

2. Grant schools involved in the Values Education Study 2002–2003

Australian Capital Territory

The Woden School

The Woden School project blends the *MindMatters* programme and 'You Can Do It' to create building blocks for success in life.

Campbell High School

A research project to utilise community development and leadership to enhance a strong sense of identity and association between individuals and civil society for students in Years 9 and 10.

New South Wales

Abbotsleigh, Cobar Primary, Nyngan Primary

Abbotsleigh Cluster's project is a Service Learning one which explores the values which can be shared: culturally, recreationally and educationally in rural/urban exchanges. It is intended to be an exchange of experiences: rural/urban lifestyles and cultures, indigenous culture and public and Independent education, as well as creating an understanding and realisation of the experiences which are common to all Australians. The project involves a collaboration between a city school and three rural schools.

Al-Faisal College

Student welfare policy that reflects a safe, harmonious environment, which encourages self-discipline, where both rights and responsibilities are recognised by all, and that accommodates true Islamic values is the basis of this project.

Ambarvale High School

Ethics and citizenship programme involving a focus on a variety of activities and tasks across key learning areas and Year levels, culminating in a Charter of Beliefs document.

Cabramatta High School

A series of values forums will be held for various ethnic groups to determine what values parents see as necessary for students to develop connectedness to the school. Values 'packages' will also be trialled by groups of students within the school.

Canterbury Girls High, Canterbury Boys High, Ashbury Public, Canterbury Public & Canterbury South Public Schools

A team of 17 teachers will use Productive Pedagogy, *MindMatters* and NSW protocols to research the connection between these modes and student achievement. The outcome is to provide a sense of shared purpose between the schools focused on achieving values outcomes through pedagogy with resultant improved outcomes for all students.

Liverpool Boys High School

A collaboratively developed set of values for parents, staff and students for implementation across the school.

Glendale East Public School

Evaluation of school's 'Written and Hidden' values by evaluating the curriculum, community involvement, the development of school culture and working with students at risk. For the past four years Glendale East Public School has undertaken the 'Living Values' education curriculum.

Queanbeyan South Public & Karabar High Schools

To introduce the Real Justice Programme at two schools. Family group conferencing is a major component of this programme.

Matthew Hogan High School

Development of Youth off the Streets project by expanding the Service Learning values education model and the Character Building Programme.

St Joseph's (St Paul's Campus)

To create a school-based values education programme by unifying already established keys areas considered imperative in values education.

Northern Territory

Alice Springs High School

A Year 10 pilot study of weekly pastoral care lessons involving teaching *MindMatters*. Targeted areas to include: self-confidence, self esteem, racism, law and morality, drugs and alcohol as well as civics education.

Xavier Community Education Centre

To introduce the *MindMatters* programme in a Tiwi context and to enable Tiwi assistant teachers to develop materials in Tiwi.

Braitling Primary, Gray Primary & Wulagi Primary Schools

To introduce Restorative Justice/Real Justice Programme in three schools involving teacher training and Civics and Citizenship Education focus.

Queensland

Brisbane Independent School

Development of a Parent Values Training Programme and a Parent Information Kit through shared discourse.

Cherbourg State School

Human Values/Self-Awareness Programme: a two-part programme targeted at students, staff and parents. Brain Gym and teaching a particular value per fortnight are part of this project.

Cavendish Road State High School

The project will be to continue an existing whole-school values based education programme and aims to improve outcomes by improving teaching methods and facilitator training. The project will focus broadly on Human Rights values and will include guest speakers, community service projects for peer support groups and the use of pre- and post- delivery surveys of students, parents and teachers.

Djarragun College

Implementation of three programmes: You Can Do It, Mind Matters and The Virtues Project to enhance social, emotional and behavioural well being of students.

Darra State School

Defining school values in a multi-cultural setting taking into account the National Goals for Schooling in the Twenty-First Century.

Harristown State School

Whole school approach by teaching a particular value per week and for students and staff to model these values. The programme title is "Caring and Sharing".

Guardian Angels Catholic Primary School

Implementation of the 'Virtues Project' to enhance existing values.

TARA P-12 Campus, Kogan State, Meandarra State, The Gums State, Hannaford State & Glenmorgan State Schools

PeaceBuilders programme will be utilized as a whole school community approach for reducing violence and aggression and promoting cohesion and peace.

Kilkivan State School

Choice Theory/Reality Therapy are the basis for developing a whole school approach to behaviour management, student self directed engagement and self belief development.

