAPTIONS? DID YOU EVER DREAM OF DESIGNING SOMETHING TO SOLVE A PROBLEM OR MAKE LIFE EASIER?

It is an exciting time with the rise of STEM (Science, Technology, Engineering and Mathematics) in education. Exciting because STEM gives impetus to meaningful integration of these areas whilst fostering creativity and innovation. Industry is calling for creative graduates with developed problem solving, communication and critical thinking skills. It is therefore important that we develop students who face difficult problems with confidence as they seek to inquire to find solutions. The challenge for schools today is to provide authentic and engaging learning opportunities to develop these skills, authentically linking STEM subjects to the students' lives.

Makerspaces are places where people gather to create, invent and learn. They are sometimes talked about as hackerspaces and FabLabs – perhaps because Fabulous ideas arise in such places. Many companies offer Makerspaces for their employees to spend time tinkering and exploring the possibilities of what 'could be'.

The Junior School has embraced this concept and, this year, we have been building our Makerspace resources so the girls can come and invent, try new things, experiment, ask questions, pose problems and collaborate on tasks. And of course, the girls have a lot of fun in the process.

Girls in K-2 have been using LittleBits (electronic building blocks allowing you to make hardware) to solve some challenges, which included making a torch, making a sound-activated light, making a sign which catches your attention with motion, and a pressure sensitive campfire (pretend of course) powered by a fan, paper and a battery. They have also loved learning about circuits with our electronics kits and have been powering hardware, seeing wheels which fly, and complex circuits which make sound and activate lights. Through experimenting with our GoldieBlox kits, the girls are testing their engineering skills – and our future is in safe hands.



Our Schools

Makerspaces and the Rise of STEM

at Roseville College Junior School (continued)



In the older grades, the girls have been experimenting with a range of hardware and software. The girls have been developing their coding skills through a variety of different programs, such as Scratch, Sketch Nation and Lego Mindstorms, to invent new games, tell

stories, make animations and control robots. Some students have been exploring how to use Makey Makeys and Arduinos. It is quite amazing to see the girls controlling their computers through a series of wires connected to the aluminium foil that their lunches were wrapped in!

The remarkable aspect about seeing the girls in the Makerspace is not so much the end result of what they make, but rather the problem solving, computational thinking, resilience and creative solutions they employ whilst inventing. To see young people persevering, collaborating and squealing with delight when they have worked so hard on something and it finally succeeds, is one of the most exciting things.

These young ladies are definitely embracing STEM and are not afraid to try hard things because they know that together, we can find a solution and will learn so much along the way. The girls are most certainly problem solvers, creative and critical thinkers and already becoming 'industry ready'!

Mrs Abi Woldhuis |
Junior School Executive - Innovation

Take the **HEADACHE** out of your accounts receivable

✓ AN EXPERIENCED TEAM

Our well trained, professional team understands that overdue fees need to be recovered in a compliant, discreet, efficient and effective manner.

✓ OUR TEAM ARE FULLY QUALIFIED

We can assess hardship, payment ability, implement suitable repayments arrangements and collect delinquent accounts.

✓ WE STAND FOR QUALITY

We utilise quality systems, legal professional expertise and industry leading technology applications.



FOR A CONFIDENTIAL **FREE** ASSESSMENT CONTACT

02 8022 0800 | Suite 502 | 5 Hunter St | Sydney | NSW | 2000
mercurydebtcollection.com.au



Follow the Yellow-Brick Road... the path of innovation

NO MATTER WHERE YOU TURN, OR WHAT YOU READ, WE SEEM TO BE SURROUNDED BY THE BUZZ WORD "INNOVATION". IT'S A TERM THAT'S USUALLY LAUDED AS BEING THE GREAT SAVIOUR OF OUR TIME. IF WE'RE SUCCESSFUL AT 'INNOVATING' WE'RE TOLD WE CAN ACHIEVE GREATER OPERATIONAL AND FINANCIAL EFFICIENCIES, FREE UP MORE TIME AND ENJOY THE CONVENIENCE OF 'ANYTIME, ANYWHERE' ACCESS TO ALMOST ANYTHING. WHATEVER IT IS YOU WANT, OR WANT TO ACHIEVE, INNOVATION CAN MAKE IT HAPPEN.

But what does 'innovation' actually mean and is it a journey without an end in sight? For many, innovation seems to be a mechanism which simply enables us to do more and more as we continue to juggle work, home and family commitments.

TECHNOLOGY AND SCHOOLS – A WIN-WIN PARTNERSHIP?

For the education sector, technological advancements and innovations are impacting every aspect of school life, from the classroom - consider the demise of the blackboard and the rise of iPads and laptops - through to behind the scenes administration areas.

As devices and systems move from being 'new' to being the expected norm, there's rapidly growing pressure on schools to keep up with the latest developments. Parents, guardians and students are increasingly expecting easier and more convenient ways to interact with education providers; from paying tuition

fees, buying school uniforms, or school lunches, as well as assuming they'll find latest teaching methods and 'mod cons' available in the classroom.

The positive impact of technology development on education is undeniable. Specialised education portals, such as Evidence for Learning, provides teachers with access to global, evidenced based research at the touch of a button. With access to the latest studies into teaching methods from around the world, teachers and schools are better placed to lift educational outcomes for students, as they strive to continually improve the impact on children's education.





Technical Update

Follow the Yellow-Brick Road... the path of innovation

THE MOVE TO A CASHLESS EDUCATION SECTOR

The advantages which can be realised from technological advances are, of course, also felt beyond the classroom. As the introduction of new Apps and devices and their ability to integrate with existing school accounting systems and infrastructure gathers pace, the realisation of being a cashless society moves ever closer.

