



# IRSEA NEWS

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*IRSEA enriches the lives of retired Senior Educational Administrators through engagement, collegiality, friendship, and support while deploying its intellectual capacity and educational expertise for the betterment of public education in New South Wales, Australia, and beyond.*

## FROM THE PRESIDENT

GERRY McCLOUGHAN



### Annual General Meeting

Thank you to all involved in organising the wonderfully successful IRSEA Annual General Meeting held on Gadigal Country on 22 March 2024 at the Castlereagh Boutique Hotel, Sydney. It was quite outstanding for all attending – the occasion provided a superb balance of social contact and the reinforcement of the role of IRSEA in advocating for Public Education as a prime mover to improve society in NSW.

I would like to express my great admiration and gratitude to our outgoing President, Eric Jamieson, and Immediate Past President, Lindsay Wasson, for their contribution during the AGM, but also for their extensive efforts over the last few years in building productive relationships with the NSW Department of Education.

Eric and Lindsay saluted our special guests from the NSW Department of Education—Deb Summerhayes, Deputy Secretary; Kathy Powzun, Relieving Executive Director; and Kay Rigas, Acting Executive Director.

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Extra SPECIAL AGM SUPPLEMENT

Members' Luncheon  
Booking Form

### UPCOMING EVENTS

Members Luncheon  
Castlereagh Boutique Hotel  
Thursday 30 May 2024

Deb gave an earnest and passionate address, updating the Institute on the immediate directions the Department is taking to reposition public education as the leading school system in NSW and Australia.

Eric and Lindsay acknowledged the enormous contributions our guests are making to improve and promote Public Education and to embrace IRSEA as a valued strategic partner in the Department's work.

This was marked through the presentation of Honorary Membership to Deb Summerhayes, as well as presentation of Associate Membership certificates to Kathy Powzun and Kay Rigas.

It was wonderful to welcome in person new IRSEA members—Maurice Brunning, Annie Hollander and Michael Murray. We look forward to welcoming many more new members as the Institute looks to continue to build its membership base through expansion of *Full*, *Associate*, *Honorary* and *Life Membership* categories.



Thank you to committee members and office bearers for 2024-2025. John Allsopp has stepped down from the executive committee and we again acknowledge John for his significant contribution to the achievement of the mission of IRSEA, with over nine years of service on the IRSEA executive, and particularly for his excellent coordination of our regular luncheon meetings. Thank you to Eric for presenting John with an Outstanding Service Award for his much-valued work.

I would like to warmly welcome our new executive members for 2024—Irina White and Lyndall Foster.

As I take up the role of President for 2024-25, I would like to sincerely thank the great many members who have given me best wishes and support messages. As I said in the AGM, I hope to emulate the wonderful leadership I have experienced since joining IRSEA in 2019, especially from former presidents Graham Dawson, Lindsay Wasson and Eric Jamieson.





There are many ideas jostling in my mind, but I certainly wish to confirm the priorities of continuing to build the IRSEA membership, expanding the opportunities for participation of regional members, and to continue in building authentic partnership with the NSW Department and other key organisations in the quest to promote the achievement of leaders and teachers as well as students and their families in public school communities. To achieve these goals, I would greatly value ideas and input from IRSEA members. Please feel free to contact me via message or call on 0417243744.

### **Participation in the NSW Department of Education ANZAC Day 2024 Remembrance Service**

Lindsay Wasson, Ray Gillies, and I represented IRSEA at the ANZAC Day Remembrance Service on 24 April 2024. The service was held in the new William Wilkins Gallery at Head Office in Phillip Street Parramatta. The service was superbly conducted by Master of Ceremonies, Oliver Misko, from Sydney Secondary College, Blackwattle Bay Campus, with the amazing support of NSW students forming a cadet Honour Guard, extraordinary trumpeting of the Last Post and Rouse by Harry Kane from Newtown High School of Performing Arts, and impressive vocals from the NSW Public Schools Junior Singers.

A meaningful and moving Welcome Address from Ken Stevenson, Coordinator of the Teachers Chapter of the City of Parramatta RSL sub-Branch. Ken provided background about the teachers and officers of the NSW Public School System who served overseas prior to World War 1. Service overseas by teachers during this period included campaigns to Crimea (1854), New Zealand

(1863-4), Soudan (1885) and the 2nd South African War (1899-1902). As well, a contingent of ten female teachers served in South Africa during 1902-1904. A new honour board was unveiled during the ceremony to acknowledge the service of these teachers. The board marks the first NSW teacher to be killed in action, Lancer FI (Fred) Kilpatrick, who was a schoolteacher at Leichhardt Public School and at Carlingford.

The new board will be mounted in the corridors surrounding the new William Wilkins Gallery in Parramatta, joining the many other honour boards and memorials that have been relocated from the former Head Office, Bridge Street, Sydney.



Our esteemed IRSEA member, Dr Ken Boston, was acknowledged for his ongoing support in establishing and maintaining what is now a magnificent array of memorials held by the Department, including honour boards, tablets, paintings, tapestries and a remembrance book dedicated to the memory of NSW government teachers serving in the armed forces.

I was privileged to formally lay a wreath on behalf of IRSEA. Others to lay wreathes were Murat Dizdar, on behalf of the Department, Ken Stephenson and LTCOL Malcolm Conway on behalf of the Teachers Chapter of the City of Parramatta RSL sub-Branch, and Henry Rajendra, on behalf of the NSW Teachers Federation.

Lindsay Wasson was very proud to point out that the names of both his father (M.J. Wasson) and his grandfather (J.M.S. Wasson) are recorded on the War Service honour boards of the NSW Department of Education. What an exceptional family heritage to behold!

### **Participation in the Public Schools – Term 2 Hub & Spoke meetings**

On 8 May 2024, Lyndall Foster, Lindsay Wasson, and I represented IRSEA at Hub & Spoke meetings at Lucas Gardens School (with Metropolitan South & Student Support and Specialist Programs); at Glenfield Education Office (with Metropolitan South and West) and at Tuggerah Education Office (with Regional North).

It was refreshing to hear resounding messages from senior officers about the power of the Department concentrating on improving the learning of every student in every school.



To reinforce this, the Hub & Spoke agenda was absolutely focused on classroom and school leading and learning about the new departmental model of *explicit teaching* and through embracing the diversification of the workforce to address inequity.

It is impressive that the Department is pulling together highly significant research on equity and teaching and learning, and packaging it in ways that can be used effectively and consistently across the wide spectrum of student, teacher and leader diversity that characterises public education in NSW. It is wonderful to also hear that innovative and successful educational initiatives that are emerging from the ground (schools, clusters, and networks) are being valued by the Department.

The hub and spoke model employed on the day provided an excellent balance of state and local input and discussion with strong leadership and direction book-ending the day from the outstanding Deputy Secretary, Public Schools, Deb Summerhayes.



