



Tasmanian Catholic Schools Parents and Friends Federation

STATE COUNCIL
MEETING

Saturday & Sunday 22 & 23 November 2008
Man O'Ross Hotel
Ross

Sat 2 pm -

MINUTES

1. Welcome and OPENING PRAYER – 10:00 am
2. ATTENDANCE & APOLOGIES

PRESENT

APOLOGY

NAME	REGION	NAME	REGION
Bill Button	State President		
Linda Smith	Treasurer		
D. von Samorzewski	State Secretary	Angela Briant	IEU -Tas
Martin Laverack	Nth Region President		
Anthea Griffin	Special Member		
Michael Hangan	EO & Southern Region VP	Ian Dalton	Immediate past president
Gordanna Crowe	Observer		
Dr Dan White	(Director – CEO) Guest		

Acceptance of apologies

3. PREVIOUS MINUTES – dated 24 August 2008, tabled and moved as true record of meeting. Moved, Linda Smith, Seconded Anthea Griffin, carried.

ACTION – EO upload to the Federation [website](#)

4. BUSINESS ARISING FROM PREVIOUS MINUTES

Action List reviewed as follows:

ACTION – DVS Letter to CEO – Letter of support for the need of principals to have support from business managers so that principals (particularly in small schools) can spend more time supporting teaching and learning and faith based activities.

ACTION – DVS Send letter to Stuart Ellis asking about report from SRB meeting held on 13 May 2008 and to also send us regular report.

5. CORRESPONDENCE –

In (attached at end of minutes)

St Patrick's College P&F Letter

Fuel Summit

CEO – Amendments to the Anti-Discrimination Act

Combining Schools & Work (supporting successful youth transitions) – Cth -

Standing Committee on Education & Training)

National Curriculum

Pre Service Programs Course Advisory Committee

Dan White – Dan asked that the article he has written be included in the next Triangle.

Out

Motion

*That the correspondence in and out be accepted.
Moved – Linda Smith, seconded –Michael Hangan, carried*

6 REPORTS

- PRESIDENT REPORT -

Nil Report

7 - TREASURERS REPORT

Number of outstanding affiliation fees (\$1,012)

ST Alyouis, St Cuthbert's, St Patrick's Latrobe, Our Lady of Mercy, Star of the Sea, St James College, Dominic College, Corpus Christi,

Assets as at 22.11.08 - **\$7,376.13** see [attachment G](#)

Motion – Treasurer's Report

That this meeting's Treasurer's Report be received and accepted as a true record of the financial position of the Federation.

Moved Michael Hangan Smith, Seconded Linda Smith, carried

SECRETARY – Nil report

ADMINISTRATION – EO

2009 - AGM (28 March **OR** Saturday or **9 May**) Saturday
Time 1:30 – 4:30 pm

2009 Conference update Golden Jubilee

2009 Conference, There is a meeting planned for Thursday 21 August 2008 at St Patrick's College, Launceston.

Michael Johnstone (SPC P&F President), Anne Viney, Bill Button and Michael Hangan.

Discussion on conference, planning, agenda.....

Proposed Guest Speaker – David Loader

Discussion Panel ?

The Archbishop has been pencilled in for 14-16 August 2009. Discussed proposed conference agenda. Damian will order and send the Archbishop David Loader's book Jousting for the New Generation

- STUG – Nil Report

- TCEC – Nil report –

NCEC – Parent Committee – Danielle Cronin / Brendan Egan (QLD) selected to meet with DEEWR on behalf of NCEC Parent Committee.

- Childcare and Early Childhood Education focus group

- NCEC provided report to NCEC parent committee about National Curriculum -

- **Action – Nomination for NCEC Parent Committee to TCEC ?**

- CEO – **ACTION – BB** ongoing in relation to parent partnership
- APC - Nil
- DEEWR – Forum 11 August (EO attended) Early childhood stuff, National Secondary School Computer Fund- (Consultation with parents), Autism Program and Initiatives, Family – School and Community Partnership Bureau set up. See (Assessment and Reporting discussion).
-
- SRB – Letter from Stuart Ellis see attachment G
- TRB – Nil report (**DVS ask Di**)
- PARENT PROJECTS – Nil report
- Parent Liaison Officer – Damian indicated that there was a poor return rate on his Parent Liaison Adviser survey sent out before the end of Term 1. This was a concern because either the idea is a poor one or that people just don't really care
- ReEvangelisation Project – awaiting update and ongoing.

9. GENERAL BUSINESS

- **ACTION – DVS – Develop 2020 Catholic Parent & Student Summit. Regional Based**
- www.pathwaysfoundation.com.au parenting evenings DVS to chase up.
- New TCSPFF website url www.tascatholicparentsandfriends.net
- New TCSPFF forum website
- <http://tasmaniancatholicsschoolparents.freeforums.org/>

Principals Conference (27 April – 1 May)

- 11. NEXT MEETING - 23 November 2008 @ 76 Atkinsons Rd, Grindelwald
10:30 – 4:30
BBQ
- 12. Meeting closed - 4:30 pm

Damian von Samorzewski
State Secretary
Tasmanian Catholic Schools
Parents and Friends Federation

tcspf.secretary@gmail.com

0438 639374

Attachment A

Isolated Children's Parents' Association of Australia (inc)
37th Annual Federal Conference – Hobart
“Rural Education: Dream – Believe – Achieve”

Conference Scribbles – Linda Smith

For online information and full president's reports please see www.icpa.com.au

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Federal ICPA President's Report – Roxanne Morrissey

- The ICPA have had to educate the current government on who we are and what we are about.
- There was the annual delegation to Parliament house when both Houses of Parliament were sitting.
- ICPA are still working on issues with tertiary allowances.
- “We diligently work on the issues as a Council because we believe them to be a basic right for people who live in rural and remote Australia not because we are aiming to directly benefit”(http://www.icpa.com.au/Conference.asp?InlineFileID=142)

The Hon. David Bartlett MP – Official Opening

- Thanked the ICPA for bringing their conference to Hobart
- Acknowledged Pip Allwright with whom he felt they had built a productive working relationship with.
- Mr Bartlett retained the education portfolio deliberately because “I want Tasmania to be clever kind and connected”
- Investing in Tasmania Tomorrow so that Tasmanian kids will be able to access better accommodation and will also offer more courses. 7 million for those reforms.

