



Weekly Briefing For Member Schools

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[University Research Criticises Current Funding Models for Students with Disabilities](#)

Research conducted by both Macquarie University and Monash University has claimed that current models of funding for students with disabilities encourage schools to overestimate the number of eligible students.

[Victorian Government Releases Draft Framework for Pre-School Education](#)

Minister Maxine Morand has released a draft for comment of the framework governing early childhood education in Victoria that will be implemented in 2010.

[Parliamentary Inquiry Calls for Greater Participation in Higher Education for Rural Students](#)

A Victorian Parliamentary Committee has argued that more needs to be done to encourage rural and regional students to undertake tertiary study.

[Parliamentary News](#)

Forthcoming sitting dates for the Victorian and Australian Parliaments.

[National Federation of Parents, Families and Carers Forum](#)

Forums will be held in Sydney and Melbourne to investigate what parents and schools can do to implement a parent-driven 'real education revolution'.

[Seminars for the week beginning 10 August 2009](#)

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University Research Criticises Current Funding Models for Students with Disabilities

The Australian, Justine Ferrari, 04/08/09; The Australian, Justine Ferrari, 05/08/09

A study conducted at Macquarie University has claimed that the provision of funding to schools for students with disabilities has led to an increase in the diagnosis of students with behavioural and emotional disorders. The study, to be published in the *International Journal of Inclusive Education*, indicated that the proportion of students diagnosed with disabilities had doubled in the past decade and that the greatest growth was in psychological conditions. Lead researcher, Dr Linda Graham, argued that schools were 'gaming the system' by diagnosing student behavioural problems in order to access additional support, and that parents in New South Wales government schools 'are encouraged to seek the "right" diagnosis and to "tick the highest boxes" in applications for support so their child can be "included" in regular classes. She claimed that "there's a proliferation of diagnosis of kids who 15 years ago were called scatterbrained or juvenile delinquents, but a whole cultural narrative is taking place that kids are different these days.' Dr Graham also claimed that the growing numbers of students diagnosed decreased the funding support available for students with the most severe disabilities. Schools were criticised for spending disability funding largely to 'support or placate the class teacher' by using funding to provide withdrawal or a teacher's aide 'whether that was in the best interests of the child or not'.

In the meantime, a funding review conducted by Monash University for the Department of Education, Employment and Workplace Relations has claimed that additional funding for schools that enrol students with disabilities further disadvantages the students themselves. The review stated that current funding models led to 'the segregation and stigmatisation of students with disabilities...reducing their access to mainstream curricula' as well as introducing 'incentives for category creep'. The review also expressed concern that parents were not involved in decisions within schools about how additional funding for students with disabilities was allocated.

Victorian Government Releases Draft Framework for Pre-School Education

Media Release, The Hon. Maxine Morand, MLA, 06/08/09; Herald Sun, Stephen McMahon, 07/08/09

The Victorian Minister for Children and Early Childhood Development, The Hon. Maxine Morand, MLA, has released a draft framework that outlines the expected knowledge and skills that children should acquire before they start school. The *Victorian Early Learning and Development Framework for Children from Birth to Eight Years* is designed to 'describe the key knowledge and skills children need to acquire during these years, and provides guidance for parents and others in how to support their development'. It also aims to 'link the learning outcomes and pedagogy from the national Early Years Learning Framework for children aged birth to five with the learning and teaching in the first stages of the...Victorian Essential Learning Standards (VELS) from ages five to eight years'. It includes a requirement for kindergartens to provide children with 'transition statements' for when they start primary school that summarise the children's abilities, achievements and interests, as well as outlining any additional needs that would inform the development of individual support programs for children. The framework also outlines a requirement for kindergartens to extend four-year-old kindergarten hours from 10 hours per week to 15 from 2013. Minister Morand indicated that it would be up to individual kindergartens to determine how they would transition to the increased hours. She also stated that kindergartens and schools would trial the framework from August to October 2009, with the Framework to be launched in November 2009 for full implementation in 2010. She stated that 'we want to ensure that by the time Victorian students start school, they will be ready to learn and schools will be ready for them'. A series of information sessions will be held across Victoria during August 2009 and early September 2009 and professional development sessions for early childhood teachers, prep teachers and out of school hours carers will be held from August 2009 until October 2009. All interested parties have been invited to contribute to an online forum about the Framework. Go to www.vcaa.vic.edu.au/earlyyears/index.html to access a copy of the Framework document or to find further information about the transition statement, information sessions, professional development opportunities or the online forum.

