



**MINUTES of ANNUAL GENERAL MEETING
and CONFERENCE NOTES**

SATURDAY 27th AUGUST 2016

BURNIE HIGH SCHOOL

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Tasmanian Association of State School Organisations Inc.

2016 Annual Conference and AGM

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ATTENDEES:

President: Ant Dry

Delegates:

Avoca Primary	Lyn Spaulding	Kings Meadows High	Carol Gordon
Boat Harbour Primary	Angela Diffley	Lilydale District P&F	Evelyn Archer
Burnie High	Ant Dry		Tam Peterson
Devonport High School	Sarah Beswick	Lindisfarne North Primary	Nigel Jones
	Jackie Pilgrim	Newstead College	Jenny Eddington
Don College	Lisa Gillard		Peter Kearney
	Jack Crawford	Nixon Street Primary	Lindie Read
Forth Primary	Sophie Fieldwick		Justin Rattray
Goulburn Street Primary	Jared Dickason	Penguin District	Gary Morse
Hellyer College	Chris Lynch	Richmond Primary	Trudy Margetts
Illawarra Primary	Emma Wisby	Roseberry District High	Tina Fairfield
JRLF Gagebrook Campus	Kelly Hutchinson	School of Special Education - Burnie	Sandra French
	Kellyanne Williams	Ulverstone Primary	Mandy Cubit
JRLF Herdsman's Cove Campus	Marcia Travers		
	Michael Williams		

TASSO Management Committee:

Trinette Newell
Phillip Spratt

TASSO Life Members:

Lindie Read
Jenny Eddington

Proxy Votes:

Bicheno Primary	Campbell Street Primary	Evandale Primary
Exeter Primary	Glen Dhu Primary	Norwood Primary
Port Dalrymple	Ringarooma Primary	St Marys District
Ulverstone High	Mavis Beattie TASSO Life Member	Dianne Ellson TASSO Life Member

Invited Guests and Speakers:

Hon. Jeremy Rockliff, Minister for Education and Training
Michelle O'Bryne, Shadow Minister for Education
Helen Richardson, Tas AEU President
Greg Boon, Tasmanian Catholic School Parents Council Executive Officer
Mike Gaffney, MLC Independent Member for Mersey
Sharon Butler, Guest Speaker
Jenny Gale, Secretary, Department of Education, panel participant
Jannette Armstrong, Tasmanians say NO to lowering school starting age, panel participant
Mark Morrissey, Commissioner for Children Tasmania, panel participant
Mick Clark, Devonport Childcare Centres, panel participant
Amina Keygan Demographer, panel participant

Staff:

Cassandra Wells, Executive Officer

Debra McOrist-Mitchell, Administration Officer

APOLOGIES:

Rena	Henderson	Ulverstone High SA Chair	
Ian	Norton	Launceston College SA Chair	
Dianne	Ellson	TASSO Life Member	
Mavis	Beattie	TASSO Life Member	
Julie	Roberts	TASSO Life Member	
Julia	Greenhill	TASSO Life Member	
Audrey	Mitchelson	TASSO Life Member	
Dianne	Giblin	CEO, Australian Council of State School Organisations	
Caz	Bosh	President, Australian Parents Council	
Jenny	Burgess	DoE Deputy Secretary, Support and Development	
Tim	Bullard	DoE Deputy Secretary, Strategy and Performance	
Judy	Travers	General Manager, Learning Services South	
Malcolm	Elliot	President, Tasmanian Principals Association	
Kate	O'Neill	Professional Learning Leader, Professional Learning Institute	
Prof. Elaine Stratford		Peter Underwood Centre for Educational Attainment	
Lesley	MacKay	The Smith Family TAS	
Hon.	Rene	Hidding	Minister for Infrastructure
Hon.	Josh	Willie	MLC, Independent Member for Elwick
Hon.	Ivan	Dean	MLC, Independent Member for Windermere
Hon.	Greg	Hall	MLC, Member for Western Tiers
Hon.	Robert	Armstrong	MLC, Independent Member for Huon
Hon.	Leonie	Hiscutt	MLC, Liberal Member for Montgomery
Hon. Dr	Vanessa	Goodwin	MLC, Liberal Member for Pembroke
Hon	Rosemary	Armitage	MLC, Independent Member for Launceston
Hon.	Rob	Valentine	MLC, Independent Member for Hobart
Hon.	Ruth	Forrest	MLC, Independent Member for Murchison
Hon.	Tania	Ratray	MLC, Independent Member for Apsley

CHAIRPERSON: Ant Dry

WELCOME AND CALL TO ORDER 9:30am

I would like to pay respect to the Tasmanian Aboriginal community as the Traditional Owners and continuing custodians of the land our school now stands on; and all Country in Tasmania. I would also like to acknowledge Elders – past and present.

Ant welcomed all delegates and guests and introduced the Minister for Education and Training the Honourable Jeremy Rockliff.

OFFICIAL OPENING

Minister for Education and Training Jeremy Rockliff acknowledged delegates, guests and fellow Parliamentarians.

Firstly I would like to acknowledge some of the history of your organisation, Tasmanian Association of State School Organisations (TASSO), and the importance it holds in ensuring that parents have a united voice and an opportunity to explore issues and concerns around school education in Tasmania.

I had the pleasure of officially opening the new Office of TASSO in Lindisfarne on 27 July this year. The new centre incorporates a contemporary office with meeting space able to be used flexibly and collaboratively for a range of purposes.

The first TASSO state-wide conference was held in Launceston on 8 November 1947, almost 70 years ago.

It was attended by around 50 delegates from all parts of Tasmania. 24 of these were from the south and country associations represented included Evandale, Deloraine, Wilmot, Exton and Scottsdale.

2017 will be a very big year for TASSO as you celebrate your 70th anniversary – a testament to the state body's continuing relevance to parents and students and to your ongoing strong commitment to state school education in Tasmania.

As representatives of parents in your school, you would all be very aware that involving parents in education is crucial.

Families are the first source of their children's education. And their involvement in schools and their child's learning plays an important part of developing their capacity as lifelong learners.

As the peak parent body representing all Tasmanian Government school communities, TASSO plays a vital role in the promotion and protection of student and parents' interests in our schools.

The vision outlined in the Family-school Partnerships Framework, released in 2008 by the national parent bodies in Australia, along with the Australian Government and other key stakeholders, encapsulates the importance of your role.

“Families and schools work together as partners in the education of children and young people.”

I know that your guest speaker, Sharon Butler, has a very broad experience in the area of Family School Partnerships and will be able to provide a wealth of ideas to explore how schools can more effectively engage with families in their children's education.

I note from your agenda items, that there are concerns around changes to school associations being raised by your members.

Following feedback on the status of school associations through the consultation process on the draft Bill, further work has been undertaken.

Associations will now be incorporated under the Education Act rather than the Associations Incorporation Act 1964. Incorporation will provide protection from liability.

The Department received advice that incorporation would not protect individual members or a school association, from being sued. A new provision has been included to provide immunity from liability where an association member has acted in good faith. The liability will rest with the Crown.

In return for the Crown providing protection, it must also protect itself and the taxpayers of Tasmania. To ensure this is the case, associations will need the Secretary's approval to employ staff, own property, borrow money or enter into contracts over a certain amount. This will enable the Secretary to ensure that proper governance and risk management strategies are in place to protect both the Crown and association members.

Other requirements in the current Act will remain in place around management and governance of school associations.

One of the major reforms that we have introduced through the redrafted education Bill focuses on education and training leaving requirements. We have already put into place a successful program to support young Tasmanians with every opportunity to complete their senior secondary education.

The Government's position, reflected in the education Bill, is that the minimum education and training leaving requirement should be raised to the completion of Year 12, certificate III or 18 years of age, whichever occurs first.

It is important to understand that young people will have options, which will include continuing at school or undertaking an apprenticeship or traineeship. They will be able to go straight to a full time job.

In 2014, only one in two young Tasmanians completed year 12, compared to the national average of 72%.

This is not good enough.

Evidence shows that people who do not complete Year 12 or equivalent earn less, have less job satisfaction and poorer employment opportunities.

In essence, completing Year 12 improves the life chances and choices available to each person and has flow on benefits to the community.

We came to government with a policy to extend 21 regional and rural high schools in our first 4 years in office. We're on track to exceed that commitment, with another 18 schools preparing to start their Year 11 classes at the beginning of 2017, bringing the total number of extension schools to 30.

This reform has already reaped results, with our Year 10-12 apparent retention rate rising to 73.8%, and moving ever closer to the national average of 79%.

The 57 % increase in enrolments at the first 12 schools to extend to Year 11 and 12 has not come at a cost to colleges. There has also been an overall increase in students enrolled in many colleges.

I am heartened by the evidence of networking that has occurred between High Schools and Colleges. I have always supported Colleges as part of this policy.

If we are to provide genuine choice to those young people who would not normally go on to Years 11/12, we need to have our High Schools and Colleges working together, so that we can provide the types of subjects that students want to study, wherever they are in our state.

The Tasmanian Government is committed to raising the level of engagement of parents with education and care throughout school years, but particularly in the early years.

The Learning in Families Together (LiFT) program is an exciting example of a successful program aimed at supporting and further developing strong school and family partnerships, especially around improving literacy and numeracy outcomes.

LiFT, officially launched this year in eighty schools, empowers parents to work closely with the school to positively influence and support their child's early development and learning.

Funding of \$4.3 million will be expended in 2016-17 to engage families in their children's learning from Kindergarten to Year 2.

The initiative recognises the powerful lever of parental support in increasing literacy and numeracy outcomes.

I am delighted that TASSO has been a significant partner in the program, and attended consultative parent workshops in Tasmania in the lead-up to the implementation period of LiFT.

Our focus on strengthening early childhood learning and empowering parents as a child's first teacher acknowledges the extensive body of research indicating that investing in the early years is a key, positive strategy for overcoming the impact of early disadvantage on educational outcomes and life chances.

Tasmania has a strong history of providing quality early childhood education and care opportunities. In 1968 a decision was made to attach pre-schools to schools in Tasmania, and these were called Kindergartens.

The Tasmanian community's endorsement of our Kindergarten system today is evidenced by a participation rate close to 100%.

Our unique Launching into Learning program is recognised as a national leading program in providing resources to schools, enabling them to embed strategies to partner with families in assisting their children's early learning prior to Kindergarten.

We have also strongly supported Child and Family Centres (CFC) throughout the state, funding an extra staff member for every CFC in 2016, a resource costing over \$1 million and aimed at increasing the capacity of staff in CFCs to engage families and children in their local communities.

We are determined to continue to build upon these initiatives to support and empower children and their families from birth to school age.

This strong support of early childhood education is at the core of our proposal to lower the minimum school starting age by six months as part of our review of the current Education Act and the education Bill that will be tabled next month.

This review has been underway for the past two years and has been undertaken with the Tasmanian context at the centre of our thinking.

There are particular social, economic and educational challenges for Tasmania, for example, the highest levels of poverty in Australia and the highest levels of disadvantage amongst pre-school aged children in Australia.

The purpose of this change will ensure every Tasmanian child has access to two years of quality, play based, enquiry-led learning before starting formal schooling in Grade 1 – not just those who can afford it.