Tasmania ICPA Presidents Report – Pip Allwright

- The Tasmanian Government spent \$850,000 on accommodation for country children at Springvale Hostel and Clarence Hostel.
- Upgrade on the North West Coast to provide fully supervised accommodation for students attending years 11 and 12, this will be ready in 2009.
- ICPA supports the governments Polytechnic Colleges for 2009 “...to capture our non-academic students, providing the students with a broad and equitable education.”
- Rural schools hang in the balance; we may have to accept that they won't survive in these changing times.
- From Huonville High years 8-10 went to Hobart College for 2 days per week. This was a great success. More of these students continued on to a tertiary education.

Boarding Schools and School Term Report – Jane Goddard

- Still waiting to hear from DEEWR regarding the Non Government School Term Hostels Program (NGSTHP) and whether it will be continuing beyond 2008. There is no other avenue for funds.

- People who receive the Assistance for Isolated Children (AIC) allowance were given a one off payment of \$1,000.00 additional boarding allowance.
- AIC payment does not increase in line with the CPI. The financial gap is widening for all families.

Communications Policy Report –Roxanne Morrissey

- This portfolio has been dominated by the closure of the CDMA network and the transition to the Next G Network. Some are happy, some are not. Performance reports are varied; there are more positive stories about the success of the Next G network.
- Announcement from the Minister for Broadband, Communications and the Digital Economy regarding the extension of the Australian Broadband Guarantee Program. \$270.7 million to fund said program.
- Australia Post also held a review to research the Post's relationship with stakeholders.
- ICPA represents rural and remote people at the Optus Consumer Liaison Forum and they hold a place on the Telstra Consumer Consultative Council.

Speaker – Group Managing Director – Telstra Country Wide

- Broadband continued to roll out.
- There is a grant available for cyber safety.
- Regional Australia will continue to benefit from the Next G Network.
- Wireless Link rate by the time it is finished will be at 40 million mega bytes per second.
- There will be 30 minute cancer screens rather than 6 weeks back and forward reports from yourGP because of Next G.
- Broadband is firmly linked with home, school, health etc
- ICPA must check out the results of the Independent Review Committee and make sure they are using optic fiber to small towns and rural areas.

Rural Schools Policy Report – Andrew Pegler

- "...the inability of governments to accept the deficiencies with the standards offered by many of the secondary schools in small towns is hard to understand. Governments are only paying lip service to the issues of sustainable communities, urban drift, and the failure to attract skilled people to vital positions in many of our country towns. While they continue to ignore the standard of education opportunities available the problem will compound and communities will fail to progress." (Isolated Children's Parents' Association of Australia Inc ICPA (Aust) Reports 37th Annual Conference 31st July and 1st August, page 5)

Speaker – Queensland State Librarian – Ms Lea Giles-Peters

- Ms Giles-Peters spoke about her very interesting life journey to becoming a Librarian.
- She is responsible for the complete turnaround of the Queensland State Library.
- The Queensland State Library has an amazing website <http://www.slq.qld.gov.au/> with many young writers competitions, tutoring, audio books etc.

Western Australia ICPA Presidents Report – Mrs Emma Foulkes-Taylor

- ICPA had representation at the 2020 at the Conference in the Future Directions for Rural Industries. A group formed from this summit to send recommendations into the Government.
- The government needs to consult with communities before making decisions. The government must see that schools are "...not just a place of formal education but often as the social and cultural hub of communities." (<http://www.icpa.com.au/Conference.asp?InlineFileID=145>)
- The ICPA in Western Australia is in reasonable health.
- State Council has almost completed a strategic plan.
- WA feels a name change needs to be adopted to help people realise that the ICPA covers all children and not just the isolated.

Queensland ICPA Presidents Report – Peter Powne

- Her Excellency Ms Quentin Bryce Governor of Queensland opened the state conference this year. Ms Quentin Bryce is a friend of the ICPA (Aust).
- Prep is now available. This means that schools have students in eight year levels with one teacher. The parents are in awe of what the teachers achieve.
- Rural areas need funding for additional teachers and have the data to support this lobby.
- There have been some major curriculum developments centered on online learning.
- Online learning necessitates greater download speeds.
- There needs to be more affordable places in boarding schools.
- Planning is everything Daughter has five different teachers each week.
- There needs to be 'needs based funding'.

Introduction of Federal Council

President – Roxanne Morrissey, Vice President - Andrew Peglar and Jenny Linday, Secretary – Jane Gloster, Assistant Secretary – Chrissy McDowell, Federal Treasurer – Margaret Duncombe, Publicity Officer – Chris Gaudon. Federal Members – Penny Taylor, Jane Goddard, Mick Cullenard, Lynne French, Sally Quigley, Glennis Crawford, Susan Shotun.

Northern Territory ICPA Presidents Report – Sue Holder

- Working to streamline lobbying: develop issues paper, ensuring council is better prepared to answer questions, need to deliver facts and figures for politicians.
- Request for financial assistance to maintain interactive distance learning.
- “Branches offer personal development grants to allow our children to achieve an extracurricular activity and end of year scholarships to encourage persistence and achievement in their schooling” (<http://www.icpa.com.au/Conference.asp?InlineFileID=155>)
- \$32,282.00 was received from an auction organized by Siba Ships and the Wellard group; this will be used to support programs over the next few years.