For example Qkr!® by MasterCard® is a digital wallet, specifically developed for schools, which supports any parent initiated payments such as children's lunches, uniforms, levies, excursions, events and fundraising. While Qkr!® provides convenience for parents, guardians and carers, there are naturally a myriad of benefits being realised by schools. With staff no longer having to spend time chasing, processing and reconciling payments, schools are saving considerable amounts of time each day in administration activities. The removal of cash from the system also provides increased levels of security as well as a reduction in the opportunity for fraud and petty theft.

In Adelaide, Henley Beach Primary School reported a 20% increase in the value of canteen orders – and with all the profits from the canteen going back to the school, this unexpected benefit has been welcomed by the school as it moves to cashless technology.

One device which has taken the Australian market by storm is the clever EFTPOS tablet - Albert. Designed with the flexibility to support today's rapidly changing technological environment, Albert continues to create unique payment and engagement opportunities across all market segments and, for the education sector, delivers unique and convenient payment experiences for students, parents and guardians.

Perhaps the greatest power from Albert comes from the open platform framework, known as Pi App bank, on which the device is built. While off-the-shelf Applications are available, Open Platform frameworks enable schools to develop their own Apps and add additional functionality to meet ever changing needs – thereby bringing greater levels of product and service customisation to the education market.

And of course innovation doesn't stop there. Ongoing advances in energy saving devices such as solar panels are helping many schools across the nation reduce their running costs. With programs such as the Clean Energy Finance Corporation (CEFC) Energy Efficient Loan program, accessing funding for energy saving equipment has become even more affordable.

No conversation around innovation would be complete without mentioning the 'Big Data' juggernaut. A powerhouse of information, Big Data provides the ability to gain a deeper understanding of local markets, trends (such as best and worst collection periods for school fees) and can potentially harness key insights into how to innovate to provide ever better services to children, parents and the broader community.

THE NEVER-ENDING ROAD TO INNOVATION

One thing we can probably say with a fair degree of certainty is that the yellow-brick road of innovation is not fiction - it's here to stay. It's a road we all need to be on if we want to remain both competitive and relevant which goes some way to explaining why so many education establishments and organisations are investing in the innovation process. In a world which continues to embrace creativity and the entrepreneurial spirit, and where the quest to improve and refine is becoming the norm, who knows where future technological developments will take us. Where that yellow brick road will lead? What we do know is there are many tangible benefits and competitive advantages waiting to be realised for those who have the vision and the courage to rethink the possibilities for the future.

For St Peter's Woodlands Grammar School, in Glenelg, South Australia, the introduction of cashless payments is generating a widespread positive impact for parents and guardians, school staff and the 'business' of the school alike. The school introduced Qkr!® in October 2014 to address inefficiencies around school lunches. David Brock, Business Manager for St Peter's Woodlands Grammar School says: "Parents often find it difficult to find loose change or the correct change for their child's meals. Qkr!® has allowed us to move away from money in the lunch bag so that's one less thing for a busy parent or guardian to worry about in the morning."

Qkr!® is also helping school staff – before rollout, staff had to manually handle, count and reconcile cash, which occupied a significant amount of time. "Within a term over half of the orders coming into our school were arriving via Qkr!®," says Brock. "The following year this was up to 75-80% which is an incredible uptake in such a short space of time and showed the need and demand for an App like Qkr!®."

"No more coin counting, no more tallying up orders – it's a great saving of time and money and a much more efficient use of staff time," says Brock. "Apps like Qkr!®, based on mobile devices are excellent as they are an easily accessible way for parents and caregivers to transact with a school."

St Peter's Woodlands Grammar School is also seeing a much higher level in lunch orders. In the two years since implementation there has been 15% organic growth in the number of lunch orders. The school is so impressed with the positive impacts of Qkr!® technology it is proactively investigating the introduction of additional modern and efficient digital tools to benefit parents and guardians, pupils and the school itself.

Julienne Price | Head of Schools and Not-for-Profit Sector Banking
Commonwealth Bank

THINGS YOU SHOULD KNOW:

MasterCard, the MasterCard brand mark and Qkr!® are registered trademarks of MasterCard International Incorporated. The information contained in this article has been prepared without taking into account the objectives, financial situation or needs of any particular individual. For this reason, any individual should before acting on the information in this document, consider the appropriateness of the information, having regard to the individual's objectives, financial situation and taxation situation or needs of any particular individual, and if necessary, seek appropriate professional advice. This article has been prepared by Commonwealth Bank of Australia ABN 48 123 123 124, AFSL and ACL 234945 (Commonwealth Bank). While care has been taken in the preparation of this document, no liability is accepted by Commonwealth Bank, its related entities, agents and employees for any loss arising from reliance on this article.



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



Over-Protected Students - Failure is important!

THE TASMANIAN CATHOLIC EDUCATION OFFICE'S RISK AND ADVENTURE IN OUTDOOR EDUCATION POLICY

“Might over-interfering strategies to prevent ‘injury’ actually hinder a child’s capacity to learn, train and build efficacy?” asks Dr Rachael Sharman, a lecturer in psychology at USC Queensland.

Our schools have been faced with an unreasonable fear of injury in the past few years. Media hype, myths around Work Health and Safety Standards, and a well intended desire to protect our children have resulted in what experts are now saying is the opposite of what we wanted. We have stopped our children not just from being injured but also from learning to manage risk. “When we ‘protect’ children from failure, we prevent them from learning how to master important life skills” (Sharman, 2016).

The result of our good intentions has been that children have become over-protected and are not being enabled to develop the skills necessary to keep themselves safe. Skills such as the ability to judge their own capacity to undertake an experience or to scope a situation to determine hazards for themselves need to be developed throughout childhood. Lack of development will eventually be detrimental to a young adult’s employability, mental health, resilience, and potential entrepreneurialism.