This change has occasioned significant debate and I've welcomed the opportunity to hear the broad views that exist across the community about the importance of early education.

We have listened to feedback from both sides and have responded to recognise that parents and carers are best placed to decide when their child should start school.

When the final bill is tabled next month it will propose a minimum school starting age for Prep of four years and six months, with the compulsory starting age remaining as it is now, at five.

This will also mean that parents can access Kindergarten classes for their child at three years and six months, if they feel their child is ready. The decision will remain, quite rightly, in parents' hands.

We have developed a comprehensive plan to invest significant funding that will enable all schools to be ready in 2020.

We have increased the \$15 million already announced to implement the changes to \$17 million each year before 2020.

This will encompass supports in place for every child, including students with disabilities, to ensure every child's success.

When the change comes into effect from 2020, we will bring more Teacher Assistants into the Prep year to enable schools to provide the play-based curriculum necessary for successful early years learning.

There is already existing infrastructure across the state through the school system and there is additional funding to upgrade facilities where required.

This is not just about lowering the starting age. It's about a new approach to the early years of education – building on what we already have in Child and Family Centres, the Launching into Learning program and LIFT.

I have been heartened that TASSO has recently put out a release supporting the changes in this proposal.

The new Education Act, if passed, will provide one piece of legislation, replacing three previous Acts, making for a clearer and less confusing education legislative landscape.

Some of the legislated changes may occur from the beginning of 2017.

Others, such as the changed starting and leaving ages, will not be enacted until 2020, allowing time for the Department of Education to extensively plan and resource these major reforms. We are not in the business of rushing such important and life-changing reforms.

I have been very pleased with the level of involvement in the extensive consultation process by individuals and organisations.

I thank TASSO for contributing to the discussion with its submission in the first round of consultation and feedback that any of you have submitted either as individuals or on behalf of your schools and School Associations.

I've almost gone through my entire speech without mentioning Gonski. We are committed to the full Gonski reforms, needs based funding over six years. Absolutely want the Federal Government to fund six also.

Education is everyone's responsibility and I am genuinely encouraged by the partnership with your organisation in our work to build capacity in our schools.

I look forward to working closely with your organisation as we move through the next few years, and wish you the very best with your Conference.

The Minister agreed to take questions from the floor.

Lindie Read (Nixon Street /TASSO Life Member) -Evidence based data, college and extension high school students transition quite nicely, but may go on to apprenticeships or employment and are successful. Those who have Certificate III would qualify for their TCE but don't value the TCE. What can we do about it (if we counted kids who go to TAFE and apprenticeships) to make sure the data is accurate?

Minister – there is more data captured than ever before in terms of competition and students who have left high school and go on to year 12. TASC and the DoE are releasing as much data as possible - that will increase so we can be properly informed - to make policy in an informed way.

Jenny Gale (DoE Secretary) – Under the proposed changes (to the Act) we will be able to track every student until the end of Year 12. This will allow us to be in a better position to track every student. The Minister announced the 9 -12 review to be run by ACER, will be looking at all things certification and assessment. Contribute to that review talk about the need to track data. TCE was first developed as aspirational my personal view is the current TCE doesn't allow us to capture the breadth of learning in TAFE and colleges.

Phillip Spratt (TASSO Management Committee)– Simon Birmingham will now take a more conciliatory approach, engage with parents and stakeholders before policy is released, is there capacity to move forward in that way?

Minister – thanks for acknowledging Simon Birmingham's approach, I've met with him recently and you are right that was a fairly draconian way of applying a funding model. In my view we have been consultative in our approach. Governments and Ministers do need to lead. We have to be prepared to wear the burden of criticism, if we want to bring about change we have to do things differently. We cannot expect change by doing nothing different.

I won't back away from showing leadership and the need for reform. I am critical of forms of Government that enjoy the trappings but don't take on reform and lead.

We have to break the cycle of disadvantage in Tasmania. I believe in what am I doing (starting age and leaving age) we've listened to feedback, the compulsory nature was quite a blunt instrument, I believe by making it non-compulsory it makes Government and leaders sharper to ensure engagement is relied upon to enable the change.

We have funded the changes as if there was 100% uptake, there may not be in the first few years, my view is by 2020 uptake will be 100% like Kinder.

I hear what you are saying and learning from past mistakes from previous Governments, I have been vocal about giving strong approval of Child and Family Centres and recognise where past Governments have gone wrong with past reforms like Tasmania Tomorrow where changes were rushed through.

Nigel Jones (Lindisfarne North Primary) – The Autism Unit, where is the Government proceeding with the funding of the Autism unit, are the results back yet? Dual enrolments, i.e. 3 days in main stream, 2 days in support – that funding model? Support schools are not getting their fair share of funding, has the Government worked out a different model to ensure both schools are fairly funded?

Minister – The Autism Satellite Unit, I haven't seen the evaluation yet, I have positive anecdotal evidence, it is a pilot. I haven't had feedback from support schools around the funding model. I know there is more funding going to support schools, recognise some of the recommendations of the review of students with disability will cost extra funding and we are committed to that. I haven't had direct feedback from schools on the impact of the funding model. I will take today as feedback and enquire.

Jack Crawford (Don College) – Has retention figures driven the involvement of the Education Ambassadors?

Minister – We're not acting on the advice of the Education Ambassadors.

Jack - Students as a whole feel we have not been consulted as a stakeholder group, if you ask students attending colleges now they are very unhappy from our context about the changes. What efforts have you taken to consult with students?

Minister – Education Ambassadors are one of many people who offer advice to my office, I take some and not others. I get mixed feedback from students in terms of extension. I also speak to students in grade 10 who welcome the change. Campbell Town for example who would not have gone onto Year 11 if the opportunity was not provided in their school.

Jack – to clarify in the context of urban places like Don, support rural extensions.

Minister - I speak often to students when visiting colleges, students don't often offer their opinion. I want to be clear this policy is NOT a threat to colleges, it is student at the centre it is all about the student and a very collaborative approach, seeking to get students through to the completion of Year 12.

I would like to say thanks very much for Jack to come to a meeting like this and speaking as articulately as he has.

TASSO President Ant Dry thanked the Minister and introduced guest speaker Sharon Butler:

Sharon has been consulting for more than 25 years in the areas of organisational change and leadership development initiatives. She works across Government, not-for-profit and corporate sectors. In education, Sharon has worked with both Government and Catholic schools in Victoria, Northern Territory and Tasmania.

Sharon started working in the area of Family School Partnerships 10 years ago and in 2007 was awarded a Churchill Trust Travelling Fellowship to explore how schools can more effectively engage families in their children's learning. In 2013 she presented at the 16th International Roundtable on Family School Partnerships in Vancouver.

In addition, Sharon is the chair of the 100 Story Building, a social enterprise located in Melbourne's west whose mission is to provide opportunities for the most marginalised children and young people in its community to build the literacy skills, confidence and sense of belonging that are fundamental to future success.

I have had the privilege of listening to Sharon previously and I know you are in for a treat.

Sharon Butler

I too would like to recognise the original owners of the land.

One of the quotes I like to use with despair when I listen to Donald Trump every time he opens his mouth - Arnie (Arnold Schwarzenegger) said “You know, nothing is more important than education, because nowhere are our stakes higher; our future depends on the quality of education of our children today.”

Father Frank Brennan talked about the correlation of low education and incarceration.

When I was a girl you could be a nurse, a teacher or work in the bank. We are talking about children and young people. I have two young people of my own, it has been interesting as a parent raising two children, one born for formal education and one absolutely not.

Einstein said “The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking”.

As in the book Future Shock, put yourself forward and look back, the only two institutions that do not change are schools and prisons. I think that may not be true for primary schools but maybe secondary.

Children do better when families are engaged. This is supported by a whole raft of research. Increasingly the research is coming from school improvement. Family-school partnerships are the key levers for increasing outcomes.

When families are engaged in kids learning they are likely to value education more, I would argue a critical part. Family-school partnerships are a powerful predictor of whole of life outcomes.

Family-school partnerships need to be ongoing not ‘a thing we do’ a couple of times a year. It is really important to continue through secondary schooling.

Grade 1 – 12 students, 18.5% kids spend less than 20% of their time in formal education. Every time you turn on your radio and hear ‘the school should’ ask yourself when, what can they let go of, there is 80% of space schools can hook into to provide that extra info.

If we can join up the formal and informal learning environments (I am NOT talking about increasing homework - It can't be looking at extending school outwards) between home and school. There is really rich opportunities to think about learning at home, get families to understand their importance in their kids' lives and build skills and capacity to engage in learning.

A program we ran in a primary school in Melbourne, large refugee families with not a lot of literacy or verbal skills and issues around trust. This was a Prep to Grade 2 kids writing program. How it became a great family engagement strategy was to tell the kids to go home and get the story seed from your parent. When you give that seed to a preppy what you get is not what you may expect as potentially a heart breaking story in 5 pictures of slaying dragons. It's not more work – it's about doing what we do differently.

Research says there are 3 key points:

- Role construction – how families perceive their role as parent
- Efficacy – the belief we can make a difference in our kids’ lives (homework sent home is often work parents cannot engage in).
- Invitation – how invited do families feel to engage in education, this can come from the school or children. Sense of welcome.

These points are really important to ascertain if families will engage. Our brains are hard wired to minimise danger. To reduce fear, we engage and create relationships. Actively engage with the people who are critical to your child’s education.

Barriers - confidence, access (childcare, public transport),
As families what can we do?

Get to know our kid’s teachers, if they don’t organise something we do. Call, go in, email. This will reduce the potential threat response in the teachers too by the way.

The Learning in Families Together (LiFT) strategy I learnt in a southern Tasmanian school I now take back to other schools - the first day back was made as a curriculum day, that was the day the families came in and met the staff. Teachers then ask about the child, instead of three weeks in where parents are asking teachers about how their child is doing.

Families understand they are their child’s first and ongoing educator.

What is the difference between engagement and involvement?

Engagement in learning happens where ever kids are. Parental presence is not the same as parental engagement in learning. Involvement is attending things, working bees, being an audience member. Some events can be both.

The biggest factor of education outcomes is what happens at home.

What can we do? Engage for learning
 Engage through learning
 Engage about learning

Consider your outreach strategy for families that do not attend opportunities. Use some events as a way to get parents in then use that opportunity.

Learning at home rubrics are my most favourite thing, include things like timetables, clean your room, learn your times tables, storytelling – lived experiences of kids.

Dinner time conversations. Parents have a quanta of effort they can expend. Doesn’t have to be dinner time, find your space, could be car trip times, and let families know the worth of that time. Value that more than harassing our families to come into schools.

Parents are meant to be advocates for our kids, research done in Kentucky demonstrated the positive effect, and they have acknowledged its importance by legislating that EVERY child has an advocate.

The area we get tied up with is HOW we do advocacy.

