

SPERA Newsletter



Contributing to the promotion of education in rural Australia

www.spera.asn.au

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Society for the Provision of Education in Rural Australia Inc. ABN 282 727 044 01

FROM THE PRESIDENT

Welcome to all!

Over its 26 year history, SPERA has continued to serve as a national advocate representing rural education and training. In this capacity SPERA strives to collaborate and make links with other like organisations such as the Rural Education Forum of Australia (REFA) and Country Education Project Inc (CEP).

SPERA endeavours to progress its goals by promoting best practice and through sharing and promoting innovative and quality education and training projects, which have been developed in partnership with their rural and remote communities.

The organisation of an annual, national rural conference, which focuses on practitioners sharing best practice, is a major event for SPERA and promotes a high level of networking at a national level.

The 2010 Conference embraced the concepts of partnership, collaboration and technology. The depth and diversity of keynote addresses, workshop presentations and the symposium session provided evidence of the many initiatives undertaken by educators and rural communities in Australia and within the international arena. SPERA has made a significant difference and will continue to do so through its capacity for building strong state, national and international networks.

The 2010 conference theme focused on *“Sustaining the Rural Education Community: Promoting High Quality Teaching and Learning”*.

The opening keynote presentation by Professor Matthew Tonts *“The Importance of Being Unimportant: Small Town Australia in the 21st Century”* is based on a Canadian book of the same name. This particular book reflects on the importance of Canada's small towns to the country's economy, social makeup and national identity, despite their often forgotten status within wider Canadian society. Arguably, a similar situation exists in Australia, with small towns generally having rather marginal status in both popular and political discourse.

The keynote address by Professor John Halsey, Sidney Myer Chair, Rural Education and Communities, *“Farm Fair Voices: Messages for Sustaining Rural Education Communities”* was based upon data collected at a major rural farm fair as part of a larger rural shows research project. The project aims to better inform what rural communities require in terms of education, in particular, in order for them to be vibrant and productive places to live and work.

Following on from this Associate Professor Simone White's keynote address, *“Creating and Celebrating Place and Partnerships: A Key to Sustaining Rural Education Communities”*, brought together the findings of research conducted across three large Australian studies into the recruitment and retention of rural teachers and leaders.

The presentation focused in particular on the emerging sub-themes of linking rural school leadership and community renewal, the importance of developing partnerships to sustain the rural workforce and the need for creative enterprise to be acknowledged as important work of rural teachers and leaders.

Dave Spillman from the Stronger Smarter Institute, presented Scott Gorrings's paper - "*Honouring Our Strengths*", that outlined the persistent perceptions of deficit and conflict that have characterised and constrained the history of relations between Aboriginal and non-Aboriginal Australians since contact. The success of their saturation is apparent in a continuing approach that presents the response to Aboriginal needs in terms of health and education 'gaps'; 'the Aboriginal *problem*', 'mainstreaming (making *them* more like *us*)' or 'interventions' (and all the lack of ability that such a word implies).

Assistant Professor Michael K. Barbour, Wayne State University, through video-link, presented his keynote address "*The Promise and the Reality: Exploring Virtual Schooling in Rural Jurisdictions*". The paper identified the concerted effort by researchers in Canada and the United States over the past decade, to better understand the design, delivery and support necessary to ensure effective virtual schooling. However, Michael pointed out that much of this research has either focused on trying to "prove" that virtual schooling is as good as traditional face-to-face schooling or has been methodologically questionable. The growth and practice of virtual schooling has far out-paced the production of reliable and valid research. This pattern has meant that most decisions related to virtual schooling have been based upon the intuition of proponents or the experiences of early adopters.

The Conference Proceedings, once again, edited by Dr Colin Boylan provides a full coverage of all papers and presentations. The proceedings are available from SPERA at a cost of \$45.00. Many of the refereed papers will be included in the Education in Rural Australia journal.

I acknowledge the commitment of the 2010 Conference Committee comprising Shirley Richards, Noel Meyers, Randall Burow, Liz Toohey, Dr Colin Boylan, Don Boyd, and Michael Preece. It is always a challenge to coordinate a conference in a state where there are few SPERA Executive members, but nevertheless, the support provided by the University of the Sunshine Coast has seen this conference come to fruition.

Once again, thank you to our major sponsors, University of the Sunshine Coast, Queensland, AARNET, Country Education Project Victoria and Lincoln Consulting for their ongoing support.