One of the ways that we can help children to prepare for adult life is to expose them to managed risk, while supporting them in learning how to cope. For instance, we help children to learn how to manage the risk of drowning not by keeping them away from the sea, rivers or lakes, but by teaching them how to swim, and how to manage the water environment. Outdoor education often takes an incremental approach to risk, gradually increasing children’s exposure as they gain confidence, with self-management, sound judgement and self-reliance as the ultimate goals.
(Gill, T. 2010)

In response to concern around a lack of skill development, the Tasmanian Catholic Education Office developed the Risk and Adventure in Outdoor Education Policy (RAOL). The purpose was to redress the balance between care and risk in order that children are able to grow and develop skills and understandings that will assist them to be healthy, strong and able to assess risk for themselves into the future. Deputy Director Sean Gill said “Low-level, well-managed risk enables students to learn the limits of their abilities and to make decisions for themselves about risk. The adoption of natural play environments that include trees, bushes, sand pits, and bicycle paths offers children choice and control over their play.”

The RAOL policy is based on research which warns of the dangers of wrapping children in cotton wool and claims the result of such action will in fact be an increase in risk as children do not develop skills nor do they have experiences from which they learn their physical boundaries, the limits of their abilities and the skills to avoid excessive and unnecessary risk. Neither will they learn to extend themselves, to push harder, to go further than they have before.

The bottom line: children need risk. It is a powerful catalyst for growth that helps them develop good judgment, persistence, courage, resiliency and confidence.
(Finch, Ken)

Exposure to risk and exposure to danger are not the same. Exposure to low level, well managed risk helps children to learn their limits, to experience the edges of their capacity and to develop coping mechanisms for when they do face dangerous situations. Failure to expose children to low level, well-managed risk is a failure to protect them.

Through PLAY and outdoor experiences children are given the opportunity to:

- Take informed and reasonable risks and make mistakes
- Make informed and reasonable choices that involve challenge
- Use a range of tools and equipment safely
- Experience a range of activities which will encourage interest and curiosity
- Be assisted to build the confidence to take manageable and controllable risks
- Develop an understanding of the need for safety when tackling new challenges
- Learn to assess risks for themselves with help from adults

Whether children fail or succeed at a particular challenge, they learn to manage uncertainty and build resources to become happy, resilient people.

A detailed process was undertaken in the development of the RAOL Policy to ensure that all WHS Laws, Regulations and Codes of Practice would be complied with. The Policy enables the use of a risk-benefit analysis so that while the negative potential is assessed it is balanced against the positive potential of the activity for the development of the child. It uses the following definition to enable this innovation coupled with legal compliance:

‘Reasonable risk taking’ means the responsible adult has recognised the risk, examined the hazards, balanced the likelihood of an accident happening against the severity of the harm that would take place if it did happen, and taken the appropriate action.



Our schools and students are now engaging in activities which have been missing from playgrounds for many years- activities we as adults remember fondly from our childhood. Generally, this means there is a lessening emphasis on mass produced artificial playgrounds to the incorporation of more natural “playscapes” incorporating more organic and less defined elements.

Principal Mr Stuart Kelly of St Paul’s Catholic School in Bridgewater in Tasmania, said introducing nature-based play had opened up student’s play options and made a huge difference to the School. “The kids are engaged. Play is an important part of their day and we’ve often dismissed it and just concentrated inside the classroom, but when the kids are playing well outside it creates a ripple affect across the School.”

Most importantly while the students were engaged in their play, they were also learning. “The great news for staff was as soon as we opened a lot of these areas up, we’ve found a massive decrease in the number of problems we were dealing with in the playground,” Mr Kelly said. “Students are coming from the playground more relaxed and ready for learning.”

More natural play spaces - so important for sensory development, confidence, and feeling at home in the natural world. (Biddulph, Steve - Facebook, Sunday 12 October 2014.)

