



***LINK 11: Purposes of schooling and the print media: A Queensland analysis***

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## 1. Introduction

The purposes of education, both in Australia and elsewhere, have become contested across recent times. The media, in part, has played a role in this. Historically, Australian schools have been seen as central to nation building. That is, as well as enhancing the life chances of individuals, schooling has had a number of public purposes that advance the interests of the society as a whole. However, in response to a variety of national and international forces in the early part of the 21<sup>st</sup> century (see Mulford et al, in press), understandings around what is meant by public purposes has become less clear. Indeed, it could be argued in recent years that private purposes — those more focused on the individual and the advantages individuals are able to gain for themselves via education — have gain ascendancy to the detriment of public purposes. This situation contrasts with the arguments of Wyn (2009) and others, that schooling must be underpinned by both public and private purposes.

How the broader public becomes informed about educational issues, aside from first-hand experience, is often determined by the media. It could be argued that the media plays a role in not only communicating education stories to the public but also in both leading and shaping public perceptions as to what schools are doing and achieving (or not) and what is important. What the media chooses to report, and how to report particular school and education issues, can range from celebrations of success and excellence through to suggestions that schools are in crisis (e.g., Blackmore Thomson, 2004; Blackmore & Thorpe, 2003; Gannon & Sawyer, 2007; Snyder, 2008; Thomas, 2003). Underpinning such reporting, are messages and assumptions about the purposes of education. This paper reports a media analysis examining how education was portrayed in the print media across a twelve month period. The Brisbane *Courier-Mail*, the main local daily newspaper in the capital city of the state of Queensland, was chosen for the analysis and focused on the purposes of education as defined by the work of Labaree (1999) as discussed below.

## 2. The role of the media and public views

The media's role in shaping and leading public views about key social and political issues has been a matter of interest and debate for some time (Balsom, 1999; Wilson & Wilson, 2001). Indeed, there has been specific interest in the media and education (see for example, Maeroff, 1998). A number of theoretical approaches have been proposed to understand the role and influence of the media. Proponents of 'Cultivation Theory' argue that that popular media is 'primarily responsible for our perceptions of day-to-day norms and reality' (Infante et al, 1997. p. 383). However, critics of this theory suggest that this position overstates the degree of influence of the media.

Another theoretical position, 'Agenda-Setting' theory is less concerned with the influence of the media on public opinion and more on what issues are dealt with by the media (Dearing & Rogers, 1996). Cohen (1963) captured the essence of this theory quite some time ago when he noted that 'the press ... is stunningly successful in telling its readers what to think about' (p. 13). For many writers in this area of influence of the media, the reality is probably more likely to be a mix of these two

perspectives. The media both ‘identifies’ the issues of the day, and for some readers, ‘leads’ their thinking.

For instance, examining the way in which a Brisbane newspaper reported on reforms to education in Queensland in the early 1990s, Thomas (2003) has asserted that the journalist and the editor set the agenda and devised a survey that was phrased in such a way that schooling was portrayed negatively (what improvements do you think are needed) and placed parents as the authoritative voice. Comments were not sought from teachers’ unions, and the positive comments about schooling and teacher quality that were made by parents were downplayed so that the paper could construct a narrative that parents were dissatisfied with the teaching of the 3Rs and wanted a return to ‘the old ways’. Numbers were important, but key facts such as ‘those who responded to the survey’ and funding were ignored so that the paper could argue that a return to the ‘old way’ of external examinations was required.

In summary, as Fields (2005, p. 3) has noted:

*The media can and often does decide what is reported, and these stories, in whole or part, are assimilated and accommodated into the emotional fabric and cognitive structures of individual readers ... How the media chooses to report and to comment on those events and issues will also have an impact and will inevitably influence the thinking of many.*

Berliner and Biddle (1995) have written critically on the media and its role in education in the United States. They argue that the press has a propensity for covering negative stories over more positive ones and that it endeavours to simplify what are often quite complex social and educational issues. Their analysis takes them into the realms of conspiracy theories. While this argument might be pushing the boundaries of the role and influence of the media for some, they do highlight the potential influence of the media on raising and reporting educational issues in such a way that is not always in the best interests of those working in schools.

On the other hand, governments see and use this role of the media in an attempt to shape education policy. Blackmore and Thorpe (2003), for instance, have observed how the Kennett Liberal Government in Victoria used the media to deliberately create a sense of crisis in public education. Similarly, Gannon and Sawyer (2007) argue that the Howard Coalition Government and *The Australian* used the whole language/phonics debate to create a sense of moral panic.

Criticism of the media in their reporting of stories often raises notions of bias. What has become known as the ‘literacy wars’ in Australia could be seen to exemplify media bias. Snyder (2008) argues that journalists working for *The Australian* newspaper simplified arguments for critical literacy making them incoherent. They used a former conservative government staffer to rebut critical literacy and to argue for a sole reliance on phonics in the teaching of reading. Lee and Solomon (1990) among others, have identified various means of promoting bias. Of relevance to this analysis, these include bias by way of: selection and omission of stories; placement of articles; selection of headline for the item; word choice; and tone.