Tertiary Policy Report – Jenny Lindsay

“The first Rudd Government budget had the following new initiatives for tertiary students.

1. Phasing out full fee paying places for domestic undergraduate students at public universities.
2. Providing up to 11,000 new Commonwealth Supported Places (CSP) for domestic undergraduate students by 2011 to replace full fee paying places at public universities.
3. Providing additional nursing places
4. The maximum annual student contribution amount for math’s and science will be reduced to the lowest national priority rate to encourage students to study these disciplines. The National priority courses are those that carry the least cost for Commonwealth supported places.
5. 50% reduction in HELP (student loan) repayments for math’s and science graduates working in related occupations including teaching of these subjects in secondary schools.
6. Doubling the number of Commonwealth Scholarships to 88,000 by 2012.
7. Providing James Cook University with \$33 million in capital infrastructure, funding of 60 commencing Commonwealth Supported Places in dentistry each year and funding for clinical training outreach for the University to establish a new School of Dentistry in Carins.
8. Providing 130 additional CSP’s for nursing teaching and medicine from 2009 for the University of Notre Dame Australia (Campus’s in Broome, Freemantle and Sydney) and \$7.5 million in capital infrastructure funding in 2008.
9. Providing additional vocational education and training places to people currently outside the workforce and additional training places for people within the work force.
10. Providing additional Australian apprenticeship places and providing funding for skills and training information centres.
11. In addition the Government will provide \$98.1 million for grants that will enable year 9-12 students to participate in on-the-job training.” (Isolated Children’s Parents’ Association of Australia Inc ICPA (Aust) Reports 37th Annual Conference 31st July and 1st August, page 8)

Speaker – Deputy Vice Chancellor: Academic, Uni of SA – Professor Peter Lee

- Dream-Achieve-Believe is a fitting headline for conference.
- Dream to attend university is the beginning.
- Initiative to increase broadband is a vital benefit to rural students to connect to teachers and people all over the world.
- Dreams don’t always include University. Further education helps with values.
- Live Work Think Grow ppt
- Further you are away from Urban centers the bigger the gap for university attendance.
- To relocate to study at University is estimated at \$23,000.00 per year. The impact on finance is significant.
- Students study full time and have to work part time.
- There is an increasing level of deferrals so as to earn dollars to get government assistance.
- 2007 43% of rural students deferred compared to 23% of urban students.
- In every 100 rural students 85 defer!
- Scholarships help but then are counted as income.
- There needs to be Information and communication of tertiary education for students.
- There is limited subject availability – and disengagement is also a problem.
- Initiatives of advanced technology including pod casting, live video links and student monitoring help.
- University of South Australia received funding to research “Student Equity in Tertiary Education”
- Once rural children start University they do very well. There tertiary levels are lower but by the end of the third year there isn’t any difference between rural children and their urban counterparts.

New South Wales ICPA Presidents Report – David Cameron

- Boarding Scholarships for Isolated Students is a new scheme and are worth \$4,000.00.
- Private Vehicle Conveyance scheme is much more equitable with payment being based on actual kilometers travelled.
- Choice of an appropriate Secondary School and access to the AIC Scheme is currently being trialed.

Early Childhood Education and Care Policy Report – Jenny Lindsay

- “Early Childhood as been highlighted as a priority to Government, with election commitments made to provide:-
 1. Universal access to a quality early childhood education program for all children in the year before formal schooling for 15 hours per week, 40 weeks per year by 2013.
 2. National rollout of the Australian Early Development Index.
 3. Early Childhood workforce strategies: 1500 new university places, HECS remission for early childhood teachers working in areas of high need and removal of TAFE fees for childcare trainees.
 4. National Quality standards for child care and preschool.
 5. A National Early Years Learning Framework.
 6. Streamlined quality and regulatory arrangements
 7. Up to 260 additional child care and early learning centres on school grounds other community land.” (Isolated Children’s Parents’ Association of Australia Inc ICPA (Aust) Reports 37th Annual Conference 31st July and 1st August, page 9)
- Increase in Child Care Tax rebate from 30% to 50% will assist a minority of rural and remote families.
- ICPA has lobbied for extension of Distance Education component of the AIC allowance.

Speaker – Governments Initiative for Early Childhood – Shirley Grace

- There are critical barriers to access, fees, distance, and availability of services.
- By 2013 all children in the year before formal schooling will have access to quality early childhood education.
- There are key action areas such as building sector capacity, lifting participation rates
- More teachers more sites.
- Workforce initiatives. (126 million)
- Commitment to quality, Early Learning Years Framework
- National quality child care and preschool standards. (22.5 million)
- Helping Parents
- Support for the most disadvantaged.
- Consultation process. Public Forums August – September 2008
- Focus Groups. August 2008
- Discussion papers with written submissions by September 2008
- Office of Early Childhood Education, PO Box 880, Canberra City 2601. www.ocececc.gov.au

South Australia ICPA Presidents Report - Mrs Sharon Nutt

- State Conference theme “Narrowing the Gulf”. Narrowing the gap that exists between city kids and bush kids through equitable access to education.
- Government has promised not to make any changes to school bus runs or allocation.
- Schools of the Air families have issues with the high use of internet and related costs involved to educate their children. Families have to limit what their children participate in because of download overload.

Speaker – Information and technology teacher – Sue Urban

- Internet safety – think before you click, keep password private, ask an adult before you click.
- NetAlert has useful parent information.
- Manners – being nice to each other, cyberbullying is the equivalent of bullying anywhere. Technology and manners are yet to connect.
- Education of children regarding advertising, credit cards don’t click twice, check the code of a website, get kids to pull apart web addresses.
- Research, what makes good research (Californian Velcro Crop Website – check this out for a good hoax)
- Copy write such as google images as opposed to ‘Creative Commons Licence’
- Plagiarism
- Internet Fraud, privacy, MySpace, Facebook ... how much information is too much.