I am pleased to report to members that IRSEA's representation in Departmental summits and pinnacle professional learning events is highly valued by senior Department officers. There is an open willingness to continue to connect and collaborate to improve the learning and life outcomes of every child and young person in NSW public schools.

IRSEA's participation provides our Institute with valuable connections and insights into the current directions and operations of the Department, and I hope the collaboration will expand so that more members can take part in this unique way to bolster and influence public education.

I look forward to meeting with as many members as possible during the upcoming **General Lunch meeting on 30 May 2024**. Please come along to enjoy the camaraderie and to contribute to the other important aspects of IRSEA's mission. We have an entertaining agenda planned for the day, with opportunities to further build IRSEA as a member-value organisation.

Gerry McCloughan

**President, IRSEA**



## HONORARY MEMBERSHIP: H.E. Ambassador John Aquilina

### Email from John Aquilina re his Honorary Membership

Dear Lindsay,

Once again, please accept my sincere and humble thanks for presenting to me the Honorary Membership Certificate of the Institute of Retired Senior Educational Administrators at our Education Team Lunch last Thursday.

Under normal circumstances, I would have attended tonight's AGM to extend my thanks to the Institute Members in person.

As this is not possible, it would be appreciated if my gratitude could be passed on to those present.

My chosen career was to be a teacher.

I have always believed that there is no nobler profession than to nurture, pass on, and expand the world's knowledge.

Kindest regards,

John



H.E. Ambassador John Aquilina A.M., U.O.M.



## THE NSW DEPARTMENT OF EDUCATION

AN UPDATE ON  
DEVELOPMENTS**from Raechel McCarthy,  
DEL and IRSEA Liaison**

Hi all

I was very pleased to hear of the recent highly successful IRSEA Annual General Meeting on 22 March where our new Deputy Secretary, Deb Summerhayes presented to your group. Deb and I worked together many years ago at Hoxton Park High School when she was Head Teacher English and I was a history teacher and so I know of her authentic commitment to improving educational outcomes for our most disadvantaged students. I was disappointed I couldn't attend to hear her presentation but I had already arranged leave to go on a weekend cruise with friends.

Syd has suggested that I provide some more information relating to a recent ABC news article about the outstanding turnaround of Cessnock High School where over 70% of their community are in the bottom quartile for socio-economic disadvantage. Using a combination of Quality Teaching Rounds, Trauma Informed Practice and by embracing Explicit Teaching, the school has seen a massive improvement in NAPLAN results providing students with the essential literacy and numeracy skills required to break the cycle of disadvantage. I have provided the link for the article below:

<https://www.abc.net.au/news/2024-04-14/formerly-violent-nsw-high-school-sets-model-for-teaching/103675354>

Our Secretary Murat Dizdar has recently explained that through [Our Plan for NSW Public Education](#), we are supporting schools and teachers to ensure explicit teaching strategies are embedded in every classroom. To guide the approach to teaching and learning, our Department has released a formal statement on [Explicit teaching in NSW public schools](#). This 3-page document (included on pages 8-10) unpacks what great teachers are already doing in many classrooms across NSW. However, the statement will help deepen our shared understanding of what explicit teaching looks like when implemented within our education system and provides greater clarity for teachers and school leaders about its effectiveness.

***Why explicit teaching?***

- Explicit teaching is effective when learning is new or complex because it is responsive to how the brain processes, stores and retrieves information.
- Explicit teaching supports learners of all ages and backgrounds.
- Explicit teaching helps drive learning and engagement.

During the upcoming Term 2 Staff Development Day, our Secretary will share more about our approach to explicit teaching and unpack the statement. Explicit teaching resources to support teachers and leaders will be made available later in Term 2.

I am constantly amazed by the fantastic resources now available for teachers to hone their craft and this statement is one of them. I certainly wish it was available when I first started teaching.

Stay well everyone and I hope to see you all soon.

Regards

Raechel

NSW Department of Education

# Explicit teaching in NSW public schools

'School-wide explicit teaching approaches incorporate modelled, guided and independent practice.

Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.'

School Excellence Framework, Teaching Domain (p 11)



education.nsw.gov.au

## What is explicit teaching?

Explicit teaching consists of a set of principles that inform a range of dynamic and responsive teaching strategies. It involves teachers clearly explaining, demonstrating and modelling to students:



why they are learning something



what their learning goals are



how it connects to what they already know



what they are expected to do



how to do it



what it looks like when they have succeeded.

Students being given opportunities and time to:



show their understanding of what has been taught



ask questions to clarify and build understanding



practise using skills and knowledge they have learnt



receive clear, timely, effective feedback.

## What is it not?

Explicit teaching does not involve:

- students engaging in independent learning activities and problem solving before teachers provide the necessary explanations, demonstration or modelling
- teachers not adjusting to what students know, understand and can do
- teachers being required to use scripts
- the teacher spending most of the lesson talking, and students not having the time to practise and action feedback
- students engaging in tasks that are not creative or imaginative.

## What does the evidence say?

Explicit teaching works because it aligns with how students process, store, and retrieve information.

When implemented effectively, explicit teaching works for all students across all year groups and ability levels.

It does not preclude the use of other teaching strategies, but order and frequency are important.

It is the best way to teach students new or complex concepts and skills and provides the necessary building blocks for guided and independent practice.

CESE resources unpack the evidence base for explicit teaching

What works best





## Effective explicit teaching

Explicit teaching happens every day in classrooms across NSW. Identified in [What Works Best](#) since 2015, explicit teaching is not new. It is a recognised part of teacher professional practice.

### Enabling factors

Students learn best in safe and inclusive environments that consider the cultural, social, emotional, behavioural and physical aspects of learning. Teachers hold high expectations of learning for every student. They use their deep knowledge of curriculum and their understanding of how learning occurs to plan effective learning for all students ([Australian Professional Standards for Teachers](#)).

Leaders ensure there is a coherent, inclusive school-wide approach to deepening teacher understanding of cognitive load theory and explicit teaching practice. Student learning improvement is monitored over time.

### Planning for explicit teaching

Guided by the iterative nature of the teaching and learning cycle, teachers use evidence to plan for the intentional use of explicit teaching strategies. This allows them to manage the cognitive load of students as they learn, providing the right balance of challenge and support for every learner ([Martin and Evans 2018](#)).

### Explicit teaching strategies

Explicit teaching strategies are inclusive of all students and benefit every student when learning new knowledge and skills ([AERO 2024a](#)). Teachers intentionally use explicit teaching strategies at the right time for the right purpose and in the right combination to optimise learning for every student.



