

Recipient Details

Name of organisation or individual: [I] Sullivan, Margaret

Reference Type: Relief (casual) teacher

State or territory: NSW

Serial Identification Number: 478421

Responses

Curriculum and assessment

Go back to having students learn their tables "parrot fashion" in primary school. It is heartbreaking to see secondary students using their fingers for counting. We have done students a massive disservice in this regard and taken from them an easy way to boost their self esteem.

Rating: 6

Teachers and teaching

Provide teachers with more aide hours in classrooms with attention deficient students, for example. Make professional development (for maintenance of accreditation) more available, via video link e.g. We cannot all afford the time or money to travel to urban centres for such training.

Rating: 7

Leaders and leadership

Instead of having counsellors "advising" students on their rights? to question their gender (which I believe leads to increased incidents of self harm and more), principals could champion concepts of teaching life skills such as balancing a budget and cooking healthy meals from scratch, instead of just cooking biscuits and pizzas.

Share the load, have 2 Deputy Principals, depending on student numbers in the school.

Provide more local accommodation so the time take to reach the workplace is less than an hour.

Rating: 7

School and Community

Rating: 7

Information and Communication Technology

Make funds available to provide a full-time computer person (whether teaching or not) to maintain the ICT components of a school in working order. This is an area where the whole ICT concept falls down. There is no point in having a laptop for every student if they do not work.

Rating: 7

Entrepreneurship and schools

Rating: 7

Improving access – enrolments, clusters, distance education and boarding

Rating for enrolments: 5

Rating for clusters: 5

Rating for distance education: 7

Rating for boarding: 5

Diversity

Rating: 3

Transitioning beyond school

Rating: 7

Additional Comments