South Australia

Modbury Primary School

To develop school value system to guide the vision and identity of the school. These values will then be incorporated across the curriculum and school policies, including Behaviour Management policy. In developing a learning community, the school will move towards a culture emphasising relationships and values in all its interactions.

Kirinari Community School Inc.

Two half-day seminars on guidance based discipline methods for developing children's self-discipline and reflection-in-action skills required to put values into practice. This project focuses on how teachers, parents and students can learn to reflect on values gaps and begin to close them.

Penola Primary School

Project seeks to document the practices, processes and beliefs that underscore the successful values outcomes demonstrated by students. The programme will seek to identify the elements that are the most powerful in determining the development of student values, attitudes and dispositions.

Pedare Christian College

Through collaborative investigation and discussion to implement the ACER Values Audit Survey for students in years 6-12

Ross Smith Secondary College

A student focused programme which implements the 'Student Well Being Project'. It involves research and forums and a publication by students titled "Wellbeing: What Students Think."

Tasmania

Launceston Church Grammar School

Development of Values Education project involving evaluation and reporting of an outcomes study of a whole-school values education initiative which has reached relative maturation.

Table Cape Primary School

To implement 'Values for Living Programme' where a different value is

adopted each month and that value becomes the focus of discussion and action across the school community.

Mount Carmel College

The creation and implementation of the "Animation" programme involving a dialogue between staff, students, parents and community agencies, in pastoral care sessions.

The Don College

To map the values education threads in the school and to develop the already established Values Education programme incorporating Civics Education and MindMatters.

Victoria

Alia College

Living Values Education Programme will be expanded into VCE and to community work. Professional development programmes to be introduced for parents and staff and mediators will be trained in conflict resolution techniques.

Corio Bay Senior College

This project seeks to determine whether an Advocacy Programme is successful in improving students' self-esteem and positive attitude to education and to what degree advocates are promoting a set of values to students and what these values are.

Bridgewater-on-Loddon Primary School

Using an artist-in-residence and art as a form of therapy to address behavioural management issues for students identified as being at risk.

Hamilton Primary School

Values – Caught or Taught? – evaluating successful values teaching by determining whether specific groups are influenced by current strategies.

Eaglehawk Secondary College

Employing a 'Value Added!' model for students and staff and expanding the You Can Do It programme. This project also involves a cultural exchange with Kew High School.

Irymple Secondary College, Irymple Primary & Nichols Point Primary School

This programme focuses on developing values and norms across the cluster and consolidating values through a series of forums aimed at Year 5–10

students. These forums will be presented by students of the three respective schools.

Holy Trinity School

To develop a values based social skills programme from Prep to Year 6 which incorporates and builds on programmes, systems and procedures currently used in the school. Student seminars will include: 'Values for Life', Positively Positive, SMART Programme and "Stop, Think, Do."

Sherbourne Primary School

Developing a new code of conduct – Code of Cooperation with a Civics and Citizenship Education focus.

St Monica's College

The enhancement of a variety of Values Education projects in the school involving the establishment of a Values Education Working Party to prepare an evaluation of programmes.

Westall Secondary College, Clayton Primary & Westall Primary Schools

This project aims to inform three schools more fully of social and education values held by parents and students so that schools can modify their practises to reflect the values of their multicultural communities.

Western Australia

Kent Street Senior High School

The creation of a positive mindset, promoting success, developing resilience and building communities. The programme draws upon You Can Do It! Education, MindMatters and other selected resources.

Albany Primary School

The basis of the TRIBES process is the active acceptance and use of four agreements: appreciation of others/no put downs, attentive listening, mutual listening, mutual respect and the right to pass.

Port Community High School

To implement the 'All Aboard Programme' for all students, parents and community members and staff. Parents who participate in the programme will become mentors for parents in the second stage of the programme.

Lance Holt School

Ecological sustainability project examines the relationship between school values and sustainability values by implementing two case studies in the

community.

3. Online Survey Values Education Study 2002-2003

Online Survey

The Values Education Study, is an initiative of the Commonwealth funded by the Department of Education, Science and Training. The Minister, Dr Brendan Nelson, commissioned a national study as a first step to fostering values education in Australian schools.

The survey is being undertaken with a selection of Australian schools, chosen as a representative profile of schools within the Australian community. The selection of these schools has been completed and access to the survey will be through the selected schools.

The Online Survey is about what values school communities seek to foster. This is an opportunity for schools to contribute their insights on values education to this significant Commonwealth initiative.