A warm welcome to the 2010-2011 Executive. The Executive Committee along with portfolios and contact details are listed on Page 15 of this newsletter. Contact details will also be uploaded on the SPERA website.

It would be remiss of me not to mention outgoing members of Executive including Dr Sue Trinidad and Life Members Colin Boylan and Sheila King. Their contribution to SPERA over the years has been outstanding. I am positive both Colin and Sheila will continue to be very strong advocates for SPERA.

The 2011 conference will be conducted as a National Summit in conjunction with the Professor John Halsey, Sidney Myer Chair, Rural Education and Communities at Flinders University, South Australia. The theme *Rural Future Matter: A Sustainable Australia* will provide much opportunity for papers, presentations, engagement and discussion. See the flyer on Page 3 for further details.

Thank you once more for your continued support of SPERA and regional, rural and remote education in Australia.

Emmy Terry
PRESIDENT



Two keynote presentations and six critical input sessions include:

- Australia's demographics to 2050 and beyond
- Sustainability and Globalisation - Partners or Protagonists?
- Accessible, Affordable Quality Education in Rural Australia
- Resource Companies and their Legacy
- Leadership and Human Resources
- Inclusivity, Choices and Opportunities:
Ensuring all who live in Rural Australia get a Fair Go!

The Sidney Myer Chair of Rural Education and Communities, Flinders University in partnership with SPERA presents Rural Futures Matter: A Sustainable Australia. This is a national summit to be held 21-23 September 2011 at Flinders University. The purpose of the Summit is to produce a set of recommendations for local, state/territory and national governments and agencies, private enterprise, relevant community associations and for wider public interest on Australia's sustainability and the roles of education and rural communities in progressing this.

For program & registration details visit

www.flinders.edu.au/education/rural/summit-2011

Call: Marja van Breda on **08 8201 7529** or Emmy Terry on **0458 514 428**

Email: Professor John Halsey, Sidney Myer Chair of Rural Education and Communities, Flinders University at **john.halsey@flinders.edu.au**; Emmy Terry at SPERA **president@spera.asn.au** or **admin@spera.asn.au**



Society for the Provision of Education for Rural Australia
www.spera.asn.au

Keeping in Touch: Useful Websites

Newsletter from Australian Council of State School Organisations
www.acsso.org.au

Daily Education Newsletter from USA
www.edweek.org

Sidney Myer Chair of Rural Education and Communities
www.flinders.edu.au/education/rural

Society for the Provision of Education in Rural Australia. Newsletters, Publications, Awards.
www.spera.asn.au

Rural Education Forum Australia
www.refa.asn.au

National Rural Education Association (USA)
www.nrea.net



2010 SPERA Conference
 Sunshine Coast



SPERA'S JOURNAL: *Education in Rural Australia*

The journal is produced twice yearly and is part of the SPERA membership package. Non-members wishing to subscribe only to the journal currently pay \$A50 (GST included). This applies to individuals and institutions. Contact person: Colin Boylan (cboylan@csu.edu.au)

SPERA The Professional Voice in Rural Education

The Provision of Education in Rural incorporated (SPERA) links people with a diverse range of interests in education and training to promote the development of rural Australia by:

- (i) promoting a positive view of education and training in rural areas and encouraging innovation and initiative in the provision of rural services
- (ii) supporting and encouraging rural communities and educators to work towards the provision of quality education and training; and
- (iii) providing a framework for the sharing of concerns, issues and experiences relating to education and training in rural areas.

Eyes Wide Open.

Meghan Clarke

I was lucky enough to be awarded a sponsorship from the Isolated Children's Parents' Association (ICPA) to attend the 26th Annual Society for the Provision of Education for Rural Australia (SPERA) Conference at the University of the Sunshine Coast. I am just an ordinary university student, finishing their teaching studies, that from this conference has gained a broad range of knowledge, tools, contacts and new found love of research through an informative and successful three day conference.

Firstly a little about me: My name is Meghan Clarke and I am a teacher. Well, nearly a teacher. I am currently completing my Graduate Diploma of Secondary Education (Classroom Music and Physical Education) at Griffith University, Mt Gravatt, Queensland. I am looking forward to next Friday (1st October) and travelling to Emerald State High School (approximately 10hours from Brisbane) to complete my final practicum.

Before starting my Graduate Diploma I studied Composition for three years at the Conservatorium of Music, South Bank, Queensland. An enjoyable three years however, I realised that becoming a full time music focused professional was not where I would like to head and that my passion for working with young people was greater than my need to achieve success in my music career. I have thoroughly enjoyed the last four years of my university study, but am looking forward to the challenges and rewarding life changes that lie ahead as I join the teaching profession.