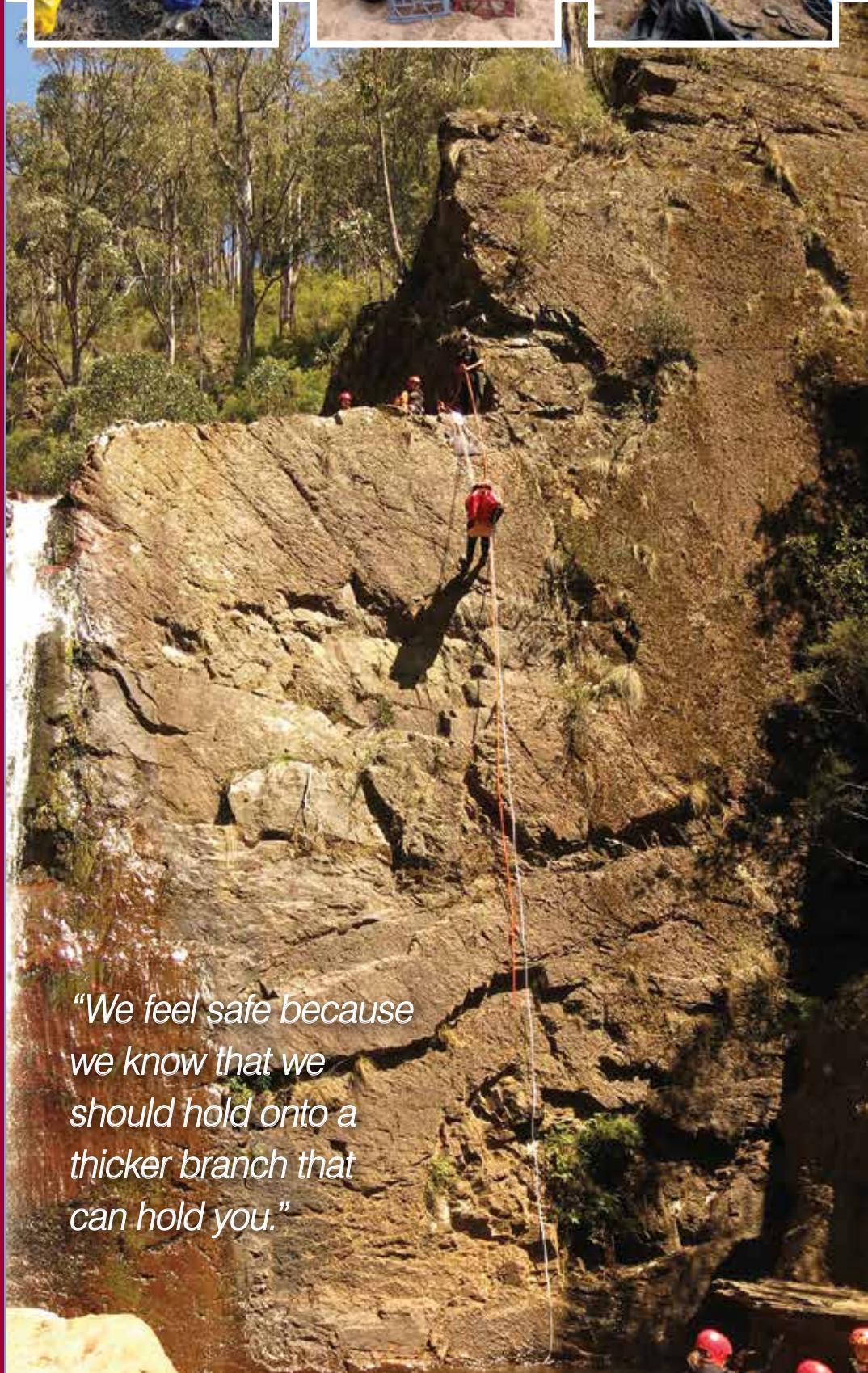
These children’s words speak far better than the Policy as to what can be gained from a balanced approach to risk and care. When asked “What do you like about climbing the trees?”

“It’s a great view of the playground.” “You feel more free. We don’t feel unsafe.” “You are basically in the jungle.”

“Because you can work on your climbing skills.”

“You can see really far. You can watch what is happening in the games.”

“We feel safe because we know that we should hold onto a thicker branch that can hold you.”



“We feel safe because we know that we should hold onto a thicker branch that can hold you.”

REFERENCES:

Gill, T. (2010) Nothing Ventured: Balancing risks and benefits in the outdoors www.englishoutdoorcouncil.org/wp-content/.../Nothing-Ventured.pdf

Rachel Sharman is a lecturer in psychology at USC Queensland

Finch K. (2012) But... isn't it Dangerous? Risk and Reward in Nature Play www.ecology.com



PAINTING IS WHO WE ARE



Higgins specialise in providing complete painting and maintenance solutions to the education industry.

- General painting
- Specialised coatings
- Maintenance painting solutions
- Anti-graffiti
- Colour & specification consultancy
- Building services
- Classroom refurbishments

ASBA 

 Association of School
Business Administrators
Strategic Partner

Higgins


Better painting management

Our Schools

St Michael's Collegiate goes over the *EDGE!*

A key fundraiser for the Royal Hobart Hospital Research Foundation is the EDGE! Abseil. The event is now in its fourth successful year and raises valuable funds for local health and medical research in Tasmania. Each year a brave group of 60 volunteers pledge their support by signing up to abseil off Hobart's iconic Wrest Point Casino, with all participants required to fundraise as part of the experience.

The RHH Research Foundation's CEO Heather Francis explains, "The EDGE! abseil for medical research is the largest fundraising event in the Foundation's annual calendar. Since our inaugural event in 2013, and thanks to the ongoing generosity of the local community, we have raised over \$200,000 for local medical research. All funds raised from the EDGE! abseil will help ensure that more vital medical research can be undertaken in Tasmania by passionate local clinicians."

Inspired by the prospect of making a difference whilst at the same time demonstrating the importance of stepping outside one's comfort zone, St Michael's Collegiate School Head Prefect, Lizzie Stokely, gathered a full Collegiate team around her. Lizzie issued a challenge via social media to Collegiate's Principal, Mrs Judith Tudball (pictured), member of the Collegiate Board, Mrs Susannah Windsor, and the President of the Collegiate Parent's Association, Mrs Gaye Rutherford, to join her in forming a Collegiate abseil team.



Our Schools

St Michael's Collegiate goes over the *EDGE!* (continued)



"This is a great opportunity for Collegiate to contribute to medical research that will make a real difference here in Tasmania. Collegiate has always encouraged me to step up and seize opportunities and this is something we can all get behind and do together. Collegiate is all about community and I wanted this abseil team to represent all sectors of our school – the students, parents, staff and our board members" said Lizzie.

After waiting anxiously for a response, Lizzie was delighted when all three women accepted her challenge, noting it was fitting recognition of Collegiate's spirit of adventure and determination as well as the Schools history and enthusiasm in serving the community.

Speaking of the event, school Principal Mrs Tudball said "At Collegiate I often speak to our girls about measured risk taking and stepping outside of their comfort zone. I am not entirely at ease at great heights so this will be a personal challenge for me and another way I can demonstrate the value of digging deep to engage grit and tenacity to help overcome ones fears. It's also a wonderful example of the Collegiate

community coming together. We have enjoyed a strong relationship with the Royal Hobart Hospital Research Foundation for some time and we are delighted to once again be able support their outstanding research efforts."

