supporting student participation

Connect

Number 82: August 1993

Preston Post-Times

Gowerville JSC in the News!

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- Review: ACSA publications
This Issue

The Small Change Foundation in Victoria has been influential in supporting innovative and special programs in schools. Many of these involve the active participation by students in their design and implementation.

In this issue of Connect, we begin to feature some reports from projects supported by the Foundation. And there's more to come in future issues.

As we were going to press, I attended an exciting launch of a CD, produced by students of Footscray City Secondary College, around environmental themes. Under the title Green Is Magic, the project combines Environmental Science and Music studies, and has produced an activities/colouring book for primary schools as well as the CD. More soon.

Lyn Loger and her students at Nathalia Secondary College continue to produce inspirational work. They're still working on their second oral history publication, but in this issue present a manual describing how they organised a Literacy Camp - by and for students defined as having learning difficulties.

In a climate in which it is easy to focus on 'student participation' by able, empowered, articulate students, we must remember that the first theoretical and practical initiatives under the banner of student participation were taken as measures to extend power, control and participation to those currently denied such. Lyn's work takes us firmly back to that base.

Also here: ideas from SRCS and JSCs about their activities and structures - and some challenges in case we are tempted to 'rest on our laurels'.

As a 1985 Conference noted, the challenge is not simply 'student participation' but 'increasing student participation' - a goal that always runs in front of us.

Next Issue

The next issue of Connect is due in October, with copy due by the end of September please! Some great articles promised, but there's space for more. We'd like to hear from you.

Don't wait to be asked to write - your experience of student participation is valuable, and could be read by interested people all over Australia.

Roger Holdsworth
Women in the Local Workforce
A Student Research and Publication Project

Level 10 students at Drouin Secondary College in Victoria are interviewing local women about their careers. They will publish the results of these interviews as a booklet which will highlight career role models for female students.

Background

In 1984, 19 female students tackled their HSC at Drouin Secondary College, and seven subsequently gained entry to tertiary courses - two into science courses, two into primary teaching, one into welfare studies, one into nursing and one into a business studies course.

By contrast, in 1992, some 48 girls completed their VCE studies, with 30 of these students subsequently gaining entry to tertiary courses. While the increase in the number of girls tackling senior studies might be, in part, a reflection of the limited opportunities in a gloomy employment scene, and also the recent emphasis in education towards increasing retention rates, the most pleasing aspect of these statistics (from the point of view of a Careers Adviser) is to be seen in the wider variety of courses that our female students are now opting for, and to which they are succeeding in gaining entry.

Our girls gained places in a range of science courses, several were pursuing engineering courses, one had opted for journalism and there were others who had succeeded in gaining entry to business-oriented courses in accountancy, marketing and computing.

This was clear evidence that, over the past 10 years, girls have begun to broaden their career horizons and to recognise that they are not only capable of pursuing a career with an academic focus, but are able to compete successfully in career fields that have been traditionally male dominated.

This is a positive and exciting trend which has been evident in schools across the state.

Research and Publication Project

It was in response to this growing trend that a group of Level 10 students at the school decided to undertake a project which might further promote and encourage female students to broaden their academic and career goals.

The Women in the Local Workforce project aims to involve Level 10 students in the interviewing of a number of local women. Students will then use the gathered information to compile a booklet of case studies recording the career experiences of these women who are currently working in interesting career areas previously dominated by males eg local government, dentistry, veterinarian, real estate, medical etc.

Importantly, we received support from the Small Change Foundation in the form of a grant, which has enabled the class to proceed with the project. The grant will be used largely to assist with the production and distribution of a booklet which will record the results of our research and interview work.

By highlighting the existence of these women in our local community, it is hoped that the notion of a role model for female students will be given an even greater impact.

Also included in the booklet (which will be published in October) will be information relevant to the career areas that the various women have pursued eg educational qualifications required etc.

Please contact us if you are interested in further information or if you would like a copy of the booklet.

Marlene Watson and Anthony Stone (students)
Mike Jungwirth (Careers Adviser)
Drouin Secondary College,
PO Box 338, Drouin 3818
Phone: (056) 25 1002
Lalor East Primary School has led a group of local primary and secondary schools in Melbourne's north-east suburbs, in developing an innovative project aimed at increasing the participation of girls in science and technology.

The Girls' Challenges Project is providing students at the participating schools with the opportunity to address open-ended science challenge tasks around the theme Science and Technology in the Home.

Here are some examples of what students produced in response to that challenge: some girls developed natural hair dyes using fruit and vegetables; others made a marshmallow toaster, a buzzer that would alert adults if a child was leaving the room, an environmentally friendly mouse-trap, and a coin sorter; others tested washing detergents.

The target group is students from years 4 to 6 in primary schools, and years 7 and 8 in secondary schools. While each school will develop a program to satisfy their needs, all schools will share common design briefs. The primary focus of this project is to encourage girls to participate in hands-on science and technology.