I attended this SPERA Conference with a sponsorship from ICPA, who also support many students throughout Queensland to complete a rural practicum/placement each year. I am very grateful for their insight to allow students a sponsorship to attend conferences like this one because I personally believe that all pre-service students should be aware of the multitude of research and development for Rural Education that is happening around Australia, about Australia; with connections all over the globe. I was blown away with the contacts, resources and networking that many of the other researchers at the conference had developed within their field and was challenged to begin my networking right then with the vast range of knowledge and abilities I had in front of me.

If there was one major point I would like to take away from the conference it is that: all pre-service teachers need to understand how important our rural communities are throughout Australia and Australia needs to begin changing the mindset that these communities DO NOT offer opportunities or a "fulfilling life" as a teacher compared to urban communities. I have always had a desire to move away from the city and teach in a rural or remote community and I feel quite burdened and disappointed when I hear many of my peers state that they "would never go rural" for no good reason at all. SPERA has helped me understand just how much rural and remote communities contribute to Australian urban cities and the limited resources they do it with.

I guess the question I now ask myself now since SPERA is "How can we improve this?" "How do we change pre-service teachers' views on rural and remote communities and what can I do about it?" These questions were actually answered somewhat at the conference. I particularly enjoyed hearing Associate Professor Simone White from Deakin University (Victoria) speak about her research *Creating and Celebrating Place and Partnerships: A Key to Sustaining Rural Education Communities*. I was particularly interested in how she talked specifically about the idea of how "Rural Social Spaces" are uniquely important to each community and that underpinning everything is "investment in the person." I couldn't agree more. I was significantly

Similarly, I was fascinated by the facts and research that Professor Matthew Tonts (University of Western Australia) is conducting. Being a physical education teacher it was interesting to see the role that Matthew defined sport to play in a successful rural/remote community and how I can use my skills and abilities in this area to benefit rural/remote communities. *“Small town Australia, while often invisible, remains an important part of the economic and social fabric”* (Tonts, 15.09.2010, SPERA Conference).

Finally the project I was most interested in was the *Youth +* alternative schooling program. *“Creating socially inclusive educational environments for disenfranchised young people”* (Murray, 2010). I found Dale Murray’s program inspirational – the passion and enthusiasm he showed towards leading his team and encouraging students to achieve at school through other means was absolutely touching. He is offering young people an alternative to mainstream schooling, while still navigating them towards graduating with a Senior Certificate (completion of final year of school). I was challenged to teach with his passions and enthusiasm for all different learners.

Personally, aside from the research, I gained an invaluable insight into what to expect for my next practicum by listening to students already on, or already having undertaken rural or remote placements. The video conference between students undertaking a practicum in northern Western Australia, a student from Flinders University and students from the University of the Sunshine Coast all engaged with sharing their experiences and insights through questions posed from a panel. I was pleased to hear that all their experiences, however different and varied, had been positive and productive. I was also interested in listening to the different strategies they used and the particular community events they were involved in. I gained knowledge into what to expect from Emerald in the coming weeks on my final placement.

The conference has significantly opened my eyes to the specific needs of our rural and remote communities throughout Australia and how much detailed and comprehensive research is being undertaken in this field. Conferences like this one need to focus their attention on pre-service teachers, engaging them with research about rural communities that is relevant to their studies and promoting this way of life as a positive, fulfilling opportunity. I hope to attend further SPERA conferences in the coming years and look forward to hearing the progress in research projects and other initiatives. Once again I would like to thank ICPA for allowing me this chance to attend a conference of such high calibre and for the opportunity to learn extensively about life in rural and remote communities.



Small Schools Matter by Professor John Halsey

Small schools once dotted the educational landscape in great numbers, especially in rural Australia. For many, they were the engine room that drove the rise and rise of educational achievements and standards in this country. It may come as a surprise to know that small schools are very much alive and well today. Using 100 enrolments or less to define a small school, there are still more than 2,000 of them in Australia. If the enrolment cut off is increased to 200, the number is over 4,200 or greater than 40% of Australia's schools.

Recently, the South Australian government's 'razor gang' advised that closing small schools should be considered to meet State Budget targets. Making parents pay for having their children travel on school buses was also proposed as a cost saving measure. For now, both have been given a reprieve. Instead, small school grants are going to be cut; is this just another way of achieving closures?