## Explicit teaching strategies to optimise student learning

### Gradual release of responsibility

Informed by evidence of student learning, teachers intentionally support new learning. This is most effective when teachers break down new information by explaining, demonstrating and modelling ([AERO 2024a](#)). Skills and concepts are modelled and teachers provide opportunities for students to apply their understanding in guided and independent practice. Teachers respond to student understanding by moving backwards and forwards between teacher modelling, guided practice and independent practice ([NESA 2022](#); Fisher and Frey 2021).

### Chunking and sequencing learning

Learning is a cumulative and systematic process. Working memory is optimised when new content is broken into a sequence and manageable steps, each consolidated with practise. This helps students build on what they already know, understand and can do.

Sequencing intentionally orders learning to manage students' cognitive load. Chunking breaks complex concepts, strategies or skills into smaller, more manageable components ([AERO 2024a](#)).

### Connecting learning

Teachers actively support students to make connections to prior learning and across knowledge, skills and understanding as well as to prior learning experiences. This is important because students need to connect new learning to their existing knowledge ([AERO 2023](#)).

### Sharing learning intentions

Learning intentions are statements aligned to the syllabus which clearly describe what students should know, understand or be able to do following an activity, lesson or series of lessons. Effective learning intentions are communicated in student-friendly language, modelled by the teacher and shared in ways that make sense to students to ensure they know what they are learning and why (Clarke, Timperley & Hattie 2003). The teacher uses the learning intentions throughout a lesson and series of lessons to guide their decision making.

### Sharing success criteria

Success criteria are the measures used to determine whether, and how well, learners have met the learning intentions. They are aligned to the syllabus, use language students understand and can be co-constructed with students. They are referred to throughout a lesson or sequence ([AERO 2024b](#)). Success criteria provide the basis for feedback (William 2011), help teachers understand the impact of their teaching and help students have clarity about their learning ([AITSL n.d](#)).

### Checking for understanding

Teachers check for understanding throughout the lesson to establish where all students are in their learning. Checking for understanding is crucial to identify gaps and adjust teaching before moving to independent practice or removing scaffolds. When every student's learning is monitored it helps create a safe learning environment where students feel supported to be active participants ([AERO 2024c](#)).

### Using effective feedback

Feedback is effective when it is both timely and task focussed ([CESE 2020](#)). It focuses on growth and improving understanding for future learning experiences. Feedback is effective when planned for and students are given the opportunity to reflect and act on the feedback they're provided.

### Using effective questioning

Teachers use questioning to deepen student thinking and to gather information about what students know ([CESE 2020](#)). Student responses inform effective decisions about teaching and learning. Teachers intentionally employ structures that support all students to participate and share their thinking.

#### Further reading

AERO (2023) [Explicit instruction optimises learning](#)

AERO (2024a) [Teach explicitly](#)

AERO (2024b) [Explain learning objectives](#)

AERO (2024c) [Monitor progress](#)

Clarke S Timperley H and Hattie J (2003) *Unlocking Formative Assessment: Practical Strategies for Enhancing Students' Learning in the Primary and Intermediate Classroom*, Hodder, London.

Fisher D and Frey N (2021) *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*, 3rd edn, ASCD, Alexandria VA.

Martin AJ and Evans P (2018) 'Load reduction instruction: Exploring a framework that assesses explicit instruction through to independent learning', *Teaching and Teacher Education*, 73:203–214.

William D (2011) *Embedded Formative Assessment*, Solution Tree Press, Bloomington IN.

## COMMITTEE REPORT UPDATES

### Treasurer's Update: Ray Gillies

On 31 April 2024, the IRSEA bank account had a balance of \$10,620. Our Term Deposit is valued at \$10,335.07 (maturing 14 October 2024).

At this time, IRSEA receipts were \$2,475 in members' subscriptions; \$2,430 in members' donations to Stewart House; \$1,755 for meeting lunches; and a \$30 donation towards increasing costs. Expenses comprised the forwarding of Stewart House donations \$2,430; \$2,040 for meeting lunches and venue costs; \$405.80 for the March newsletter printing and postage; \$278.80 for membership certificates; and \$54 NSW Fair Trading fees.

While IRSEA finances are more than sufficient to meet foreseeable commitments, I forecast that expenses will exceed receipts in 2024.

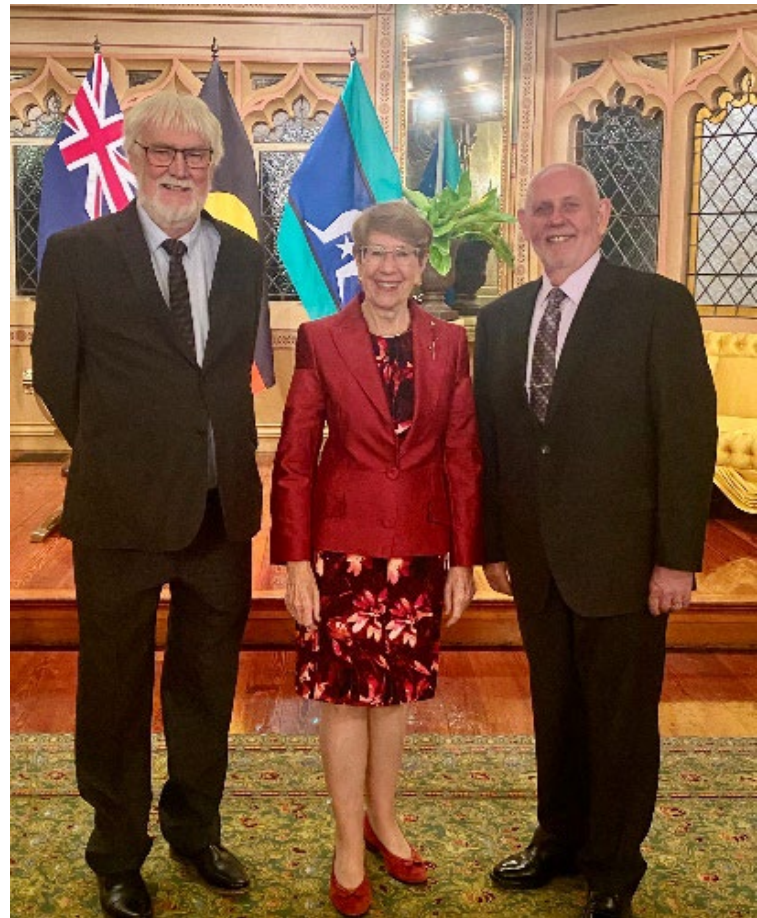
### Stewart House Update: Alan Laughlin



Her Excellency the Honourable Margaret Beazley AC KC, Governor of NSW, was kind enough to host a reception at Government House on

15 April for supporters of Stewart House. The Governor is a patron of Stewart House.

This was a greatly appreciated way of saying thank you to the many workers who support Stewart House and was also a clear affirmation of the importance of Stewart House as a critical and highly regarded support service for needy children in our public schools.