What is good advocacy	What steps over the line?
Requesting a particular learning environment or individual teaching approach that will meet your child's needs	Applying pressure to get "the best teachers" for your child or requesting a particular teacher
Questioning your child's placement in support programs or asking for your child to be provided with additional support where this is warranted Requesting that your child be extended in a particular subject	Pushing for an award or position that your child has not earned
Talking with the Principal about problems or issues with a teacher, policy or particular subject or program	Using any form of violence including verbal violence, threats, or physical intimidation such as at or threatening teachers and/or the principal with any sort of harm
What is good advocacy	What steps over the line?
Suggesting that curriculum or instruction be personalised to meet an additional or special need of your child's	Doing your child's homework or writing their essays
Questioning discipline policy or methods and requesting a hearing with an impartial advocate	Refusing to accept a teacher's explanation or criticizing school discipline policies in front of your child
Questioning the educational choice of a book or project that may be /is offensive to your family's culture or religion	Demanding that certain books be removed from the library or certain topics not taught

Sharon finished her presentation with this Joni Samples quote:

"When parents feel positive, encouraged and supported, they are more willing to collaborate with the school in their children's education. And, when parents engage with the school, everyone benefits, especially the kids."

STARTING AGE DISCUSSION PANEL

Participants: DoE Secretary, Jenny Gale
Demographer, Amina Keygan
Tasmanians Say NO to a Lower School Starting Age, Jannette Armstrong
Executive Director, Devonport Childcare Centres, Mick Clark
Commissioner for Children TAS, Mark Morrissey

Panel participants were invited to address Conference and then take questions from the floor.

Mick Clark – When I started this situation one of the critical questions right now is, is this the best thing we can do to improve educational outcomes?

I needed to read and talk to others who knew a lot more about this than I do. I have come to the conclusion from a neutral stand point there is very little evidence to support the early entry to education to effect outcomes.

It doesn't have to be in school it can be a variety of places.

You have to have your workforce, organisation and those on the ground going with you. I don't think people do see this as the best way forward. Proper resourcing, family engagement. One of the positive effects of this scenario is the opportunity for community engagement on this issue. Make no mistake, I have heard a lot about the child care provider's business case. We are a community based child care, not a private provider.

When the cohort of children move in this there will be significant workforce reductions.

The other thing to me I find frustrating, from the Minister there will be consultation with early childhood education providers, and I would have thought it was important to talk about existing resources and expertise to include right now in this conversation.

At the end of the day we are a community who has forgotten how to work these things out.

Jannette Armstrong - My opinion on this is pretty clear. I am a mother, a qualified early childhood educator with ten years industry experience and now secretary of United Voice.

First and foremost what is best for children?

There are a number of things I agree with the Minister and DoE on. Ideally all children should have universal access, I would like to see more Tasmanians completing year 12 and better literacy rates.

Making it optional goes a long way with parental choice. Whether it is optional or compulsory it is telling our communities an early start is better.

In working families children will be thrown into a patchwork of care and education more so than they are now. I hear everyday children are already struggling with transition to Kinder and Prep. There will be no change to curriculum.

People as young as 17 going to university, 15 to college.

I was really inspired by Sharon's presentation, what she presented to us – that's the answer, the things we already do in our Child and Family Centres, LiFT and LiLs, give them a chance to prove their worth.

Jenny Gale - From my perspective we don't consider just this one aspect of our education system as a silver bullet. It is just one part of a suite of issues to help improve our education system. Tasmanian children must have the same opportunities as the rest of Australia.

Only Tasmania and Western Australia has a pre-school provision attached to our schools (since 1968). To talk about Kinder as a formal learning environment is not accurate.

There is lots and lots of research that talks about the importance of quality early learning, and great examples of early learning in our Kindergartens.

Government's priority is the quality of the best possible opportunities for universal access to high quality early learning – It's not about one or the other.

This is a great opportunity for Tasmania. A Government prepared to invest in our young people to ensure we have universal access. It's only fair for Tasmanian children.

Mark Morrissey – I have enjoyed meeting many of you and look forward to meeting many more of you. The speakers so far have already made many valuable points. I have worked for many years in early childhood development, it wasn't particularly strongly focused in the schooling environment. Neuroplasticity- the education system should be coming back to meet that.

What one of the big things for me, is what is going to be talked about is not a silver bullet, working on the work of the previous Government, ensure that Tasmanian children are much more well placed to go through life with the opportunity to reach their potential.

Many children now are missing out on that. Free access to high quality play based learning cannot hurt any child. My feedback to DoE is that it must be high quality.

We owe our children, there is nothing more compelling than the love for our children, starts with high quality parenting, most parents do the very very best they can, that is quality.

We're seeing an evolution in early learning I see a great opportunity through conversations like this, not to divide, but it demonstrates the passion for our children, five or so years down the track we will see education transformed for our children.

Amina Keygan –I have over a decade of experience in education policy etc. The key reason I am involved is as a data analyst, the data shocked me. I'm interested in the demographic data, the number of students who could enter the system. Now it is voluntary there is no way to track the numbers of potential participants.

Two weeks ago I ran and designed a two week anonymous survey of teachers and employees to gauge opinions.

89.3% were opposed. 9% supported and 2% were undecided.

Responses in support all stated must be high quality early learning. 92% of opposed responses said earlier starting age would have negative outcomes. Alternatively working with families would yield better results.

In Burnie this could be an additional 400 students if starting younger. 42% supported increasing the leaving age. 87% of teachers were very dissatisfied and concerned they would not be adequately resourced.

Carol Gordon (Kings Meadows High) – I have a foster child taken in to care at eight, five siblings none of those children went to school earlier than the compulsory starting age. Is there the capacity? I realise childcare is regulated differently. Is there capacity to move qualified people from childcare setting to Prep?

Jenny Gale – we need to get the confidence of parents to understand that it is high quality. We may need to do a lot more work that is outreach and look at how to do that better.

It is about what we can do to support young people, working with health, to identify people at risk through the Safe Home Safe Families data that may identify families we can reach out to.

We've started high level conversations through Child Care Australia about how we can work together in a much better way and that the services and individual services are providing, to look at business models. Should there be job losses then of course we would look at whether we could absorb some of them into the system (\$4.9m additional funding for Teacher Assistants). There is a possibility that could happen.

Tam Peterson (Lilydale District)

I like having my kids at home I wanted to bring them up. My youngest has dyslexia, she wasn't diagnosed until 8, and she was unable to be diagnosed until the age of 8 because that was their policy. She was bullied up until that point.

Jenny Gale – I am disappointed that that has been your experience.

I will look into the relevant policy. The Government has not changed the starting age, it is up to you, and there will be an option for those who wish to.

Mark Morrissey – In a system that is well structured with highly qualified professionals, the issues would have been picked up earlier, there are milestones with child development where we can make a greater difference.

Jannette Armstrong – thank you for sharing your experience, unfortunately through the course of my advocacy this is a common experience. Particularly for those children coming from challenging backgrounds they likely will come to school with developmental issues and be targeted by their peers at an earlier age. That will have a detrimental impact and potentially exacerbate those issues.

Peter Kearney (Newstead College) – The Exeter childcare centre, I know the work that has gone into building that centre. What a wonderful opportunity to sit down right at the beginning and talk to the whole child sector and say we are thinking of doing this, we will need to work together. Didn't we need to work together a year and a half ago?

I have no idea of the interplay between the Government and the federal childcare industry concession or funding model, what is the regulatory impact?

Mick Clark – What arises from that? The practical part of what occurs, the reality that child care will continue to be needed for a variety of reasons.

The element of personal choice provide levels of uncertainty for both we'd prefer not to have. In pure economic terms, for small services you are potentially dropping level of service below sustainability. Small services will drop below service, child care fees will go up.

Jannette Armstrong – The first conversations did not talk about lowering the age, there was no consultation. Many disadvantaged children do have access to childcare services through a range of concessions. 0-3 is when early interventions are required. If services close, those communities will not have the opportunities to have early interventions.
Do we need to do things right in schools? Absolutely
Is lowering the school starting age the way? No.

Jenny Gale - The years before full time schooling, all children benefit from high quality learning, I am heartened to hear the Minister say there will be more funding for Child and Family Centres which will focus more funds on identifying those early intervention opportunities. Includes the education and care sector.

Amina Keygan – Tasmanian data from the Bureau of Statistics, the two most important factors in Tasmania are the extent at which they are read to and the level of family engagement with education. Government has earmarked an enormous amount of money to implement this change.

Michelle O'Byrne MP – The money stops, it only goes for a certain amount of time....

Jenny Gale – The bulk of money was earmarked for the bubble. Funding spoken about to date would support young people for their year in education.

Kellyanne Williams (JRLF Gagebrook Campus) - Kinder children have needs, will children need to be assessed to attend Kinder? Will children have to do an official assessment for Kinder?

I come from a low social economic community, our parents, are going to send their kids whether or not they are ready. We have parents who come every week to LiFT and LiLs, our parents are well engaged.

Jenny Gale – Gagebrook is one of the prime examples of parental engagement, it would be wonderful if every school had their levels of engagement. It would be fantastic for those children to be in schools in those family environments. We can learn from other states.

Mark Morrissey - I don't see three and a half as school.

Jannette Armstrong – still not true. Making us the same as other states. Whether compulsory or not this will change our compulsory school starting age. The comparison is not apples with apples, it is apples with oranges.

Mike Gaffney- Resourcing is always difficult. Please \$4.9m, is this the best way for us to spend money? We need to make sure it is the best thing for our children. If the age is not lowered, will the funding still be available to secure what we see as a need anyway.

Jenny Gale - What I can say (I can't answer funding) we have a commitment to have the best quality early learning program whether this goes through or not. We will be restabilising the relationship with education and carer sectors and we will be working together.

Ant thanked the discussion panel participants for their attendance and willingness to engage in the conversation.

ATTENDANCE

TASSO Secretary Lisa Gillard welcomed all delegates and confirmed that present were 28 delegates representing 20 schools, 2 TASSO Life Members and 2 TASSO Management Committee members and 12 proxy votes - a total of 44 votes. Also present were guests and observers as listed on page 1.

APOLOGIES

TASSO Secretary, Lisa Gillard, read the list of apologies and called for apologies from the floor. Hon. Ruth Forrest MLC Independent Member for Murchison, Lesley MacKay, The Smith Family TAS and Hon. Tania Rattray.

Resolved to accept apologies (listed on page 2).

ADOPTION OF STANDING ORDERS AND RULES FOR DEBATE

Moved Lisa Gillard (TASSO Secretary)/Jared Dickason (Goulburn Street Primary) that the standing orders as circulated be adopted **CARRIED**

APPOINTMENT OF TIMEKEEPER AND SCRUTINEERS

The Chair called for volunteers from observers to act as scrutineers. **Resolved** Debra McOrist-Mitchell and Greg Boon to take on the task.

PROCEDURES FOR ELECTION OF THE MANAGEMENT COMMITTEE

Returning Officer, Cassandra Wells outlined the positions on the Management Committee for which there are insufficient nominations. Cas called for interested persons from the regions to speak to other members of the Management Committee, and obtain a nomination form during the lunch break.