After months of preparation and fundraising, the team was faced with a last minute twist of events when Lizzie Stokely was forced to pull out of the event due to a sports-related injury. In a show of true support and without a moment's hesitation, the School's Deputy Head Girl, Rose Wisbey stepped in to take her place. Rose embraced the challenge with both hands, even managing to increase the schools the fundraising effort in the final few days. The Collegiate team finally took to Wrest Point on the morning on Sunday 25 September. The day dawned with clear skies and crowds began milling at the base of the building from 9am to show their support. Perched atop the 60m tower, all senses were heightened as the group listened attentively to the safety briefing. Multiple stations are bolted in to the top of the Wrest Point tower so that abseilers can complete the descent simultaneously in a team of four. Whilst she may have been a last minute

addition, Rose was the first team member suspended off the edge at the event – a remarkable feat for a young woman keen to make an impact to a local charity. Rose was closely followed by her team mates who all cited stepping over the edge as the 'most nerve-wracking' moment of the experience. Documenting the event with photos and video footage, all team members were delighted to highlight to the school community the value of stepping outside your comfort zone.

"The atmosphere on the day was amazing" said Rose. "What was fabulous was the amount of support we received from the ground. I could hear the cheers on the way down, Heather Francis, the CEO of the Research Foundation, was on the PA whipping up some very loud support. I was grateful to everyone that along, it made a real difference and gave us the extra boost we needed to step over. Touching the ground was immensely satisfying. Individually it was a huge adrenaline rush and a privilege to have had the opportunity to be part of the support for an immensely important cause that benefits all parts of the community."

Collegiate was proud to raise a final total of \$3,604 for the Royal Hobart Hospital Research Foundation, all of which will be directed towards local medical research. Speaking after her descent, Principal Mrs Judith Tudball said "On behalf of the Collegiate team and the entire Collegiate community, we are so thrilled to be able to support such a worthy cause. This has been a fantastic way for members of the Collegiate community to join together, take on a new challenge and overcome their greatest fears. We are grateful to have the unique opportunity to abseil Hobart's tallest building and most importantly, raise critical funds for local medical research."

Project Management Skills



WHAT SKILL SET SHOULD YOU NEED TO MANAGE PROJECTS?

ARE YOU AWARE OF WHERE YOU COULD SEEK INFORMATION ON TRAINING IN PROJECT MANAGEMENT?



There is no magic formula for ensuring that a project is successful, but there are well proven techniques available to help plan and manage projects. Fundamentally project management is plain common sense and taking a structured approach to what you should do instinctively. Project management gives you a framework; at certain points in the process it prompts you to take a step back and reflect on progress and available options for example.

There are many formal project management methodologies that combine a framework or approach with a set of project tools and guidelines. Some are 'proprietary' approaches developed by consulting firms and software houses whilst others are in the public domain. They vary in scale and complexity but all are based around a small core of common principles. Whenever we decide we want to do something, go somewhere, build something or achieve something, we need to ask:

- What are we trying to do?
- When will we start?
- What do we need?
- Can we do it alone or do we need help?
- How long will it take and when should it finish?
- How much will it cost?

The method describes how a project is divided into manageable stages, enabling efficient control of resources and regular progress monitoring throughout the project. Some common reasons why projects fail to deliver are:

- Lack of co-ordination of resources and activities
- Lack of communication with interested parties
- Poor estimation of duration and costs
- Insufficient measurable criteria used
- Inadequate planning of resources, activities and scheduling
- Lack of control over progress
- Lack of quality control, resulting in the delivery of products that are unacceptable

Without a project management method, those who commission, manage and work on it may have different ideas about how things should be organised and when the different aspects of the project will be completed. Those involved will not be clear about how much responsibility, authority and accountability they have and consequently there will often be confusion surrounding the project. Without a management method projects are rarely completed on time and within acceptable cost. A good project management method will guide the project through a controlled, well-managed, visible set of activities to achieve the desired results.

The stages in applying a project management approach are summarised below and various techniques are used such as Gantt and Pert charts, critical path analysis and risk registers. Leadership skills, motivational/soft skills and risk management expertise are attributes commonly considered essential to be an effective project manager.

Building an appropriate governance structure

Launching your project

Defining the project

Authorising the project

Identifying and estimating the work

Scheduling and budgeting the work

Building and leading the project team

Managing project risks

Creating the project baseline or plan

Running the project

Project control

Tracking and monitoring task performance

Analysing progress against baseline

Correcting the project plan

Reporting project status

Successful project closure



Project Management Skills *(continued)*



In the context of major school development and building work, the project manager will be appointed at the beginning of a project and will assist the client in developing the project brief and then selecting, appointing and co-ordinating the project team. He or she will then usually represent the client throughout the entire development process, managing the requirements of the client, consultants, contractors and other stakeholders. The Royal Institution of Chartered Surveyors defines the activities and tasks commonly undertaken by the project manager as:

- Identifying needs and developing the client brief
- Leading and managing project teams
- Identifying and managing project risks
- Establishing communication and management protocols
- Managing the feasibility and strategy stages
- Establishing the project budget and programme
- Coordinating legal and other regulatory consents
- Advising the selection/appointment of the project team
- Managing the integration and flow of design information
- Managing the preparation of design and construction programmes/schedules and critical path networks
- Advising on alternative procurement strategies
- Advising on risk management strategy
- Conducting tender evaluation and contractor selection
- Establishing time, cost, quality and function control benchmarks
- Controlling, monitoring and reporting on project progress
- Administering consultant appointments and construction contracts

Malcolm Thomas | Chartered Building Surveyor & Maintenance Consultant



Step up to a better home loan.

Refinance to our Education Package Home Loan and we'll waive the establishment fee. You'll also benefit from:

- Multiple offset accounts.
- 0.80% p.a. discount off Standard Home Loan variable interest rates.
- Discounts on a range of products.
- Loan splitting options (variable/fixed).