*Her Excellency the Honourable Margaret Beazley AC KC, Governor of NSW with Barry Johnson (Board Member) and Graeme Philpotts (CEO).*

My wife, Ann, and I were privileged to be invited representing both IRSEA and The Friends of Stewart House. Kerryanne Knox and her partner Ray Gentles also attended representing both these groups.

### School Activities: some colour and movement

In the first term of 2024, Stewart House hosted almost 400 students, representing a quarter of the annual student intake. The children arrived from the surrounding areas of Bankstown, Parramatta, ACT, Penrith & Blue Mountains, Tamworth, Armidale, Wollongong, Blacktown, Shellharbour, and Batemans Bay.



## Pizzas

To describe some more of the student-centred activities at Stewart House, a new program activity is the pizza-making class. Stewart House has contracted a professional chef with all the necessary equipment. The children enjoy a demonstration of how quality homemade pizza is assembled, including making dough from scratch, selecting the toppings and then actively participating in creating and enjoying their personally customised pizza! This experience encourages discussions about food safety, toppings, flavour combinations, and reflections on making homemade pizza from scratch.

## Parliament House Visits

In March, 22 students from 14 different schools attended a special tour of the Parliament of NSW. Local members from the electorates where these children reside engaged with the group in a lively chat about the parliamentary process. Teachers reported that students exhibited interest in learning how to become politicians and were eager to explore approaches to influence policies. A popular topic discussed was the reduction of school days and the prohibition of homework! (Good luck with that.)

The MPs involved included the Hon. Ryan Park (Member for Keira), the Hon. Paul Scully (Member for Wollongong), Mr Warren Kirby (Member for Riverstone), and Dr Hugh McDermott (Member for Prospect).

As an aside, the students watched healthy debate on the introduction of a new bill by Mark Latham in the Upper House. They were so engrossed when Latham called for a 'yes vote', one of the girls called out 'yes' from the gallery which created much laughter across the floor. Latham called to the Speaker for the little girl's vote to be recognised as one of very few he was likely to receive!

## Actions to address revenue decline

Stewart House has appointed a Chief Development Officer whose primary task will be to liaise with campaign specialists on approaching significant donors to come up with a significant fundraising campaign.

The Marketing Executive and CEO have also commenced high level negotiation with the Senior Manager, Stakeholder Engagement, in the Communication and Engagement Directorate, Office of the Secretary, NSW Department of Education, to address the decline in school-based fundraising and workplace giving within the Department. Hopefully strategies will see contributions start to increase in the coming years.



## MEMBERS' CONTRIBUTIONS

### Editor's Note:

*STORIES FROM MEMBERS ARE ALWAYS A GREATLY VALUED FEATURE OF IRSEA NEWS!*

*PLEASE SEND US A MEMORY, AN OPINION, A RESPONSE TO ITEMS IN OUR NEWS, OR ANYTHING ELSE YOU WANT TO TELL US. PLEASE USE THE EMAIL THAT SENT YOU THIS COPY OF YOUR IRSEA NEWS.*



## National Report on Schooling in Australia

# 2022

The *National Report on Schooling in Australia 2022* is the 34th annual national report on Australia's school education sector. It was produced by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on behalf of Australian education ministers.

The report highlights progress in 2022 towards the [Alice Springs \(Mparntwe\) Education Declaration](#) released by Australian education ministers in 2019 and is the second national report to address statistical information on Australian schooling in 2022.

This written report addresses the 11 areas of commitment to action specified in the Alice Springs (Mparntwe) Declaration. It describes the national policy and reporting context for school education in Australia, and reports against the nationally agreed key performance measures (KPMs) for schooling specified in the [Measurement Framework for](#)

[Schooling in Australia 2020](#), providing data, analysis and commentary. It also includes other high-level statistical information on Australian schooling in 2022 and for the period 2012–2022 inclusive.

**Members interested in reading the full report can find it at the Australian Curriculum Assessment and Reporting Assessment Authority (ACARA) website :** [www.acara.edu.au](http://www.acara.edu.au).

### Latest statistics

The number of schools in each state and territory is listed below.

In 2022, a total of 4,042,512 students were enrolled in Australian schools, an increase of 0.3% from 2021. Section 2.3 of the report relates to numbers of students by school sector, state and territory, and Aboriginal and Torres Strait Islander status. Around two-thirds (64.5%) of school students are enrolled in government schools and about one-third (35.5%) in

non-government schools. More than half (56.3%) of students were primary school students.

Australia's teaching workforce continues to be predominantly female, with women making up 71.9% of FTE teachers in 2022. The gender difference was more pronounced at the primary level (82.0% female) than at secondary level (61.4% female).

Progress towards the commitment to action across systems reported for 2022 included:

- A focus on student voice, including a commitment of \$10.5 million from the Australian Government in 2022 to a Youth Engagement Model to give young people the opportunity to engage with the policies and programs that impact on them.
- A commitment to supporting quality teaching through an agreement to support teacher workforce shortages (National Teacher Workforce Action Plan, 2022), an investment in initial teacher education, and leadership support across a number of states and territories.
- A focus on better understanding and supporting individual student needs, including a \$183 million investment by the Victorian Government to the Middle Years Literacy and Numeracy Support Initiative, providing teaching support to secondary school students who are at risk of finishing school without the literacy and numeracy skills they need for future work or study.
- A commitment to empowering Aboriginal and Torres Strait Islander students to reach their potential, including embedding culturally responsive teaching practices into education.
- Strong responses by a number of states and territories on emerging issues, such as vaping.

## NAPLAN

Section 5.1 of the report summarised participation and achievement in the National Assessment Program – Literacy and Numeracy (NAPLAN).

In 2022:

- NAPLAN participation rates were over 95% for Years 3, 5 and 7. Year 9 students had the lowest participation in NAPLAN at 91.7%.
- At least 95% of Year 3 and Year 5 students achieved at or above the national minimum standard for reading, as did 94.2% of Year 7 students and 89.6% of Year 9 students.
- Over 96% of Year 3 students achieved at or above the national minimum standard for writing, as did 92.6% of Year 5 students, 90.6% of Year 7 students and 84.1% of Year 9 students.
- At least 95% of students in years 3, 5 and 9 achieved at or above the national minimum standard for numeracy, as did 92% of Year 7 students.
- At a national level, there were upward long-term trends in the mean scaled scores for reading in Years 3 and 5 and for numeracy in Year 5.

## International Assessments

Section 5.3 reported on student achievement in the Organisation for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA) assessments. In 2022:

- 57% of Australian students achieved scores at or above the proficient standard for reading literacy,
- 51% of Australian students achieved scores at or above the proficient standard for mathematical literacy, and



- 58% of Australian students achieved scores at or above the proficient standard for scientific literacy.
- Across all three domains, average scores for Australian students were higher than the OECD average.
- At the national level, across all three domains, there were no significant differences in average PISA scores between 2015 and 2022.

