



Handbook for Members

(Updated April 2022)

This Handbook can be viewed online.

[Click here to access](#)

INDEPENDENT PRIMARY SCHOOL

HEADS OF AUSTRALIA

Victorian Branch

(Formerly Junior School Heads of Australia Association Ltd)

Table of Contents

1. GOALS AND OBJECTIVES.....	3
2. MEMBERSHIP	5
3. VICTORIAN BRANCH ACTIVITIES - MEETINGS.....	6
4. VICTORIAN BRANCH ACTIVITIES – SPECIAL EVENTS	7
5. VIC/TAS/SA BIENNIAL SEMINAR.....	8
6. CONFERENCES.....	9
7. PUBLICATIONS.....	11
8. IPSHA VICTORIAN BRANCH EXECUTIVE	12
9. ROLES OF THE EXECUTIVE	13
10. EXECUTIVE COMMITTEE.....	14
11. FEDERAL EXECUTIVE AND BOARD 2020-2022	16
12. IPSHA FEDERAL ACTIVITIES.....	17
13. Other Educational Organisations - AHISA	18
14. Other Educational Organisations - ISV	19
15. Other Educational Organisations - CSE	22
16. Other Educational Organisations - APPA.....	23
17. Other Educational Organisations - ACE.....	27
18. Other Educational Organisations - ACER.....	29
19. Other Educational Organisations – Aust principals centre.....	30
20. Other Educational Organisations – ACARA	31
21. Other Educational Organisations – AITSL.....	32
22. Other Educational Organisations – VIT	33
23. APPENDIX.....	34
IPSHA PRAYER.....	34
PROCEDURE FOR IPSHA (VIC) MEMBERSHIP	35
IPSHA FEDERAL AND STATE LIFE MEMBERS.....	37
IPSHA HONOUR ROLL – VICTORIAN BRANCH.....	38
MEMBERS’ PROFESSIONAL DEVELOPMENT GRANTS	39
GRANTS-IN-AID VICTORIAN BRANCH.....	40
GRANTS-IN-AID APPLICATION FORM.....	41
GUIDELINES FOR GIFTS TO RESIGNING/RETIRING IPSHA MEMBERS – VIC BRANCH.....	42

1. GOALS AND OBJECTIVES

INTRODUCTION:

The purpose of this handbook is to introduce the Victorian Branch of the Independent Primary School Heads of Australia (IPSHA) to new members and provide a reference document for all members.

The Independent Primary School Heads of Australia Ltd is an incorporated body of Heads of Independent Schools throughout Australia and currently the National membership is over 390 of which approximately 95 are from Victoria.

IPSHA VISION, MISSION & GOALS

VISION

IPSHA is recognised as the leading independent primary school voice, connecting with and advocating for school leaders.

MISSION

The Independent Primary School Heads of Australia (IPSHA) is an Incorporated body of Heads of independent primary schools throughout Australia. It provides professional support for its members and their teachers through ongoing learning opportunities and collegiality. IPSHA has the capacity to organise numerous educational, cultural, spiritual and sporting events for children in its schools. On the national political stage, IPSHA has a voice of influence as a member of peak educational bodies including APPA and Principals Australia Institute. The Association also fosters close links with independent school associations in New Zealand, the United Kingdom, the United States of America and International Confederation of Principals. IPSHA aspires to empower independent primary school leaders to achieve excellence in the broad education of children.

GOALS

1. To promote the unique nature of independent primary education by
 - ◆ embracing and nurturing the diversity of educational philosophy among member schools; and
 - ◆ promoting independent primary education through quality engagement.
2. To provide collegial support for members.
3. To facilitate the national voice of independent primary schools by
 - ◆ fostering the cause of independent primary education in Australia; and
 - ◆ maintaining links with other associations and bodies involved in primary education.

GOALS CONTINUED:

4. To deliver and facilitate quality professional learning opportunities for members and their schools by
 - ◆ promoting quality leadership through professional development and interaction with other educators.
 - ◆ creating avenues to recognise and acknowledge the valuable contribution of members during their membership; and
 - ◆ providing opportunities for professional development and networking for staff.

5. To empower school leaders for student success by fostering educational opportunities for children.

Further information about IPSHA, includes:

- [a message from the Federal President](#)
- [our National Vision, Mission and 2020-2022 Goals](#),
- as well as our core understandings and key relationships

[Click here](#) to view the IPSHA Organisational Chart.

2. MEMBERSHIP

The Victorian Branch of IPSHA consists of approximately 95 members and its composition includes a variety of schools from country to city, from small to large with an emphasis on broadening the range of membership.

Many individual Heads have developed a long-standing close association with their colleagues over many years and these bonds strengthen relationships making meeting and socialising a rewarding and sustaining experience.

Associate Membership

Members who retire after 5 years of membership are invited to take up Associate Membership to continue their involvement.

State and Federal Life Membership

Members who have contributed in an exceptional way are honoured by Life Membership at a State or Federal level.

Fellowship

Full members who have given outstanding service to the association and/or primary education may be nominated for a Fellowship.

Procedures for membership can [be found on Page 35](#).

Complete procedures can be found in the IPSHA Principles and Practices, and Memorandum and Articles document, a copy of which can be accessed via the IPSHA webpage.

[Membership Publications](#)

MENTORING

A mentoring system has been established to assist new Heads of Junior Schools. Experienced Heads are assigned to a newly appointed IPSHA member to become a mentor who is available for assistance whenever required. The mentor is usually the member who proposes membership of IPSHA; in the absence of the proposer/mentor, the Membership Secretary will introduce new members.

The role of mentor lasts for at least one year and involves meeting the new member, accompanying and introducing them at their first IPSHA meeting and generally assisting with problem-solving or active listening.

NEW HEADS SEMINAR

This is a National Seminar which was originally organised by the Victorian Branch but has now become the responsibility of the IPSHA Federal Board. The aim is to bring together new Heads of Junior Schools from all over Australia to share ideas and experiences with a strong Professional Development programme specifically catering for Heads at the early stages of their careers.

3. VICTORIAN BRANCH ACTIVITIES - MEETINGS

BRANCH MEETINGS

Each year a minimum of four Branch meetings are organised and are held at schools whose Junior Heads volunteer to host the meeting, or places of educational interest. Consideration is given to the geographical mix of these schools from the metropolitan area and the country. Meetings are sometimes held in the country.

Meetings are often held on a Thursday, and Friday if in the country (to allow for staying on for weekend if desired). Dates are notified to the members in the previous year.

Generally, the meetings take place in the early afternoon and consist of a Branch Meeting, some form of Professional Development and include sharing either lunch or dinner.

A tour of the school, or a performance by students, may be part of proceedings.

New members are welcomed at Branch Meetings and at the last meeting of the year, departing members are farewelled.

EXECUTIVE MEETINGS

These are held for the Executive Members prior to the Branch Meeting in order to organise the forthcoming meeting and discuss any issues that may need to be considered by the Branch.

ANNUAL GENERAL MEETING

As the position of President and President Elect are two-year terms, these elections are held every second year and are included in the Annual General Meeting. All other executive positions are declared vacant each year at this meeting. This Annual General Meeting precedes the usual Branch Meeting in August.

REPRESENTATION AT MEETINGS OF OTHER ORGANISATIONS

In addition to the above meetings, co-opted representatives of the IPSHA Victorian Branch attend meetings of the Australian Primary Principals' Association, (APPA) and Principals Australia Institute (PAI) - formerly Australian Principals' Association Professional Development Council - APAPDC.

The President also attends the Centre for Strategic Education (CSE) Council Meetings as a Board Member and has representation on the Primary panel of the Victorian Curriculum Assessment Authority (VCAA).

The President, or members of the association, may be invited to other meetings and forums. Information should be shared with members at the following Branch Meeting.

4. VICTORIAN BRANCH ACTIVITIES – SPECIAL EVENTS

Committees are formed from our members to organise and manage these events and report on progress at Branch Meetings. Members are encouraged to participate in these committees, opportunities being extended to as many members as possible giving them the opportunity to take leadership roles.