The organisation of the Girls' Challenges Project began at Lalor East Primary School in June 1992, with the aid of funding from the Disadvantaged Schools Program. It has been coordinated by Rose Stolarek, a Year 6 classroom teacher. Rose formed a working group consisting of Terry Howard, Mark Smith and Val Mason (Lalor East PS), Maria Stella and Peter Nix (Thomastown East PS), John Retica (Thomastown SC), Allan Gray (Peter Lalor SC) and Peter Woodhams (Waterdale School Support Centre). This group has met on a regular basis in their own time to set up this project. The project has involved many meetings and hours of work in liaising with industry and other community groups.

The Girls' Challenge Project includes a twice yearly local science fair. The first mini science fair was conducted in State Education Week at Epping Memorial Hall, where students displayed their designs, answered questions and demonstrated the skills and knowledge acquired as a result of participating in the project. The fair was attended by over 400 students and many teachers from local primary and secondary schools, and proved to be a great success.

An interesting aspect of this project has been the close cooperation of several industrial and community groups in the development of the project. Industries which have contributed great support have included Ford Australia, Melbourne Water, CIGWeld, Melbourne Mushrooms, Kodak, and Sutton Tools, who participated by providing personnel to work with students and resources for the science fair. Support from other groups such as Swinburne Institute, CSIRO, Whittlesea Shire Council, NITEL, NIECAP and DEET has also been invaluable.

Another exciting aspect of this project is the cooperation between primary and secondary schools in curriculum development which has occurred across the important transition years for local students.

We are now planning our second fair, which will be held during the week of October 11th to 15th 1993. The focus is on the environment and our theme is Using Science to Protect the Environment.

For more information, contact:

Rose Stolarek and Mark Smith
Lalor East Primary School
Cleveland Street, Lalor 3075
Phone: (03) 465 4350
In October 1992, a Literacy Camp was held at the Dharnya Centre in Northern Victoria. You might have read about this camp in Connect 77-78. But this was a Literacy Camp with a difference - it was a camp organised by students predominantly with major learning difficulties.

These students set up organising committees in the five secondary schools involved, communicated with each other by fax, invited speakers and workshop leaders who had overcome their own learning difficulties, and led a three day celebration of the human spirit.

Lyn Loger, teacher at Nathalia Secondary College, who inspired and organised this process, has now put together a book which both illustrates what happened on that camp, and provides a model for other schools to follow and explore. She stresses that the book is a working document for schools to use. “It is ... provisioned with lots of blank pages for you to use when you write up your LITERACY CAMP. Your future contribution will then become part of the successful further development of the LITERACY CAMP PROCESS.”

And the process is developing, with a series of such camps funded through the Victorian Country Education Project's Statewide Initiatives Committee for 1993. These will result in the creation of a network of students with learning difficulties, supporting each other.

This network has already started to develop amongst the schools in Northern Victoria, with newsletters following up the camp, and planning the next one.

The Book

Literacy Camp 1992 is a gold-mine of a folder.

Firstly, it describes the background to the project in the principles of the Foxfire approach. It then outlines, in considerable detail, how the camp came about - the processes of funding, of activating students, of inviting artists and so on. Suddenly, in the middle of the photographs, oral history records, and camp recipes, is included a collection of the poems produced on the camp - poems by students stigmatised as having learning difficulties.

The manual finishes with forms and outlines for others to use - to make sure that the process goes on.

The whole document - typed and laid out by Nathalia students - is inspirational from many points of view. The existence of the camp, the active participation of the students (not the ‘best’ students, not the ‘brightest’ students) in its organisation - that was phenomenal enough.

But now to have a detailed documentation of how it happened, how the students communicated with each other, how they organised the camp’s activities, how they wrote to guests - that takes the process beyond Nathalia and the other schools, into an inspirational model open to other schools to use and adapt.

Open to you to adapt.

The book/manual Literacy Camp 1992 is available from:

Lyn Loger, Nathalia Secondary College, PO Box 42, Nathalia 3638.

Phone: (058) 662 331 or Fax: (058) 662 858.

Cost is $20 plus $5 postage
WHAT IS THE NSW STATE SRC?

The New South Wales State Student Representative Council is made up of two selected student representatives from every region in New South Wales. It represents and voices concerns of students at regional levels and brings them to the state meeting to discuss and compare situations.

Due to the wide scope of representatives and the distance between regions, these representatives rarely meet - in certain regions, representatives may only see one another at the State (or sometimes at Regional) meetings.

Because of the contrasting lifestyles of many school students in New South Wales, the decisions made must be equally beneficial to all students - who may live within Sydney’s metropolitan regions, and also beyond Sydney into our country regions.

All representatives throughout this year have learnt the meaning of dedication, commitment, compromise and being open-minded. At times, the work load can be strenuous, but when we consider and realise that we are the closest group of students to the Department of Education as regards SRCs in New South Wales, it is worth it.

A recent concern that several regions have expressed was about the Higher School Certificate. We then set out to get some answers and were invited to a luncheon in the City of Sydney to welcome the Advisory Council which will review our School Certificate and the Higher School Certificate. The New South Wales State SRC was also asked by the Advisory Council what our opinions were of the new HSC pathways system at Matriculation. Our opinions were very favourable. Our opinions were also asked for by the Education Minister, the Hon. Mrs Virginia Chadwick. We were, of course, quite overwhelmed at all the steps the New South Wales Education Department are taking to improve and enhance fine students and their opportunities.