### School Funding

Schools are funded through a combination of state or territory government funding, Australian Government funding, fees, and charges and other parental or private contributions.

In the 2021–22 financial year, total recurrent government funding for schooling was \$78.69 billion (\$22,511 per student in government schools and \$14,032 per student for non-government schools). This was made up of \$53.56 billion (68.1%) from state and territory budgets and \$25.12 billion (31.9%) from the Australian Government (Commonwealth) budget.

Overall, 74.6% (\$58.74 billion) of total recurrent government funding was allocated to government schools and 25.4% (\$19.95 billion) to non-government schools. The bulk of state and territory funding (91.5%) was allocated to government schools, while 61.2% of Australian Government funding was allocated to non-government schools.

***Should these data give rise to reflection, concern or even dismay to you please respond to the editor, [sydsmith@optusnet.com.au](mailto:sydsmith@optusnet.com.au).***

**Syd Smith**  
Editor

## A Response to Ken Boston's Article on Gonski

**Chris Bonnor**

As a newly minted honorary member of IRSEA I did enjoy reading Ken Boston's feature article 'Don't give up on Gonski' in the November newsletter. This might surprise some, given that Ken is critical, albeit constructively, of the way Tom Greenwell and I seem to dismiss Gonski in favour of structural reform. Indeed, we make statements such as "there is no point in waiting for Gonski. It was never going to fix the problem of the unlevel playing field".

Not only that, *Waiting for Gonski* doesn't devote much attention to the ongoing need for full SRS funding of public schools. We do this in a subsequent publication, *Choice and Fairness: a common framework for all Australian schools*, published by Australian Learning Lecture. But *Waiting for Gonski* has to stand alone, and Ken's criticism has some validity.

We assume other things as well, for example that a firm commitment to authentic school-level reform is essential. We didn't elaborate because others are far better equipped to make a telling contribution to that debate, not least the members of IRSEA. On school reform our focus was on warning that it includes the good, the bad, and the ugly – and is often promoted to distract from a balance of other priorities. The language around school reform certainly rules: even the original implementation of Gonski somehow morphed into legislation about making sure schools do better.

Labor and the Coalition both play that game. Last year, Labor set up quite restrictive terms of reference for its [Review to Inform a Better and Fairer Education System](#). Thankfully, the review panel thought deeper and wider – and firmly placed whole system structural change on the agenda for the next

National Schools Reform Agreement. It noted the increasing concentration of disadvantage in Australian schools and recommended that this issue be addressed. It even included further analysis from Nous Consulting about policy options to increase socio-economic diversity in schools.

It clearly felt the pressure to act, a pressure coming from many directions. Continuing research is pointing to the damage created by the high socio-educational segregation of students as they progress (or otherwise) from Years 3 to 9. [Productivity Commission Analysis](#) (2022) showed that struggling students who attend schools with high concentrations of disadvantage make substantially less learning progress from Year 3 to Year 9 than those who attend schools with a more advantaged cohort. It pointed to the emerging significance of peer impacts on student learning. Other organisations are active in this field, including the Paul Ramsay Foundation which has awarded a fellowship to Michele Bruniges to investigate ways of reducing concentrations of disadvantage in Australian schools.

*Waiting for Gonski* (2022) and *Choice and Fairness* (2023) both build on the work of others, alongside our own research and findings. One constant theme over decades is how decisions about school funding have been made in the absence of enough attention to the whole framework of interacting schools, how it works – and why it doesn't. Successive interventions didn't go deep enough into the problem of enrolment segregation, with all its causes and consequences. The closest we ever got was in the work of the Schools Commission in the 1980s, to be quickly unravelled by the Howard government. Labor wouldn't revisit it - and now we are paying the price.

Ken's critique made me think we need to simultaneously advocate for, and implement, three essential changes if Australian school education is to achieve the holy grail of both equity and excellence.

They are:

- **full equity funding,**
- **evidence-based school reform, and**
- **the wider structural changes needed to ensure that the first two deliver on their promise.**

We need all three at the same time. Full SRS funding won't deliver as we expect if the extra investment doesn't preference proven reform. The effectiveness of both equity funding and school reform will always fall short if nothing changes in our framework of schools.

The problem is that there are too many school education peak groups and lobbies pushing for just one or possibly two of the required three interventions. Reforming the framework has always fallen into the too-hard basket ... and this will keep happening until the resulting problems become too big to ignore. We have arguably reached that point in 2024.

But it is even harder now. For over two decades any intervention has needed to accommodate school choice. John Howard's private school constituency won't accept anything less. Interestingly, the Gonski needs-based funding and other recommendations could have restored some balance of school enrolments, but vested interests ensured that any self-levelling mechanism was never given a chance.

The reality of school choice brings us to *Waiting for Gonski* and our proposal to fully fund all private schools willing to accept the same obligations, operation (especially in relation to enrolments) and accountabilities ... without charging fees. Those schools would thus exist on equal terms alongside government schools, without being part of the secular public system.

Ken Boston argues that this will never happen. But the mere proposal of such a radical change (albeit not radical in the OECD world) may account for some of the creative thinking gaining currency over the last twelve months. As we say in the final

chapter, we need new conversations that might take us closer to a lasting settlement. In 2024 the doors to this are more open than before.

But I want to conclude with two oddly connected challenges. The first is easy: imagine what will happen on so many levels if we *don't* get implementation of full and equitable SRS funding. There's hardly any need to spell it out.

But here's the other challenge: what will happen if we *do get* the funding but not much else changes? My co-writer summed it up in a session we ran at a conference last year. If little else changes, he said, *...the unlevel playing field on which Australian schools currently operate would remain intact and mostly unchanged. Publicly funded non-government schools would continue to be allowed and encouraged to charge fees as high as the market will bear. They would continue to be allowed to pick and choose the students they enrol and expel.*

*The leaders of public systems would continue to be tempted to respond to the market power of the non-government sectors by promoting selective schools - actual or de facto. Non-government schools would still enjoy significant total resource advantages derived from the combination of taxpayer funding and income from fees and other sources. These resource advantages would still be employed to pull in advantaged and high-achieving students, just as fees and enrolment discriminators continue to push the disadvantaged and underachieving away.*

In other words, all the drivers of segregation would remain in place, largely unaltered.

Concentrations of social disadvantage in schools and classrooms across Australia would continue to dramatically diminish academic achievement and contribute significantly to inequality in educational opportunities and outcomes.