Why should we be concerned at closing small schools to meet budget targets?

Firstly, most small schools are in rural and remote communities where families have witnessed a steady decline of services that urban residents assume will 'always be there'. As well, they often play a critical role in the economic life of a community by providing employment and through local purchases; also they are real evidence of community vibrancy. Put another way, few things signal that something very serious is happening to a country town like the closure of a school.

Secondly, small schools provide a crucial alternative to the rise and rise of super schools- history is littered with the casualties of 'putting all your eggs in the one basket' and 'bigger is better' thinking.

Thirdly, small schools have a relentless focus on the learning needs and achievements of their students which is enhanced because each is known individually as well as a member of a group.

Fourthly, small schools are of a scale that most- all people can relate to and feel relatively comfortably about doing so. As Putnam & Feldstein (2003, pp 275-278) report:

- Researchers have repeatedly found that social capital is higher in smaller settings- smaller schools, smaller towns, smaller countries
- listening and trusting are easier in a smaller setting
- smaller groups also offer easier footholds for initial steps
- smaller is better for forging and sustaining connections

See **A Collective Act Leading a small school** published by ACER www.acerpress.com.au

Ref: Putnam, R.D. & Feldstein, L.M. (2003). Better Together Restoring the American Community. New York: Simon & Schuster.

SPERA Conference 2010



Sunshine Coast



Dr Bruce Flegg MP



Shadow Minister for Education
and Training

Member for Moggill

Website: www.moggill.net

SPERA
Society for the Provision of Education in Rural Australia
26th SPERA NATIONAL CONFERENCE 2010
UNIVERSITY OF THE SUNSHINE COAST, QUEENSLAND

Speech by Dr Bruce Flegg MP, Member for Moggill

15 September 2010

Thank you very much for that introduction and Henry, for your welcome. That's fabulous and I am very honoured to be able to open your conference on your 26th year. Seems like an awfully long time, doesn't it?

I started my working life—I actually grew up in the suburbs of Sydney—so I started knowing nothing about rural things. I started my working life however in the Northern Territory. My first job as a doctor I worked in Darwin and also in Katherine and Gove. I think probably in Katherine I got my first insight into the struggle that people have in remote and rural areas in relation to the education of their children.

There's a doctor in Katherine, Dr Jim Scattini, who's an absolute legend. He's had 50 years and still practises as a GP in Katherine. To this day, I have seen 100,000 different Queenslanders as patients and employed hundreds of doctors. To this day Jim would be the best GP I have ever seen. Fifty years on in Katherine!

The first thing that made me realise the effect on people who spend their lives serving in remote areas was that Jim had to send his kids away to go to school. I think his kids went to Toowoomba. The other doctor who was in town at the time sent his children to Charters Towers to school.

Subsequently now in my present role I have managed to gain a considerable insight into it. There are two truths, in particular, that I would note, firstly that rural and remote students and their families don't have equal access to education. Secondly, that students from rural and remote backgrounds do not get equal results to equivalent students.

A lot of the existing information on this area was actually summarised in Geoff Masters' Report that he did for the Queensland government. There's been a temptation to say, well in the larger States of Queensland and Western Australia the poor results that we see in rural and remote areas reflect the larger Indigenous communities but the evidence is overwhelming that this is not the case. Children are at risk educationally because of their rural and remote status regardless of any ethnic or cultural background. I think Geoff Masters summed that up pretty well.

The country of Australia is able to lead the world in remote areas. We can build a project like the North West Shelf; we can lead the world in mining and other sort of resources incredible distances from any population centre. To a significant extent, I think we can lead the world in provision of health services in remote areas. I have flown myself on aeromedical work in the Northern Territory. The Flying Doctor Service and a lot of other things indicate that Australia for very good reasons is able to lead the world in provision of remote area wealth. I believe that we

are ideally placed to lead the world in provision of remote area education and sadly, I don't think that we have taken that place of world leadership at this point in time but I think that's where the bar should be. This would certainly be the aim of an LNP government should we be elected in Queensland.

You couldn't consider the issue of closing the gap between rural and regional students and their urban counterparts without considering the issue of Indigenous students. To be brutally honest, the area of Indigenous education represents one of our failures. I would like you to imagine for a minute, had we addressed the area of Indigenous disadvantage in education, what a magnificent additional contribution Indigenous people would have been empowered to make had we grappled with this problem at an earlier stage and narrowed or eliminated that gap. This really is one of the challenges, the great challenges, that we have to accept.