Melissa Schultz, Secretary
New South Wales State SRC
WHAT DO SRCs DO?

A Student Representative Council Forum for schools in the NSW Department of School Education’s South Coast Region was held at the coastal town of Gerringa on 30 May to 1 June 1993.

Thirty-two out of the thirty-eight high schools in the Region were represented at this forum. Two students and a teacher attended from each school. Incorporating staff with students provided an excellent opportunity for the professional development of both groups, and an opportunity to develop action plans.

SRC REPORTS

The following information was collated from reports submitted by SRCs during the forum. It provides an overview of what is happening through SRCs in this Region.

This is a very impressive range of activities, and as regional networking improves, the list will get bigger each year.

Albion Park HS
- formed constitution
- Mission Statement and Goals for school
- fundraising for school resources and charities
- designing a senior area
- radio through the PA system
- research into female studies performance
- rights/responsibilities

Batemans Bay HS
- assemblies
- SRC roll call
- fundraising: socials, BBQs, any other forms
- environment: Art students to paint toilet doors to stop graffiti
- Merit System: Gold Card incentive scheme
- breakfast in the morning (for those who don’t have breakfast)
- ‘I Care’ sessions each day, 15 minutes, VRGs; SRC includes activity eg leadership
- Fun-day with sister schools (Yass HS)

Bega HS
- open meetings to encourage involvement of whole student body
- fundraising: sponsoring students for sports and academic visits; BBQs for ‘Big Gig’ (a local rock eisteddfod); selling badges for charity
- environment: clean-up days around school; painting toilets’ installation of smoke detectors in toilets
- school social: all school bands perform (good for self-esteem)
- Community Radio (1 hour per week)
- student ID cards
- jacket design for 1994 (American design sports jacket)
- telephone for students
- tampon vending machine
- recycling depot (community-based, within school)
- SRC T-shirt to identify SRC representatives
- end-of-year leisure week
- new projects: student-centred newspaper, drink machine (difficulty with school canteen)

Berkeley HS
- elections once per year
- meetings every second week
- school assemblies: duty roster for speaking about SRC activities
- fundraising: McDonalds orders sent to McDonalds and delivered to school - 20% to fundraising, Red Nose Days, Bandage Bears, Valentines Day (carnations and hearts)
- fundraising proceeds: support to local kids, Year 8 Geography camp, fund to students to attend Canteen week, Camperdown Children’s Hospital, support to student with leukaemia at school
- environment: improvement to quadrangles, Environment Day - clean up creek next to school and provide lunch for those who clean up
- Merit System: Gold Card system (discounts at discos and shops); conduct and attendance books; end of year awards; certificates of acknowledgement
- school magazine - ‘The Star’: excursions, photography class, memorial page
- Expo Day: primary schools visit high school
- excursion reports (by students)
- school jackets
- sport activities
- school band supports all SRC functions
- sister school exchange trip to Richmond
- SRC Debating Competition with other schools
- Port Kembla Police: Touch Football campaign
- organisation of school canteen lines
- suggestion boxes
- uniform clothing bin
- end of year: fashion parade (year 10 formal dress; years 7,8,9), talent show
Bombala HS
- fundraising: raffles, Valentines Day (sing-a-grams and roses), Trivia Day
- fundraising proceeds: Heart Foundation, students who have lost home in fire, Prince Alfred Children's Hospital Appeal
- Merit System: points/3 levels (prizes - trip away, afternoon off school), points for wearing uniform, courtesy to teacher, discount at stores, activities in area
- anti-smoking - World No Tobacco Day
- display art canteen for SRC board
- sponsoring child from Africa
- Clean Up Australia Day
- volleyball set up
- SRC excursion (Canberra)

Bowral HS
- SRC roll call group
- representatives on P&C, canteen, uniform committee
- reports: assemblies, monthly newsletter
- fundraising: Bandage Bear sale, Red Nose Day, wilderness badges, school discos, Valentines Day carnation sale
- new projects: installation of phone and soft drink machine for students

Braidwood Central
- representative on committee considering formation of School Council
- merit system: restructuring - consultation with staff
- school-based Youth Forum
- socials, other entertainments

Corrimal HS
- fundraising for shade area and charity
- environment: tree planting, created Japanese garden within school, seats
- fashion parades
- sausage sizzles/BBQs

Crookwell HS
- fundraising (one charity per term targeted): Valentine Day messages, Bandaged Bear days, BBQ, NSW Milk Fund (donating $5 in $ for cancer kids), muffin days
- environment: recycling (cancelled due to pick-up problems), tree planting, mural at front of school, Environment Week (certain colours to be worn, fined if otherwise)
- improvements to canteen
- changed school uniform

Dapto HS
- fortnightly meetings
- committees: curriculum, fundraising etc
- fundraising (one charity per term targeted)
- merit scheme involvement
- socials (1 per term)
- telephone for students
- student exchange with private schools (days)
- school emblem design competition
- meeting with Principal once per month
- senior canteen line