IPSHA CHORAL FESTIVAL

This is one of the most public and popular activities of the Victorian branch of IPSHA. The festival is currently held at the Melbourne Town Hall over a period of two evenings. Nine or ten schools perform each evening, with combined singing involving all students to complete the performance. The organisation is undertaken by Music Directors and Junior Heads from individual schools and there can be more than 1000 in the audience at each performance.

The IPSHA Music Festival is held biennially. It has become a very popular event in the Independent Schools Calendar and is enjoyed as an opportunity to hear the diversity and strength of the Music Programmes within IPSHA Schools. For the past few years it has been cancelled due to the pandemic. It is hoped that it may be reinstated in the years to come.

PROFESSIONAL DEVELOPMENT GROUPS

The Professional Development Groups which operate under the banner of the Independent Primary School Heads of Australia are one of the outstanding features of the Association. The existence of these groups, and the way in which they operate, is the envy of a number of other professional organisations. These groups are a vital part of IPSHA, and we who work in independent schools and contribute to and participate in these groups, recognise their value and importance. As each one of us endeavours to do our jobs in the very best way, access to these groups provides specific, worthwhile assistance in our striving for that end.

As the name would indicate, these groups exist for the primary purpose of promoting and encouraging on-going professional development in our teachers. Every educator is aware of the significance and importance of professional development. New knowledge, new ideas, new dreams, new skills emerge from the body of any profession, and the enterprise of education is no different. Professional Development is connected with notions of community, a community that arises out of our mutual endeavours, our experience, the very nature of our shared practice and common purpose.

At present, Professional Development Groups exist for Deputy Heads, Junior Primary Coordinators, Curriculum Coordinators, Teacher Librarians, Special Education, Literacy, Numeracy, Science and Technology, Information & Communication Technology, Music, LOTE, Physical Education, and Early Learning. Each of these groups is organised by, and operates for, teachers in schools where the Head is a member of the IPSHA. Each group has a Steering Committee consisting of at least three members – President, Secretary and Treasurer. These positions are elected from the membership.

The Professional Development Groups continue because of the strong support they have from Heads and teachers in our schools. Their viability is made possible because of the willingness of each group's membership to attend meetings and stand for positions of responsibility. The operation of the Professional Development Groups is co-ordinated by members of the IPSHA executive.

5. VIC/TAS/SA BIENNIAL SEMINAR

Usually held during the second week in May, this three-day event gives the opportunity to renew old friendships and form new ones, while participating in professional development, which is specifically designed for Heads. Partners are welcome to join members and participate as they wish in all activities.

IPSHA has been conducting this biennial seminar for members from South Australia and Victoria for many years and as a result a close relationship has developed between members of these two branches. Recent seminars have included members from Tasmania, further enhancing the opportunities for professional learning and collegiality.

Year	Topic	Venue
1987	Seminars for Heads	Ballarat
1989	Staff Appraisal	Hall's Gap
1991	The Very Useful Book	Hall's Gap
1993	The Learning Experience	Hall's Gap
1995	Caring for the Head	Hall's Gap
1997	People Skills for Leaders	Hall's Gap
1999	Year 2010 What Happened to the Local School	Hall's Gap
2001	Securing and developing the best people for your School	Hall's Gap
2003	Learning with the Brain in Mind	Hall's Gap
2005	Confrontation: Skills for Understanding and Dealing with Conflict (Staff and Parent Focus)	Mildura
2007	Emotional Intelligence	Mildura
2009	Leadership Coaching	Torquay
2011	An Exploration of the Conceptual Age and Evolution of School	Hobart
2013	Moral Leadership	Hahndorf
2015	The Importance of Positive Psychology	Sorrento
2017	The Power of Inquiry	Barnbougle, Tas
2019	Leading with Agility; Leading with Humanity	Hepburn Springs, Central Victoria
2021	Postponed due to COVID	
2023	TBC	

6. CONFERENCES

STAFF CONFERENCE (previously Biennial Refresher School)

This is an excellent IPSHA professional development event which has established a fine reputation amongst staff in our schools. Approximately 400-500 teachers from Independent Schools participate. High quality speakers, who are relevant and informative, are features of the programme. Networking and renewing friendships are also important aspects of the day. The one-day Staff Conference has been held on a weekend in August in the alternate year to the IPSHA National Conference. While some Staff Conferences presented a smorgasbord of educational offerings, others followed specific themes co-ordinated throughout the day.

Year	Topic	Venue
1993	Today's Child Today's Teacher	
1995	Adding Polish to Process	
1997	Towards a New Perspective	St Leonard's Brighton
1999	New Horizons for a New Millennium	Scotch College
2001	You Won't die Laughing	Korowa AGS
2003	If You Don't Feed The Teachers, They'll Eat The Children	Carey, Kew
2005	Brainwaves - Perspectives on Thinking	Camberwell GS
<i>In 2008, a new approach was adopted to reflect the increasing demands on teacher time. Staff were invited to hear an inspirational speaker and connect with colleagues</i>		
2008	Australian of the Year (2005) Dr Fiona Wood AM	Scotch College

IPSHA BIENNIAL CONFERENCE

Year	Theme	Venue
2010	Leading with Conscience - Now	Melbourne, Victoria
2012	Embracing Change, Honouring Tradition	Perth, WA
2014	Imagine our Future – Leading, Learning & Living	Sydney, NSW
2016	Let's Talk Leadership	Auckland, NZ
2018	Shining Futures: Connect, Collaborate, Create	Brisbane, Queensland
2020	One Child at a Time – POSTPONED DUE TO COVID	Adelaide, SA

2022	One Child at a Time	Adelaide, SA
2024	TBC	

7. PUBLICATIONS

FEDERAL eLINK

This electronic newsletter is compiled by the Federal Board and contains information of interest from around the States. It is published bi-annually (June & November) and is housed on the IPSHA website, with a link emailed to members in order for them to view, with the option to print a copy.

JSHAA HISTORY (LIGHTING THE FLAME)

This was completed and published for the Association's 50th birthday in 2002. Editor in Chief was Kel Emmett, assisted by Pam Ayers, Roy Zimmerman and Peter Valder. Co-opted members were John Maffey and Natalie Vandeppeer.

The history contains details of the development of the Association, the amalgamation of the Boys, Girls and Co-ed schools in the 1980's; the Constitution; information about features such as Grants-in-Aid, the Wells Oration, publications and histories of the Branches; details of personalities; anecdotes; details of conferences in the past; records such as officers, schools and members; the honour roll; and some details of member activities over the years.

A hard copy of this publication is currently provided to all new members of the Association.

IPSHA NATIONAL MEMBERS' DIRECTORY

Arranged in order of States and then in alphabetical order of schools, this directory is invaluable for contacting colleagues around Australia. A brief synopsis is given of each school e.g. Enrolment figures, contact numbers etc.

An online Members' Directory is available on the IPSHA website at the following link:

[MEMBERS DIRECTORY](#)

It is password protected, with the member only password. (Please contact Laura Fries Executive Assistant for passwords)

PRINCIPLES AND PRACTICES AND MEMORANDUM AND ARTICLES OF ASSOCIATION

These two documents are the guidelines for the operation of the National body of IPSHA overseen by the Federal Board.