- Digital Footprints – you can't always get things removed of the internet and even if you do get a photo of yourself removed it may have been copied somewhere else.

Distance Education Policy Report – Lyn French

- Met with DEEWR regarding a Home Tutor Allowance and Home Tutor Accreditation.
- Growing concern that technology upgrades are not reaching the outback.
- SA – delivery via virtual classrooms, NSW – new review of education provision, WA – Cenra delivers on-air lessons with West One, QLD is lobbying for a subsidy review for academic software.

4th August, 2008

The ICPA (Aust) are fighting for equality in education for all, they have had many wins throughout the year but still have a long way to go as far as achieving increases to allowances.

I spoke to Roxanne Morrissey regarding the TCSPFF becoming a member of the ICPA but she explained that because of the way they are set up this is not a possibility.

My recommendations are as follows:-

- That the TCSPFF write and congratulate the ICPA (Aust) on their success throughout 2007 and remind them of our support.

Secretary
Mrs Jane Gloster
37A Britannia Road
NAIRNE
SA 5252

- That the TCSPFF write and congratulate the ICPA (Tas) on a wonderful conference and for the successful lobbying they have completed throughout 2007 for an increased number of supervised hostel positions and for upgrades in existing accommodation in Tasmania. Also to remind them of our ongoing support and to thank them for the information that they have passed on to the TCSPFF throughout this year.

Secretary
Jan Burbury
"Kuranda"
388 Glenmorey Road
Woodbury
TAS 7120

The Isolated Children's Parents Association (Aust) 2009 conference will be held in Longreach, Queensland.

Linda Smith
TCSPFF
Treasurer
smithcda@bigpond.net.au
0428323372

Attachment B

Hello all

Rob Christmas has asked that I pass the following information onto everyone. It concerns services that are now available to families living in isolated areas who have a child with learning difficulties.

From: Angela Weeks <angelaw@speld-sa.org.au>

To: KevinCharlesworth@qcpcsa.org.au

Cc: re_christmas@yahoo.com

Sent: Tuesday, 19 August, 2008 3:17:25 PM

Subject: Support for students with learning difficulties and their families

Kevin Charlesworth (Rep)

Rob Christmas (Secretary)

APC (Australian Parents Council)

Dear Kevin and RobThe Thyne-Reid Foundation has generously awarded SPELD (SA) a grant to provide the services, described below, to families living in isolated areas, during 2008/2009.

I was given your contact details by Dr John Halsey, Executive Officer Rural Education Forum Australia , who thought you might be able to put families in need of these services in touch with us.

SPELD (SA) is a non-profit organisation that was established in the late 1960s to provide advice and services to people with specific learning difficulties, such as dyslexia. Over the years, our mandate has expanded to include support for children and adults with reading difficulties in general.

Subsidized online tutoring and technical support

A. Subsidized online tutoring for students with specific learning difficulties. Families will be asked to pay 50% of the tutoring fee (\$22.50) per session for 30 sessions AND

B. Free technical support for those taking up online tutoring

To apply for subsidized online tutoring, download, complete and send the application form on the SPELD(SA) website to the office

Free educational consultations over the phone

Telephone Consultations with either

A. An educational psychologist for general advice and help with teaching particular skills OR

B. A tutor with specialist knowledge in computer software for teaching particular skills and assistive technology

To make an appointment for a consultation, ring SPELD(SA)

(08) 8431 1655

Broadcasts to School of the Air supervisors

In addition, we have contacted School of the Air in Port Augusta and are providing a series of broadcasts to their supervisors called Distance Education Dilemmas.

Yours sincerely

Angela

Angela Weeks

Clinical Director, SPELD (SA) Inc

Rudd announces report cards for schools

By Online parliamentary correspondent Emma Rodgers
August 27, 2008 - 1:05PM
Source: ABC

States and territories will be required to provide information on schools' performances from next year, with the date to be made available to parents, Prime Minister Kevin Rudd has announced.

The measure, which the Government will take to the next COAG meeting later this year, is part of three priorities the Government will introduce as it moves to reform the education system.

The Government will require the states and territories to hand over the information as part of the next National Educational Agreement which will take effect next year.

Speaking at the National Press Club, Mr Rudd said divisions between the Commonwealth and states must be removed.

"Within a year, we want to see increased information available for Australian parents, and within three years, a report that shows not just how their child is doing, but how their child's school is performing compared to similar schools," he said.

"All Australian schools, public and private, need to do more to demonstrate the outcomes they achieve with the resources they receive from the broader community."

Mr Rudd also says if schools are under-performing the Government must invest money to lift their performance.

But authorities will also be expected to take action such as replacing principals and staff or merging the school with a better performing school.

However, he maintains it is not about creating an arbitrary public "league table".

The Government has also set a target of lifting year 12 attainment or equivalent to 90 per cent by 2020.

Mr Rudd will also take measures to improve the quality of teaching and investing in disadvantaged school communities to the COAG meeting.

DRAFT

Attachment D

7th July, 2008
Ms Marie Hird
Branch Manager
Curriculum Branch
Schools Quality Outcomes, Youth Transitions Group
Department of Education, Employment and Workplace Relations
GPO Box 9880
Canberra 2601

Dear Marie
Re NALSS Program

The Australian Parents Council is pleased to provide the following response to the vMinister's request for comments on current languages education issues.