Illawarra Senior College
- changes to Senior College reflected in SRC structure
- new captains selected end of term 2, mid-year changeover
- overnight camp towards end of term 3 to plan next year's activities
- fundraising: World Vision and Care Australia
- environment
- school discos
- Port Kembla police visit to school re competition against the school
- Senior Discipline Committee (for senior students)
- Neighbourhood Watch
- schools safety program (police sponsored)
- new projects: installation of telephone and photocopying facilities for students

Kanahooka HS
- fundraising for charity - walkathon
- environment: shelter shed, walkways, parent working bees, painting, Clean Up Australia Day
- uniforms
- anti-smoking
- safety

Karabar HS
- representatives on staff committees
- fundraising: 40 hour famine
- merit system: Gold Award Scheme starting term 3
- social: interschool (Queanbeyan)
- school radio/newspaper
- paper recycling
- school assemblies
- names for new year 7 classes

Keira Technology IHS
- fundraising for environment and other projects eg rainforest, paving, seating, World Vision
- safety committee - check all school
- socials with local primary school

Kiama HS
- assemblies
- SRC roll call every morning
- SRC outing to restaurant to get to know new members
- P&C meeting involvement: uniform, welfare system
- fundraising (2 charities per year targeted): BBQ, doughnut days, fun days, food stalls, Red Shield Day, Red Nose Day, end of year concert
- environment: Environment Day (working bee and garden day - all students involved, have band play), posters around the school for decoration
- transplantation issues (speaker, developing open days)
- merit scheme: BBQ
- McDonald's Days
An Idea for an SRC Evaluation Activity:

WHAT HAVE WE WORKED ON THIS YEAR?

Use the grid outlined in Connect 75 (June 1992: pages 8-9), to ‘map’ what your Student Representative Council (or Junior School Council) has worked on this year. Here’s how:

Write headings for possible types of activities across a board - for example:

<table>
<thead>
<tr>
<th>Internal or Communication</th>
<th>Fund-Raising</th>
<th>Social</th>
<th>Uniforms</th>
<th>Facilities</th>
<th>Environment</th>
<th>Rules</th>
<th>Advocacy</th>
<th>Community</th>
<th>Curriculum</th>
</tr>
</thead>
</table>

Then take one piece of A4 paper.

If this paper represents all the time you’ve spent in the SRC this year, tear it up into pieces to represent how much time you have spent on various activities - a big bit of paper for a lot of time spent; a little bit of paper for a little bit of time spent. Label each bit of paper with a description of what you have done. Then stick each bit of paper under one of the headings.

What do you notice?
What does this tell you about what you have and haven’t worked on?

- Installation of drink machine (hot and cold) in senior area
- allocation of year projects
- newsletter (call for ideas etc)
- morning tea with Principal
- new projects: to begin school radio, breakfast for year 7s

Lake Illawarra HS
- fundraising: Red Nose Day, discos, Bandage Bears, mullet days
- environment: school clean-up
- Coke disco: video disco in association with Coca-Cola
- levels system: worked with Principal to develop system
- uniform: pupils sent home to change if not in uniform and suspension/afternoon detention for repeat offenders

Monaro HS
- committees: Sunsafe, Police/Community Liaison, School Council Steering Committee
- fundraising to update sports equipment
- merit system: Gold Card
- uniform: adapting code
- school socials
- sponsor students to state level sports competitions
- school jackets (bomber style)

Moruya HS
- fundraising: BBQs, ‘Avago’ days (1 per year, cross country involved, concert), school fete
- morning teas
- suggestion box in foyer for ideas for SRC
- expenditures: school blazers for school representatives, student assistance resources, SRC workshops - groups from other schools get together, equipment for staff and students
- aim for future: study guide/equipment

Moss Vale HS
- all SRC in same roll group
- assembles
- fundraising: walkathon - raised $7500, Valentines Day roses
- fundraising proceeds: shelter for disabled, financial assistance to needy students for excursions etc, photocopying, computers
- sponsoring child
- elevator and ramps installed for disabled student
- multicultural day
- painted school (pink)
- socials
- telephone for students

Mulwaree HS
- District Youth Forum - organisation
- fundraising: crazy hair days, socials, can recycling
- environment: new seats
- awards system: sportsperson of the month, good behaviour tickets (tickets earn excursion), awards from faculties each fortnight
- anti-smoking program: pamphlets in library, billboard in quad, poster competition: new school jacket (black - no emblem)
- themes each term to help raise issues: drugs, smoking, environment
Narooma HS

- aims to encourage wider participation
- fundraising ($3000 raised annually): school dances, mufti days
- funds to help rebuild Narooma PS
- Big Gig (mini eisteddfod)
- CD ROM discs for computer
- sports shelter provided (mud brick)
- bomber jackets for school
- safety in schools - bike track upgraded

Nowra Technology HS

- assemblies
- aim to involve all students
- all SRC in same roll group
- fundraising: discs, wilderness badges
- environment: seating clean-up
- Valentines Day gift giving/Easter egg giving
- helping in disabled school sports
- BBQs for sporting people
- sports-star of the month
- tampon and condom machines vetoed by Deputy Principal
- end-of-year get together/school dances
- new projects: school telephone for students