They can be viewed online at [general member publications](#)

8. IPSHA VICTORIAN BRANCH EXECUTIVE

WHO'S WHO IN IPSHA (VIC) 2020-2022	
<p>Mr Grant Nalder – President Email: presidentvic@ipsha.org.au Head of Junior School Trinity Grammar School Address: 40 Charles Street, Kew VIC 3101 Telephone: (03) 9854 3605</p>	<p>Mrs Allison Prandolini – President Elect Email: aprandolini@tintern.vic.edu.au Head of Junior School Tintern Grammar Address: 90 Alexandra Rd Ringwood East Vic 3135 Telephone: (03) 9845 7777</p>
<p>Ms Catherine Samuels – Secretary Email: secretaryvic@ipsha.org.au Head of Junior School The Knox School Address: 220 Burwood Hwy, Wantirna South VIC 3152 Telephone: (03) 8805 3800</p>	<p>Ms Nicole Ginnane – Immediate Past President Email: nginnane@ggs.vic.edu.au Head of Junior School Geelong Grammar School – Toorak Campus Address: 14 Douglas Street Toorak Vic 3142 Telephone: (03) 9829 1444</p>
<p>Mr Peter Williams – Treasurer Email: williamsp@lowtherhall.vic.edu.au Head of Junior School Lowther Hall Anglican Grammar School Address: PO Box 178 Essendon Vic 3040 Telephone: (03) 9325 5000</p>	<p>Mr Rowan van Raay – Membership Secretary Email: ravanraay@stpaulsags.vic.edu.au Head of Junior School St Paul's Anglican Grammar School - Warragul Address: 150 Bowen Road Warragul Vic 3820 Telephone: (03) 5623 5833</p>
<p>Miss Joanne Barker – Professional Development Groups Officer Email: jbarker@korowa.vic.edu.au Head of Junior School Korowa Anglican Grammar Girls' School Address: 10-16 Ranfurlie Crescent Glen Iris Vic 3146 Telephone: (03) 9811 0200</p>	<p>Mr Brad Nelsen – APPA NAC Representative Email: bnelsen@firbank.vic.edu.au Head of Junior School – Sandringham Campus Firbank Grammar Address: 45 Royal Avenue, Sandringham VIC 3191 Telephone: (03) 9533 5711</p>
<p>Mrs Kellie Morgan – VCAA Representative Email: kmorgan@mentonegirls.vic.edu.au Head of Junior School Mentone Girls' Grammar School Address: 11 Mentone Parade, Mentone 3194 Telephone: (03) 95811200</p>	<p>Mrs Kristen Smith – Special Projects Officer Email: smithk@humegrammar.vic.edu.au Head of Junior School Hume Anglican Grammar – Kalkallo Campus Address: 100 Mt Ridley Rd Mickleham Vic 3064 Telephone: (03) 8339 6900</p>
<p>Mrs Sondra Wood – Special Projects Officer Email: sondra.wood@tgs.vic.edu.au Head of Junior School – Campbell House The Geelong College Address: PO Box 5, Geelong Vic 3220 Telephone: (03) 52268433</p>	<p>Ms Louise Peyton – Special Projects Officer Email: peytonl@mlc.vic.edu.au Head of Junior School Methodist Ladies' College Address: 207 Barkers Road, Kew Vic 3101 Telephone: (03) 9274 6333</p>

9. ROLES OF THE EXECUTIVE

The Victorian Executive consists of a representative group of members of the Victorian Branch which takes on the formal leadership responsibility of the Association. Elections take place at the Annual General Meeting held in August. These roles are open to all members, with voting rights and the ability to nominate being part of the democratic process.

The role of President and President Elect, Secretary and Treasurer, are two-year positions.

PRESIDENT

The role of President is to promote and sustain the Goals and Objectives of the Association and to build a culture of collegiality which is inclusive of all members, and which allows them to contribute and develop their own leadership skills within the Association. The President is State Representative on the Federal Board and is co-opted member of the Board of CSE and the Primary panel of the VCAA.

SECRETARY

The Secretary supports the President in his/her role, deals with all correspondence, and maintains the records of the Association, liaises and supports the Junior Head of the school which is to host Branch Meeting, or the Projects Officer, regarding agenda, format of the day and venues.

TREASURER

The Treasurer maintains all financial records of the Association and prepares an annual budget for the forthcoming year. The Treasurer is also a signatory (with two others) to all cheques drawn on the approved bank account and presents audited financial statements at each Branch Annual General Meeting. The Treasurer gives a financial report at each Branch Meeting.

PRESIDENT ELECT

The two-year lead-in to the President's position enables the President Elect to observe and understand the working of the Branch, while at the same time supporting and deputising in the President's absence. Traditionally, the Annual Dinner of the Branch is organised by the President Elect. Farewells and the management of Associate Members are also the responsibility of the President Elect.

IMMEDIATE PAST PRESIDENT

The role of the Immediate Past President of the Branch is to provide support, advice and assistance to the incoming President. It is intended that the Immediate Past President will act as a mentor for the new President and is encouraged to provide whatever assistance possible in order to ensure a smooth handover into the new biennium is evident. Where the Immediate Past President is not an elected member of the Federal Executive, it would not be unreasonable for them to undertake a *minor* responsibility as requested by the current State Executive through the current President. It would be normal procedure for the Immediate Past President to complete their duties on the State Executive at the conclusion of that biennium, unless elected on to the Federal Executive or another State Executive position

10. EXECUTIVE COMMITTEE

PROJECTS OFFICERS (3)

The Project Officers are co-opted members of the Executive. Their role is to plan and organise professional development, networking and social activities for the Victorian Branch members. There are generally four Branch meetings held each year, which are held in schools as well as places of educational interest within Victoria. The Projects Officers look at the schedule of meetings and events for the year, and plan how to support the professional development and collegiality of the membership.

The Project Officers work closely with The President, Secretary and Treasurer to ensure the smooth operation, planning and delivery of professional development, networking and social opportunities. This may include working with the Secretary to prepare and distribute the program, agenda, registration details and payment arrangements.

Of the four meetings, three should include a professional development component and the fourth, generally the final meeting of the year, is held open for general Branch business and farewells.

The Project Officers:

- ◆ Liaise with appropriate speakers and professional development providers to ensure quality and relevant professional development opportunities are available to all members of the Branch.
- ◆ Manage the joint biennial retreat held in conjunction with our South Australian and Tasmanian colleagues.
- ◆ Organise the biennial Staff Conference (formerly the Refresher School)
- ◆ May also co-opt other members to organise Branch meetings as part of the Biennial Federal Conference program. This might take the form of a branch dinner held at the conference venue or within the conference precinct.
- ◆ The Victorian Branch sponsors the Maths Talent Quest, Science Talent Search and Tournament of Minds Competitions, in support of the goals of the association. This sponsorship is managed by one of the Projects Officers.

The Project Officers may also be requested to attend to other activities as directed by the President.

CO-ORDINATOR OF PROFESSIONAL DEVELOPMENT GROUPS

The Executive nominates one or two people to co-ordinate the operation for the Professional Development Groups. The coordinator's role includes:

- ◆ Overseeing and ensuring the sound and proper operation of each group in accordance with the Terms of Reference.
- ◆ Identifying emerging needs for a new group and co-ordinating the establishment of such a group.
- ◆ Collecting, proofreading, printing and publishing on the Branch webpage the Professional Development audited books annually.
- ◆ Collecting, banking, processing, and distributing bulk subscriptions to each group.
- ◆ Reporting to the IPSHA Executive and Branch Meeting on the Professional Development Groups.
- ◆ Corresponding with the Committee of each group.
- ◆ Acting as a liaison between Committees and schools.

MEMBERSHIP

The Membership Secretary keeps records of all membership changes, processing applications and presenting to Executive and Branch members for approval. These roles also include welcoming new members to the Association, arranging mentors for them and organising farewells for retiring members. The Membership Secretary is supported by the President and President Elect in managing the varying membership of the Association.

CO-OPTED MEMBERSHIPS

From time-to-time Branch members are co-opted onto the Executive to fulfil a specific role.

Co-opted members include a State Archivist, APPA/NAC Representative and Principals Australia representatives.

11. FEDERAL EXECUTIVE AND BOARD 2020 -2022

IPSHA is recognised as the leading independent primary school voice that connects with, and advocates for school leaders. To ensure this vision is a reality, the Federal Executive works collaboratively with the Federal Board to enact the business of IPSHA.

The Federal Executive has five members and includes:

- President (2-year tenure)
- Secretary (maximum of 6-year tenure)
- Treasurer (maximum of 6-year tenure)
- Immediate Past President (2-year tenure)
- President Elect (2-year tenure)

The Federal Executive meetings are held once a term – generally a face-to-face meeting.

The Federal Executive is supported in its work by the IPSHA Executive Assistant who carries out the day-to-day administration of the Association.

Details of the **Federal Executive** can be found at the following link on the IPSHA website:

<http://www.ipsha.org.au/about/federal-executive>

The Federal Board has 11 members and includes:

The Federal Executive

State Branch Presidents (all of whom have 2-year tenure):

- New South Wales
- Queensland
- South Australia
- Tasmania
- Victoria
- Western Australia

The Federal Board meets twice annually including the meetings pre and post the Biennial National Conference.

