ACLE5

Principals are asked to please begin planning for your school to be represented at ACLE5 which will be held from 5-7 July 2017 in the Adelaide Convention Centre. ACLE5 registration costs will be $750 per person (earlybird). This is the same rate as it was for ACLE4 in 2013.

The theme for ACLE5 will be PEOPLE, PLANET, PURPOSE and as 2017 is the 500th anniversary of the Protestant Reformation, the daily sub-themes will be as follows:

Day 1: PEOPLE       Edu-Reformation
Day 2: PLANET        Eco-Reformation
Day 3: PURPOSE    Ego-Reformation

Guest speak details will be announced in the near future.

What are we asking principals to do?

We are asking principals to ensure that your 2017 school budget has provision to support a number of your staff to attend ACLE5 next year. Please ensure your business manager and school/college council are aware of the significance of ACLE and your school plans accordingly.

Thank you

Valuing Safe Communities (VSC)

LEA and the regions wish to thank principals and your school VSC3 accredited trainers for supporting the VSC3 training modules this year. The uptake has been significantly positive as has the feedback received.

LEA has also been in ongoing discussions with the LCA’s Professional Standards Department (PSD). PSD oversees the suitable training of congregational people via LCA Safe Place training.

Whilst Lutheran school paid and volunteer staff are required to complete VSC3 training modules, LEA has been informed by PSD that any people planning to undertake work in their congregations, will also be required to complete the required LCA Safe Place training.

Principals can you please ensure your school’s VSC3 accredited trainer/s are aware of this.

Growing deep

LEA has six grants of $2000 for the development of resources and/or professional learning for the implementation of Growing deep. Schools can choose to use the money to release staff for the development of these resources in an area of Growing deep of the school’s choosing that supports the school’s School Improvement Plan and the ongoing development of Lutheran education. The resources developed will be made available to other schools through the Growing deep website. We thank Vicki Schilling of LEVNT for such an innovative way of supporting schools as they work with Growing deep. Please visit this link to access the grant application form. [http://host2.lca.org.au/~growingdeep/home/grant-application/](http://host2.lca.org.au/~growingdeep/home/grant-application/)
Growing deep – Excellence in learning

The core purpose of schools and educators must be the successful facilitation of teaching and learning – and to do this effectively, teachers must also be leaders.

[The blurb of Leading learning and teaching by Stephen Dinham]

A great resource for teachers and principals as they reflect on the Quality schools data and continue to develop Excellence in learning.


It can be purchased at https://shop.acer.edu.au/acer-shop/product/A5341BK/39

Growing deep – Self-reflection tool

A self-reflection tool developed by Janeen Lamb of ACU has been uploaded to the Growing deep website. http://host2.lca.org.au/~growingdeep/capabilities/

The information obtained from the tool may provide some helpful insights that could shape professional learning plans.

Growing deep – Staff spiritual retreat

A staff spiritual retreat on Learning and adapting from the Capability, Growing oneself has been developed by Pastor Bob Kempe and Pastor Dale Gosden. It can be accessed in the Capability section of the Growing deep website. Please email templates, images, resources and stories of the ways your community is exploring Growing deep. (anne.dohnt@lutheran.edu.au)

LEA Director of Research & Development [Kaye Mathwin-Cox]

Quality Schools

Many of you are already aware that RADII recently agreed to support the request from LEA to send a new, revised set of reports to schools. These reports were to include a national benchmark which identifies their schools placement with a national median and were also to have the comments removed so that principals could share the data widely to their stakeholders to support their school improvement plans. Unfortunately the data has met with a delay as more development work was necessary than had first been envisaged. However RADII has made this a priority and hopes to have these revised reports to schools as soon as possible. We apologise for the delay and acknowledge there were a number of schools wishing to use the data by now to share with their communities.

A friendly reminder to please complete the survey monkey requesting feedback about the rollout and delivery of the Quality Schools surveys. Both LEA and RADII are keen to determine the effectiveness of the process and the use of which to inform school improvement practices.

NAPLAN

LEA have engaged the services of Dr Juhani Tuoven to analyse the national NAPLAN data from 2008 – 2015 in order to gain a greater understanding of literacy and numeracy nationally in LEA schools and to consider any possible correlation between these and our school improvement data. It is the strategic aim of LEA to enhance and celebrate thriving learning communities and in doing so support our schools with national strategies for a strong and sustainable educational sector.

LEA news

NAPLAN results: significant gains over time, plateaus for 2016 [3 August 2016]

Summary data released today from the 2016 NAPLAN tests demonstrate that, compared to 2008 (the first year of NAPLAN), there have been gains in all content areas (except for writing), but not for all year groups.
At the national level:
- Reading results for Years 3 and 5 saw significant gain compared to 2008.
- Spelling results for Year 3 saw significant gain compared to 2008.
- Grammar/punctuation results for Year 3 saw significant gain compared to 2008.
- Numeracy results for Year 5 saw significant gain compared to 2008.
- Writing results for Years 7 and 9 saw a significant decrease since 2011 (the year from which results can be compared with for this domain).