Oak Flats HS

- fundraising: Valentines Day roses, Red Nose Day
- fundraising proceeds: telephone for students
- support to community organisations which provide welfare services
- environment: tree planting, general beautifying, tidying up toilets, need to refurbish hall
- sponsor child

Shoalhaven HS

- changed constitution
- plans: election of school representatives
- committees (SRC involvement): Drug Education, Emergency Procedures, all other new school policies
- fundraising: mufti days, car washes, cake days
- fundraising proceeds: blue and gold phones (time limit 3 minutes), extra phone for seniors, video projector and screen to be used for discos and lessons eg English
- school socials
- school magazine
- senior canteen line

Smiths Hill HS

- changing constitution
- outside classroom
- weekly meetings with Principal
- fundraising: mufti days, school dances

Ulladulla HS

- SRC meets monthly
- re-writing constitution
- Junior Neighbourhood Watch (in conjunction with Milton Police)
- student present at Staff Development Day
- representative on School Council Steering Committee
- committees: Welfare (Student Welfare Program), Publicity, Environment (Memorial Rainforest Garden), Fundraising, Projects, Year Book
- year book: whole school achievements, SRC committees
- anti-drug policy for school (kept in library)
- fundraising: school socials/discos, Nowra Youth Expo (to promote the school), Red Nose Day, Smith Family
- World Vision Sponsorship
- environment: tree planting, local graffiti artist to paint bus shelter, school landscaping day (working bee)
- merit scheme involvement
- citizen of the month - any major achievement (students and teachers)
- helping to design new school uniform
- merit system: 7 wards, Principal's award (voucher for music shop)
- uniform: school jackets and sporting gear, designing new emblem
- community radio
- suspensions for fighting
- Hall of Fame: ex-students representing Australia etc, school dux, any famous
- new projects: phone and condom machine for students

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**QUESTION:**
How do you stop all the time of SRC meetings being taken up with discussion of fund-raising or socials?

**ANSWER:**
Set up a fund-raising subcommittee and a social subcommittee (perhaps with non-SRC students as members too).
The SRC receives reports from them as well as about other issues!

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Vincentia HS (years 7 and 8 only)

- policy making involvement
- canteen committee (one period off to organise special lunch eg pizza, lasagne)
- fundraising: socials, cake days
- fundraising proceeds: telephones for students etc
- merit system: hold, silver, bronze (seek sponsors)
- uniform: logos, mottos, sports uniform design, house names
- socials
- right and responsibilities/classroom rules
- senior common room
Warilla HS
- organising senior study area
- morning tea with Principal
- end of year SRC dinner
- fundraising: set up radio station (SRC are DJs and includes raffles), 40-hour famine, Coke disco
- sponsor school entry to Rock Eisteddfod
- SRC suggestion box

Warrawong HS
- election campaign (policy statement and photo)
- committees: projects (video library, charities), assemblies, social, organisation (elections, flag raising), environment (tree planting, repairs/improvements)
- year 7 BBQ
- senior room
- canteen involvement
- Environment Day: tree planting
- carnival for 20th anniversary: different foods, rides, fireworks, ethnic dancing
- McCarthy prize awarded to student who achieves most during the year
- 'Black Day' - abuse of women
- new projects: telephone for students, school radio

Wollongong HS
- SRC meets with Principal every fortnight
- morning tea with Principal each month
- committees: each person on SRC involved in committees
- fundraising: discos, multi days, activities eg talent quest, rollerbladers
- sponsoring World Vision
- recycling unit
- environment: environment days (tree planting - 2000 trees over the last three years), additional seating and tables
- uniform: organising funds to provide blazer (optional), representation
- memorial plaque: in memory of students who have passed away
- student phone

Yass HS
- fundraising: fashion parade supported by local shop and modelled by SRC representatives, includes BBQ and drinks, Red Nose Day, socials, walkathons
- fundraising proceeds: year 12 study centre, SRC, educational needs, charities, shelter from rain, seating
- school magazine
- catering for athletics carnival

Group Report:
Batemans Bay HS, Bowral HS, Braidwood Central, Illawarra Senior College, Lake Illawarra HA, Moruya HS, Narooma HA, Yass HS
- SRC meetings (use DEAR time)
- School Councils
- merit system: gold card (local business support)
- Valentines Day: sing-a-gram
- environment: planting, gardening, building etc
- trivia day
- fashion parades
- uniforms
- communication procedures (staff, students, parents, P&C)
- purchase of school buses
- breakfast for students
- wet weather shelters
- radio station
- Battle of the Bands
- safety issues
- discos
- health issues
- disabled access to schools

For more information on issues arising from the South Coast Region SRC Forum, contact:

Rob Spence
Student Welfare Coordinator
South Coast Region
PO Box 1232, Wollongong NSW 2500
THERE are new kids on the block.

Gowerville Primary School’s junior school council for 1993 has just been elected, and they are keen to make their mark.

Teacher, Maree Reddan said the 10 councillors would meet three times every term to develop ideas to give Gowerville a boost.

“The junior councillors liaise with other students in the school to get ideas on how to make the school a better place."

“The idea of fundraising is also part of the activity, and the council to take the project and be act on it,” Ms Reddan said.