You know, there are particular issues for Indigenous Australians and Indigenous Queenslanders. One of them of course is that in some of the communities, English is not the primary language spoken at home and they need the same sort of support and resources that you would do in any other community.

So in relation to Indigenous education, the bar should be set high. It should be set high for students. It should be set high for those of us involved in education because the goal is to have Indigenous students perform at the same level as non-Indigenous students. In my view, nothing else is acceptable other than setting the bar at that level.

To mention a few of the challenges that face rural and remote education—I just came back late last night from the Isolated Children's Parents' Association up in Charters Towers—I think you have a very close relationship with that organisation, they represent obviously the parents and the families while you represent more the educationalists. There's a great partnership going there and a few issues stood out to me from that.

One issue is that teacher training and support and the quality of teaching is a big driver of outcomes in remote areas. Geoff Masters commented that the quality of teachers is vital to education outcomes. In rural and remote areas, the mentoring of young teachers (I think the workforce is fairly young in a lot of places) and the pre-service training are vital if you are going to have that level of teacher quality.

There is an ongoing issue of school closures. We kind of live in a world where the bean counters run a lot of things and they have a look at small schools and decide we could save a little bit of money—in some cases it's a very small amount of money. We recently had 15 listed for closure in Queensland in rural areas. That was a battle we (the LNP) fought pretty vigorously through recent estimates committees, I am pleased to be able to report that after fighting that battle, last week the government announced a three year moratorium on closures which I think is a very good win. Some of these schools had 18 to 20 students. The saving from closing them is minimal. You've still got to provide a teacher when you move them on, some of them 50 kilometres from the next school, 100 kilometres a day.

Another issue which is perhaps more particular in Queensland but I know they've grappled with it in South Australia and elsewhere, is the government plan to move grade 7. This has enormous challenges. There are reasons for wanting to move grade 7 relating to National Curriculum and the fact it is a high school year elsewhere but it has enormous challenges for people in rural and remote areas. Not the least of challenges of course is that you've got six years of boarding school instead of five for example, the costs are astronomical. There's the threat of closure for smaller primary schools when they lose those grade 7 enrolments. There's a whole range of issues surrounding that.

There's an issue in Queensland, and I'm sure elsewhere, of access to early childhood education as we recognise the importance of early childhood education to educational outcomes.

There was an issue raised through the Charters Towers ICPA conference in relation to the support for children with disabilities and learning problems.

There's an ongoing issue and a very important one, particularly important for Indigenous students, of access to higher education and training which is essential.

I've had the benefit of seeing a number of programs in Queensland for disengaged students. It's one of my particular passions because there are many thousands of disengaged students in this State and even more nationally. There are some fabulous programs and more particularly there are some fabulous people working in that area of education. I had the benefit of being able to look at a number of models. One's a school on the Fraser Coast called Glendyne—I don't know if anyone here has a knowledge of Glendyne—it takes over 100 disengaged youth. There are particular issues for rural and regional areas for disengaged youth, both Indigenous and non-Indigenous. I don't think it's confined to one community or the other. I listened to ABC Radio coming up here today to a discussion about the program they have in Hermersberg near Alice Springs. They've managed to increase attendance from 20% to nearly 100% by putting in programs such as the school bus picking the kids up at their door and getting them to school. You can't address some of these problems unless you have that sort of program. To a large extent, at the present time they don't exist or where they do, they're not supported and schools have to do it alone.

So it's a great pleasure for me to be here today and open this conference. I'm very honoured to do that on the 26th National Conference for SPERA.

There's a couple of firsts I notice for your conference this year:

It is the first one to be hosted by the Sunshine Coast University. Given that this university has a commitment to partnership between rural and urban education, I think it's a very fitting venue. I might also say I've got a couple of my family who are academics in different universities (university lecturers and research scientists) and without offending any of the academics here, I was amazed to find that the signage here is sensational. With academics in charge of the signage, you could end up anywhere (laughter) but I actually managed to follow the signs and arrive where I was supposed to arrive so I thought that was sensational. Congratulations on having SPERA here.

The other first of course is the pre-service rural teachers who are present. It's fitting to mention Megan Clarke, the recipient of the ICPA Queensland Scholarship to attend this conference and your theme of course, sustaining the rural education community promoting high quality teaching and learning and SPERA objectives include things like attracting and retaining quality teachers to rural and remote areas. This includes particularly the personal development of those teachers and mentoring. I came obviously from a medical background and the issues are pretty similar. We take the least experienced doctors, often trained in third world countries or overseas countries, the least experienced, the least prepared for rural and regional Australia and we make special provision for them to go there under area of need.