Details of the **State Representatives of the Federal Board** can be found at the following link on the IPSHA website:

<http://www.ipsha.org.au/about/state-representatives>

12. IPSHA FEDERAL ACTIVITIES

The Federal Board oversees the Principles and Practices of the IPSHA Incorporated and liaises with the State Branches in all aspects of IPSHA activities.

INCORPORATION

The Independent Primary School Heads of Australia is a fully incorporated body and is subject to all relevant legal requirements. **(A.C.N. 059 221 877)**

INSURANCES

The Association holds a policy to cover most Association functions and activities. Full details of this policy are available from the Federal Treasurer.

IPSHA BIENNIAL NATIONAL CONFERENCE

This conference is one of the most significant events of IPSHA life as it provides an opportunity for members from all over Australia to join together for Professional Development and to establish contacts with colleagues from different States. It is also a time for renewing friendships and networking within Independent Schools across the Nation.

The Federal Conference is held biennially with a particular State Branch acting as host. The Biennial General Meeting of the Association at which Federal Office Bearers are elected is an important part of the programme.

The spirit of IPSHA is experienced very strongly at these Conferences and members are urged to attend.

On occasion, this conference has been held in conjunction with the Australian Primary Principal's Association (APPA) conference, with the AGM still being conducted biennially.

TO NOTE:

The Victorian State President and the Victorian IPSHA APPA NAC Representative may claim up to \$2000 to cover registration, travel and accommodation expenses when attending the APPA Conference.

NEW HEADS' SEMINAR

See [Page 5](#).

13. OTHER EDUCATIONAL ORGANISATIONS - AHISA

THE ASSOCIATION OF HEADS OF INDEPENDENT SCHOOLS OF AUSTRALIA (AHISA)

<http://www.ahisa.edu.au/>

The Association of Heads of Independent Schools of Australia is a peak educational organisation which actively contributes to educational debate at both State and National levels. Founded on 26 August 1985, when the Headmasters' Conference (HMCISA) amalgamated with The Association of Heads of Independent Girls' Schools (AHIGSA), the Association has over two hundred and eighty members throughout Australia and overseas. The AHISA Secretariat is located in Melbourne.

Australian membership includes Heads of sixty-two girls' schools, seventy-two boys' schools and one hundred and forty-one coeducational schools. The total number of students educated in members' schools is 266,000 of whom 53% are boys and 47% are girls.

Members' schools are located in city and country areas. One hundred and seventy schools have boarding facilities catering to the needs of over 9,000 boarders. Some schools are high fee-paying well-established schools, while others are fairly new with lower fee structures. The majority of schools have a Christian foundation, but all can be said to have unique characteristics and provide an opportunity for parents to exercise their right of choice in determining the kind of school they want their children to attend.

As a professional body for Heads of Independent Schools, the Association is concerned with the holistic education of young people. Some of its schools have students enrolled from Early Learning or Prep to Year 12, while others have a variety of entry points.

The history of JSHAA is a long and interesting one. From 1948 to 1950 the NSW Junior Schools Conferences were held at Tudor House and the King's School, Parramatta. In 1952 at a conference at Cranbrook School, a decision was taken to form the Junior School's Association of Australia. In 1954 at Melbourne Grammar, it was evidence that HMCISA was very interested in the Association, its membership and its policy regarding publicity. During the 1970's the title was changed to the Junior School Headmasters' Association of Australia, and it was not until 1982 that it became the Junior Schools Heads Association of Australia, as by then some HMCISA schools had appointed women to take charge of their Junior Schools.

On 25 July 1984, Mr. Max Howell, then President of HMCISA and members of the HMC Standing Committee met with members of the Federal Executive of the Junior Schools Heads Association. It was noted that as HMCISA and AHIGSA were to be amalgamated to form AHISA in 1985, it was necessary for JSHAA to establish a working relationship with the new Association. One of the outcomes of the formation of AHISA was the need to alter the Constitution of JSHAA to allow the admission of Heads of Junior Schools of both girls' and coeducational schools.

Up until 1984, HMCISA was the patron of JSHAA, and it is interesting to note that at the November 1984 meeting of HMCISA a motion was passed that JSHAA exist as an autonomous body, under the patronage of the HMC until August 1985, and thereafter of AHISA.

In November 1995, Standing Committee of AHISA reconfirmed its support for the role of JSHAA in the professional development and professional support of Heads of Junior Schools. The Association extends all good wishes to JSHAA (now IPSHA) for the future.

14. OTHER EDUCATIONAL ORGANISATIONS - ISV

INDEPENDENT SCHOOLS VICTORIA (ISV) – formerly AISV

<http://www.independentschools.vic.edu.au/>

The Association of Independent Schools of Victoria is now Independent Schools Victoria. ISV is a peak body dedicated to developing and supporting independent education, which is critically important to Australia.

Independent Schools Victoria:

- ◆ advocates excellence in education
- ◆ develops policy options for education
- ◆ protects the right of parents to choose where and how their children are educated
- ◆ works to improve funding for the independent sector, and
- ◆ conducts research to identify and implement best practice in education.

As a member service organisation, ISV assists 221 independent schools to achieve quality educational outcomes for 127,000 students. ISV seminars help staff with their professional development.

Information on governance, compliance and accountability ensures that independent schools meet government regulations and funding requirements. The advice from ISV helps members comply with industrial relations legislation.

Independent schools celebrate and promote:

- ◆ diversity of member Schools
- ◆ choice in education that complements family values
- ◆ independent schools' individual and collective contribution to Australian society.

Independent schools offer quality educational outcomes, providing students with a positive experience that resonates for a lifetime.

- ◆ Independent Schools Victoria represents Member Schools, providing information, advice and services.
- ◆ Independent Schools Victoria promotes the principle of choice in education.
- ◆ Independent Schools Victoria champions the values of independent schools.
- ◆ Independent Schools Victoria was established in 1949. Membership of Independent Schools Victoria is voluntary and is open to all registered non-government schools in Victoria. More than 200 schools belong to Independent Schools Victoria. Independent Schools Victoria is a member of the Independent Schools Council of Australia, the national organisation of state associations.
- ◆ Independent Schools Victoria is committed to promoting the development and protecting the autonomy of Member Schools.
- ◆ Independent Schools Victoria works with the Australian and Victorian Governments on national and state issues to achieve a more equitable, choice-oriented and efficient means of funding students' learning.
- ◆ Independent Schools Victoria contributes to the development, implementation and evaluation of education policies to achieve quality educational outcomes.

- ◆ Independent Schools Victoria cooperates with other school sectors and organisations and informs the wider community to encourage an environment in which independent schools can play a significant role.
- ◆ Independent Schools Victoria raises awareness of the importance of independent schools as education providers and their contribution to social capital.
- ◆ Independent Schools Victoria develops and delivers cost-effective products and services – supporting Member Schools to fund and provide quality educational outcomes.
- ◆ Independent Schools Victoria administers Australian and Victorian Government programs – ensuring transparent, equitable and efficient use of government funding.
- ◆ Independent Schools Victoria provides workplace relations advice and information – assisting Member Schools to manage employee relations.
- ◆ Independent Schools Victoria undertakes research and professional development for teachers to support improved student learning outcomes.

Quality

As the organisation that represents and provides advice to its Member Schools, Independent Schools Victoria is committed to being a leader in achieving quality in education and assisting the sector to continue to strive for the highest standards. ISV supports the development of clear, community-supported quality standards for the education sector - benchmarks that will enable parents, governments, and the community to assess the quality of all Independent Schools Victoria Member Schools. ISV is not a system authority managing schools but an association of independent schools, which provides professional services to inform its members and raise quality standards. An example of Independent Schools Victoria’s professional leadership is the development of Across the Board: Governance Guidelines for Independent Schools.

ISV will continue to underpin all of its activities with commonly understood and shared values embracing a commitment to quality outcomes for students and the independence of Member Schools.