Council gave
representatives from each grade, experience with meeting procedure and working in a committee.

The school, which has more than 100 students, has had a junior school council for years.

Cool council (above): Gowerville junior councillors (left to right) Charlie, Phearea, Rowa, Samantha, Sarah, Melissa, Ian, Coen, Marina and Shannon mean business. Picture: DENNIS MANKTELOW

From the Preston Post-Times, Monday April 5, 1993
Several readers have asked for examples of a constitution of a Junior School Council. The following is that for Norris Bank Primary School. It was developed about three years ago, and is currently being reviewed. It is not suggested that this is a 'perfect' constitution - it was used to get the JSC started, and to make clear to the school how it was set up. Its language may not be the language of the students. It is, however, shared here as one example, and to encourage other JSCs and SRCs to share what they do.

Two documents follow - one is the Minutes pro-forma used in Norris Bank JSC to simplify the task of keeping minutes - and to help representatives follow the processes of the meeting; the second is a suggested pro-forma for focusing discussions when representatives report back to classes. This document is meant to encourage representatives to get arguments for and against a proposal, and to consider amendments, before making a clear decision on a final recommendation.

1.0 Preamble

The Junior School Council of the Norris Bank Primary School has been established:

- to assist the School Council and staff to promote the most favourable educational environment for pupils at Norris Bank Primary School
- to promote school spirit among the children at the school
- to provide an opportunity for children to experience the democratic process and participate in the efficient working procedures to be observed in democratic organisations.

2.0 Composition of JSC

Two School Captains - tenure for 1 school year.

One representative from each classroom - tenure 2 terms.

Ex officio - staff member who is appointed to supervise the Junior School Council

2.1 No child may be elected to the Junior School Council for a second term within a period of two calendar years.

3.0 Office Bearers

Office bearers of the Junior School Council are:

President
Secretary

These positions to be filled by the two School Captains.

Deputy President and Deputy Secretary to be elected by members of the Junior School Council.

3.1 Duties of Office Bearers

President:
Conduct of meetings.
Responsible to ensure all business agreed by Junior School Council is brought to satisfactory conclusion.

Deputy President
Understudy and assist President.

Secretary
Produce minutes of meetings.
File all correspondence.

Deputy Secretary
Understudy and assist the secretary.

4.0 Elections

School Captains will be selected no later than the end of the second school week each year.

Elections for grade representatives must be held before the third week of term 1, and in the last week of term 2.

All elections will be by secret ballot.

Only written nominations will be accepted. A nominator and seconder will be required for each valid nomination.

Teachers are expected to fully explain the above procedures to the children and stress their importance as part of the democratic process.
5.0 Meetings
Meetings will be held fortnightly at a regular time to suit timetable constraints. Meetings should not exceed 45 minutes. The following should attend all meetings:

All members.
Supervising teacher.

5.1 The following may attend as observers:
- Members of School Council
- Parents
- Principal or Deputy Principal
- A single grade by invitation
- Other observers who may be invited to attend from time to time.

6.0 Proceedings
Meetings shall follow the following procedure:

a. Apologies
b. Minutes of previous meeting
c. Correspondence
d. Reports: Supervising Teacher, Special Projects
e. General business

6.1 Business
From the preamble above, it is clear that the Junior School Council business may cover many areas of school activities. However, specific duties that will be covered by Junior School Council are:

- Social Service
- Children’s Fund-raising
- School Grounds
- Intra-school Sports Activities
- General behaviour of students
- Student input into special days and themes

7.0 Communication
The Junior School Council will elect from their numbers a 'speaker' to make a verbal report at the Monday morning assembly following a meeting.

A member of the Junior School Council will be elected to assume responsibility for writing a report of proceedings for publication in the school newsletter.

On the next three pages are two documents for Junior School Councils and Student Representative Councils to use.

Please feel free to copy and use these. Please also feel free to modify and change them.

BUT ... we would like to hear from you about how they work! Please send any reports and any ideas for changes to Connect, 12 Brooke Street, Northcote 3070
AGENDA FOR MEETING OF JUNIOR SCHOOL COUNCIL

Agenda for Meeting of Junior School Council on ............... at .................

Attendance: ........................................................................................................

Apologies: ...........................................................................................................


Minutes of Previous Meeting:

Moved: ___________________  Seconded: __________________________

"That the minutes that were distributed before the meeting be accepted/amended."

Amendments: ........................................................................................................

Carried: Yes [ ]  No [ ]

Business Arising from the Minutes:

Correspondence In:

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Moved: ___________________  Seconded: __________________________

"That the correspondence be accepted."  Carried: Yes [ ]  No [ ]
Reports:

1. Supervising Teacher: __________________________________________________________

2. Buildings and Grounds: ______________________________________________________

3. Social Service: ______________________________________________________________

4. Publicity: _________________________________________________________________

Moved: ______________________ Seconded: ______________________________

"That the reports be accepted." Carried: Yes [ ] No [ ]

General Business:

__________________________________________________________

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Next meeting will be held on: _____________________________

Meeting closed at: ________________________________
REPORTING BACK TO GRADES/CLASSES

Have a separate copy of this sheet for each idea or proposal you want to discuss with a class.