We need the doctors. There's a shortage of doctors and it's hard to provide that service so the comment is not made critically but if you are going to do that with people who are young, who are as yet not experienced in their profession, you have got to support those people. You've got to mentor those people. You've got to provide them with the online resources and the other resources that they will need. SPERA is committed to lobbying and I suspect I am going to get lobbied from time to time in relation to ensuring adequate resources and of valuing the role of schools in rural communities which I touched on before. Schools are part of the fabric of those

communities, the social networks, the pastoral care that they provide. And perhaps more than anything—and it's a passion that I would claim to share with you—and that is to close the gap between rural and regional students and Indigenous and non-Indigenous students and I think that is something we should have a passion and a commitment for. It's also something I believe can be achieved. I hate the feeling that you get from some people that we have given up. That it's too hard. I hate that because I have no doubt these young people in rural, regional and Indigenous communities have a tremendous amount to offer this country. It is our job in education and in government to ensure they get the opportunities.

I would like to in closing, put my special thanks to Emmy who has been terrific in organising for me to come up here and in organising the conference and I can see that she's very excited about the next few days. Is that excited or nervous? Have I misread the body language there? (laughter)

The final thing I would say, and politicians always like to put a quote in, but I actually quite like quotes sometimes to add something to what we are saying, and I've got one for you from John F Kennedy and he said:

"All of us are not given equal talent but all of us should have an equal opportunity to develop our talent."

And I think that maybe sums up the objects of SPERA and I would like to wish you to have a wonderful conference.

CONFERENCE REMINDERS

Beyond periphery? A symposium on population and regional development in sparsely populated areas.

PART ONE: Darwin, 26 – 28 October, 2010

PART TWO: Whyalla, 2 – 4 November, 2010

Programme updates, presenter profiles and registration at www.cdu.edu.au/population or www.unisa.edu.au/cre

Second International Symposium for Innovation in Rural Education ISFIRE2011

Kongju National University, Kongju, Korea, 9 – 11 February, 2011

Website: <http://edubk21.kongju.ac.kr/isfire2011>

Rural Futures Matter: A Sustainable Australia

Sidney Myer Chair of Rural Education and Communities, in partnership with SPERA

National Summit, Flinders University, 21 – 23 September, 2011

Program and registration details at www.flinders.edu.au/education/rural/summit-2011 and www.spera.asn.au

Please contact t.broadley@curtin.edu.au to advise of conferences that could be included in this section.

ABN 282 727 044 01



Society for the Provision of Education in Rural Australia

Tax Invoice

(after payment)

Application for Membership

New Member

Member Renewal

Pre-service

Name:

Postal Address (Required for Posting of Journal):

..... State: Postcode:

Telephone: Facsimile:

Email:

(Please note: the newsletter is sent via email)

Educational Institute (if applicable):

Position:

2011 Membership Fees (Due Jan 2011)

(Please enclose with application. Cheques made payable to SPERA; Direct Debit: SPERA GENERAL ACCOUNT - WESTPAC BSB: 036105 Acct No. 130332; Credit: PayPal: through website)

- Full Membership \$110.00 (incl GST)
- Student Membership \$60.00 (incl GST)
- Overseas Membership \$155.00
- Pre-service Teacher Membership Free (no journal supplied-available at standard subscription rate of \$25.00 per issue).

I hereby apply for membership of SPERA for the year ending 31st December 2011

Signed: Date:

SPERA Executive for 2010/2011:



From Left: Gary Allen, John Borserio, Vince Connor, Simone White, Michael Preece, Tania Broadley, Emmy Terry, Vince Fleming, Sue Ledger, Don Boyd, Charles Bradley
Absent: Graeme Lock; Paula Jervis-Tracey

MEMBERSHIP

SPERA membership covers the calendar year.

2011 Membership Fees

- Full Membership \$110.00 (incl GST)
- Student Membership \$60.00 (incl GST)
- Overseas Membership \$155.00
- Pre-service Educator Membership Free (no journal supplied-journal is available at the standard subscription rate of \$25.00 per issue).

A membership application form for 2011 is available on the SPERA website:
www.spera.asn.au

We're on the Web!

See us at:

www.spera.asn.au

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Your Newsletter

Short articles of what is happening in Rural Education may be submitted for the newsletter by emailing a word document to

t.broadley@curtin.edu.au