The following are useful ISV links for further information on independent schools or schooling in general.

[Independent Schools Council of Australia](#)

[Education Network Australia](#)

[Victorian Department of Education and Early Childhood Development](#)

[Department of Education, Employment and Workplace Relations](#)

[Catholic Education Commission of Victoria](#)

[Association of Heads of Independent Schools of Australia](#)

[Education Services Australia](#)

[Victorian Curriculum and Assessment Authority](#)

[Australian Council for Education Research](#)

[Victorian Institute of Teaching](#)

[Independent Schools Council](#)

[The NEiTA Foundation - Teaching Awards](#)

[Association of Independent Schools of the ACT Inc \(AISACT\)](#)

[Association of Independent Schools of New South Wales Ltd \(AISNSW\)](#)

[Association of Independent Schools of the Northern Territory Inc \(AISNT\)](#)

[Independent Schools Queensland \(ISQ\)](#)

[Association of Independent Schools of South Australia \(AISSA\)](#)

[Association of Independent Schools of Tasmania \(AIST\)](#)

[Association of Independent Schools of Western Australia \(AISWA\)](#)

15. OTHER EDUCATIONAL ORGANISATIONS - CSE

THE CENTRE FOR STRATEGIC EDUCATION (CSE)

<http://www.cse.edu.au/>

The **Centre for Strategic Education (CSE)** has the stated aim of leading educational thinking and practice. **CSE** is committed to education and educators, in the interests of young people's learning. The **Centre for Strategic Education** is the new business name for IARTV reflecting a new vision to advance the Centre's work, promoting, and enhancing the work of the teaching profession locally, nationally, and internationally. The Centre for Strategic Education was officially launched in April 2006.

Objects of the association are:

- ◆ to operate exclusively as a charitable organisation in promoting the interests of education
- ◆ to promote the interests of education by promoting and enhancing the status and interests of the teaching profession, particularly in independent schools in Victoria, and by informing, influencing, and supporting the work of the teaching profession; and
- ◆ to provide a range of services, activities, and resources to meet the needs of the teaching profession and so to promote the interests of education.

The principal activities of the CSE are:

1. the production of various publications concerning education at Victorian and national levels and dissemination of curriculum information
2. the provision of a range of professional learning activities and networks
3. the promotion of education generally through liaison and membership of various educational bodies and
4. the provision of educational advisory and consultancy service committees
5. Assessment materials - the preparation, publication, and distribution of practice test material - ("October Tests").

CSE, in co-operation with its constituent bodies - the Association of Heads of Independent Schools of Australia, Victoria (AHISA-V), and the Victorian Independent Education Union (VIEU) - facilitates the involvement of the independent school profession on educational bodies and committees and undertakes liaison. CSE also works in co-operation with Independent Schools Victoria (ISV), and the National Council of Independent Schools' Associations (NCISA).

CSE's work highlights educational connections

- ◆ between practice, research, and policy
- ◆ between independent, Catholic and government educators
- ◆ between local, State, national and international levels of activity
- ◆ between the teaching profession, education agencies and policy makers

all contributing to CSE's principal objects. CSE aims to achieve these connections, working both independently and through strategic alliances and partnerships. CSE is located in its own building, Mercer House, in East Melbourne, Victoria.

16. OTHER EDUCATIONAL ORGANISATIONS - APPA

APPA : AUSTRALIAN PRIMARY PRINCIPALS ASSOCIATION

<http://www.appa.asn.au/>

ABOUT APPA

WHO ARE WE?

- The Australian Primary Principals Association (APPA) is the national professional association for primary school principals in Australia.
- APPA represents affiliated state and territory Government, Catholic and Independent primary schools across the nation (over 7,000 members).
- APPA is the national voice on national issues. It speaks directly to the Federal Government on matters that concern school principals and their school communities.
- Each state and territory has up to three delegates on the National Advisory Council, (one from each of the Government, Catholic and Independent sectors). They meet regularly throughout the year to direct and plan strategically for action and representation.

PURPOSE

The purpose for APPA is to be the national voice for all primary school principals.

CORE BUSINESS

- Be a viable, independent and credible national body.
- Be recognised as a key stakeholder in the national educational debate in Australia.
- Influence the national educational agenda (including appropriate resourcing) and decision making.
- Meet regularly with federal and state government representatives.
- Engage in educational research.

MEMBERSHIP

All Associations of school principals in Australian States and Territories whose Constitutions are in accordance with the aims of APPA are eligible for membership of APPA and are known as Member Affiliates. All principals who are substantive Principal Class Members of a Member Affiliate are eligible for Gold Membership of APPA and all principals who are substantive Principal Class Members are eligible for Associate Gold Membership of APPA. Both have participatory observer status without voting rights.

Associations of school principals in other countries that fulfill conditions of membership as applied to Australian Associations are eligible for Associate Membership of APPA. Members who make significant and enduring contributions to APPA at a national level may be nominated for Life Membership of APPA.

Membership fees are paid annually, and the amount is determined at the Annual General Meeting.

Membership numbers in 2021 were as in the following table:

School	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	AUST
Government	58	1606	64	914	351	125	1137	546	4801
Catholic	24	421	8	196	67	24	401	109	1250
Independent		132	3	75	35	10	93	51	399

APPA GOVERNANCE

THE NATIONAL ADVISORY COUNCIL (NAC)

The main function of the NAC is to serve as an effective link between all the affiliate members and to oversee and execute the purpose and operation of the Australian Primary Principals Association. The NAC is composed of:

- One Government, one Catholic and one independent principal from each state and territory (23 members with one member representing the Independent affiliates in NSW & ACT);
- National presidents of the three national affiliates (if not representing their state sector, the national presidents are there as Observers);
- One elected full-time President; and
- One full-time Executive Director.

Generally, the NAC operates as a whole council. From time to time it may be more productive or expedient to work in committees based on four distinct Pillars. NAC members are assigned to one of the Pillars as illustrated in the following table:

Pillar	Dealing with	Members	Activities for the coming period
Australian	National issues	NSW and ACT	Promote and represent issues related to the status and dignity of children and the profession.
Primary	Curriculum and Resourcing	SA and WA	Champion the need for more resources for Primary Schools and Principals.
Principal	Leadership and Welfare	Vic and Tas	Contribute to the educational debate in Australia and to advocate proactively for Primary Principals.
Association	Promotion and Viability	Qld and NT	Ensure that the Association is viable and financially independent.

The roles that NAC members perform are:

- Represent their affiliates at meetings of the National Executive Council.
- Accept responsibility for communication between their association, the NEC and Secretariat.
- Actively promote and engage in the core business of the association.
- Participate fully in the Pillar activities.

THE BOARD

The BOARD of APPA comprises the President, Deputy President and one member elected by the National Advisory Council from each of the three sectors. In addition, the Immediate Past President remains an ex-officio member for one calendar year following the appointment of the Secretariat. The Executive Director is appointed ex-officio for the full term of the Secretariat. One Secretariat member is elected as Treasurer.

The President is the Chief Officer of APPA and:

- presides at all meetings of the NAC and ensures that the business of APPA is conducted in due form and with propriety.
- is an ex-officio member of all committees of APPA; and
- is the official representative and spokesperson of the association.

The Deputy President:

- provides high level support and advice to the President.
- accepts delegated responsibility for APPA tasks from time to time; and
- is prepared to accept the responsibilities of the President in his or her absence.

The Treasurer, in association with the Executive Director:

- is responsible for the keeping of the accounts and financial records of APPA
- presents a financial statement to each NEC meeting
- presents an audited financial statement and balance sheet to each Annual General Meeting
- prepares an annual budget for the forthcoming year
- keeps record of all accounts passed for payment; and
- is a signatory to all cheques drawn on the approved bank account.