Class: __________ Representative/s: ______________________

Idea or Proposal:

Points For: ____________________ Points Against: ____________________

Any Changes to the Idea or Proposal:

What we decided:

Votes (if appropriate):

For: ____________________ Against: ____________________
ACTU WORK EDUCATION CLASSROOM PACK

The Work Education Package has been produced for the past five years by the Australian Council of Trade Unions with the support of government, community and corporate sponsors. In an on-going commitment to work education, 1993 marks the launch of the Classroom Pack.

It’s a new, revised format specially designed for years 9 to 12, and includes:
- 30 copies of the 52 page student book, OVER/2U;
- one copy of the 70 page Teacher’s Manual.

THE CLASSROOM PACK:
- provides explanations of buzz words and jargon;
- appeals to students because it is visually attractive and relates social issues to decisions they must make;
- includes a comprehensive set of activities ranging from quick quizzes to research assignments;
- is relevant to most social studies curricula;
- answers students’ questions about the world of work;
- emphasises the connection between their future and their school studies;
- can be shared by teachers and classes without ending up in pieces scattered throughout the school, because it’s packaged in a sturdy, attractive satchel.

In 1993, the ACTU Work Education Package was sponsored by: Lend Lease, Australia Post, BTR Nylex, Cadbury Schweppes, Concrete Constructions, ICI, Manchester Unity, Australian Drug Foundation, Australian Youth Foundation, the Department of Employment, Education and Training, the Department of Industrial Relations, and the Aboriginal and Torres Strait Islander Commission.

The Classroom Pack costs $40. Order forms are available from Education Image: phone (03) 429 6299.

TRAINING IN ACTION

In addition to the Classroom Pack, a colourful tabloid magazine, Training in Action, was produced for year 12 and TAFE students. It includes information and entry details for the Job Options Challenge, a new school-to-work program.

For further information, phone Kerry Sunderland at Education Image on (03) 429 6299.

- CHANGES CHANGES

EDUCATION LINKS

Education Links is a progressive educational magazine (3 issues a year) based at the Inner City Education Centre (37 Cavendish Street, Stanmore NSW 2048). As from Issue 47, subscription rates will increase to:

Personal (Individuals and Schools): $18
Other Institutions: $30
Supporting individual subscribers: $25
Sustaining individual subscribers: $50 and upwards

SCIP

After three and a half years as the Coordinator of the Victorian Student Community Involvement Program (based at the Victorian Division, Australian Red Cross, 171 City Road, South Melbourne 3205), Deborah Nelson is moving on. Stuart Trist will undertake direct responsibility for SCIP until a new Coordinator is appointed.

- CHANGES CHANGES -

NATIONAL COALITION OF ALTERNATIVE COMMUNITY SCHOOLS (USA)

After four and a half years in Tennessee, the National Office of the US umbrella group, the National Coalition of Alternative Community Schools (NCACS), is shifting to Santa Fe in New Mexico. There will also be a new Office Manager - Ed Nagel is taking over from Michael Traugot.

They welcome contact with community and alternative schools in Australia - and also are interested in links with school-based environmental projects.

To contact them, write to:

NCACS
PO Box 15036
Santa Fe
New Mexico 87506 USA
Phone: (505) 474 4312
Published three times a year in the UK, *Lib ED* examines radical ideas and practice in education. Now in its 25th year, *Lib ED* is one of the few UK journals that chronicles practical and theoretical developments in radical education. It actively promotes freedom in education by publishing books, pamphlets and magazines, and organising meetings, conferences and other events.

The following is a brief guide to some of the publications available from *Lib ED* at:

*Lib ED*, 170 Wells Road, Bristol BS4 2AG England

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**FREE SCHOOL**

**The White Lion Experience**

Nigel Wright

White Lion Street Free School, which opened in 1972 in Islington, North London, is Britain's best-known and, until recently, longest-surviving free school. Despite enormous public interest in the school, no one has ever attempted an assessment of it. *Free School: The White Lion Experience* starts to fill this gap. How did the children use the freedom the school gave them? What did they learn there? Was it really democratic? What were the successful features of the school? Did it work? These are some of the questions addressed by Nigel Wright.

*Free School* is not a comprehensive history of White Lion, and even less is it an 'official' description of the school. Rather, Nigel Wright, who worked at White Lion for over four years, offers his own lively analysis of the successes and failures of this extraordinary experiment in libertarian education. (ISBN 0 9513997 1 3; £3.95 or US$9 plus 85p or US$3 postage and packing.)

---

**NO MASTER HIGH OR LOW**

**Libertarian Education and Schooling in Britain 1890-1990**

John Shotton

The path to a compulsory education system, the emergence of selective schooling, and the fight for comprehensive education in Britain are all issues that have been charted by educational historians. What they have missed is the history of the dissenting tradition - the tradition that questions the whole notion of a state system. John Shotton has attempted to rectify that situation.

This book charts the history of libertarian education and schooling in Britain from 1890 to 1990 using original interviews and material that have never been used before. It looks at the different experiments in education that have taken place in the past hundred years with a positive message of libertarians.