In 2006 APC and the Australian Council of State School Organisations conducted the National Languages Education Survey (NLES) among the parents of students in government and non-governments schools throughout Australia. Among the findings of that study were:

- 91% of respondents believed that an important skill for all Australians to possess is an ability to communicate across cultures;
- 92% acknowledged the importance of the business and economic ties linking Australia and Asia;
- 80% agreed that every Australian school student should have an opportunity to learn an Asian language at some time;
- 60% would like their child to study an Asian language; and
- 88% believed that the government should have a long term strategic plan to implement policy initiatives to engage Australia and Australians with Asia.

Many parents already understand the imperative for their children to be bi or multilingual as their children's futures will be global, particularly with continuing advancements in information and communication technologies. Children already communicate around the globe via the internet, for many of them their work will be global as well and they will not have the necessary skills without the linguistics to participate in a global workforce and economy.

APC is therefore delighted with the Australian Government's decision to implement the National Asian Languages and Studies in Schools Program (NALSSP). Our participation in a coordinated approach to implement the NALSSAP and address current languages education issues will be informed by the above Survey and our membership of the Board of the Asia Education Foundation.

The NLES demonstrated that parents would quickly come on board to support a coherent national strategy to boost the learning of languages in schools, provided they could be convinced that the curriculum and teaching would both be of a high quality and sustainable.

The quality of languages education at present is generally considered by parents to be very patchy (no doubt other responses will highlight areas in which it could be improved) and sustainability is a real issue. Quality learning experiences are vitally important for the learning of language to be an engaging and dynamic experience. It is not unusual for us to hear stories of students in primary school learning the same things over and over (including every year for 6 years), or children completing three or four years of learning a language and not being able to construct a meaningful sentence. In such cases language learning is very boring for the students involved.

School leaders often do not adequately support and promote language learning and the languages program. A school's languages program often provides non-contact time for classroom teachers, which creates the real danger of it being valued only as a way of providing pupil free time for teachers and not as an inherently valuable part of the school's curriculum.

Principals are sometimes heard to say of languages education, "Parents don't value it; parents don't want it". While that is sometimes true, it's too often a cop out which we would challenge. This situation often results from parents not being brought along for the educational journey and therefore not being aware of the positive effects of learning languages on learning in other subject areas, or from them not being aware of current pedagogical practice, which might be very different from the experiences they had at school.

Language teachers generally have limited tenure with no guarantees of continuity of employment from one year to another. They are often required to juggle two or more part time teaching positions. It is therefore difficult to promote the teaching of languages as an attractive career option and for the same reasons, the learning of languages is also often not an attractive option for school students. A growth in the demand for languages education is probably the only way those situations will be rectified and the issue of demand will be revisited a little later in this paper.

We know that parents get frustrated when their children embark upon the learning of a language only to find teaching of that language is discontinued when a teacher leaves, the priorities of the school change or their child moves to a new school, the language they have been learning is not offered in the new school and there is no other affordable means of accessing continued learning of the language. There was an example cited

recently where the languages taught in five primary schools, which are the feeder schools for a large regional high school, are not offered in the high school.

Another issue for parents is how a more focussed concentration upon the study of Asian languages could be achieved within what is already widely perceived to be a crowded curriculum. The findings of the NLES suggested that parents would need to be convinced that teaching of 'core' subjects would not be adversely affected by an increased focus upon the teaching of languages. APC believes that if significant improvements in the provision and coverage of language education are to be achieved there is a need to increase demand among parents and their children. Therefore, the proposed NALSSP strategies aimed at providing additional language classes in high schools and improving teacher training and support will need to be underpinned by a campaign to highlight to parents of prospective language students, especially those with children in primary schools, the benefits of their children learning a second language.

The NLES found that parents are often excluded from participation in discussions around languages curriculum – it is often the subject parents are given the least information about or are least invited to engage in. Often their participation only happens via cultural days/expos, etc. and in many cases these achieve little more than to showcase students' work and provide an opportunity for a meal. Creative strategies in this area might include home activities that bring the language and culture being studied into students' homes (e.g. labels to put around the house of what things are called in the language being learned, music, recipes to try out, traditions to experience, books to borrow, comparing family's traditions/rituals with traditions/rituals of the culture being studied, etc.).

Promoting the benefits of learning a second language needs to be done in a sustainable way – not just as part of a parent information evening (if covered at all in these) but in a drip feed process via newsletters, website, expos, etc. Strategies that build parental understandings of the links between languages and literacy (such as the resource called

"Linking Languages and Literacy – Information for parents and teachers") are very important. Parents would benefit from understanding that learning a language is not just about proficiency; for many children proficiency is not a realistic outcome. It is the cultural learning/awareness, learning about language itself, etc., that is important.

Simply stressing 'the importance of building a secure and economically strong nation for the 21st century by enabling stronger engagement with Australia's regional neighbours' or offering 'opportunities for young people to become familiar with the languages and cultures of Australia's key trading partners' will not be anywhere near sufficient. Such messages will connect with the highly talented and ambitious among our young, and their parents, but many of them are more than likely already studying one or more languages.

The fulfilment of the Australian Government's goals will rest on there being sufficient demand for learning an Asian language among the vast majority of students who will leave school, get a job and for whom overseas travel might happen on only a few, if any, occasions during their lifetime. The learning of an Asian language needs to be made relevant to their lives, and promoted in clear and coherent ways. It is only then that the level of demand for the teaching of Asian languages will be sufficient to warrant and sustain a credible and well resourced Asian languages learning programme.

Yours sincerely

Ian Dalton
Executive Director

11 August 2008

EMBARGOED UNTIL 12 NOON

Boost for family-school partnerships

The Australian government has funded a dedicated, parent-sponsored bureau to maximise the engagement of families with their schools, across both the government and non-government school sectors. The Family-School and Community Partnerships Bureau was launched in Canberra today at a gathering of parent groups from across Australia.