BUSINESS OF THE AGM

ADOPTION OF MINUTES

Moved Carol Gordon (Kings Meadows High/Nigel Jones (Lindisfarne North Primary) that the minutes of the Conference and AGM held on 29th August 2015 be confirmed

CARRIED

BUSINESS ARISING FROM THE MINUTES

Moved Jared Dickason (Goulburn Street Primary)/Trinette Newell (TASSO Management Committee) that the report be accepted

CARRIED

ELECTION OF OFFICE BEARERS

Following the receipt of late nominations called for by Returning Officer, Cassandra Wells, the Management Committee for 2016/2017 was confirmed:

Office Bearers

The elected officers for 2016/2017 were declared to be:

President:	<i>Ant Dry</i>
Senior Vice-President:	<i>Trinette Newell</i>
Junior Vice-President	<i>Lisa Gillard</i>
Secretary:	<i>Gary Morse</i>
Treasurer:	<i>Jared Dickason</i>

Regional Delegates

The elected delegates for 2016/2017 were declared to be:

Northern Region	<i>Peter Kearney, Newstead College</i>
North-Western Region	<i>Phillip Spratt Rena Henderson, Ulverstone High</i>
Southern Region	<i>Nigel Jones, Lindisfarne North Primary Trudy Margetts, Richmond Primary</i>

TREASURER'S REPORT

Treasurer Gary Morse presented the Audited Financial Statements (page 39)

Moved Gary Morse (Treasurer)/Lindie Read (TASSO Life Member) that the Audited Financial Statements as presented be accepted **CARRIED**

REPORTS

Moved Phillip Spratt (TASSO Management Committee)/Lisa Gillard (Secretary) that the reports be accepted **CARRIED**

APPOINTMENT OF AUDITOR

Moved Gary Morse (Treasurer)/Lisa Gillard (Secretary) that BDO be appointed auditor for the 2017-18 financial year **CARRIED**

Peter Kearney drew delegate's attention to the ACSSO Report

It is important that this National Organisation runs well. I encourage you to believe that making an effort towards a national body is important. The world is run by the people who turn up.

The politicians will have no body to take notice of. The President works full time on that with no remuneration. Given we have 2 million children I don't believe it is beyond reasonable to fund that position. In twelve months ACSSO is now known by every politician in Australia, that body has changed its structure and is focused on trying to deliver and on keeping our Federal people accountable. No different to this body, it just operates on a National level.

AGENDA ITEMS page 20

ANNOUNCEMENTS

Moved Ant Dry (President)/Peter Kearney (Newstead College) that a motion of thanks is put to recognise Natone Primary for their wonderful catering of this event **CARRIED**

Conference 2017 will be held in the North. Conference closed at 3:39PM.

AGENDA ITEMS

ACTION MOTIONS

ITEM 1

SAFETY CONCERNS - VEHICLE ACCESS TO BOAT HARBOUR PRIMARY SCHOOL

Moved Angie Diffley (Boat Harbour Primary)/Nigel Jones (Lindisfarne North Primary)

That this conference demand the Department of State Growth create a slip lane to ensure the safety of BHPS families accessing the school and that of other road users.

CARRIED

The BHPS School Association members have ongoing concerns regarding the safety of the vehicle entrance to our school. The entrance is located on the busy Bass Highway, there is no slip way and the proximity to the Boat Harbour Store adds further to the traffic risks at this junction.

This has been an ongoing issue with a number of accidents and even more numerous near misses occurring at this site. There has been previous consultation with all levels of Government since 2010. Unfortunately, there has been no action taken to reduce the risks.

This matter has again been brought to the fore, as there has been a further accident occurring on 26th May 2016. A parent waiting to turn right into the school was rear-ended. On this occasion, there were only minor injuries to those involved, but the car was a write-off.

As a School community we remain concerned that it is only a matter of time before a more serious incident occurs.

This google map of the school shows proximity to Boat Harbour shop.



It also shows the paddock to the left which is owned by the school and could be utilised to make space for a slip lane if the entrance was moved to the left.

ITEM 2

PROPOSED CHANGES TO MINIMUM SCHOOL STARTING AGE

Moved Trudy Margetts (Richmond Primary)/Lindie Read (TASSO Life Member/Nixon Street Primary)

That this Conference writes to the Minister for Education and Training reiterating Section J, paragraph 2 of TASSO current policy and raising the Conference's concerns with the changes to the minimum school starting age contained in the Draft Education Bill 2016, including that the changes will:

- **have a significant negative impact on our schools, the staff, our children and our families;**
- **put significant additional strain on both school infrastructure and staff; and**
- **in many cases radically reduce valuable parent-child time during a key developmental period.**

CARRIED

Under the Draft Education Bill 2016 the minimum school starting age (Prep) for Tasmania would be lowered to 4 years and 6 months, with a flow-on to Kindergarten entry age of 3 years and 6 months.

We believe that this change will have a significant negative impact on our schools, the staff, our children and our families. The care of full time students at this younger age will put significant additional strain on both school infrastructure and staff.

We believe that in many cases this change will radically reduce valuable parent-child time during a key developmental period. The combination of these factors will, in many cases lead to inferior outcomes for our children.

TASSO Policy currently states:

SECTION J

EARLY CHILDHOOD EDUCATION

1. All children attending state schools in Tasmania should have the opportunity to attend Prep or Kindergarten before entering Grade 1.
2. TASSO supports the following school entry ages:
 - (a) entry age for Kindergarten be 4 years
 - (b) entry age for Prep be 5 years
 - (c) entry age for 1st Grade Primary be 6 years

Furthermore these ages be attained by the 1st January.

ITEM 3

TASMANIAN COLLEGES

Moved Peter Kearney (Newstead College)/Trinette Newell (TASSO Management Committee)
TASSO affirm its absolute support for the continuing operation of Colleges in Tasmania, including offering at least the current levels of curriculum, services and activities

CARRIED

Speaker for Jenny Eddington (Newstead College/TASSO Life Member)

I am currently Chair of Newstead College, while with TASSO I sat on the Selection Taskforce that met to select the schools who have currently gone on to offer years 11 and 12. The colleges, have in a way, been picking up the tab for what has been happening in rural schools while not receiving extra funding they are expected to pick up the tab for schools extending to 11 and 12.

I am just floating that with almost no extra resources going into the colleges there is the proposal to move into delivering into urban schools, the impact of that support will increase. The high schools don't have the capacity to offer the subjects, it is going to become (not so confusing in the rural high schools) more the urban schools, the lines will become very blurred with what is funded by who.

TASSO current policy:

5. Retention in Years 11 and 12

- 5.1 TASSO believe the government should make available accommodation, transport and allowances to ensure rural and remote students have equal access to secondary colleges.
- 5.2 TASSO believe that both district schools and high schools in country areas should be funded to enable those schools to offer a full range of year 11 and 12 subjects to allow students to remain within their own communities.
- 5.3 TASSO believe all students should be encouraged to complete years 11 and 12 or a recognised educational pathway

It is important that TASSO has a clear, documented policy concerning the place of Colleges in the Tasmanian Education system. Many of us had assumed that TASSO would already have such a policy. Our current policy on Colleges is sound and by passing this motion you will in fact be re-affirming our current policy. In fact, the current policy implies TASSO's support without specifically stating it. This motion affirms TASSO's support for our colleges as the provider of Year 11 and 12 education without contradicting our other policy listed under 5.2. That is country schools should provide the option of Year 11 and 12 as a choice.

Why is such a motion required?

1. To make clear that TASSO fully supports the continued operation of our colleges.
2. To stand up to the current political campaign that puts at risk the capacity of our colleges.

As indicated above TASSO has an implied policy but needs a clearly stated policy. Also, continued operation of our colleges does not mean colleges gradually dismantled by funding cuts, damaging policy and hostile bureaucrats and minister. The motion is about support for

colleges that are going to thrive into the future, properly funded, supported by the bureaucrats and a Minister committed to their future.

There is currently a campaign coming from well-placed individuals, from some parts of the University, from well-meaning civic leaders and others that asserts that we would have a better education system if Year 11 and 12 was placed in all High Schools. The campaign is, in some places, very critical of colleges, implying but never quite saying, that we would be better off without colleges. The campaign implies that we can have Year 11 and 12 in urban high schools and sustain our colleges. This motion makes it clear that support for and funding our colleges, now and into the future, comes first.

Everybody is entitled to a view. However, Tasmanian education in the last 15 years has been be-devilled by these top down campaigns to make major and structural changes to our education system that have proved to be expensive and ill considered. The last one was Tasmania Tomorrow, involving the colleges and leading to widespread disruption. Where is it now? Disbanded.

This motion makes it clear that TASSO supports our colleges. It makes it clear that TASSO will be vigilant in our support of our colleges and will not allow them to be undermined.

ITEM 4

IMPACT ON COLLEGES OF THE EXTENSION OF YEARS 11 AND 12

Moved Peter Kearney (Newstead College)/Nigel Jones (Lindisfarne North Primary)

TASSO calls on the Tasmanian Legislative Council to establish a select committee to examine:

- **the current impact on existing Colleges of government policies with regard to the extended provision of Year 11 and 12.**
- **the impact of future policy and plans is likely to have on existing Colleges with regard to the proposed further extension of Year 11 and 12 provision into more schools especially urban high schools**

CARRIED

Tasmanian Education has seen many, too many, changes to structures and operations over the last 15 years. These changes have rarely been fully detailed and spelt out before they were implemented.

As they are put in place, the proposed changes were accompanied by press releases, statements of support from worthy citizens and experts and followed by early accounts of their success. What did not happen was a careful consideration and analysis of the proposed change. An analysis that, if the results indicate, is entitled to conclude that the change needs major change or withdrawal.

Regrettably, the track record of educational change over the last 15 years is poor. We believe we can do better with any change process.

There are changes proposed for the delivery of Year 11 and 12 education in Tasmania. These changes are defended on the grounds that they are "Government policy".

TASSO supports the extension of Year 11 and 12 to country high and district schools. It does not support the extension of Year 11 and 12 to urban high schools.

In part the TASSO policy is driven by our support for the colleges and our legitimate fear that current government policy will damage the colleges, both now and into the future.

These motions are seeking the support of the Legislative Council to have a good look at this whole area. We wish to avoid risking damage to our college system. The Legislative Council is in a position to subject this whole change in Year 11 and 12 to serious analysis.

On the basis of what has occurred in rolling out this policy to date, some really good outcomes have occurred in some situations. However that is not the case in others. So a Legislative Council committee would have some starting points. This is about our students, which is what TASSO is all about.

Had such a process taken place in the early days of Tasmania Tomorrow, the result may not have been so damaging.

ITEM 5

DISTRICT SCHOOLS

Moved: Evelyn Archer (Lilydale District)/Lisa Gillard (Don College)

That this conference demand that the Department of Education Secretary ensures that District Schools are included when forming policies, programs and funding models for Primary schools and High schools **CARRIED**

District schools like Lilydale are at times disadvantaged when policies and the like are discussed and put together.

District schools miss out on some programs and funding that is only allocated to primary or high schools, this can be due to forgetting district schools or not allowing time for the relevant discussion.

An example of this is the stage 1 and stage 2 roll out of School Health Nurses to 61 Tasmanian schools, none of which are district schools.