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



Education Package

3.79% | **4.10%**¹

Per annum

Comparison Rate

Variable interest rate.

Owner Occupied loans with LVR of 80% or less.

\$300 Annual Package fee.

Important information: Promotional offer effective 1 September 2016 and is available for Home Loan refinance applications received between 1 September – 30 November 2016 and funded by 31 January 2017. \$50,000 minimum loan increase for existing customers switching from a loan funded prior to 1 December 2015. 1. Comparison rate calculated on a secured loan amount of \$150,000 for a term of 25 years. WARNING: This comparison rate is true only for the example given and may not include all fees and charges. Different terms, fees and other loan amounts might result in a different comparison rate. Fees and charges apply. Terms and Conditions available upon request. Victoria Teachers Limited ABN 44 087 651 769, AFSL/Australian Credit Licence Number 240 960.



Learning to Lead

SALLY STAGGS, BUSINESS MANAGER OF ST JOHN'S LUTHERAN SCHOOL HIGHGATE AND ONE OF THE TWO WINNERS OF THE 100% FUNDED, ASBA/AIM DIPLOMA OF LEADERSHIP AND MANAGEMENT WRITES:

At the end of July, I successfully completed the AIM Diploma of Leadership and Management. The opportunity to study this course with AIM was made possible by a scholarship through ASBA and has been an extremely worthwhile experience for me.

Prior to commencing this course, I was tentative about returning to study as up to this time I had not been in a position to complete further external studies due to personal and work commitments. However, I knew that further study would complement my skill set and provide personal confidence.

This course has offered me a range of subjects in areas that I was dealing with each day as Business Manager and the specific structure and delivery of this program has combined the knowledge with a work based program supporting and reinforcing these skills.

The AIM course was extremely flexible with a requirement of 3 intensive face to face days training for each of the following subjects

- Manage People Effectively
- Manage Business Effectively
- Manage Performance Effectively

Assessments were set for each subject and were required to be completed in 12 weeks. A major part of these subject assessments were a practical application of theories to my specific workplace. The assessment was designed to help me gather evidence of my competence against the requirements of the unit of competency while applying my learning in my workplace.

MANAGE PEOPLE EFFECTIVELY

A pre-course questionnaire assessment was completed by my staff prior to this subject. The Genos EI Assessment measured how well I demonstrated emotionally intelligent competencies and my ability to identify and manage my emotions and the emotions of others. My team were surveyed on how important it is to them that I displayed the competencies in question and how well in their view I demonstrated leadership skills. The results gave me an indication on how I was currently leading the team and considerable time during the course was spent analysing our emotional intelligence as seen by myself and my staff.

MANAGE PERFORMANCE EFFECTIVELY

In this subject I gained valuable skills to review systems and processes within my workplace and was able to review my current position and role and reassess my goals both professionally and personally. From this I developed an action plan to develop and improve my performance.

Time was spent reviewing legislative requirements and how they affect my workplace, my team and their ability to achieve best performance. The training needs of our team were identified and future methods and skills were gained to monitor the effectiveness and success of training and measurement of performance.

MANAGE BUSINESS EFFECTIVELY

This subject exposed me to the need to establish procedures and practices which supported and fostered innovative work practice. Time was spent working as a group to develop a project plan and the strategies to utilise to plan, implement and monitor and evaluate the success of this project. Time was spent evaluating the need for project timelines and budgets.

The learning environment at AIM was very professional and allowed me to mix with a group of people from diverse industries. The facilitators were knowledgeable, interesting and approachable. Considerable time in each subject was spent discussing real experiences and situations and applying knowledge and theories to our areas of work. This was then reinforced in the subject assessment as it drew on work base situations.

I am extremely grateful to both AIM and ASBA for partnering to provide this opportunity for this scholarship. My ASBA network of colleagues is very important and I would be privileged to share my experiences of this study with other colleagues. It has built my confidence and supported my learning and I value the opportunity to gain management and leadership skills and be more effective in my role as Business Manager.





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

Learning to Lead

DAVID CANSDALE, ACCOUNTANT AT SHELDON COLLEGE, QUEENSLAND, AND ONE OF THE TWO WINNERS OF THE 100% FUNDED, ASBA/AIM DIPLOMA OF LEADERSHIP AND MANAGEMENT SCHOLARSHIP WRITES:



WOOHOO I PASSED!!! I am very excited to be adding the Diploma of Leadership and Management to my CV and skillset. The course has been an extremely rewarding and enriching experience and I have learnt a lot on both a personal and professional level. I am extremely grateful for the opportunity ASBA and AIM have provided to me through the scholarship program and would highly recommend this course for anyone wishing to hone their management and leadership skills.

I attended my third and final three-day course, Manage People Effectively in April this year. It was a whirlwind of management techniques and buzzwords and touched on a myriad of topics including emotional self-awareness, communication strategies, workplace diversity, and qualities that make a great leader. The facilitator was a successful Sales and Marketing Director with years of consulting experience who did a fantastic job engaging the course participants and tailoring the content to make it relevant to us personally. The course flowed really well and it was a great forum for people to share their ideas and learn from each other.

One part of the course that I found extremely useful was analysing the results from my Genos "Emotionally Intelligent Workplace Behaviour Feedback" Report, which some of my colleagues completed as homework prior to attending the course. The survey asked colleagues to provide anonymous and constructive

feedback on areas such as self-awareness, awareness of others, authenticity, emotional reasoning, self-management and inspiring performance. Although the results can be a little confronting, it is effective in highlighting areas considered important by colleagues and areas for improvement that you may not have been aware of. I felt it really complemented the course as I was able to reflect on how the practical strategies I had just learnt could be applied.

