

EDITORIAL

The staggering \$14.7 billion of Commonwealth government money to be spent over the next three years, via state and territory education departments for government schools and relevant block grant authorities for non-government schools, on Building the Education Revolution (BER) make these interesting times for schools, but also for the communities in which schools operate. It's a requirement of BER funding that new school facilities like libraries or multipurpose halls be available for community use. The fact that BER funding brings schools and communities together is to be applauded, yet BER funding is also having the effect of keeping schools themselves apart, since only schools that will formally amalgamate in the next three years will be treated as a single school for BER purposes. At the same time, however, a Commonwealth government Local Schools Working Together pilot program does the opposite. As Commonwealth Minister for Education Julia Gillard explained, 'The aim of the (\$62.5 million) program is to encourage government, Catholic and independent schools to...develop shared educational facilities that will broaden the benefit of government expenditure on capital infrastructure. This partnership also extends to...local councils or businesses where projects may feature a broader community benefit.' So why do different with the BER? It's worth considering a second-round application in the Local Schools Working Together pilot – closing on 22 May. **T**

QUILL AWARD WINNER

Teacher was honoured in the 2008 Melbourne Press Club Quill Awards for the Last Word column when Steve Holden took out the Best Columnist: highly commended award last month.

FAST FACTS

Percentage of Australian students achieving in the advanced range for Mathematics, according to *TIMSS 2007*: nine per cent of Year 4s and six per cent of Year 8s.
 In the high range: 26 per cent of Year 4s and 18 per cent of Year 8s.
 In the intermediate range: 36 per cent of Year 4s and 37 per cent of Year 8s.
 In the low range: 20 per cent of Year 4s and 28 per cent of Year 8s.
 Below the lowest benchmark: nine per cent of Year 4s and 11 per cent of Year 8s.
 In the advanced range for Science: 10 per cent of Year 4s and eight per cent of Year 8s.
 In the high range: 31 per cent of Year 4s and 25 per cent of Year 8s.
 In the intermediate range: 35 per cent of Year 4s and 37 per cent of Year 8s.
 In the low range: 17 per cent of Year 4s and 22 per cent of Year 8s.
 Below the lowest benchmark: seven per cent of Year 4s and eight per cent of Year 8s.

Source: TIMSS 2007: Taking a closer look at mathematics and science in Australia, available at www.acer.edu.au/timss2007


QUICK QUIZ

1. What does TIMSS stand for?
2. How many TIMSS have there been?
3. When will the next TIMSS assessment take place?
4. What is a DLO?
5. Why did some Australians serve in World War I under a false name?
6. Whether a school is public or private, it is prohibited from engaging in misleading or deceptive conduct and making false representations. True or false?
7. Can a promise or representation made by a teacher to a parent or guardian, prior to an enrolment being completed, become a term of the enrolment contract?
8. What percentage of new teachers would leave their current job after only eight months teaching, if they could?
9. What percentage of new teachers after eight months of teaching say they wished they had not become teachers?
10. For those just not that into number series and working things out, what was the answer to question 3?

Answers: 1. the Trends in International Mathematics and Science Study; 2. four, conducted in 1995, 1999, 2003 and 2007; 3. this could be a TIMSS question – use the previous answer as a number series to work it out; 4. a digital learning object; 5. because they were underage, were married but enlisted as single, or had deserted, been discharged or previously attempted to enlist using their real name; 6. true; 7. yes; 8. 29 per cent, according to Drs Richard Goddard and Patrick O'Brien; 9. 25 per cent; 10. okay, okay – it's 2011.

ADVERTISER OF THE MONTH

JED Microprocessors, Melbourne, designs and builds low cost wired remote controllers for video projectors and flat panels in classrooms, laboratories, meeting rooms, chapels and lecture theatres. They can be built into a lectern or desk, or can wall-mount, and they match standard Australian power point hardware.



JED Microprocessors Pty Ltd
 173 Boronia Rd, Boronia, 3155, Australia
 Phone (03) 9762 3588, Fax (03) 9762 5499
http://www.jedmicro.com.au/projector_controllers.htm