The Executive Director, in collaboration with members of the Secretariat:

- attends meetings of NAC and Secretariat
- provides executive level support to NAC and Secretariat to facilitate the conduct of APPA business
- undertakes the duties of Property Officer of APPA
- is responsible for the receipt, production, answering and filing of applicable correspondence
- is responsible for the keeping of records and Minutes of NEC and Secretariat
- is responsible for the keeping of a register of all affiliates of APPA
- is responsible for the keeping of a register of all members of NAC
- arranges for the distribution to members, as early as possible, such records, Minutes, Newsletters and any other applicable information which shall from time to time become available
- liaises with the Treasurer in maintaining appropriate financial records and processes
- liaises with the President to maintain the strategic direction of the Association
- executes management plans to build the capacity of the Association
- liaises with Business Partners; and
- invoices all Member Affiliates, Professional Learning Service Members and Associate Members for membership fees.

The Immediate Past President:

- provides high level support and advice to the President; and
- accepts delegated responsibility for APPA tasks from time to time

[Click here](#) to view the current members of the Board.

[Click here](#) to view the current members of the National Advisory Council (NAC)

CONFERENCES		
Year	Venue	Theme
2022	Sydney	reConnect.reEngage.reImagine
2021	Melbourne	CANCELLED DUE TO COVID
2020	Melbourne	Trans-Tasman Conference CANCELLED TO 2021
2019	Adelaide	Leading the way: collaboration, connection, community
2018	Perth	Visionary Leadership
2017	Brisbane	Agility, Creativity, Legacy
2016	New Zealand	Knowledge in our hands
2015	Hobart	The Heart of Leadership
2014	Sydney	Creating the Future Together
2013	Cairns	2013 11th World Convention of the International Confederation of Principals Inspiring Global Leadership
2012	Melbourne	Our Primary Purpose: Leading Learning
2011	Adelaide	A Brilliant Blend: Cultivating Primary Leadership

CONFERENCES CONT.		
Year	Venue	Theme
2010	Perth	Balancing Primary Leadership
2009	Gold Coast	Surfing Sustainable Primary Education
2008	Sydney	Let Sydney Rock Your World
2007	Hobart	The Roaring Forties – Winds of Change: Leadership, Learning, Performance
2006	Alice Springs	Venture In: To New Territory
2005	Canberra	The Art of Engaging Children – Living, Learning, Being
2004	Melbourne	Creative Thinkers, Dynamic Schools
2003	Adelaide	Extraordinary Leadership for Extraordinary Times
2002	Perth	Primary Education – Primary Importance
2001	Brisbane	Teaching – Rediscovering its Heart and Soul

17. OTHER EDUCATIONAL ORGANISATIONS - ACE

THE AUSTRALIAN COLLEGE OF EDUCATORS (ACE)

<http://austcolled.com.au/>

The Australian College of Educators is a national professional association of those involved in the education profession. A unique feature of the College in the Australian education scene is that its membership includes all levels and all sectors of education. Membership is open to professional educators with appropriate formal, qualifications and practical experience who have shown evidence of further educational development. The College was founded in May 1959 and aims to create a professional community of those engaged in education and to foster educational thought and practice. There is a Chapter of the College in each State and Territory; the national secretariat is in Canberra. Membership of the College is open to professional educators with appropriate formal qualifications who have a minimum of five years full time practical experience. College members are entitled to use the post-nominal MACE.

Purpose

The Australian College of Educators advances the education profession nationally across all sectors and levels for the individual and collective success of Australia's educators.

Goals

In advancing the education profession, ACE aims to:

- ◆ provide a strong national voice for the profession
- ◆ promote professional standards of a high order
- ◆ recognise excellence in professional practice
- ◆ foster the professional learning of educators
- ◆ enhance the status of the profession

Objectives

In pursuing these goals, ACE strives to:

- ◆ speak with authority on educational issues
- ◆ exercise ethical leadership of the profession
- ◆ enhance the professionalism of educators
- ◆ foster collegiality, cooperation, and networking
- ◆ recognise and value highly accomplished teaching
- ◆ acknowledge outstanding contributions to education
- ◆ create unity among all sectors and levels of the profession
- ◆ facilitate continuous professional learning and improvement
- ◆ conduct and promote strategic research and development
- ◆ secure resources to sustain and extend the profession

Strategies

ACE employs various strategies to achieve its goals and objectives including its demonstrated capacity to:

- ◆ implement professional recognition programs and award schemes

- ◆ conduct conferences, forums, seminars, and symposia
- ◆ publish professional learning resources and materials
- ◆ issue national policies, statements, and position papers
- ◆ manage projects that address issues of national significance
- ◆ advise governments, systems, and sectors on matters pertinent to the profession
- ◆ fulfil a brokerage role within and beyond the profession
- ◆ establish networks and strategic groups to build professional capacity
- ◆ facilitate the operation of the ACE Foundation
- ◆ develop strategic alliances with other sectors and organisations in the advancement of the above goals, objectives, and strategies

Associate Membership

A special scheme for those entering the profession and who do not meet the criterion of five years of full-time experience is available. Associate members are entitled to use the post-nominal AACE.

College Fellowship

Fellowship is one of the highest honours that the College can bestow on a member and is made to members who are judged by their colleagues and co-workers to have made an outstanding contribution to the profession. College Fellows are entitled to use the post-nominal FACE.

18. OTHER EDUCATIONAL ORGANISATIONS - ACER

AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH (ACER)

<http://www.acer.edu.au/>

The Australian Council for Educational Research (ACER) is the premier educational research and development agency in Australia. It is an independent, national agency established in 1930. ACER has experienced significant growth in recent years and now has more than 300 staff located in **Melbourne, Sydney, Perth, Brisbane, Adelaide, Dubai, and New Delhi**.

ACER's mission is to create and promote knowledge and tools that can be used to improve learning across the lifespan. Underlying this mission is the belief in the importance of ongoing, lifelong learning both for the fulfilment of individuals and for the well-being of society, and a commitment to the use of systematic investigation, evaluation, and critical reflection in the search for ways to improve learning.

As a not-for-profit organisation, independent of government, ACER receives no direct financial support and generates its entire income through contracted research and development projects and through products and services that it develops and distributes.

In addition to the projects in the two broad research and development divisions, ACER's program includes a development and training program, several research services offered within and outside ACER, library and information services, product development and publishing, marketing, and sales services.

As a not-for-profit organisation, independent of government, ACER receives no direct financial support and generates its entire income through contracted research and development projects and through products and services that it develops and distributes.

AUSTRALIAN PRINCIPALS CENTRE

The Australian Principals Centre is a company formed by a partnership of the University of Melbourne, the Victorian Department of Education, the Victorian Association of Secondary School Principals, and the Victorian Primary Principals Association.

Background

The Australian Principals Centre was conceived by principals as a means of acknowledging the increasingly complex and demanding role of principals. Launched in November 1995, the Centre's central purpose is to ensure the recognition and enhancement of the professional status of principals. The need for a special focus on the professional development of principals evolved from an awareness of the crucial role played by principals in providing quality education for all students.

How they work

The Australian Principals Centre Board of Directors comprises representatives from its funding partners. The work of the Board is facilitated by a Policy Advisory Council. Members include principals from all education sectors, and representatives from universities and the Australian Council of Educational Administrators.

Policy implementation and evaluation is supported by consultation with principals and through reference groups of principals and providers associated with each program.

What they offer

The Australian Principals Centre provides principals and aspiring principals across all education sector access to a range of programs designed to address their professional needs.

These include:

- ◆ Certification and accreditation
- ◆ Career development programs
- ◆ Research
- ◆ Information services
- ◆ Community advocacy.

Leadership and management courses are designed to develop a broad range of competencies in:

- ◆ Education leadership
- ◆ People leadership
- ◆ Strategic leadership.

20. OTHER EDUCATIONAL ORGANISATIONS – ACARA

AUSTRALIAN CURRICULUM ASSESSMENT AND REPORTING AUTHORITY (ACARA)

<http://www.acara.edu.au>

ACARA is responsible for:

- ◆ A national curriculum from Kindergarten to Year 12 in specified learning areas.
- ◆ A national assessment program aligned to the national curriculum that measures students' progress.
- ◆ A national data collection and reporting program that supports:
 - analysis, evaluation, research, and resource allocation; and
 - accountability and reporting on schools and broader national achievement.

The ACARA Board

The **ACARA Board** was announced in May 2009. Professor Barry McGaw AO, PhD is the Chair of the Board and Professor Emeritus Brian Caldwell, PhD is the Deputy Chair of the Board.