The two peak parent bodies – the Australian Council of State School Organisations (ACSSO) and the Australian Parents Council (APC) – have collaborated for several years on research and activities around parental and community engagement with schools. It has earned the Bureau a government funding commitment of \$800,000 over four years.

“We are delighted with Minister Gillard’s strong support for the Bureau,” said Jenny Branch, ACSSO President and co-chair of the Bureau’s governing committee. “It is clear recognition both of the importance of families’ engagement with schools, and the solid work of the parent peak bodies in building the foundations for the Bureau”.

The Bureau will not only consolidate and extend action research on family-school partnerships. It will establish a 24/7 online advice and support service for parents and schools who wish to collaborate more effectively; conduct annual national parent surveys about schooling and related family issue; and assist in rolling out a National Family-Schools Partnership Framework that has been agreed to by all education ministers.

Caz Bosch, President of the non-government schools’ Australian Parents Council and co-chair of the Bureau, said that the Bureau will provide practical support and well-informed advice to schools and parents about building successful and sustainable relationships.

“The research is already affirming the value of parental engagement in promoting their children’s success at school,” Ms Bosch said. “The task is to make sure that partnership best practice is widely disseminated, and that relevant support and easily understood advice is available to schools and parents. The Bureau has the capacity and the determination to make parental engagement a normal, daily and productive feature of school life.”

The Australian Government sees the Bureau as contributing to the broader COAG participation agenda, and has committed the funding in recognition that the national parent bodies can use their unique networks and experience to help drive a major partnership push for the benefit of Australian education and young people in schools.

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http://www2.peterli.com/tct/resources/articles/archive.php?article_id=1685

Today's Catholic Teacher, January-February 2008

Session 4 -- Essential School-Wide Conditions That Facilitate Student Moral Development

by Dr. Doreen Ferreira Jones

What are the unique qualities of Catholic schools that give their students the best moral education? This article explores the nine essential school-wide conditions that facilitate moral growth in Catholic school students.

A new year begins and Catholic Schools' Week approaches. As we prepare to celebrate the blessing of Catholic education, let us pause to reflect upon the distinctive qualities of our Catholic schools that effectively foster the moral development of students. Cognitive developmental research identifies nine essential school-wide conditions that facilitate student moral growth. Nine are foundational to Catholic education:

1. Adherence to high academic and behavioral standards
2. Alignment of the hidden curriculum with the explicit curriculum
3. Caring community climate
4. Collegiality of faculty
5. Competency of faculty
6. Emphasis on cooperation versus competition
7. Explicit recognition of teaching as a moral enterprise
8. Respect for diversity
9. Student-centered program

Adherence to High Academic and Behavioral Standards

According to Lickona (2004), student moral growth is promoted by high academic and behavioral standards that are clearly articulated, consistently and fairly enforced, age-appropriate, and developmentally sound. The school-wide disciplinary systems designed by Churchward (2003) and Marshall (2004) exemplify such programs. The work of Shaughnessy (2002) substantiates the importance of carefully written, annually reviewed, regularly updated, legally grounded, and consistently upheld Catholic school handbooks, as these practices contribute to facilitating student moral growth. Hunt et al. (2002) reported that adherence to high expectations in Catholic schools contributes to their success in forming competent students of character.

Alignment of the Hidden Curriculum with the Explicit Curriculum

Jackson's (1968/1990) research on school life affirmed the adage "Actions speak louder than words." Jackson observed schools to be social institutions characterized by three factors: crowds, power, and praise. In them, students live as a member of a crowd of peers. They function in environments governed by the power of teachers and administrators. They work hard to gain praise and avoid the censure of their peers and teachers. Jackson noted that as students maneuver through this threefold process they learned distinct moral values and social behaviors.

Jackson named this phenomenon the "hidden or unstudied curriculum" because what was taught was done indirectly and unintentionally in countless irrational or unconscious ways. Jackson reported that a school's hidden curriculum, that is, its very nature and organizational design as well as the behaviors and attitudes of its teachers and administrators, taught students more than the school's explicit curriculum regarding acceptable norms. He maintained that 90 percent of the values learned in schools is taught through the hidden curriculum. Jackson posited that when there is agreement between the explicit and hidden curricula, the moral formation process of students is positive and upward. The more recent research of Jackson et al.

(1993) and Ted and Nancy Sizer (1999) confirm Jackson's observations.

Caring Community Climate

Research confirms that a school-wide caring community climate is central to facilitating student moral growth. The works of Shelton (1990), McDermott (1997), and Lickona (2004) support this finding relative to Catholic schools. In the secular domain, the work of Etzioni (1993) revealed that all facets of school life impact and impart its spirit of community, and that student mature morally when that spirit is perceived as just and caring. According to Noddings (2002), an "ethics of care" is fundamental to the integral formation of students. Hence, she challenges schools to embrace it as their chief aim. Sergiovanni (1992) maintains that moral or virtuous schools manifest a caring community climate and promote "covenantal relationships" (i.e., ties characterized by shared beliefs and goals as well as a mutual concern for and commitment to one another). Both traits, he reports are essential to forming students of compassion and character, and both qualities are distinctive to Catholic schools (McDermott, 1997).

In addition, the Developmental Studies Center (DSC), a research-based organization, has amassed a growing body of knowledge concerning the multiple benefits of a school-wide caring community climate. Specifically, it found that students in such environments are more likely to be academically motivated (Solomon, et al., 2000); to act ethically and altruistically (Schaps et al, 1997); to develop social and emotional competencies (Solomon et al., 2000) and to avoid a number of problem behaviors including drug use and violence (Resnick et al., 1997). Most importantly, DSC's systematic studies discovered that these benefits are often lasting. They begin in elementary school and persist through middle school and high school.