Competition between Australian schools would continue to be based on their capacity to cherry pick the most able and affluent rather than on their ability to enhance the learning of the most

disadvantaged. The hidden curriculum would continue to be one of exclusion and domination. The basic structures of our school system will continue to replicate and exacerbate broader social hierarchies and divisions.

In many ways it's rather like conversations about climate change. Leaving aside the doubters, we used to talk about what might happen in the future if not enough changes. But in very recent years the conversation is less about the future ... because the consequences of inaction are now playing out in our daily lives. Similarly, school equity and achievement, and the vital role and status of public education have already reached crisis point. Our schools' future is here and now.

### Editor's Note

***Should these data give rise to reflection, concern or even dismay to you please respond to the editor, [sydsmith@optusnet.com.au](mailto:sydsmith@optusnet.com.au). Your thoughts on this article or Chris Bonnor's outstanding article will be welcomed.***

**Syd Smith**







# IRSEA News

## Supplement: AGM 2024 Report

*IRSEA enriches the lives of retired Senior Educational Administrators through engagement, collegiality, friendship, and support while deploying its intellectual capacity and educational expertise for the betterment of public education in New South Wales, Australia, and beyond.*

### PRESIDENT'S REPORT

ERIC JAMIESON



#### Reflections

Custodianship of IRSEA during the past year has been the greatest of honours. After all, how many people reprise the opportunity to serve alongside their heroes of education, years after thinking that stage of life was over!! The camaraderie, support, and wise counsel have been brought to life once again, reviving wonderful memories of times past, as well conjuring future possibilities. To have such an opportunity, whilst also connecting with the current great leaders of public education in NSW, is truly something very special. I am immensely grateful to all. Thank you.

A very special mention to the incredibly talented and devoted executive who serve IRSEA so well. To Lindsay and Gerry, you know what you mean to me. Our future is in great hands with you at the helm. Thank you to Murat, Deb, Kathy, and Kay for ensuring our two great organisations are powerfully connected. And to Raechel McCarthy, for bringing that connection to life.

To acknowledge how beautifully special our IRSEA membership is, I honour you in verse.

#### AGENDA

11:00 Arrival: Bar Area, Level 2

11:50 Move to Adam Room, Level 4

12:00 Acknowledgement of Country

Welcome: Eric Jamieson

Apologies  
Presentation of  
Certificates and Awards

12:15 Guest Speaker  
Deb Summerhayes, PSM  
Deputy Secretary, NSW  
Department of Education

12:45 AGM Business  
Appointment of Returning  
Officer  
Call for Items of General  
Business  
Acceptance of Minutes for  
2023 AGM

12:50 Executive Committee Reports

1:00 Election of committee members  
& office bearers 2024/5

1:05 Incoming President: Gerry  
McCloughan

1:15 Lunch

## Connecting Past and Present to Future Possibilities

In the heart of NSW, a beacon shines bright,  
IRSEA, where giants gather, their passion alights.  
Care, camaraderie, commitment entwine,  
Enabling young minds, a mission divine.

What a privilege, joining with such fine folk,  
On a journey of promise, hearts intertwined, bespoke.  
Together we tread paths where dreams take flight,  
Shaping tomorrow, in each other's light.

On a beautiful day let the story be told  
That this is a time of the courageous and bold.  
Bridging the past with leaders anew,  
A symphony of wisdom, a vibrant hue.

As the world evolves, as change whirls,  
Education's flag, they boldly unfurl.  
Their moral imperative, a beacon to all,  
Curiosity and passion, the future enthral.

With Murat and Deb, at the helm they sail,  
Kathy, Kay, and Raechel, their innovation, they unveil.  
New members join, a wealth untold,  
Their energy, their talent, a story to unfold.

United, they strive for something grand,  
Nurturing potential, hand in hand.  
Their mission clear, their vision bright,  
To spark global phenomena, a dazzling light.



Committee members, silent heroes true,  
Giving selflessly, their dedication in view.  
With Gerry and Lindsay, leading the way,  
Brian and Ray, being true to each day.

Alan and Graham, in wisdom they bathe,  
Janina and Kim, fearless and brave.  
Kerry and Kerrie, their devotion profound,  
Syd and John, unite members unbound.

In this circle of talent, dreams take flight,  
Ideas bloom, under the sun's warm light.  
A privilege to stand, with such souls,  
In a tale of courage, where the future unfolds.

So let it be known, on this amazing day,  
IRSEA's story, in words we portray.

A time for the bold, the courageous, the true,  
Guiding the way for the many, the few.

We have paved the way, that much is clear,  
But is it enough? Stakes so high and so dear.  
Gathering with greats, this moment, this place,  
A future that inspires, together we embrace.

In educators' DNA, boundless energy and zeal,  
As the world shifts, myriad opportunities reveal.  
Inspiring learning, the beacon guiding us all,  
With moral purpose so strong, our clarion call.

So let us all stand tall, shoulder to shoulder,  
Embracing potential, as we grow bolder.  
With the spirit of IRSEA, the Department, and friends,  
We raise our glasses and together transcend.





## COMMITTEE REPORT UPDATES

## TREASURER'S REPORT: RAY GILLIES



## INSTITUTE OF RETIRED SENIOR EDUCATIONAL ADMINISTRATORS INC.

ABN 78 259 388 090

<https://www.irsea.org.au>

## ANNUAL FINANCIAL REPORT FOR 2023

## Balance sheet: Financial Year - 1 January to 31 December 2023

Assets		Liabilities	
CBA Society Cheque A/c	\$9,139.48	Subscriptions in advance	\$205.00
CBA Term deposit	\$10,335.07	Subs. arrears written off	\$75.00
Non-current assets	\$0.00	Uncashed cheque	\$130.00
Subscriptions in arrears	\$50.00		
Total assets	\$19,524.55	Total liabilities	\$410.00
Net equity	\$19,114.55		

## Income and Expenditure: Financial Year ending 31 December 2023

Income		Expenditure	
Stewart House	\$3,077.00	Stewart House	\$3,167.00
Subscriptions	\$2,685.00	Newsletter (printing)	\$1,220.00
Donation	\$110.00	Newsletter (postage)*	\$331.40
Lunch meetings	\$5,405.00	Lunch meetings	\$5,870.00
		Refund (overpayment)	\$10.00
		Fees to Fair Trading	\$50.00
		Other printing and postage	\$145.78
Total income	\$11,277.00	Total expenditure	\$10,794.18
		Operating surplus	\$482.82
CF from 2021-2022	\$8,656.66		
Plus operating surplus	\$482.82		
CF 2024	\$9,139.48		

## Reconciliation as at 31 December 2023

Interest earned on the CBA IRSEA Term Deposit in 2023 was \$284.37. The current term deposit at 4.25% matures on 14 October 2024.

1. I move that the AGM approves the Annual Financial Report for 2023.
2. I move that the IRSEA annual subscription fee remain at \$25 for 2025.