Colin Ward writes in the foreword:

*He makes no claim that cannot be backed up by evidence, and he looks especially for the evidence provided by children rather than propagandists. He draws us into unexplored territory and reminds us that experiment is the oxygen of education.*

As the debate about educational standards and uniformity intensifies, John Shotton's book suggests that libertarian experiments have a successful track record and warrant close attention. (ISBN 0 9513997 3 X; £7.95 plus £2 post and packing, or US$15 plus US$3 p&p.)

A subscription to *Lib ED* is £8 (US$16) for 3 issues, £14.40/US$29 for 6 issues, or £19.20/US$38 for 9 issues.
NEW RELEASES IN 1993

Australian Curriculum Reform: Action & Reaction

This book is a celebration of ten years of ACSA. Critical issues and themes with a national focus are explored by twelve of Australia's most highly respected curriculum writers. "ACSA has developed rapidly as a significant organisation in the Australian educational context. The contents of this volume highlight some of the most important aspects of its work in the last decade. They also provide a significant agenda for its work in the next." Dr David Smith, Editor.

Case Studies on Middle Schooling

Twenty four case studies from the Junior Secondary Review in South Australia have been published by ACSA with a view to disseminating good practice on middle schooling. These case studies provide information, strategies, reflections and insights on many issues including: collaborative learning; conflict resolution; intervention strategies; literacy and numeracy; sub schools and units; students at risk; and student participation. "The case studies are direct 'warts and all' examples of teachers talking to other teachers. Rather than illustrating the eventual report, they show some of the background which shaped it." Dr Vivian Eyers, Principal Reviewer.

In the Middle or at the Centre?

A national conference in middle schooling was organised by the Institute of Educational Administration in May, 1993. This report contains details of presentations made by individuals involved in the review and development of middle schooling — at local, state and national levels. Outcomes of group discussion including a vision for middle schooling and a collection of action strategies are also included. This report is designed to complement the ACSA publication Case Studies on Middle Schooling.

Citizenship Education for a New Age

"The two parts of this book approach the problem (of maintaining democratic principles in a changing society) from different but complementary perspectives. Part 1 highlights current trends in educational decision-making that are indicative of the apparent demise of the democratic ideal in Australian politics .... Part 2 takes up the issue of how future citizens may be empowered to resist oppression." Professor Kerry Kennedy, Dr Gilbert McDonald and Professor Owen Watts, Editors.

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Local and Overseas Publications Received

**Connect** receives many publications directly or indirectly relevant to youth and student participation. We can't lend or sell these, but if you want to look at or use them, contact us on (03) 489 9052 or (03) 344 8573:

**AUSTRALIAN STUDENT PUBLICATIONS:**

*Green is Magic* (Footscray City SC, Vic) CD, Activity Book


**OTHER PUBLICATIONS:**

**Australian:**

*Options* (Youth Bureau, Canberra, ACT) June, July 1993

*Back to the Future* (Australian Federation of Youth Sector Training Councils)

*SCIP Newsletter* (SCIP Vic) No 22, July 1993

*Media 3* (Rusden Campus, Deakin University, Vic) No 39, June 1993

*Literacy Camp 1992* (Nathalia SC, Vic)

*Youth Issues Forum* (YAC Vic, Fitzroy, Vic)

*Learning Tracks* (CEP, South Melbourne, Vic) No 5, Winter 1993

*ACTU Work Education Classroom Pack* (Education Image, Vic)

*Education Links* (Stanmore, NSW) No 45, Autumn 1993

*Network News* (Surry Hills, NSW) June 1993

*In the Middle or at the Centre?* (A Report of a National Conference on Middle Schooling) (ACSA, Belconnen, ACT) 1993

**Australian Curriculum Reform: Action and Reaction**, David L Smith (ACSA, Belconnen, ACT) July 1993

*Case Studies in Middle Schooling* (ACSA, Belconnen, ACT) 1993

*Youth Research Centre Catalogue* (YRC, Parkville, Vic) July 1993

**Overseas:**

*National Coalition News* (NCACS, Tennessee, USA) Vol 18 Nos 1, Summer 1993

*Communication Research Trends* (UK) Vol 13, Nos 1 and 2; 1993

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**Youth Research Centre Catalogue**

The Youth Research Centre is located within the Institute of Education at the University of Melbourne. The Centre publishes three series:

- **Research Reports** provide publicly available outcomes from research projects undertaken by the Centre. These Reports are available individually - for $10 each or $5 for YRC members - or within thematic packages;

- **Working Papers** provide a glimpse of 'work in progress'. They explore ideas and present results in a less formal way than do the Research Reports. They are available singly (for $5 each) or as part of packages;

- the Centre produces or assists in the production and distribution of other publications which do not fit neatly in the above series. For example, the publications *Educating Others; Educating Ourselves* and *Youth Homelessness - A Curriculum Approach* are available in this series.

The Centre has published a catalogue of all publications that it has available. For a free copy of this catalogue, contact the Centre by phone: (03) 344 8251 or fax: (03) 344 8256, or by writing to:

**Youth Research Centre**  
**Institute of Education**  
**University of Melbourne**  
**Parkville 3052**

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