Collegiality of Faculty

Research confirms that a collegial faculty facilitates the moral development of students. But what does collegiality mean? Little (1981) defines collegiality as the presence of four specific behaviors among teachers. First, they talk to each other about their teaching in concrete and practical terms. Second, they observe each other's teaching. Third, they plan, design, research, and evaluate curriculum together. Finally, they share their knowledge about teaching with one another. Most importantly, they perform these actions regularly.

Sergiovanni (1992) noted that collegial educators witness eight distinctive characteristics. They share mutual trust enabling them to collaboratively confront difficult school issues. They demonstrate a common work ethic. They converse regularly about the mission of their school. They work rigorously to realize this mission. They exhibit high regard for each other's expertise. They display personal and collective influence on the curriculum and on their students. They focus on results and possibilities. They go beyond being cordial with each other.

Sergiovanni (1992) also distinguished collegiality from congeniality, noting that collegiality concerns purposeful communication and actions regarding educational or professional issues in order to fuel school change. Congeniality, on the other hand, refers to friendly exchanges on social or personal issues that impact school culture. He acknowledged that both constructs are necessary to healthy organizations, and that both require candor, sensitivity, and mutual respect. He maintained that the integral formation of students is more dependent upon a collegial faculty than upon a congenial one.

Little (1981) found that collegiality in schools is mainly dependent upon the actions and attitudes of the principal. She observed that administrators who explicitly state their expectations of collegiality among teachers, who consistently model collegial behavior, who provide both time and a forum for collegial exchanges, and who support and reward collegial actions, successfully establish collegiality within their schools. Protheroe (2004) confirmed Little's findings.

Barth (1991), however maintained that collegiality among faculty is not easily attained nor was it operable in most of the schools he studied. He identified the organizational structure of schools, the isolation of teachers, and time constraints as contributing to its absence. His current research (2001) reports that collegiality is still limited in America's schools, and continues to require for its establishment the recognition and realization of certain ends—building community, developing leadership, encouraging risk-taking, inspiring a lifelong love of learning, reflecting on practice, and celebrating craft knowledge—by both administrators and teachers alike. On a celebratory note Hunt et al. (2002) suggested that there is greater evidence of collegiality in Catholic schools than in public schools, noting the existence of a strong sense of community within Catholic education as a factor for this difference.

Competency of Faculty

Ecclesial writings highlight the importance of competent teachers to the mission of Catholic schools and to the holistic development of students. Pope Pius XI (1929) declared,

Perfect schools are the result not so much of good methods as of good teachers, teachers who are thoroughly prepared and well-grounded in the matter they have to teach; who possess the intellectual and moral qualifications required of their important office; who cherish a pure and holy love for the youths

confided to them, ... and who have at heart the true good of family and country. (#66)

The Second Vatican Council (1965) acknowledged that the vocation of the Catholic-school teacher “demands special qualities of mind and heart, most careful preparation and a constant readiness to accept new ideas and adapt the old” (# 5). The Congregation for Catholic Education (1982) decreed that Catholic-school teachers must to be carefully prepared as both professionals and ministers of faith if they are to successfully foster the “integral formation of students” (#27). Moreover, it noted that their professional and religious formation must be kept up to date. Likewise, Jesuit scholar McDermott (1997) noted, “Catholic school teachers deserve specialized training; the ordinary teacher-training program is incomplete for a teacher in a Catholic school” (p. 52).

The importance of competent teachers to student moral development is also supported in secular literature. Jackson et al. (1993) and Palmer (1998) noted that competent moral educators may exhibit different teaching styles, but they share common traits. They are experts in the subject matter they teach. They interact with students in a caring and positive way; they articulate and uphold high standards; and they exhibit a commitment to and passion for teaching. Moreover, “they are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves” (Palmer, p. 11). In addition, Reimer et al. (1990) reported that teachers who effectively foster student moral growth exhibit competency in moral development theory as well as in designing and implementing a research-based moral development curriculum.

For Zemelman et al. (1998) competent teachers utilize a best practice model of education, which in turn, promotes the integral formation of students. This model employs 13 interlocking research-based principles, assumptions, and theories of learning. This paradigm is student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist, and challenging. Due to the limitation of this forum, I recommend the reading of Zemelman et al.’s *Best Practice: New Standards For Teaching and Learning in America’s Schools* for a comprehensive explanation of each principle.

Emphasis on Cooperation Versus Competition

Numerous works (Johnson & Johnson, 1989; Kohn, 1992; Lickona, 2004; Noddings, 2002) confirm the benefits of a school-wide emphasis on cooperation. Specifically, they reveal that such a focus contributes to the academic, ethical, personal, and social growth of students and teachers alike. It advances a caring community climate, respect for diversity, trusting relationships, and conflict resolution. It promotes growth in leadership, communication, critical thinking, decision-making, and problem-solving skills. Roger and David Johnson, the nation’s leading researchers on cooperative learning, maintain that the integral formation of students is stimulated more in cooperative environments than in competitive ones.

Kohn (1992) defines competition as any situation where one person’s success is dependent upon another’s failure. Consequently, he builds a case against its emphasis in schools. The problem, he argues, is not just that competition is overdone or badly handled; rather, the very win/lose structure itself has damaging consequences for how children come to see themselves, each other, and the act of learning. According to Kohn, competition thwarts healthy development, trusting relationships, and concern for others. It fuels unethical behaviors: cheating, intolerance, and hostility. He maintains that the alternative is not merely the absence of competition in school, but the construction of caring communities in which people help each other to succeed.