I found the written assessment that was due after the course to be challenging but rewarding. Although it took around 30 hours to complete, the questions were scenarios relevant to my workplace. This helped reinforce what I had learnt and revisit the content provided in the workbook.

For me, probably the biggest take-home from the Diploma is the realisation that the pursuit of becoming a truly great manager and leader doesn't have an end-point. It will be a continual and dynamic journey over my entire career that requires self-discipline, regular self-review, an openness to learn new concepts and a willingness to try new things. The Diploma's workbooks are an invaluable tool that I will be regularly referring back to for many years to come.

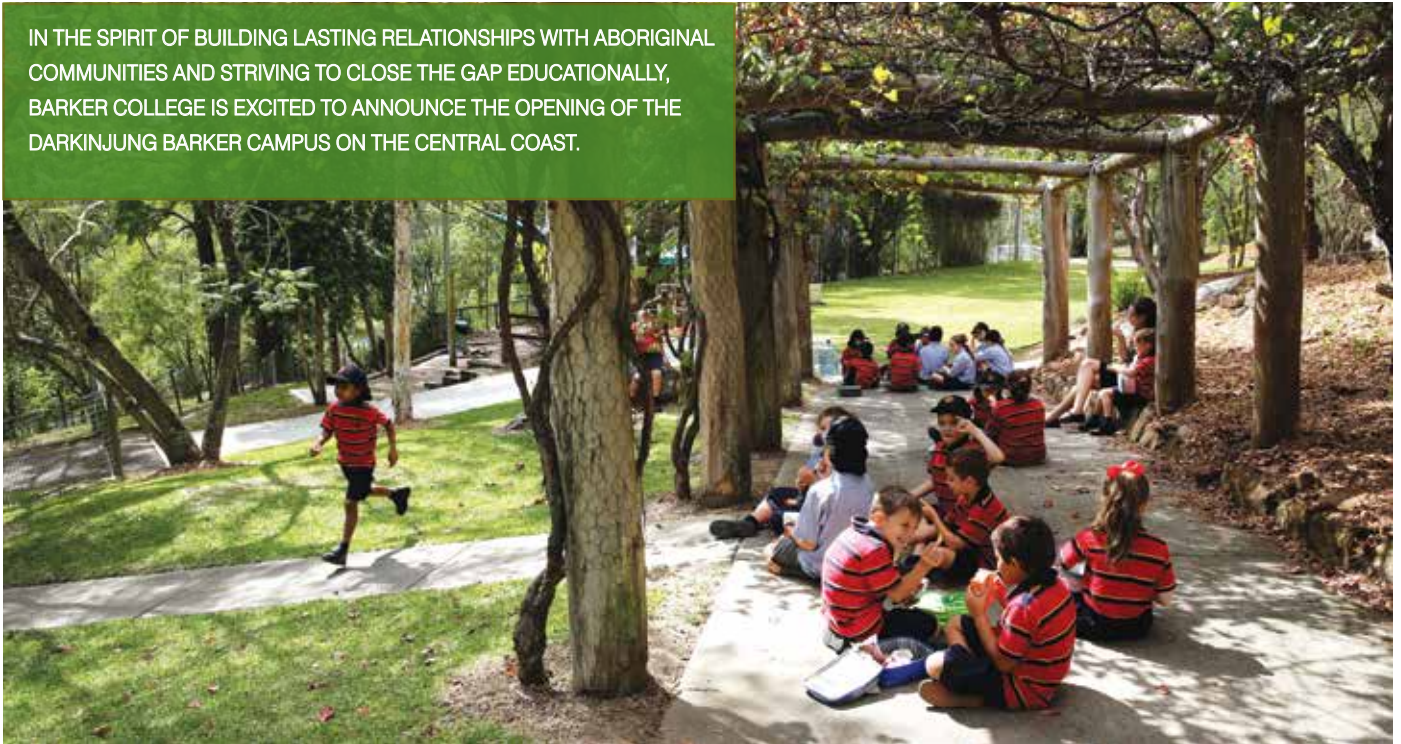
Thank you once again for the support of ASBA Limited for the wonderful opportunity to complete my Diploma.



Our Schools

New K-6 School Opens on Central Coast

IN THE SPIRIT OF BUILDING LASTING RELATIONSHIPS WITH ABORIGINAL COMMUNITIES AND STRIVING TO CLOSE THE GAP EDUCATIONALLY, BARKER COLLEGE IS EXCITED TO ANNOUNCE THE OPENING OF THE DARKINJUNG BARKER CAMPUS ON THE CENTRAL COAST.



Located at Yarramalong, approximately an hour's drive from Barker's Hornsby campus, Darkinjung Barker was officially opened with a traditional Smoking Ceremony and Commencement Celebration, on Saturday 30 January.

Head of Barker College, Mr Phillip Heath said, "the opening of Darkinjung Barker College is an exciting milestone in our 125-year history. Our aim is to provide a framework for young people to experience the best that the future offers - more than that, to become people who shape this future under God's good care and strength."

The Kindergarten to Year 6 school is co-educational and commenced with 25 students, under the leadership of Mr Jamie Shackleton, who has been a member of staff at Barker College for the past 15 years.

The establishment of the Darkinjung Barker Campus is a result of the support of the Darkinjung Local Aboriginal Land Council and of the Barker Council, staff, students, parents and alumni. "We all share the vision of creating a two-way partnership where we can learn from one another in an educational model that is unique in Australia," Mr Heath said.

"Both Darkinjung and Barker recognise the importance of upholding Aboriginal cultural identities as we strive to close the gap educationally," Sean Gordon CEO Darkinjung Local Aboriginal Land Council, said.