POLICY MOTIONS

ITEM 6

TASSO TRANSPORT POLICY

SECTION: L TRANSPORT, 1. School Buses

Moved Jenny Eddington (TASSO Life Member/Newstead College)/Tam Peterson (Lilydale District)

That Section L 1.1 (a) of the Transport Policy be amended as follows:

1. School Buses

1.1 TASSO believe

- (a) **the Government should provide free transport to all students attending the nearest or designated Government school of appropriate level and that the safety of students in transit is of the utmost importance. Where Year 11 and 12 is being provided at the local school, free bus transport must be provided to that local school and the designated Year 11 and 12 government College**
CARRIED

TASSO School Buses Policy currently states:

1. School Buses

1.1 TASSO believe

- (a) the Government should provide free transport to all students attending the nearest or designated Government school of appropriate level and that the safety of students in transit is of the utmost importance.

For students in Kindergarten to Year 12, TASSO policy for many years has been for transport (usually bus transport) to be free for children or students attending their local school.

That current policy has had to use the words "nearest or designated government school" to allow for some necessary flexibility. Examples of situations that need some flexibility are students who attend special schools, students who change schools at the direction of the Education Dept. Secretary or students where a school cannot provide for all the specific needs of a student. It also takes account of enrolment policies at our Colleges.

Now extended provision is being made at local Year 7 to 10 schools for extending Year 11 and 12 courses, currently in country and peri urban areas. TASSO does not want our School bus policy to be interpreted as support for removing existing free bus transport for students who intend to, or are currently attending Colleges. TASSO will not support additional costs being incurred by students who wish to continue to attend government colleges.

It should be noted that TASSO supports the provision of Year 11 and 12 courses in district schools and high schools in country areas. Such provision is only possible with the support given to these country schools by year 11 and 12 colleges.

Further it should also be noted that TASSO does not support the extension of Year 11 and 12 to urban Year 7 to 10 High Schools.

ITEM 7

TASSO POLICY

SECTION: I, THE COMMUNITY AND ITS SCHOOLS, 1.3.

Moved Peter Kearney (Newstead College)/Trinette Newell (TASSO Management Committee)
That this Conference reiterate Section I, 1.3 of current TASSO Policy **CARRIED**

Current TASSO Policy states:

SECTION I

1. General

1.3 Parents have the right to:

- (a) a government school system which is open, free, secular and appropriate to the child's needs;

- (b) send their child/children to the state school of their choice;

With the Education Act under review it is important, more than ever, that we seek the endorsement from our members of the current TASSO Policy, Section I, The Community and Its Schools, 1.3.

This policy covers the right of parents to enrol their child/children at a school of their choice. TASSO must ensure our policies are a contemporary reflection of parents' beliefs.

By endorsing this policy the Management Committee can re-iterate this policy to the Minister confident that the view of parents on this matter has not changed.

Speaker against – Nigel Jones (Lindisfarne North Primary)

The word free is a problem – already parents on low income receive free education, if you have free education someone down the track has to pay. Working people would have to pay more taxes. Higher taxes higher whatever.

Speaker for – Peter Kearney (Newstead College)

The matter Nigel's school has raised is legitimate, it wasn't the intent to get into that part of the policy however this is a TASSO policy and if your school needs to vote against it that is ok. If your school has strong objections to the word free your school can put their objection to conference 2017.

ITEM 8

SCHOOL ASSOCIATIONS - INCORPORATION

Moved Trinette Newell (TASSO Management Committee)/Emma Wisby (Illawarra Primary)
That this Conference supports the TASSO Management Committee's position that School Associations must be able to incorporate if they so choose.

Sandra French – I ask the mover and seconder to consider changing the wording to: ***must be able to remain incorporated or to incorporate if they so choose.***

The mover and seconder agreed. **Amended motion:**

That this Conference supports the TASSO Management Committee's position that School Associations must be able to remain incorporated or to incorporate if they so choose

CARRIED

TASSO included the following information in our submission to the Education Draft Bill 2016:

99.2 The school association of a school is to be an unincorporated association established in accordance with the regulations.

The purpose for requiring school associations to no longer be incorporated has been met with some scepticism. Our members are very resistant to operating as un-incorporated entities.

If however, school associations are forced to un-incorporate the current requirements attached to incorporation must be mirrored in the regulations.

Without the requirements of Incorporation how will the financial transparency of school associations be ensured?

*We note 102. Inspection and audit of accounts of school associations.
However this does not cover annual financial auditing requirements.*

Will School Associations as unincorporated bodies continue to be able to operate with a level of autonomy?

- If it is intended the School Association is ultimately to become part of the Education Department, will it as a group, and its members as individuals, be bound by the same constraints as those employed by the Department (State Service Act) effectively removing their independent voice?

School Associations often apply for community, state or federal grants to benefit the school, eligibility criteria requires applicants to be an incorporated body. It will present a significant loss to schools if their associations can no longer source funding through these valuable opportunities.

The Education Department must also create a process for school associations to move from incorporated entities to unincorporated groups that is not cumbersome and does not create an extra financial burden or large administrative requirement.

*Furthermore TASSO sought legal advice on the un-incorporation of school associations. **Based on the legal advice received TASSO have accepted the provisions for individual coverage (clause 104) but maintain that School Associations must be able to be incorporated.***

PRESIDENT'S 2016 ANNUAL REPORT

This has been another interesting year for TASSO.

“Learners First” the Department of Education’s Strategic Plan recognises the vital role of parents and carers as key partners and stakeholders in all education programs.

Communications

We have continued to maintain communications with all stakeholders at the DoE, through regular and useful meetings with the Minister for Education, Jeremy Rockliff, the Secretary for Education, Jenny Gale (and previous Secretary, Stephen Conway), and the General Managers of Learning Services in both the North and the South of the State.

We have strengthened our alliances with other stakeholders external to the DoE and communicate regularly with both Malcom Elliot of the Tasmanian Principals Association, and Helen Richardson of the Tasmanian Branch of the AEU.

Community Empowered Schools

We continue, in partnership with the Professional Learning Institute, to roll out the Community Empowered Schools (CES) program. Under this program, we offer training for parents and community members of school associations committees to support them to effectively and confidently participate in school governance and decision making, and to support the engagement of the wider school community together with teachers and school leaders.

We take this opportunity to thank Kate O’Neill, PLI Professional Learning Leader, for the excellent work she has done on the project this year. We also thank the Department Secretary for selling the concept to principals.

Promotion of Public Education

We continually work to promote public education. This year we once again attended AGFEST. Next year the Department has agreed to join forces with us at that venue, such that the representation of public education is widened.

Extension of schools Years 11 & 12 and retention

TASSO’s policy of supporting the extension of rural schools to years 11 & 12 while keeping the Colleges as the preferred option for urban schools remains unchanged

At the same time, we support all Government initiatives to encourage urban students to remain engaged in schooling until year 12, as long as this does not diminish the role of the Colleges.

LIFT – Learning in Families Together

We wholeheartedly support what could be seen as the Government’s extension of the LiLs program, and co-launched the new LIFT program with the Minister at Clarendon Vale Primary School.

Proposed lowering of the school starting age

During the year the Government has proposed that the starting age for children be reduced by six months. This has proved to be a very emotive topic and at the time of going into conference our policy remains that the entry age for Prep be 5 years by the 1st of January.

We do understand that the Government has some valid points in their argument and consequently we will be running a discussion panel at conference and will be voting on a motion to conference on this matter.

Incorporation of School Associations

The proposed new Education Act proposes that school association no longer be incorporated. This has raised a myriad of objections and these continue to be worked on.

Bus fares and routes

During the year we had discussions with the Minister for Infrastructure, Rene Hidding, in respect of concerns raised with us over buses. Mr. Hidding sympathised with our view that school buses should be free but explained that introducing this would cost \$30M per year.

On the urban / rural definition problem with Latrobe, he explained that Latrobe had wanted to be defined as urban to benefit from 30 additional routes. The cost of this was non-subsidised fares for school children.

Thanks

Thanks to my committee for their efforts this year, for their invaluable contributions and advice and for the work they have put in attending meetings on behalf of TASSO, writing and submitting papers, and organising events.

To Cassy Wells, our Executive officer and Debra McOrist-Mitchell her assistant a huge thank you. You are the heart and soul of the Association. Without you, we could achieve nothing.

Ant Dry
TASSO President

EXTERNAL REPRESENTATION: September 2015 to August 2016

- Australian Council of State School Organisations Phillip Spratt & Peter Kearney
- Curriculum Framework Advisory Group Lisa Gillard
- Education Act Review Stakeholder Reference Group Ant Dry & Cassandra Wells
- Mental Health in Schools Reference Group Trinette Newell
- Move Well Eat Well Nigel Jones
- My Education Consultation Group Ant Dry, Trinette Newell, Jared Dickason
- NAPLAN Stakeholders Cassandra Wells
- Reducing Red Tape Cassandra Wells
- DoE Selection Panel, Years 11 & 12 in High Schools Ant Dry
- State-wide Immunisation Reference Group Trinette Newell
- Student Transport Users Group Cassandra Wells, Gary Morse
- Tasmanian Assessment, Standards & Certification Consultation Group Lisa Gillard
- Tasmanian School Canteen Association Board Jared Dickason
- Tasmanian School Canteen Association Reference Group Nigel Jones
- UTas Course Advisory Committee Phillip Spratt
- UTas Professional Experience Advisory Committee Phillip Spratt
- Inclusion Advisory Panel Trinette Newell

FORUMS, WORKSHOPS, MEETINGS & EVENTS:

September 2015 to August 2016

- Australian Council of State School Organisations National Conference & AGM
- Curriculum Framework Advisory Group
- Tasmanian Association for the Gifted
- Reducing Red Tape
- My Education Consultation Group
- RBF Tasmanian Education Awards
- Tas. School Canteen Association AGM
- 26Ten Strategy Launch for 2016-2025
- DoE Learning in Families Together (LiFT) Information Session
- Youth Radicalisation discussion with DoE & other stake-holders
- LiFT Initiative Workshops, Launceston & Hobart
- Mental Health in Schools Reference Group
- Education Advisory Committee
- Education Minister, Jeremy Rockliff
- Aust. Council of State School Organisations, Executive meeting
- Year 11 and 12 Application Assessment Group/Selection Panel
- Secretary for Department of Education, Stephen Conway
- Secretary for Department of Education, Jenny Gale
- Australian Principal Occupational Health, Safety & Wellbeing Survey discussion
- LiFT Official Launch
- Australian Education Union, President of Tas. Branch, Helen Richardson
- Respectful Relationships Stakeholder Group
- DoE Online Services review
- Tasmanian Principals Association President, Malcolm Elliot
- DoE, Katherine O'Donnell and Sue Kennedy, Education Act Review
- Education Act Review Stakeholder Reference Group
- School Chaplaincy in Tasmania, briefing and information session
- 50th Move Well Eat Well Primary School Celebration
- Principal Network Cluster Meeting, Community Empowered Schools focus x 5
- Education Act Review Public Forum x 8

- Move Well Eat Well, Steering Committee
- Learning Services North General Manager, Trudy Pearce
- Learning Service South General Manager, Judy Travers
- State-wide Immunisation Reference Group
- Community Empowered Schools, Parent Consultation
- AGFEST
- Public Education Day Inaugural Dinner
- State Budget Community Lock Up
- UTas Course Advisory Committee
- UTas Professional Experience Advisory Committee
- Children's Commissioner, - Creating life
- Opportunities the Promise of Early Childhood
- Inclusion Advisory Panel
- Salvation Army, School Tour Sampler
- NAPLAN Stakeholder meeting
- TASSO Regional Education Act Review Forums N/West x 1 South x 2
- TASSO Regional Meetings North x 1 South x 4
- Community Empowered Schools Workshops North x 3 N/West x 3 South x 6
- TASSO meetings with School Assn. Committees North x 3 N/West x 1 South x 4

SOUTHERN REGIONAL REPORT

The Southern Region has been covered by Jared Dickson and Trinette Newell.