AUSTRALIAN CURRICULUM

ACARA is responsible for the development of the Australian curriculum from Kindergarten to Year 12. ACARA's work in developing the Australian curriculum is guided by the 2008 **Melbourne Declaration on Educational Goals for Young Australians**. The Melbourne Declaration commits "to supporting all young Australians to become successful learners, confident and creative individuals, and active and informed citizens", and to promoting equity and excellence in education. The Australian curriculum will "equip all young Australians with the essential skills, knowledge and capabilities to thrive and compete in a globalised world and information rich workplaces of the current century." The national curriculum will be accessible to all young Australians, regardless of their social or economic background or the school they attend.

ACARA works collaboratively with a wide range of stakeholders including teachers, principals, government, state and territory education authorities, professional education associations, business/industry, community groups and the broader public.

NAPLAN

The National Assessment Program (NAP) encompasses tests endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) including the National Assessment Program Literacy and Numeracy (NAPLAN) and three-yearly sample assessments in science literacy, civics and citizenship, and ICT literacy.

ACARA manages the development and oversees the delivery of tests for NAPLAN and has done so since 2010.

Reporting - National data collection and reporting

ACARA is responsible for collecting, managing, analysing, evaluating, and reporting statistical and related information about educational outcomes. This includes the development of national performance measures, performance standards and national definitions. ACARA will provide information about the specific key performance measures against which student performance is assessed.

21. OTHER EDUCATIONAL ORGANISATIONS – AITSL

THE AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP (AITSL)

<http://www.aitsl.edu.au>

AITSL provides national leadership for the Commonwealth, State and Territory Governments in promoting excellence in the profession of teaching and school leadership.

AITSL is a public company limited by guarantee, established under the Commonwealth Corporations Act 2001 and subject to the provisions of the Commonwealth Authorities and Companies Act 1997. It is funded by the Australia Government and the Minister for Education, Employment and Workplace Relations is sole member of the company. The Institute operates under its own constitution, with decisions made by an independent board of directors.

The Australian Institute for Teaching and School Leadership (AITSL) came into being on 1 January 2010.

AITSL provides national leadership for the Commonwealth, state, and territory governments in promoting excellence in the profession of teaching and school leadership.

The Institute's role is to:

- ◆ develop and maintain rigorous national professional standards for teaching and school leadership
- ◆ implement an agreed system of national accreditation of teachers based on these standards
- ◆ foster and drive high quality professional development for teachers and school leaders through professional standards, professional learning, and a national approach to the accreditation of pre-service teacher education courses
- ◆ undertake and engage with international research and innovative developments in best practice
- ◆ administer annual national awards for teachers and school leaders
- ◆ work collaboratively with government and non-government school systems, key stakeholders including professional associations and education unions, teacher educators, business and school communities, and the Australian Curriculum Assessment and Reporting Authority (ACARA) and Education Services Australia (ESA)
- ◆ fulfil the role of assessing authority under the Migration Regulations 1994 for the purposes of skilled migration to Australia as a pre-primary, primary or secondary school teacher.

AITSL engages collaboratively with a diverse range of government and non-government sector employers and authorities, professional associations, and education unions, as well as industry and community organisations in delivering on its role of providing leadership in the profession of teaching and school leadership.

22. OTHER EDUCATIONAL ORGANISATIONS – VIT

VICTORIAN INSTITUTE OF TEACHING (VIT)

<http://www.vit.vic.edu.au>

Each state and territory has its own teacher registration authority.

The Victorian Institute of Teaching is a statutory authority for the regulation and promotion of the teaching profession in Victoria established by the *Victorian Institute of Teaching Act 2001*. This Act was repealed with the proclamation of the *Education and Training Reform Act 2006* on 1 July 2007. The Victorian Institute of Teaching continues in operation under and subject to the *Education and Training Reform Act 2006* after 1 July.

The Institute operates along similar lines to other regulatory bodies, such as the Medical Practitioners Board of Victoria, the Legal Services Board and the Nurses Board of Victoria.

It registers teachers working in Victorian government, Catholic and independent schools. Like other professions occupying positions of trust and responsibility, teachers are required to be registered in order to practise their profession. All practising Victorian school teachers must be registered by the Institute. The Institute is governed by a twenty-member Council, the majority of whom are practising teachers from government, Catholic and independent schools.

The Institute:

- registers all teachers to ensure only qualified people are employed in Victorian schools
- promotes the profession of teaching to the wider community
- works with teachers to develop standards of professional practice
- supports teachers in their first year of teaching with a structured induction program
- approves and accredits pre-service teacher education courses that prepare teachers
- investigates and makes findings on instances of serious misconduct, serious incompetence or lack of fitness to teach.

IPSHA PRAYER

God of all wisdom

We acknowledge your presence with us today.

We seek the inspiration of your Spirit
and the light of your understanding to guide us.

We thank you for those who have contributed
and will contribute to the fellowship
and the vision of this Association,
in times past, at the present and in the future.

We bring before you the deliberations of our Meeting,
that we might be attentive to your leading
and courageous in our following.

Young minds are so innocent –
Give us the wisdom to meet their needs.
Young hearts are so vulnerable –
Give us the love to embrace their uncertainties.
Young lives are so precious –
Give us the patience to treasure.
Young spirits are so fragile –
Give us the joy of seeing them grow.

May we, and all who serve you in the calling education,
bring to this great challenge the resources that only
You can provide.

We ask this in Your name. Amen.

Rev. Geoff Grimes

PROCEDURE FOR IPSHA (VIC) MEMBERSHIP

1. Request for membership is usually suggested by the past Head of Junior School, another member or the prospective member may contact the membership secretary and request membership.
2. Membership questionnaire is sent to the candidate with a letter of introduction.
3. When the completed questionnaire is received by the Membership Secretary the information is distributed to Executive for approval.
4. Visit by one or two members of executive is undertaken when deemed necessary.
5. After Executive approves the application is it then sent to the Federal Executive Assistant.
6. Letter of acceptance is sent by Federal President & Treasurer to the applicant and the Victorian Branch President who then passes this on to the Membership Secretary.
7. Mentor is arranged. This can be a volunteer or someone in close proximity to the school. As described in the IPSHA Principles and Practices, "The new member is put in contact with a link member (mentor) who is encouraged to offer contact and support and, where possible, accompany the new member to the next meeting".
8. New member writes a couple of paragraphs about themselves to be read at the Branch meeting at which they are welcomed by their Proposer.
9. New member is given a name badge and directed to the Victorian Branch Handbook for information by the State President.

N.B. For current Junior or Middle School Heads

- a) Please propose new appointees and request an application.
- b) Please contact the membership Secretary if you are resigning or retiring.

Members who are leaving the association are farewelled at the last Branch Meeting of the year. The President Elect will contact a colleague who may wish to meet with the departing member, discuss their career and format an appropriate farewell to share at the meeting. A copy of the speech should be given to the IPSHA Archivist.

Those who have been members for more than 5 years are sent a letter, inviting them to take up the option to be an Associate Member.

The association honours the contributions of members who have passed away with an appropriate tribute in the newspaper. Federal and State Life Members, and recipients of Fellowship awards, merit a special tribute:

SURNAME, Given Names

The members of the IPSHA, Victorian Branch, mourn the sad passing of State Life Member, [insert name]. He served his students, his/her school and our association with love and commitment. He/she will be fondly remembered for his contribution to the fellowship and the vision of the association.

Condolences to [names as appropriate] and family.