Ray Gillies

Treasurer, IRSEA



# INSTITUTE OF RETIRED SENIOR EDUCATIONAL ADMINISTRATORS INC.

ABN 78 259 388 090

<https://www.irsea.org.au>

## TREASURER'S REPORT TO MEMBERS

FRIDAY 22 MARCH 2024

### Financial position on 22 March 2024

#### CURRENT BALANCES

Society Cheque Account (at bank)	\$12,448.68
Term deposit (matures 14 October 2024 at 4.25% pa)	\$10,335.07
TOTAL	\$22,783.75
Subscriptions due (paid to 2022)	\$100.00
Subscriptions due (paid to 2023)	\$475.00
Less subscriptions paid in advance	-\$85.00
EQUITY	\$23,273.75

#### SUMMARY TO DATE

##### Receipts (1 January to 22 March 2024)

Subscriptions	\$2,125.00
Stewart House donations	\$2,325.00
Payments by members for March AGM	\$1,690.00
Donation to IRSEA	\$30.00
TOTAL RECEIPTS	\$6,170.00

##### Expenditure (1 January to 22 March 2024)

Stewart House donations forwarded	\$2,325.00
Refunds to members unable to attend March AGM	\$65.00
Anticipated expense March AGM (members)	\$1,560.00
Anticipated expense March AGM (venue and guests)	\$480.00
TOTAL EXPENDITURE AND DUE	\$4,430.00

#### NOTES:

1. IRSEA commenced the year with \$9,139.48 in the Society Cheque Account.
2. IRSEA is in a satisfactory financial position to meet any foreseeable debts.
3. 21 members have still to pay their annual subscriptions.
4. I have sent subscription renewal reminders to unpaid members.

## COMMITTEE REPORT UPDATES

I would like to thank Eric Jamieson for his outstanding leadership as President and for his support, along with that of the other members of the executive, in my role as Secretary over the last year. Unfortunately, our Luncheon Coordinator John Allsopp will not be continuing after fulfilling this role over the last 9 years. I would like to acknowledge the tremendous contribution that John has made to IRSEA since joining the executive with the wise advice he has given from his substantial experience across education and training and finance.

Since the March 2023 Annual General Meeting, the executive committee has met four times (24 April, 27 June and 12 October 2023; 16 February 2023). Two general luncheon meetings were held (4 August and 1 December 2023). We have been fortunate to have had excellent guest speakers for those meetings. At the May meeting, our President Eric Jamieson spoke on possibilities and perspectives to progress education; at the December meeting Raechel McCarthy, Director Educational Leadership Lake Illawarra North Principals Network School Performance, Regional South School Performance Directorate and Jason Miezis Director Educational Leadership, Eastern Creek Principals Network School Performance, Metropolitan South and West School Performance Directorate spoke on plans for revitalising Public Education. Deb Summerhayes, PSM, Deputy Secretary NSW Department of Education spoke at the 2024 AGM.

At the last executive meeting, the dates for two of the general meetings in 2024 had to be changed as rooms were not available at the Castlereagh Boutique Hotel for the proposed dates. The dates for the three general meetings are now: Thursday 30 May; Friday 2 August (unchanged); Friday 29 November.

Our executive committee meeting dates for the rest of the year are: Friday 19 April; Friday 21 June; and Friday 25 October. If you would like any matters raised at the executive meeting, please contact me at least a week before the meeting. Members are also reminded that they are welcome to attend executive meetings as observers. If you would like to do so, then please contact me at [secretary@irsea.org.au](mailto:secretary@irsea.org.au).

## SECRETARY'S REPORT: BRIAN DAVIES



In relation to communication with members, there a problem arose for me with group emailing members with Big Pond accounts. Emails were not getting through as Big Pond had deemed the Secretary's email as suspicious. There are 50 members with Big Pond accounts. I have established another email account [bdjinstitute@gmail.com](mailto:bdjinstitute@gmail.com) which you are welcome to use.

Another social event for members was organised at the Kirribilli Club in June 2023 by Kerryanne Knox our Welfare Coordinator. These events were initiated by Kerryanne, and more are planned. Kerryanne is to be commended for her communication of very thoughtful messages concerning the passing of members.

In the area of communications, Syd Smith has done a wonderful job in developing a new look newsletter. He has been assisted by our tireless President, Eric Jamieson, with new technology in the layout and publication of the newsletter. Many thanks also go to Grant Beard who has helped for many years with formatting the newsletter. The newsletter depends on the contributions it receives.

Members are encouraged to continue to supply articles, and everyone is encouraged to provide feedback and opinions on those articles contributed. There is always more demand for articles. In the last twelve months, four newsletters have been distributed. These took place in May, July, and November in 2023 and February in 2024. Separate copies were also sent to the widows of late members.



Back issues of the newsletter are now available on the IRSEA website as well ([irsea.org.au](http://irsea.org.au)).

On 20 April 2023, Lindsay Wasson laid a wreath at the Department’s ANZAC Remembrance Service. In 2024, the NSW Department of Education and the

NSW Teachers' RSL sub-Branch will once again invite members to the Service, which this year will be on Wednesday 24 April at 2.00 pm at the NSW Department of Education,105 Phillip Street, Parramatta. Members will be informed of the formal invitation once it is received.

Election of IRSEA Executive Committee 2024-2025

IRSEA cannot continue unless members are willing to help on the Executive Committee. Thank you to all members who have assisted on the Committee and to those who have nominated to serve on the 2024-25 Executive Committee. The following nominations were received for the election at the 2024 Annual General Meeting:

Committee Position	Nominations for 2024-2025
President	Gerry McCloughan <sup>1</sup>
Immediate Past-President	Eric Jamieson <sup>1</sup>
Vice-President	Lindsay Wasson
Secretary	Brian Davies
Treasurer	Ray Gillies
Newsletter Editor	Syd Smith
Membership Officer	Kerrie Ikin
Welfare Coordinator	Kerryanne Knox
Luncheon Coordinator	Lindsay Wasson
Stewart House Contact	Alan Laughlin
Public Officer	<sup>2</sup>
Committee Members	Alan Laughlin, Janina Sulikowski, Graham Dawson, Kim Fillingham, Irina White, Lyndall Foster

<sup>1</sup> Not elected, as per last year’s position as Vice-President and President, respectively.

<sup>2</sup> Appointed by the committee.

Brian Davies  
IRSEA Secretary

COMMITTEE REPORT UPDATES

MEMEBERSHIP OFFICER’S REPORT: KERRIE IKIN

This report sets out the most relevant of these data for the Annual General Meeting.

Current membership

We currently have 117 members: 29 female; and 88 male. In addition, we have 27 widows who wish to stay in touch and receive our newsletter.