A priority for the new campus will be the development of strong foundational skills in literacy and numeracy, and the celebration of Aboriginal and Torres Strait Islander culture and identity, which is paramount to successful learning and will be the cornerstone of the educational programs.

Each week the Darkinjung students travel to the Hornsby campus to attend Chapel, art classes, swimming lessons, as well as join in with the Junior School students in Athletics and Cross Country Carnivals, as well as the outdoor education camps. These links have seen students from Senior, Middle and Junior School all engaging with the Darkinjung children in a mutually beneficial capacity. Students gain an understanding and perspective of the Indigenous culture and lifestyle.

"We hope that our students will become inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect," Mr Heath said.



Inspiring each learner, every experience, every day



BYOD made as easy as ABC

Bring Your Own Device (BYOD) is the future of learning.

Students shine best using the devices they know best – their own. So it's no surprise 'Bring Your Own Device' is becoming an increasingly popular solution in schools. However, BYOD can also bring many challenges, whether your school is part way through implementation or starting from scratch.

At RTG we'll make sure your school always makes the grade. We have the strategies, solutions and experience to ensure:

- / Teachers can teach with confidence when there is a diversity of devices in the classroom
- / Your ICT infrastructure and network are ready, reliable and capable
- / Selection of the right applications, tools and approaches for a BYOD environment
- / Data is protected and cyber safety has been addressed
- / Support for students and teachers to provide a smooth and happy transition to BYOD.

For 30 years we've been helping combine teaching and technology to deliver best-practice learning outcomes.

“ Partnering with RTG for our managed services has made our venture into the BYOD space a smooth and cost-effective journey.”

Matthew Wood, Director of Learning Innovation, Billanook College, Mooroolbark

For a free evaluation of your BYOD plan please call us on (03) 9009 8098.

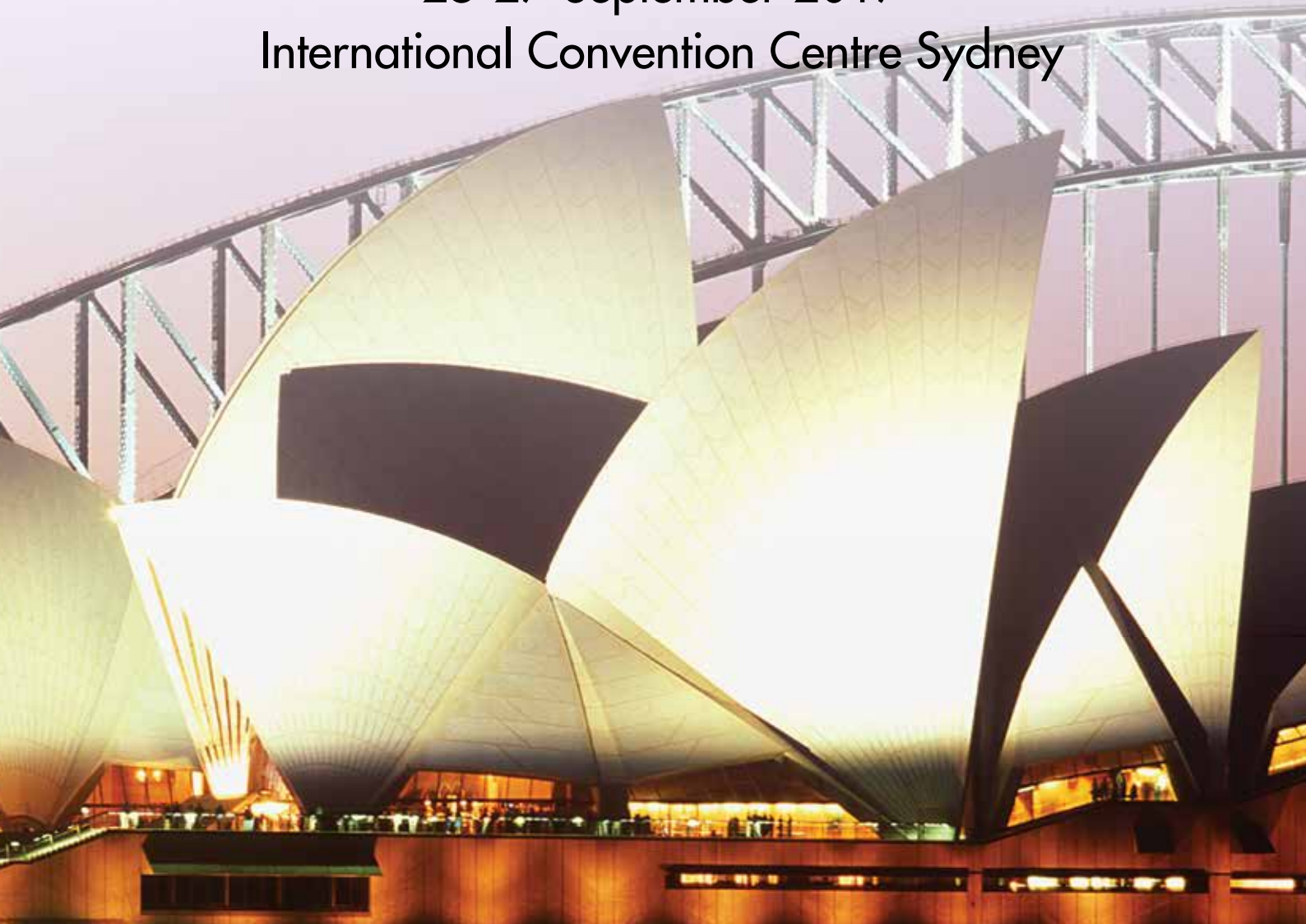
rtg.com.au



ASBA 2017

CHARTING THE COURSE

25-27 September 2017
International Convention Centre Sydney



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