Parliamentary Inquiry Calls for Greater Participation in Higher Education for Rural Students

The Age, David Rood, 03/08/09

The Education and Training Committee of the Parliament of Victoria has released a report that argues that current university entry systems fail to overcome disadvantage for poorer and regional students. The *Inquiry into Geographical Differences in the Rate in which Victorian Students Participate in Higher Education* investigated the Equivalent National Tertiary Entrance Rank (ENTER) scores of Victorian students from different backgrounds and concluded that 'ENTER-based selection can disadvantage young people in non-metropolitan, outer urban and low-socio-economic status areas'. In particular, the Committee noted a 'striking trend' in the high rates at which students from regional Victoria were deferring university study because of the cost of study. It argued that regional students faced higher living expenses to attend university and claimed that these students were required to work before undertaking study in order to qualify for the Youth Allowance. The Committee has recommended that the Victorian Government urge the Australian Government to provide Youth Allowance funding to all students who were required to relocate in order to undertake tertiary study. The Committee also recommended that the Victorian Government investigate modifications of the ENTER system to make it 'more equitable', including the introduction of a greater proportion of recommendation-based tertiary places and the creation of articulation programs from TAFE into university study. Go to www.parliament.vic.gov.au/etc/inq_he_rep.html to access a copy of the report.

Parliamentary News

The Victorian Parliament (Assembly and Council) rose on Thursday 30 July 2009. Both Houses will next sit from Tuesday 11 August 2009 until Thursday 13 August 2009. The Australian Parliament (House of Representatives and Senate) rose on Thursday 25 June 2009 for the Winter Recess. Both Houses will resume in the Spring Session on Tuesday 11 August 2009 and will sit until Thursday 20 August 2009.

National Federation of Parents, Families and Carers Forum

The National Federation of Parents, Families and Carers has organised forums in Sydney and Melbourne to investigate reform options in Australian Education. The aim of the *Can we Develop a National Parents' Movement for a Real Education Revolution to Explore Real Change in Schools and Education* forums is to explore and discuss the Federation's proposed *Charter for a Real Education Revolution* and to develop 'a broad parent-driven movement for real change in education'. The forums will include discussions of issues such as the role of parents as partners in education, the Australian education reform agenda, student-centred funding arrangements for students with learning difficulties and disabilities and the outsourcing of management of government schools to foundations and parent associations. The Melbourne forum will take place on Tuesday 18 August 2009 from 10.00 am to 2.00 pm at the Angliss Conference Centre, 55 La Trobe Street Melbourne. Go to www.civilsociety.org.au/EducationRevolution.htm for further information or to register to attend the forum.

Seminars for the week beginning 10 August 2009

Day	Seminar Name	Time	Venue
Monday 10/08	Multiliteracies Action Learning Project – School Leadership Teams	9.00 am – 4.00 pm	Board Room
	Anaphylaxis Training Course (Day 1 of 2)	9.00 am – 4.00 pm	Training Centre
	Safe Schools – Restorative Practices	9.30 am – 12.30 pm	CSE
	Getting Excited About Grammar in Years 7 to 10	9.30 am – 3.30 pm	Seminar Room
	AISV Executive Briefing	2.00 pm – 4.00 pm	Warragul
Tuesday 11/08	Anaphylaxis Training Course (Day 2 of 2)	9.00 am – 4.00 pm	Seminar Room
	Creating Planning Documents to Support a Rich and Comprehensive Numeracy Program	9.30 am – 3.30 pm	Training Centre
	AISV Executive Briefing	10.00 am – 12.00 pm	St Kilda
	Professional Learning Culture	1.00 pm – 3.00 pm	Board Room
Wednesday 12/08	AISV Executive Briefing	4.00 pm – 6.00 pm	St Kilda
	TAA 40104 Certificate IV in Training and Assessment (Day 2 of 4)	9.30 am – 3.30 pm	Seminar Room
	How to Differentiate the Curriculum to Cater for All of the Students in Your Class	9.30 am – 3.30 pm	Training Centre
Thursday 13/08	AISV Executive Briefing	10.00 am – 12.00 pm	Ballarat
	Authentic Learning – Integrating Pedagogy and ICTs for Developing Schools	9.00 am – 3.30 pm	Training Centre
Friday 14/08	Reading to Learn – Reading and Writing in the Middle Years (Day 5 of 8)	9.30 am – 3.30 pm	Seminar Room
	Integrating Pedagogy and Web 2.0 Technologies for Authentic Learning in the Classroom (Day 4 of 5)	9.00 am – 3.30 pm	Seminar Room
	Reading to Learn – Reading and Writing in the Middle Years (Day 5 of 8)	9.30 am – 3.30 pm	Training Centre

The Seminar Room is located at 20 Garden Street South Yarra. The Training Centre and Board Room are located at 30 Garden Street South Yarra. The Centre for Strategic Education (CSE) is located in Mercer House, 82 Jolimont Street East Melbourne. The Warragul briefing will take place at St Paul's Anglican Grammar School, 150 Bowen Street Warragul. The St Kilda briefings will take place at St Michael's Grammar School, 25 Chapel Street St Kilda. The Ballarat Briefing will take place at Ballarat Grammar, 201 Forrest Street Wendouree.

Note: The AISV Weekly Briefing is also available on the AISV web site, including back issues. The AISV web site is at <http://www.ais.vic.edu.au>.

To obtain further information on any of the above matters, please contact AISV

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