Information for participating schools

Thank you for agreeing to participate in the Values Education Study Online Survey. Your honesty, time and contribution are much appreciated.

The purpose of the study and the Online Survey is to make recommendations on values education which will be detailed in the Final Report to be presented to the Minister in late June 2003. Your contribution to the Final Report will improve values education in Australian schools by assisting and identifying a framework and a set of principles from which schools can build and strengthen values education in Australia.

The surveys are anonymous. No participant or specific school will be identified in the formulation of results and the information collected will be used only to contribute to the Values Education Final Report. For further information please read the Values Education Study Privacy Policy.

The participants in this survey are students, parents and staff. The word 'staff' is used deliberately as non-teachers, who work or interact with students, may also participate in the survey.

We request that participants fill in the appropriate survey which applies to

them, that is: students fill in the student survey, parents the parent survey and staff the staff survey. If you cannot access the correct form please contact the coordinator of the Online Survey at your school.

The survey should take about 20 minutes to complete, however, there may be a need to explain some of the terms and language used in the survey. Please refer to the information sent to your school via email.

Instructions

Each participating school will be given a unique password and username. If you forget your password, contact the coordinator of the Online Survey at your school.

Some questions require comment, others ask that you choose only one response, other questions require that you number from the most important to the least important and one question asks you to select ten values from a list of suggested values.

At the end of the survey you will be asked to press the **Submit** button to send in your responses. If you have not answered a question, a box will inform you that you have missed questions, go back and answer these questions and then re-submit your survey.

We request that you complete the survey with candour and honesty and submit your responses to us in the week 23 to 30 May.

The results of the survey, which will appear as totals and will not identify specific schools, may appear on this website with extracts of the Final Report and the *Literature Review on Values Education* in late June 2003.

To access the survey forms select the link below. You will be required to enter your username and password that has been allocated by the coordinator at your school. Once your username and password has been accepted, the online survey page will open.

The survey can be completed online. If you cannot complete the online survey you can select the icon at the top of the online form to access a PDF copy of the survey for printing. You will need a copy of Adobe Acrobat Reader to view and print this file. If you do not have the reader it can be downloaded for free from the Adobe site.

On completion the forms can be mailed to:

Barbara Bereznicki
Project Officer
Values Education Study
Curriculum Corporation
PO Box 177
Carlton South Victoria 3053

4. Minister's letter inviting schools to participate in the Values Education Study 2002-2003

\$316,000 boost for Values Education in our Schools

18 November, 2003 MIN529/03

I am today pleased to announce the launch of an important national report, and a further \$316,000 commitment from the Australian Government, to help support values education.

The *Values Education Study* involved 69 schools and features a *Draft National Framework for Values Education in Australian Schools* to guide debate on this important area.

The additional funding will enable us to enhance values education through increased website support for all schools and a national forum to be held in early 2004 to consider the study's findings and to build on existing school practices. Education is as much about building character as it is about developing specific skills and parents increasingly expect schools to help students develop core values from an early age.

Schools participating in the \$580,000 *Values Education Study* received grants of up to \$7,000 to study and document their values education methods and identify best practice approaches. Projects focused on one or more of the following areas:

- reviewing values education processes;
- developing student social skills and resilience; and
- incorporating values into teaching programmes across the key learning areas.

Ways to tackle violence and anti-social behaviour, improve student and staff health and well being, and encourage community participation were among

the issues covered by the study.

Amongst many outstanding projects, Whitefriars Catholic School in South Australia prepared a programme and strategy for students to achieve personal goals while maintaining positive relationships with their peers; Salisbury High School in South Australia established a set of core values to guide its work following extensive consultation with parents, students and staff; and Matthew Hogan School in NSW DD a *Youth Off The Streets* school – organised a range of community service activities including support for an East Timorese orphanage.

In addition to the case studies, the *Values Education Study* includes a literature review and findings from an online survey of parents, teachers and students. Representatives from project schools, relevant organisations and education jurisdictions will be invited to take part in next years forum.

The Howard Government is committed to helping our children develop the capacity to accept responsibility for their own actions and exercise judgement in matters of morality, ethics and social justice.

The *Values Education Study Report* and *Executive Summary* are available at:
<http://www.dest.gov.au/schools/publications/2003/index.htm>

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5. Values Education Study Final Report – August 2003

The Values Education Study Final Report – August 2003 includes: reports on the 69 Values Education Action Research schools their projects and activities; the Literature Review and the results of the Australian school community Online Values Education survey.

You may download a copy of the Values Education Final Report 2002–2003 here.