Term 4, 2015 Meeting: Campbell Street Primary School

Topics discussed:

- Parent engagement with school associations
- School Association Committee governance
- Fundraising

Attendees said they would like to see from TASSO:

- Sharing of ideas
- Sharing of where items can be sourced
- Professional assistance for completing association functions i.e. resources for new members
- Workshops with guest speakers
- Assistance with negotiations with the Department and the School Association

Term 1, 2016 Meeting: Goulburn Street Primary School

Topics discussed:

- Who is TASSO and what TASSO's roles and functions are
- Issues to aide school associations

Term 2, 2016 Meeting: TASSO state Office

Two well attended meetings were held to discuss the changes proposed in the Education Bill and their effect on School Associations. A survey of school association involvement in schools was also conducted.

TASSO then added the concerns raised from our members to our submissions to the proposed changes to the Education Act. We await to see the revised proposal due to be tabled in the spring sitting of Parliament.

Term 3, 2016 Meeting: TASSO state Office

Topics discussed:

- Child Safety (fencing)
- Whole site assessment - facilities & infrastructure
- Position description for fundraiser coordinator and parent liaison officer
- Individual Education Plan
- Individual student progress
- Grants for playground equipment

TASSO has again asked school associations to invite one of our representatives to their meetings, this offer has been taken up by many schools.

Topics discussed:

Roles and functions of TASSO	Learning Plans
Parent Engagement and parental involvement	Teacher Assistant roles in classrooms
SDR funding and additional needs funding	Uniform shops and Lowes shop offers
Traffic flow, safe pick up and drop off	Behaviour management
Communication, school apps and their use	Committee governance - Code of Conduct, Constitution, Sub-committees etc.
Bullying issues in schools	

Meeting with Learning Services South

Topics covered:

- IEPs and funding for students with additional needs
- Commencement of an audit of SDR IEPs in the Southern region
- Sharing of information to be placed on TASSO website

Jared has represented TASSO at:

- MyEducation Consultation Group meetings
- Community Empowered Schools workshops
- 2015 RBF Department of Education Awards for Excellence
- TASSO's 2016 AGFEST presence.

Jared is a Tasmanian School Canteen Association Board member and has had input into TASSO's triennial grant application, and participated on the TASSO 2016 Annual Conference and AGM subcommittee.

Trinette has represented TASSO at:

- 26Ten launch
- MyEducation Consultation Group
- Inclusion Advisory Panel
- Mental Health in Schools Reference Group
- Statewide Immunisation Reference Group
- Launch of Learning in Families Together (LiFT) at Clarendon Vale
- TASSO 2016 Annual Conference and AGM subcommittee
- *'Creating life opportunities: the promise of early childhood'* a forum facilitated by the Commissioner for Children.

Trinette has also helped to coordinate many events including the official opening of the new TASSO office and played a major lead in sourcing promotional material for the organisation.

Trinette Newell and Jared Dickson

TASSO Southern Coordinators

AUSTRALIAN COUNCIL OF STATE SCHOOL ORGANISATIONS REPORT

Introduction

I want to use this report to alert those who read it to the very, very important place that ACSSO must have in creating the best possible future for government schools. Also the essential role of parents and families as advocates in building political influence for the government school system.

I want you to think about why it is that parents who send their children to schools **other than government schools**, have much, much more influence in everything educational than government school parents. After all, government schools educate 65% of all children (students) in Australia.

One answer is that schools, **other than government schools**, are so much better at building and using influence in the education space.

My goal is to see ACSSO build its capacity and effectiveness so that government school parents (and their children) have the influence we deserve. Influence to shape and support government schools. (The same also applies to TASSO at the state level).

What is ACSSO?

ACSSO is the Australian organisation that represents and speaks for government school parents (and children) at the national level. It is recognised as the peak body in Australia representing parent groups in government schools.

When government school parents need to be represented in discussions with the Federal government, ACSSO is the body that has those discussions. ACSSO speaks to the media, political parties, industry, education unions and the community at a national level, representing government school parents. ACSSO also acts as a lobbyist, promoting government schools, parents, students and their needs. ACSSO participates in national policy committees and represents the views of government school parents to national organisations.

You can see that ACSSO must to be as effective as possible for our children's sake.

TASSO and ACSSO

The Tasmanian Association of State School Organisations (TASSO) is the representative of government school parents in Tasmania. TASSO does work in lobbying, being on state committees, speaking to the media, proposing education policy, responding to policy initiatives and building up the skills of parents in schools. It also does much work supporting individual parents and groups of parents in their interactions with schools and the Education Department.

TASSO operates from the individual parent and school level through to the state level. ACSSO, on the other hand, operates mainly from the state level through to the national level.

TASSO is a member of ACSSO and brings forward to ACSSO its issues, concerns and proposals. In turn, ACSSO relies on advice and input from TASSO to assist it to be an effective national organisation in the interests of Government school parents and their schools.

Why is ACSSO important?

At the national level there are many groups seeking to be heard and wanting the ear of government, the national media, political parties, business and community organisations.

Specifically in education there are very effective parent and school groups representing for example, Catholic systemic schools, Christian schools, non-government "high fee" schools both religious and secular. Anglican systemic schools, Muslim schools, Jewish and Orthodox schools and other schools both religious and secular are well represented. As well there are teacher unions, charities, business groups and community groups.

In all this, who is there to represent the parents in government schools? ACSSO!

Government schools educate 65% of all children. ACSSO is the only voice at a national level for government school parents. So it is very important!

ACSSO's structure

ACSSO has, for many years, been an incorporated body with a management committee made up of state delegates. In this form, it had good levels of success, most recently in supporting the Gonski investigation into school funding and seeking to have the Gonski findings implemented. In this context ACSSO Inc. worked alongside state parent bodies, such as TASSO, and with the Education unions.

In very recent years, ACSSO has been looking to do a better job and reviewed its operations. As a result ACSSO decided to move from being incorporated to having a company structure operating under the rules of Australian Securities and Investment Commission (ASIC).

Much work has gone into this change which is now completed. ACSSO is now an ASIC registered company (ACSSO Ltd.) with a company constitution and board of directors. This is the structure that serious national organisations use and imposes collective responsibilities on the board.

ACSSO Ltd now has directors (different from delegates). As well as each state appointing a director, there is capacity for the board to appoint up to 3 additional skills based directors. Phillip Spratt is the President of ACSSO Ltd

Membership

The goal of ACSSO Ltd. is to have every state and territory as members. Progress has been made on this goal and NSW is now back as a member of ACSSO. Currently all states and territories are members with the exception of South Australia and Western Australia. Our ACSSO President Phillip Spratt has been assiduously working to bring back into membership the two "missing" states.

Activity

Over the last year, ACSSO has been very focused on four areas:

Representation Policy Input Co-Ordination Sustainability

Representation

ACSSO is working consistently in advocacy for public education. Specific examples include regular work with:

- Australian Research Alliance for Children and Youth (ARACY)

- Australian Curriculum and Reporting Authority (ACARA)
- Australian Institute of Family Studies (AIFS)
- Asian Education Foundation (AEF) and other groups.

Policy Input

ACSSO has regular contact and engagement with the federal government and all the major political parties. It also works with the Department of Education and Training (DoET). ACSSO represents government school parents to the Australian Sports Commission (ASC). ACSSO has ongoing contact with the Productivity Commission, MySchool and as indicated above, ARACY and ACARA. ACSSO prepares and makes submissions to relevant Senate enquiries.

ACSSO is involved in Council of Australian Governments (COAG) Federation Review symposiums. ACSSO also attends the federal gatherings of such bodies as the Australian Education for Sustainability Alliance (ASEA) and the Primary Industry Education Foundation (PIEFA).

Co-Ordination

ACSSO has a role in working with state based government school parent bodies to help them work together on national issues, to take on-board state issues that also need action at a national level and to let state bodies know of emerging national issues that may impact at a state level.

ACSSO also tries to give a national focus to political action involving government schools. An example is the Fair, Simple and Transparent (FST) funding focus during the last election campaign that will be continuing.

Sustainability

ACSSO faces a major issue with its own sustainability. To be the national body representing government school parents across Australia is a major responsibility. ACSSO currently operates with 1.5 staff and uses a room in a domestic house as an office. Our president is working virtually full time without any salary.

Those who represent other sectors of education have a number of staff, their senior people all get paid and they have, in many cases, offices in Canberra, Sydney or Melbourne. One of these groups now has its own think tank in Sydney! So that group can represent itself as academic, unbiased and detached. It can put out articles, get invited to conferences and is on the list to speak with the media. In this way, they can continue to control the agenda.

CONCLUSION

Over the last year, ACSSO has been very active in making sure that we are involved in all (or most) significant education discussions and policy making at a national level. It has become evident that we are in catch up, often being met with surprise that we even exist or might expect to be taken seriously! We have not, I believe, been sufficiently assertive in the past, across the wide range of education decision making bodies.

From my experience on ACSSO over 15 months, much of the national discussion and decision making have simply not, in the past, seriously included government school parents in their thinking or even in their list of key stakeholders. Often, not even a token acknowledgement. I believe in some cases there is still resistance to ACSSO being involved, even a bias against ACSSO.

ACSSO values the working relationship we continue to have with the Senior Advisor to the Federal Minister of Education, and appreciates the welcome we are receiving from a number of other stakeholders. In other cases, including that of a national political party, the difficulties ACSSO has had in establishing any communication, let alone regular communication, has been very disappointing.

It is easy to be critical, but this experience underlines the need for long term, effective and strategic representation in the national education space. We have just not been around in the right places when it mattered. In the past, ACSSO has not been able to achieve that sustained representation because the governance structures and resourcing have not given ACSSO that capacity. Progress is being made, at least with the governance structures.

TASSO is essential for our Tasmanian parents and our children. It does a good job and is working to be better. Fortunately, TASSO has good communications with our State Minister, our political parties, unions, community groups and charities. There is no doubt that having an effective, assertive TASSO makes a difference to our schools. One of the reasons TASSO can do its job as well as it does is because it has just sufficient resources to do its job. This is not the situation for ACSSO currently.

To get the big gains in education policy, such as the Gonski report, it takes sustained work over many years. Other players in the education space know this and have been working very effectively for decades. They have been patient and strategic and have achieved very great outcomes for their stakeholders. We need to look at how they work and learn from it.

The Gonski reforms are a lesson to us all. We had success in getting the report commissioned, but the result has been much less than it should have been. Implementation has not reflected the full needs basis recommended. Our government schools did not get the quantum of needs funding because our influence is nothing like the influence of others.

The work being done by Phillip Spratt as the ACSSO President is outstanding. He has, in a short time, made ACSSO a force to be reckoned with. Certainly, the world of education bureaucrats and national leaders now know we exist. In that world, Phillip is widely respected which is a good start. Unfortunately, Phillip receives no salary or even an honorarium. Like the rest of us, he also has bills to pay!