Explicit Recognition of Teaching as Moral Enterprise

Philosophers, psychologists, and educators agree: Teaching is inherently a moral enterprise. Goodlad and his associates (1990) maintain that the moral imperative permeates every dimension of teaching: its purpose, its effect, and its means. It pervades every aspect of education: the enculturation of the young, the access to knowledge, the teacher-student relationship, and the call to school renewal. The works of Hansen (2001), Noddings (2002), and Lickona (2004) affirm the age-old notion that schools are moral institutions and teachers are moral agents. They also substantiate that schools and faculties that explicitly recognize teaching to be a moral enterprise perform their duties as moral educators more conscientiously and more effectively than those who take the moral activity of teaching for granted.

Respect for Diversity

Sacred scripture reveals the sacredness of human diversity.

There are varieties of gifts, but the same Spirit; and there are varieties of services but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone. To each is given the manifestation of the Spirit for the common good. (1 Cor 12:4-7)

Respect for life and human dignity is foundational to Catholic social teaching. Hence, the Church decrees any discrimination because of race, national or ethnic origin, gender, class, or religion to be un-Christian. In addition, the Church calls the contemporary Catholic school to respect and address human diversity in all its forms: family structure, special needs, learning styles, and multiple intelligences.

In the secular domain, the multiculturalism research of Gay and Howard (2000) found that schools that valued and promoted cultural diversity effectively contributed to the moral growth of students. The work of Armstrong (2000) noted that schools that addressed diverse learning styles and incorporated Gardner's (1993) MI theory into their curriculum successfully stimulated the integral growth of their students. Likewise, Noddings (2002) maintained that students who study controversial issues (e.g., in literature and in history) through multiple perspectives mature in their critical thinking, their moral reasoning, and their empathy/role-taking skills.

Student-Centered Program

According to Zemelman et al. (1998), "The best starting point for schooling is young people's real interests; all across the curriculum, investigating student's own questions should always take precedence over studying arbitrarily and distantly selected content" (p. 8) as such a practice contributes to their integral development. The works of Jesuit psychologists Shelton (1990) and Garanzini (1995) support this view. Likewise, the Church affirms the necessity of connecting culture to the real-life situations and experiences of students, declaring "any school which neglects this duty and which offers merely pre-cast conclusions hinders the personal development of its pupils" (CCE, 1977, #27). Systematic research (Lickona, 2004, Power et al., 1989; Reimer et al., 1990) substantiates that student-centered programs facilitate student growth in their leadership, autonomous thinking, decision-making, self-esteem, community building, and conflict-resolution skills, all of which are critical to moral formation.

Conclusion

As Catholic-school teachers and administrators, we have much to ponder and much of which to be proud. As we journey through 2008, may we be ever mindful that teaching is inherently a moral enterprise. May we as professionals and as ministers of faith continue to competently and collegially align our school's hidden curriculum with its explicit curriculum. May we continue to articulate and adhere to high academic and behavioral standards while building and sustaining caring, cooperative communities. May we go forth respecting the diversity of our students and of one another. Most of all, may we be aware that all of these conditions are essential to effectively facilitating the moral growth of our students and their integral formation.

Discussion Questions

1. Reflect upon the school-wide conditions that your school successfully upholds. Celebrate them during this new year.
2. Identify the school-wide conditions on which you would like your school to place greater attention. Have a collegial discussion on this topic at your next faculty meeting.
3. Examine what the "hidden curriculum" at your school teaches. Ask students to share their perspectives on this matter. Work with your colleagues to bring both curricula into alignment.
4. Reflect upon and celebrate the diverse talents of the members of your school community: administrators, teachers, staff members, and students. Share this "good news" with one another, with parents, and with the greater community.

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STATEMENT
 Tasmanian Catholic Schools Parents and Friends Federation
 NON-PRIVATE STD RATE ACCOUNT
 Statement of Receipts and Payments for year ending 23.05.2008
 ITEM

RECEIPTS		2008 Actual	2008 Budget	2007 Actual
A	Affiliation Fees 2008	\$21,542.50	\$30,000.00	\$30,989.80
B	Grant -Dept of Education - 2007 & 2008	\$15,532.00	\$31,064.00	\$0.00
D	2008 Conference fees	\$3,265.00	\$4,000.00	\$5,294.00
E	Interest received	\$409.33	\$300.00	\$329.86
F	Other	\$237.80	\$0.00	\$1,373.60
TOTAL RECEIPTS		\$40,986.63	\$65,364.00	\$37,987.26

PAYMENTS		2008 Actual	2008 Budget	2007 Actual
A	Annual Conference	\$6,117.96	\$7,000.00	\$8,502.52
B	APC - Conference		\$4,100.00	\$4,496.99
C	APC - Affiliation	\$17,534.75	\$5,000.00	\$4,100.00
D	APC - Carry Over		\$0.00	\$6,280.00
E	Executive Officer	\$7,611.34	\$12,000.00	\$11,957.41
F	Office Expenses	\$798.99	\$2,500.00	\$2,406.73
G	Communications	\$4,465.37	\$6,000.00	\$5,055.48
H	State Council Expenses	\$1,848.86	\$2,000.00	\$1,117.61
I	Travel & Accom Meetings	\$4,920.61	\$5,400.00	\$4,716.65
J	APC - Parent Project (N WEST)		\$2,500.00	\$100.00
K	ICPA Conference	\$540.00	\$2,000.00	\$1,300.00
L	NCEC Conference		\$0.00	\$0.00
M	FEDERATION PARENT PROJECT		\$3,500.00	\$0.00
N	OTHER	\$2,776.47	\$500.00	\$760.00
O	XXX		0	0
P			0	0
Q			0	0
TOTAL PAYMENTS		\$46,612.35	\$52,500.00	\$50,793.39

- Notes:
1. National cost through APC set at 20% of income
 2. Parent Project in N West.
 3. APC 06 carry over is a once off.
 4. Strategy will allow for \$6000 in 2008 and beyond for Parent Projects.