IPSHA FEDERAL AND STATE LIFE MEMBERS

Name	Federal Life Members		Membership
Miss Pamela Ayers	8 Range Street, Camberwell, 3124	9889 5957 014 283 387	Federal Life
Mr Kel Emmett	“Laurel Bank” Victoria Road, Kingston 3364	03 5345 7343	Federal Life
Rev Ken Lyall OAM	58 Argyle Road, Kew 3103	9817 2799	Federal Life
Mr Graham Nowacki	36 Murphy Street, Yarrowonga 3730	03 5744 2604	Federal Life
Mr Peter Valder	PO Box 296 Red Hill South 3937	59898370	Federal Life
Mr Garth Tapp	24 Cummins Grove, Malvern 3144	03 9509 5550	Federal Life
State Life Members			
Mrs Pat Fernandes	15 Marlborough Street Balaclava 3183	03 9525 6935	State Life
Mrs Pamela Carder	18 Irvine Avenue, Mount Martha	03 5974 8765	State Life
Mrs Andrew Ponsford	PO Box 3092 Caroline Springs 3023	03 9449 9081	State Life
Mr Peter Wilson	'Gungurru', 2263 Mornington-Flinders Road, Flinders 3929	03 5989 0698	State Life
Mr Geoff Carroll	41 Golden Grove Glen Waverley Vic 3150	03 9802 7038	State Life
Mr Don Ingram	11 Kitchner Street, Mentone 3194	9584 4211	State Life
Miss Anne Smith	4/316 Wattletree Road, East Malvern 3145	03 9509 3653	State Life
Dr. Helen Telford	900 West 190 th Street, Apartment 6B New York NY 10040 USA		State Life
Mrs Jody Neylon	PO Box 93 Malmsbury Vic 3446	03 5423 2436	State Life
Mrs Vicki Simmonds	5/91-93 Victoria Road Hawthorn East Vic 3123	03 9813 2716	State Life
Ms Jane Britten		0408373950	State Life
Mr Andrew Boyd		0417693661	State Life

◆ For contact details refer to members directory. <http://ipsha.org.au/>

IPSHA HONOUR ROLL – VICTORIAN BRANCH

Miss J Barnfather 1984 – 88

Mr L. J Campbell 1954 – 62

Mr W.G.L. Carthwright 1954 – 63

Mr A.L. Clayfield 1954 – 63

Mrs D.G.M. Flinn 1961 – 87

Mr H.D.L. Fraser 1952 – 63

Mr I. Hargrave 1969 – 74

Mr M.R. Haysom 1962 – 78

Mr I McConville 1979 – 88

Mr H.R. McWilliam * 1952 – 91

Mr. T.W. Plummer * 1952 – 88

Mr I. Rice 1984 – 93

Mr B. Rule 1974 – 92

Dr F. Shann 1965 – 72

Mr I.R. Watson 19.. – 96

Mr W.J.P. Watson 1953 – 74

Mr E.A. Wells 1952 – 67

Mr B Borlie

Mrs D Hargraves

The years listed indicate period of JSHAA Membership

◆ Indicates service on the Federal Board

MEMBERS' PROFESSIONAL DEVELOPMENT GRANTS

(Formerly Federal Grants-in-Aid)

History

The Grants-in-Aid Scheme was established at the Biennial General Meeting in Sydney in 1958. It provided for a small fund to be set up by transfer of some surplus from the Association's general account. It has since been re-named the 'Members' Professional Development Grants' (MPDG) and an MPDG committee is appointed biennially to administer the scheme and prepare recommendations for grants from the fund.

The fund now receives its money as a direct grant from the Federal Executive.

The sum available is \$17,000 per biennium.

Purpose

1. To assist a member to publish an education paper, booklet, books, etc., that will be of value to the development of Junior School education.
2. To assist a member to carry out an educational experiment that will be of value to Junior School education within a member school of the Association.
3. To assist a special, or leading educationalist to visit Australia and the corresponding State Branches.
4. To assist a member to attend an overseas Educational Conference, an International Conference within Australia or an important State or National Conference.

N.B.

In all cases, where applicable, a full report should be submitted to the MPDG Chairperson who will organise the distribution of this document and its information, via the Federal e-Link. In (2) and (3) the member must be directly involved in the planning and the implementation of the activity.

Application

A formal application must be submitted to the MPDG Chairperson on the prescribed form. Any documental evidence should be attached.

Further information regarding the MPDG can be found on the IPSHA website at the following link

<http://www.ipsha.org.au/resources/professional-development-grants>

GRANTS-IN-AID VICTORIAN BRANCH

The Fund

The Fund was established as an initiative of the State Executive and confirmed by the members at the Branch Meeting of 1 September 1994. It is established by a direct grant from the State Branch funds. The amount is to be reviewed annually by the State Executive. The amount of the Grant *will be \$2,000*.

The Committee

The Fund is to be administered by a committee which comprises the State Executive and up to three Branch members co-opted by the State Executive Committee. It is the role of the Grants-in-Aid committee to consider applications by members to the fund and determine the amount of any grant to be made in support of the proposed study or activity.

Guidelines for the Fund

1. An annual report from the fund committee will be presented at each Annual General Meeting of the Branch.
2. Consideration of application is to be according to the conditions set out below.
3. The amount to be granted will be decided by the Committee after consideration of the proposal.
4. Grants may be made to assist a member to travel, publish a work, carry out an experimental approach in primary education or gain access to an eminent educationalist by enabling them to visit.

The Conditions for Grants

1. The subject of the activity, research or study must lie within the area of education, administration, and practice within a Junior School.
2. The activity must be undertaken within the financial year in which application is made.
3. An abstract of the proposal outlining the benefits to the member and the Association should be submitted to the committee for consideration.

GRANTS-IN-AID APPLICATION FORM

INDEPENDENT PRIMARY SCHOOL HEADS OF AUSTRALIA LTD – VICTORIAN BRANCH GRANTS-IN-AID APPLICATION	
APPLICANT - GENERAL INFORMATION	
Date of Application:	Name of Applicant:
School Name:	School Phone:
Address:	
Email:	Mobile:
PROPOSED ACTIVITY	
Title of Proposed Activity:	
Nature of Activity: <i>(study, research paper publication etc)</i>	
Please attach to the proforma a short abstract (250-300 words) detailing the nature, content and desired outcomes.	
DECLARATION OF APPLICANT	
I, _____ seek the assistance of the Grants-in-Aid Fund to carry out the activity outlined in the attached abstract. I have read and understand the conditions of any grant given by the fund and intent to complete all requirements within the current financial year.	
Date:	Signature:

GUIDELINES FOR GIFTS TO RESIGNING/RETIRING IPSHA MEMBERS – VIC BRANCH

Background: A number of members leave the Association each year and are farewelled at an appropriate meeting. Generally a member is farewelled by an IPSHA colleague who presents a gift on behalf of the Association.

Rationale re: guidelines: To provide the member purchasing gifts appropriate guidelines to ensure consistency with respect to value of gifts.

IPSHA membership	Coles Myer Voucher
0 – 2 year membership	\$25.00 Gift Voucher
2 – 5 years membership	\$50.00 Gift Voucher
5 – 10 years membership	\$75.00 Gift Voucher
10+ years membership	\$100 Gift Voucher plus \$10 for each additional year beyond 10 years.

In addition the Branch Executive is able to increase the value of the gift as a way of recognising a member's contribution to Branch/Association activities.

IPSHA Victorian Branch

Guidelines for gifts for Members acting as Chairs on Committees and for Personal Assistants

Background

A number of members take on significant roles with respect to Branch activities.

Rationale re: guidelines

To provide the member purchasing gifts appropriate guidelines to ensure consistency with respect to value of gifts.

Independent Primary School Heads Australia Gifts to Thank Members who Chair Committees and for Personal Assistants	
IPSHA Role	Coles Myer Voucher/Flowers
IPSHA President's PA	\$50 voucher/flowers
IPSHA Secretary's PA	\$100 voucher/flowers
IPSHA Treasurer's PA	\$50 voucher/flowers
IPSHA Chair of Staff Event Committee	\$100 gift voucher
IPSHA Chair of Staff Event PA	\$50 voucher/flowers
IPSHA Chair of Vic / SA / Tas Conference	\$100 voucher
IPSHA Chair of Vic / SA Conference PA	\$50 voucher/flowers
IPSHA Chair of Music Festival Committee	\$100 gift voucher
IPSHA Chair of Music Festival's PA	\$50 voucher/flowers
OTHER	
IPSHA Past President's PA	\$50 voucher/flowers
IPSHA Biennial Conference Chair/s	TBC
IPSHA Conference Committee PA's	TBC
IPSHA webpage – support staff at host school	\$50 voucher