This is not a sustainable situation into the medium or long term future. It is one of the challenges for ACSSO (and its members) over the next 12 months.

Peter Kearney
Director ACSSO Ltd.



INDEPENDENT AUDITOR'S REPORT

To the members of Tasmanian Association of State School Organisations Inc.

Report on the Financial Report

We have audited the accompanying financial report, being a special purpose financial report of Tasmanian Association of State School Organisations Inc, which comprises the statement of financial position as at 30 June 2016, and the income and expenditure statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the Accounting Officer's Certificate.

Board's Responsibility for the Financial Report

The Board is responsible for the preparation and fair presentation of the financial report, and have determined that the basis of preparation described in Note 1 is appropriate to meet the requirements of Association Incorporation Act (Tasmania) 1964 and is appropriate to meet the needs of the members. The Board's responsibility also includes such internal control as the Board determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We have conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Board, as well as evaluating the overall presentation of the financial report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

BDO Audit (TAS) ABN 69 593 209 343 is a member of a national association of independent entities which are all members of BDO Australia Ltd ABN 77 050 110 275, an Australian company limited by guarantee. BDO Audit (TAS) and BDO Australia Ltd are members of BDO International Ltd, a UK company limited by guarantee, and form part of the international BDO network of independent member firms. Liability limited by a scheme approved under Professional Standards Legislation (other than for the acts or omissions of financial services licensees) in each State or Territory other than Tasmania.



Independence

In conducting our audit, we have complied with the independence requirements of the Australian professional accounting bodies.

Auditor's Opinion

In our opinion the financial report presents fairly, in all material respects, the financial position of Tasmanian Association of State School Organisations Inc. as at 30 June 2016, and its financial performance for the year then ended in accordance with the financial reporting requirements of Association Incorporation Act (Tasmania) 1964.

Basis of Accounting and Restriction on Distribution

Without modifying our opinion, we draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared to assist Tasmanian Association of State School Organisations Inc. to meet the requirements of Association Incorporation Act (Tasmania) 1964. As a result, the financial report may not be suitable for another purpose.

BDO Audit (TAS)

A handwritten signature in black ink, appearing to read 'D. Palmer', is written over a large, light grey watermark that says 'DRAFT' diagonally across the page.

DAVID E PALMER
Partner

Signed at Hobart, dated this 19th day of August 2016



TASMANIAN ASSOCIATION OF STATE SCHOOL ORGANISATIONS INC.

ABN: 28 261 465 779

Office: 15 Rowitta Road Lindisfarne phone: 03 6234 9488
PO Box 183 Lindisfarne TAS 7015 email: eo@tasso.org.au

Report to Members

We hereby certify that the accompanying Profit and Loss Statements and Balance Sheet of Tasmanian Association of State School Organisations Inc. for the year ended 30th June 2016, shows the true financial position of the Association as at that date and reflects the true results of the financial operations of the Association for that period.

Dated this Eighteenth day of August 2016

Ant Dry, President

Cassandra Wells, Public Officer

Gary Morse, Treasurer

Tasmanian Association of State School Organisations Inc.

Income and Expenditure Statement For the year ended 30 June 2016

	June 2016	June 2015
	\$	\$
Income		
General Grant	168,627	162,925
Community Empowered Schools Grant	6,543	5,000
Conferences and seminars	200	1,005
Affiliations received	11,342	8,557
Interest and other income	2,497	5,829
Total income	189,209	183,316
Expenditure		
ACSSO Annual Conference	835	2,734
Affiliation fees paid	7,353	7,273
AGFEST Expenses	380	1,720
State Annual Conference	5,459	4,541
Management Committee	4,472	3,358
Wages and salaries	118,840	104,363
Payroll related provisions	403	3,390
Travel and accommodation	5,878	6,733
Audit fees	750	600
Bank fees and charges	486	331
Accounting and book-keeping	6,495	3,338
Donations and gifts	644	592
Electricity	2,065	1,866
Insurance	3,822	3,130
Legal fees	2,500	426
Memberships	1,067	987
Rent, rates and land taxes	9,538	15,144
Telephone	3,604	4,429
Computer and website related	3,905	2,399
Depreciation	1,956	1,913
Staff Training	1,332	-
Lease on photocopier	3,538	3,538
Postage freight, newspapers and publications	692	1,795
Printing and stationery	5,329	3,326
Community empowered expenses	5,690	1,318
Honoraria	5,000	5,000
Relocation Expenses	2,705	-
Promotion	4,506	-
Sundry expenses	3,833	587
Total expenditure	213,077	184,831
Net Surplus / (deficit) for the year	(23,868)	(1,515)

Tasmanian Association of State School Organisations Inc.

Statement of Financial Position

As at 30 June 2016

ASSETS	June 2016	June 2015
	\$	\$
Current assets		
Cash and cash equivalents	67,435	63,252
Accounts receivable	650	950
Investments		7,578
Total current assets	<u>68,085</u>	<u>71,780</u>
Non current assets		
Computer equipment	2,539	5,911
Furniture and office equipment	1,054	1,084
Total non current assets	<u>3,593</u>	<u>6,995</u>
TOTAL ASSETS	<u>71,678</u>	<u>78,775</u>
 LIABILITIES		
Current liabilities		
Accounts payable	3,416	2,204
Unexpended grant funds	63,457	40,000
Payroll related liabilities	3,919	15,453
Other payables	6,366	4,012
Total current liabilities	<u>77,158</u>	<u>61,669</u>
Non current liabilities		
Payroll related liabilities	7,480	6,198
Total non current liabilities	<u>7,480</u>	<u>6,198</u>
TOTAL LIABILITIES	<u>84,638</u>	<u>67,867</u>
 NET ASSETS	<u>(12,960)</u>	<u>10,908</u>
 ASSOCIATION FUNDS		
Retained earnings	10,908	12,423
Surplus / (deficit) for the year	(23,868)	(1,515)
TOTAL ASSOCIATION FUNDS	<u>(12,960)</u>	<u>10,908</u>

Tasmanian Association of State School Organisations Inc.

Notes to the Financial Statements

For the year ended 30 June 2016

1. Statement of Significant Accounting Policies

(a) General Information

This financial report is a special purpose financial report prepared in order to satisfy the financial reporting requirements of the Associations Incorporation Act (Tasmania) 1964. The Committee of Management has determined that Tasmanian Association of State School Organisations Inc. is not a reporting entity.

Basis of Preparation

The statements have been prepared in accordance with the requirements of the Associations Incorporation Act (Tasmania) 1964 and the following Australian Accounting Standards and other mandatory professional reporting requirements:-

AASB 108	Accounting Policies, Changes in Accounting Estimates and Errors
AASB 110	Events After the Balance Sheet Date
AASB 1031	Materiality

No other Australian Accounting Standards, Urgent Issues Group Interpretations or other authoritative pronouncements of the Australian Accounting Standards Board have been applied.

The financial report has been prepared on an accruals basis and is based on historical costs and does not take into account changing money values, or except where specifically stated, revaluations of non-current assets.

(b) Comparative Figures

Comparative figures have been adjusted to conform to changes in presentation for the current financial year where required by accounting standards. Where comparative information was not provided in prior years and/or data is not readily available, comparatives have been omitted.

2. Association Details

(i) Registered office and principal place of business

The registered office and principal place of business of the Association is:

Tasmanian Association of State School Organisations Inc.
15 Rowitta Road
Lindisfarne TAS 7015

(ii) Memberships

Any queries pertaining to memberships should be directed to:

Tasmanian Association of State School Organisations Inc.
PO Box 183
Lindisfarne TAS 7015

Tasmanian Association of State School Organisations Inc.

Accounting Officer's Certificate

I, Gary Morse being the officer responsible for keeping the accounting records of Tasmanian Association of State School Organisations Inc, certify that as at 30 June 2016 the number of members of the Association was 119.

In my opinion:

- a. The attached accounts show a true and fair view of the Association's financial position and performance For the year ended 30 June 2016;
- b. A record has been kept of all moneys paid by, or collected from, members and all moneys so paid or collected have been credited to the bank account to which those moneys are to be credited, in accordance with the Rules of the Association;
- c. Before any expenditure was incurred, approval of the incurring expenditure was obtained in accordance with the Rules of the Association;
- d. With regards to the funds of the Association raised by compulsory levies or voluntary contributions from member, or funds other than the General Fund operated in accordance with the Rules, no payments were made out of any such fund for such purpose other than those for which the fund was operated;
- e. No loans or other financial benefits, other than remuneration in respect of their full-time employment with the Association, were made to persons holding office in the Association; and
- f. The register of members of the Association was maintained in accordance with the Act.



Gary Morse
TASSO Treasurer

Dated this 18th day of August 2016



TASMANIAN ASSOCIATION OF STATE SCHOOL ORGANISATIONS INC.

ABN: 28 261 465 779

Office: 15 Rowitta Road Lindisfarne phone: 03 6234 9488
PO Box 183 Lindisfarne TAS 7015 email: eo@tasso.org.au

Committee Members elected for the year 2015/2016

PRESIDENT

Ant Dry
290 Upper Natone Road
NATONE 7321

SENIOR VICE PRESIDENT

Nigel Jones
1 Llenroc Street
GEILSTON BAY 7015

JUNIOR VICE PRESIDENT

Lyn Williams
33 Falmouth Street
AVOCA 7213

SECRETARY

Lisa Gillard
45 Alexander Road
ULVERSTONE 7315

TREASURER

Gary Morse
1383 Pine Road
PENGUIN 7316

We hereby certify that the attached list is a true and correct list of members for the year ended 30th June 2016.