Profile of Current Membership

Age-group	Female	Male	Total
—	2	2	4
60–64	2	1	3
65–69	1	5	6
70–74	7	6	13
75–79	4	21	25
80–84	6	19	25
85–89	6	21	27
90–94	1	6	7
95–99		7	7
Total	29	88	117

Our membership is still heavily weighted towards our elder statesmen and women, with well over 50% over the age of 80.

We have been sad to lose a number of our members this year. We also wish those who have resigned all the best for their future.

Financial and Non-financial members

The last of the 2024 subscriptions still coming in and it is pleasing that the vast majority of our members are already financial.

Financial until	
Year	Number
2023	18
2024	89
2026	2
2025	1
Waived	7
Total	117

\* waived refers to those whose fees have been waived because of their health status, or because they had reached 80 years of age under our old rules.





## Mailing Preferences

All new members have elected to receive the Newsletter and other mailouts by email.

Email is our preferred method. It is allowing us to be far more flexible with the length of the Newsletter and the ability to add much more colour. Nevertheless, we continue to understand that for some, email is simply not an option.

### Members Mailing Preferences

Gender	Email	Post	Other	Total
Female	21	7	1	29
Male	73	14	1	88
<b>Total</b>	<b>94</b>	<b>21</b>	<b>2</b>	<b>117</b>

### Widow(er)s Mailing Preferences

Gender	Email	Post	Other	Total
Female	5	22	4	31
<b>Total</b>	<b>5</b>	<b>22</b>	<b>4</b>	<b>31</b>

Our Welfare Officer, Kerryanne Knox, has been busy this year checking on the wellbeing and wishes of members and widows when our Newsletter is returned. The entries 'Other' in the two tables above mean that we do not have a current mail or email address for 2 members and 4 widows. Kerryanne's ongoing and much appreciated work involves looking into this to check on their welfare and to find out whether they still wish to be in contact.

## Honorary and Associate Memberships

We now have 5 **honorary** memberships: Murat Dizdar, Rachael McCarthy, Chris Bonnor, John Aquilina, and we welcomed at the meeting our latest honorary member, Deb Summerhayes.

We also have 6 **associate** members: Glen Paterson, Karen Endicott, Emma Jeffery, Kathy Powzun, Kay Rigas, and Jason Miezis.

Honorary and Associate Members

Assoc. Hon.	Female	Male	Total
Associate	4	2	6
Honorary	2	3	5
Total	6	5	11

Kerrie Ikin  
Membership Officer, IRSEA



## **ACKNOWLEDGEMENT OF MEMBERS WHO HAVE PASSED AWAY SINCE THE PREVIOUS AGM (MARCH 2023)**

### **MEMBERS**

BRIAN DENNIS (January 2024)

BARRY HIGGINS (June 2023)

MARGARET HOPKINS (November 2023)

### **NON-MEMBERS**

DENNIS MACKENZIE (September 2023)

BILL CLARK (reported in February 2024 newsletter)





# IRSEA Invitation

WWW.IRSEA.ORG.AU

ABN: 78 259 388 090

*IRSEA enriches the lives of retired Senior Educational Administrators through engagement, collegiality, friendship, and support while deploying its intellectual capacity and educational expertise for the betterment of public education in New South Wales, Australia, and beyond.*

## General Lunch Meeting

**Thursday 30 May 2024**

**@ Castlereagh Boutique Hotel**

**169 Castlereagh Street, Sydney.**

**11:30am for the 12:00pm meeting**

### **Guest Speaker: David Riordan, CEO of the Public Education Foundation**

The Public Education Foundation (PEF) is a national not-for-profit organisation dedicated to providing life changing scholarships to young people in public education, as well as their teachers and principals.

PEF aims to support students with particular educational needs or talents – students who without extra help may struggle to reach their full potential. Its focus is on removing the barriers to achievement created by social and economic disadvantage, and on acknowledging and rewarding excellence. To celebrate excellence in public schools, the Foundation recognises high- achieving students through academic scholarships. PEF also supports teachers, principals and other education leaders by providing them with opportunities to access the very best professional development on offer at universities around the world. The Public Education Foundation believes that education has the power to change lives and transform communities.

We are honoured that David has accepted our invitation to inform IRSEA of the achievements and aspirations of PEF and we look forward to ways we might collaborate in our shared mission – the betterment of public education.

### **and . . . we have a legendary Guest Performer!**

Yes, IRSEA is pleased it has secured an exceptional performer to open our 30 May meeting – book early to ensure you **do not** miss what might, ultimately, be the ***Performance of the Year***. The IRSEA May lunch – a **must** for your bucket list!



**PUBLIC EDUCATION  
FOUNDATION**



*Institute of Retired Senior Educational Administrators*

## **IRSEA General Meeting Booking**

***Come and join friends and colleagues for an entertaining lunch at the  
Castlereagh Boutique Hotel at 169 Castlereagh St, Sydney, on  
Thursday, 30 May 2024.***

Please complete the lunch booking slip below and make your payment by **Thursday, 23 May 2024**.

**Payment by direct deposit/bank transfer is preferred.**

The **Electronic Funds Transfer** details are:

**BANK:** Commonwealth Bank of Australia

**BSB:** 062300

**ACCOUNT NUMBER:** 10466684

**ACCOUNT NAME:** Institute of Retired Senior Educational Administrators (IRSEA)

**YOUR REFERENCE:** Your **surname, initial**, and **'Meeting'**

Email your booking slip to Ray Gillies, IRSEA Treasurer, at **rcgillies@yahoo.com.au**

**If paying by cheque**, please make the cheque payable to *Institute of Retired Senior Educational Administrators* or *IRSEA* and cross it **'Not negotiable'**.

Mail your cheque and booking slip to:

**Ray Gillies**

**79 Albyn Road**

**STRATHFIELD, NSW 135**

Mobile: 0412 763 242

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### **BOOKING SLIP**

**IRSEA Lunch: Thursday 30 May 2024, Castlereagh Boutique Hotel, 169 Castlereagh Street, Sydney**

I have transferred OR enclosed my payment of **\$70.00** (or additional for my guest/s @ \$70.00 per head) for the 2-course main meal with bread roll and coffee, tea, and petits fours,

Name (please print): .....

Guest's name(s) (if applicable): .....

for the above to attend the IRSEA luncheon at 11.30am for 12.00pm at the Castlereagh Boutique Hotel at 169 Castlereagh Street, Sydney, on Thursday 30 May.

Please indicate in the space provided if you require a special meal.

Meal type ..... Number required .....

**I agree / do not agree** (cross out one) that photographs of me in professional or social conditions may be published in newsletters and on the IRSEA website.

Signed: ..... Date: ..... Phone no. ....

**NOTE:** Money cannot be refunded for cancellations made after **Thursday, 23 May 2024**