‘There have been some significant gains in some domains in each state and territory, with Western Australia and Queensland standing out more than others,’ says Chief Executive Officer of the Australian Curriculum, Assessment and Reporting Authority, Robert Randall. ‘NAPLAN is about driving improvement in schools across the country. The data allow us to celebrate success and to identify areas for improvement. NAPLAN also contributes to the sharing of successful strategies within and across states and territories, with the goal of improving learning across the country.’

The NAPLAN national results also show that from 2015 to 2016 there has been no significant change in literacy and numeracy results, with results plateauing. ‘We are concerned that, on a national level, the results have shown no significant improvement across the domains and year levels from 2015. Plateauing results are not what we should expect or assume from our education systems,’ continues Robert Randall.

‘ACT, NSW and Victoria continue to have the highest mean achievement across the NAPLAN domains, although it would be encouraging to see improvement in these places along with further improvements in other states and territories. Literacy and numeracy are the foundation of learning in and beyond school. Literacy and numeracy achievement needs to improve to ensure the wellbeing of individual students and the country as a whole.’

Withdrawal rates from NAPLAN have also remained stable, at the same rate as 2015. ‘The vast majority of parents keep NAPLAN in context and see the value of NAPLAN participation, recognising the value of NAPLAN as an important measure of achievement for their child,’ says Mr Randall.

The final National Report will be available in December. It will provide a detailed analysis of how students perform in each year level, state/territory and by various demographics on a national scale in each of the four test domains. Read the NAPLAN 2016 summary information on the NAP website.

WIN a $1000 grant by completing our short survey for the LLL
To ensure the LLL continues to provide relevant products and services to Lutheran schools and students across the country, we ask that you please complete a short survey to provide feedback on current LLL resources used at your school and services offered.

WIN! by simply completing a short survey by August 12, 2016, your school will gain entry into a draw to win a $1,000 grant to spend as the school would like. Every completed survey will go into the draw (multiple entries from your school will be accepted, but only one per person please).

Please feel free to forward this survey to other relevant staff, such as Business Managers, marketing or enrolment staff, and school banking administrators/volunteers.

Click here to complete the survey

Private school students could be drug tested
An elite Brisbane college is considering random drug tests on its students to combat an ‘insidious’ drug threat. The move comes one year after two students from St Joseph’s Nudgee College, located in northern Brisbane, were charged by police for supply and possession of cannabis. A further six students were suspended.

In a statement published in the school’s newsletter, principal, Peter Fullagar, said that as part of the school’s strategic priorities, a Drug Response Support Program would be implemented in 2017. ‘We are still developing the program and as part of this program the College is considering the introduction of a random testing policy,’ Fullagar wrote. ‘The nature and scope of this testing is currently being determined. Whether testing is implemented or not, it is our intention to implement a Holistic Drug Program.’

However, a spokesman for the Brisbane Catholic Education (BCE) said no schools had been directed to implement random drug testing. ‘Each school community will make its own decision on the appropriate approach, within the framework of a zero tolerance for drug and alcohol abuse,’ the spokesman said.

Read the full article

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**Education Council Communique – 21 July 2016**

The Education Council convened a meeting on 21 July 2016 via video conference to progress key school education and early childhood matters. Important matters considered by Ministers included Online Assessment, National Teacher Induction Guidelines, and the future of National Assessment Program sample testing.

Read the full communique

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**ACU Negotiation Leadership**

ACU Executive Education is partnering with world renowned Stephen Kozicki – a highly respected influencing and negotiation expert – to deliver a unique negotiation skills program. Key takeaways from attending this program include:

- Learn innovative and practical negotiation techniques drawn from the globally recognised Harvard Negotiation model.
- Complete the ‘Negotiation Style’ self-assessment and receive a personal report identifying your preferred negotiation style.
- Analyse current negotiation situations to perfect your skills.
- Engage in a personal follow-up phone consultation to discuss your workplace application.

The program is available:

**Sydney**
13-14 September 2016 and
7-8 February 2017

**Melbourne**
5-6 October 2016 and
21-22 October 2017

Click here for further information

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**Remembrance Day!**

What are you doing with your students on Remembrance Day?

Remembrance Day Live interactive school based show offers you and your students a base for you to begin a unit on harmony, peace, world history, war and discover the true meaning of what the 11th hour of the 11th day of the 11th month – NOVEMBER 11 (REMEMBRANCE DAY) is all about.

**REMEMBRANCE DAY LIVE** is performed in the comfort of your school is an **INTERACTIVE SHOW AND PERFORMANCE** written for students and schools designed to meet the outcomes of Australia History and War based curriculums.

Limited places available – click here to book now

Drug Education for Schools
Penington Institute, a not for profit organisation, has close to 20 years’ experience working with people directly affected by problematic drug use. Our aim is to help communities have more effective, cost-efficient, and compassionate ways to prevent and respond to drug use problems. Penington Institute designs tailored training packages to assist schools in responding to and addressing issues related to substance use, safety and wellbeing of teachers, parents and students.
For more information, please contact: Roger Chao, General Manager,
E: r.chao@penington.org.au, P: (03) 8662 3814