Ant Dry
President

Cassandra Wells
Public Officer

David Palmer, BDO
Auditor

TASSO MANAGEMENT COMMITTEE MEMBERS 2015-2016

Attendance at TASSO Management Committee meetings

	19/9	7/11	12/12	13/2	9/4	28/5	30/7
PRESIDENT Mr Ant Dry 290 Upper Natone Road, NATONE 7321	P	P	P	P	P	P	P
SENIOR VICE-PRESIDENT Mr Nigel Jones 1 Llenroc Street, GEILSTON BAY 7015	Ap	Ap	Ap	P	Ap	P	Ap
JUNIOR-PRESIDENT Mrs Lyn Williams 33 Falmouth Street, AVOCA 7213	Ap	P	P	P	P	Ap	Ap
SECRETARY Mrs Lisa Gillard 45 Alexander Road, ULVERSTONE 7315	Ap	Ap	P	Ap	P	Ap	P
TREASURER Mr Gary Morse 1383 Pine Road, PENGUIN 7316	Ap	P	P	Ap	Leave	P	Ap
NORTHERN DELEGATES Mrs Yvonne Staier 372 Long Plains Rd, BRIDGENORTH 7277	Ap	Ap	Ap	Ap	Resigned		
Mr Peter Kearney 21 Killara Avenue, EXETER 7275	P	P	Ap	Ap	P	P	P
NORTH-WEST DELEGATES Mrs Lindie Read 44 Sorell Street, DEVONPORT 7310	P	P	P	P	Resigned		
Mr Phillip Spratt 53 Browns Road, PORT SORELL 7307	P	P	Ap	P	P	P	P
SOUTHERN DELEGATES Ms Trinetta Newell 6 Schouten Street, WARRANE 7018	Ap	P	Ap	P	P	P	P
Mr Jared Dickason 1/201 Brighton Rd, BRIGHTON 7030	P	P	P	P	P	P	P

P – Present

Ap – Apology

Ab – Absent

STAFF

EXECUTIVE OFFICER
ADMINISTRATION OFFICER

Miss Cassandra Wells
Mrs Debra McOrist-Mitchell

SCHOOL	AFFILIATE	ADDRESS			
Albuera Street Primary	School Association	Albuera Street		HOBART	7000
Andrews Creek Primary	School Association	Inc c/- Post Office		WESLEY VALE	7307
Austins Ferry Primary	School Association	13 Brodie Street		CLAREMONT	7011
Bagdad Primary	School Association	School Road		BAGDAD	7030
Bellerive Primary	School Association	Inc 20 Leslie Street		BELLERIVE	7018
Blackmans Bay Primary	Parents & Friends	177 Roslyn Avenue		BLACKMANS BAY	7052
Boat Harbour Primary	Parents & Friends	Inc 17386 Bass Highway		BOAT HARBOUR	7321
Bracknell Primary	Parents & Friends	53 Jane Street		BRACKNELL	7302
Brooks High	School Association	Inc PO Box 522		MOWBRAY	7248
Bruny Island District	Parents & Friends Association	Inc c/- Post Office Alonnah		BRUNY ISLAND	7150
Burnie High	School Association	Fidler Street		COOEE	7320
Cambridge Primary	School Association	976 Cambridge Road		CAMBRIDGE	7170
Campbell Street Primary	School Association	Inc 231 Campbell Street		HOBART	7000
Campbell Town District	School Association	Inc PO Box 33		CAMPBELL TOWN	7210
Clarence High	School Association	Wentworth Street		BELLERIVE	7018
Collinsvale Primary	School Association	Inc 508 Collinsvale Road		COLLINSVALE	7012
Cooee Primary	School Association	Inc Bass Highway		COOEE	7320
Cressy District High	School Association	Inc Main Street		CRESSY	7302
Cygnets Primary	Parents Association	Inc 21 Louisa Street		CYGNETS	7112
Deloraine High	School Association	PO Box 84		DELORAINES	7304
Deloraine Primary	School Association	Inc East Barrack Street		DELORAINES	7304
Devonport High	Parents & Friends	91 Best Street		DEVONPORT	7310
Devonport Primary	School Association	Inc PO Box 230		DEVONPORT	7310
Dodges Ferry Primary	School Association	Inc 538 Old Forcett Road		DODGES FERRY	7173
Dover District School	School Parents & Friends	Inc 6940 Huon Highway		DOVER	7117
Dunalley Primary	School Association	Inc 20 Bay Street		DUNALLEY	7177
Early Childhood Intervention - Burnie		36 Thorne Street		BURNIE	7320
East Launceston Primary	Parents & Friends Assn Inc	PO Box 97		EAST LAUNCESTON	7250
Elizabeth College		256 Elizabeth Street		HOBART	7000
Evandale Primary	School Association	Inc PO Box 104		EVANDALE	7212
Exeter High	School Association	Inc Glen-Ard-Mohr Road		EXETER	7275
Forest Primary	Parents & Friends	Inc RA 422 Mengha Road		SMITHTON	7330
Franklin Primary	Parents & Friends	10 New Road		FRANKLIN	7113
Glen Dhu Primary	Parents & Friends	Inc 270 Wellington Street		SOUTH LAUNCESTON	7249
Glenorchy Primary	Parent Teacher Group	Kensington Street		GLENORCHY	7010
Goulburn Street Primary	School Association	Forest Road		WEST HOBART	7000

Hagley Farm Primary	Parents & Friends		Meander Valley Road	HAGLEY	7292
Havenview Primary	School Association	Inc	Marriott Street	BURNIE	7320
Hellyer College	Association Inc		PO Box 1223	BURNIE	7320
Huonville High	Parents & Friends	Inc	82 Wilmot Road	HUONVILLE	7109
Illawarra Primary	School Association	Inc	6 Tinderbox Road	BLACKMANS BAY	7052
Invermay Primary	Parents & Friends	Inc	PO Box 2102	LAUNCESTON	7250
JRL Federation Gagebrook	School Association		4 Tottenham Road	GAGEBROOK	7030
JRL Herdsman's Cove	Parents & Friends		2 Lamprill Circle	GAGEBROOK	7030
Kempton Primary	School Association	Inc	Old Hunting Ground Road	KEMPTON	7030
Kings Meadows High	School Association	Inc	PO Box 49	KINGS MEADOWS	7249
Kingston High	School Association	Inc	PO Box 743	KINGSTON	7051
Latrobe High	School Association		PO Box 105	LATROBE	7307
Lauderdale Primary	School Community	Inc	3 Acton Road	LAUDERDALE	7021
Lenah Valley Primary	School Association	Inc	11 Creek Road	LENAH VALLEY	7008
Longford Primary	Parents & Friends		Lyell Highway	LONGFORD	7301
Margate Primary	Parents & Friends	Inc	7 Van Morey Road	MARGATE	7054
Montagu Bay Primary	School Association	Inc	10 Conara Road	MONTAGU BAY	7018
Moonah Primary	Parents & Friends		Derwent Park Road	MOONAH	7009
Mount Nelson Primary	School Association	Inc	388 Nelson Road	MOUNT NELSON	7007
Mount Stuart Primary	School Association	Inc	106 Gillon Crescent	MOUNT STUART	7000
Mountain Heights	Parents & Friends	Inc	81 Conlan Street	QUEENSTOWN	7467
Mowbray Heights Primary	Parents & Citizens		PO Box 131	MOWBRAY HEIGHTS	7248
Natone Primary	School Association	Inc	100 Upper Natone Road	NATONE	7321
New Town High	School Association	Inc	6 Midwood Street	NEW TOWN	7008
Newstead College	Association Inc		30 Cypress Street	NEWSTEAD	7250
Norwood Primary	School Association	Inc	Norwood Avenue	NORWOOD	7250
Ogilvie High	School Association	Inc	228 New Town Road	NEW TOWN	7008
Orford Primary	School Association	Inc	35 Charles Street	ORFORD	7190
Ouse District	School Association	Inc	Lyell Highway	OUSE	7140
Port Dalrymple	School Association		PO Box 84	GEORGE TOWN	7253
Prospect High	School Association	Inc	PO Box 563	PROSPECT	7250
Punchbowl Primary	School Association	Inc	PO Box 95	NEWSTEAD	7250
Queechy High	School Association	Inc	PO Box 678	KINGS MEADOWS	7249
Richmond Primary	School Association	Inc	Commercial Road	RICHMOND	7025
Ringarooma Primary	School Association		1 Fry Street	RINGAROOMA	7263
Riverside High	School Association	Inc	354 West Tamar Road	RIVERSIDE	7250
Riverside Primary	School Association	Inc	PO Box 205	RIVERSIDE	7250
Rosebery District High	School Association		PO Box 20	ROSEBERY	7470
Rosetta Primary	School Association	Inc	Riverview Parade	ROSETTA	7010

Sandy Bay Infant	School Association	Inc	568 Sandy Bay Road	SANDY BAY	7005
Sassafras Primary	School Association	Inc	50 School Road	SASSAFRAS	7307
School of Special Education NW - Burnie Campus	School Association	Inc	41-43 Mooreville Road	BURNIE	7320
School of Special Education NW- Devonport Campus	School Association		113 Middle Road	DEVONPORT	7310
Scottsdale High	School Association	Inc	20 Coplestone Street	SCOTTSDALE	7260
Smithton Primary	Parents & Friends		PO Box 262	SMITHTON	7330
South George Town PS	School Association		PO Box 185	GEORGE TOWN	7253
South Hobart Primary	School Association	Inc	59 Anglesea Street	SOUTH HOBART	7004
Spreyton Primary	School Association	Inc	1 Mersey Main Road	SPREYTON	7310
St Marys District	School Association	Inc	13 Gray Road	ST MARYS	7215
Stanley Primary	School Association	Inc	Wilson Street	STANLEY	7331
Swansea Primary	School Association		PO Box 21	SWANSEA	7190
Taroona High	School Association	Inc	Meath Avenue	TAROONA	7052
Tasman District	School Association	Inc	4 Nubeena Back Road	NUBEENA	7184
Tasmanian eSchool	School Association		PO Box 171	ROSNY PARK	7018
Trevallyn Primary School	Council Association	Inc	55 Gorge Road	TREVALLYN	7250
Ulverstone High	School Association	Inc	PO Box 201	ULVERSTONE	7315
West Launceston Primary	School Association	Inc	24-38 Basin Road	WEST LAUNCESTON	7250
West Ulverstone Primary	School Association	Inc	PO Box 271	WEST ULVERSTONE	7315
Westerway Primary	Parents & Friends	Inc	1619 Gordon River Road	WESTERWAY	7140
Winnaleah District High	Parents & Friends		PO Box 42	WINNALEAH	7265
Woodbridge	School Association	Inc	3509 Channel Highway	WOODBIDGE	7162
Wynyard High	Parents & Friends		PO Box 212	WYNYARD	7325
Yolla District High	Parents & Friends		c/- Post Office	YOLLA	7325
Youngtown Primary	School Association		PO Box 653	KINGS MEADOWS	7249

LIFE MEMBERS

Mrs	Elizabeth	Bailey	67 Havelock Street	SUMMERHILL	7250
Mrs	Mavis	Beattie	33 Derwent Terrace	NEW NORFOLK	7140
Ms	Jennifer	Branch	PO Box 169	CLAREMONT	7011
Mrs	Judith	Bromfield	14 Barnett Avenue	NEW NORFOLK	7140
Mr	Phillip	Cornwell	12 Teal Court	NEWNHAM	7248
Mrs	Doreen	Dowker	13 Paringa Avenue	NEWNHAM	7248
Mrs	Dianne	Ellson	3 Drysdale Avenue	KINGSTON	7050
Mrs	Julia	Greenhill	79 Queen Street	SANDY BAY	7005
Ms	Jenny	Bowie	7 Selina Street	TULLAH	7321
Mrs	Pat	Jackson	16 Newland Street	RIVERSIDE	7250
Mrs	Jane	Kovacs	11 Corby Avenue	WEST HOBART	7000
Mrs	Audrey	Mitchelson	3/61 James Street	LATROBE	7307
Mr	Richard	Pickup	PO Box 946	LAUNCESTON	7250
Mrs	Carla	Rainbird	52 Frederick Street	PERTH	7300
Mrs	Julie	Roberts	Unit 5, 338 Park Street	NEW TOWN	7008
Mr	John	Watkinson	302 Upper Stowport Road	STOWPORT	7321
Mrs	Cheryl	Wickham	20 Garden Grove	WEST MOONAH	7009
Mrs	Jenny	Eddington	190 Foursprings Road	SELBOURNE	7292
Mrs	Lindie	Read	44 Sorell Street	DEVONPORT	7310