Considering the reporting of A-level results by the print and broadcast media in the United Kingdom over a two year period, Warmington and Murphy (2005) focused on the words used in headlines and the narratives constructed in reports. They searched for 'icon terms' in particular. The main story generated in headlines and reports was an argument about falling standards because more students were passing their A-level exams (there was a government policy to increase the participation of students from lower socio-economic groups in higher education), Warmington and Murphy (2005, p. 290) suggest that media coverage is due as much to 'to custom and format as [it is] to shaping by [an] explicit agenda'. For instance, they found that news was constructed as a contest between stakeholders in order to secure audience interest (Warmington and Murphy, 2005, p. 292). Warmington and Murphy (2005, p. 296) argue that, in order for educationalist to move the thinking about education in the media forward, they themselves need to understand 'the conventions, needs, and imperatives that drive the UK media' much better. Equally, this argument could be applied to Australia.

Clearly, the media can play a role in shaping the public's views about what ought to be the purposes of education, as for some readers, what gets reported in the media must be what is important.

For this analysis, where the focus is on the print media's reporting of educational stories and how those stories might be described in terms of the purposes of education they relate to, a number of statistics were generated. These statistics included the length of the item, its location in the newspaper, and topic or area covered by the item. Prior to describing this analysis in depth, the purposes of education are reviewed.

### **3. Overview of the purposes of education**

Levin (1999) has argued that education inherently serves both public and private interests:

*It addresses public interest by preparing the young to assume adult roles that promote civic responsibility, embrace a common set of economic and political values, and share a common language. Education serves private interest in promoting individual development, understanding, and productivity that contribute to adult productivity and well being (Levin, 1999, 124).*

Drawing on the ideas of Labaree (1997), our earlier work developed these notions of public and private purposes and set out the conceptual and theoretical framework for the research (Reid et al, 2007; Reid et al, 2008). This framework considers purposes such as *democratic equality*, *social efficiency* and *social mobility*, with these defined as follows:

- *democratic equality* - Which is about a society preparing all of its young people to be active and competent citizens. Since we depend on the collective judgment of the whole citizenry then an education based on the goal of democratic equality is clearly a public good and also involves notions of equity and social justice.
- *social efficiency* - Which is about preparing young people to be competent and productive workers. To the extent that we all benefit from an economy that is working well, then an education based on the goal of social efficiency is a public

good. But it is a public good that also has a strong private purpose since it results in economic rewards for individuals.

- *social mobility* - Which is about providing individuals with a credential which will advantage them in the competition for desirable social positions. This goal constructs education as a commodity which can be traded in, say, the labour market. As such, an education based on a goal of social mobility is a private good which serves mainly private purposes.

It is clear then that some purposes are not exclusively public nor others exclusively private. We accept that is the nature of the issues we are researching. However, there are some purposes that are more clearly public or private and Labaree's (1997) notions provide a sound basis on which to structure our survey, and focus the analyses of the survey data.

#### **4. Methodology for this analysis**

Articles that related to the purposes of schooling and education appearing in the Brisbane *Courier-Mail* across a twelve month period (1<sup>st</sup> January through to 31<sup>st</sup> December, 2007) were located and examined using the Factiva Database, an electronic interdisciplinary news, current affairs and research database. This data base provides copies of articles for review as well as full publication details. The analysis was carried out in two phases.

In the first phase of the analysis, articles were identified that related broadly to the purposes of schooling: Using the Factiva Database, a total of 64 relevant articles were located for the year. The database was searched using concepts such those relating to democracy, citizenship, diversity, equity, social justice, community, and values. Once located, they were then categorised and clustered by:

- main focus and title
- date article appeared
- author
- position of article in the newspaper (i.e., page number)
- size of article (number of words)
- key point(s) addressed in the article.

The raw data from this phase are provided in the Appendix.

The second phase of the analysis used Labaree's (1997) categorisation of purposes as noted above: *democratic equality (DE)*, *social efficiency (SE)* and *social mobility (SM)*. For each of these, articles were then assigned a rating on a 3 point scale (3 = strong emphasis through to 1 = weak emphasis) to indicate the 'strength' or degree of emphasis of the particular classification using these terms i.e., the educational purposes that was evident and the extent to which the purpose was evident. For example, an article with a strong emphasis on *democratic equality* would be assigned a classification of DE 3.

## 5. Summary of the analysis

Table 1 below summarises the main topic/areas for each of the newspaper articles. While school bullying was the single most frequently occurring topic, this somewhat negative focus was balanced by articles in other areas, such as positive reports about individual schools.

**Table 1: General topics/areas covered and number of articles per topic**

General area/topic	Number of articles
• school bullying	12
• positive reports pertaining to individual schools	7
• awards for specific schools	6
• curriculum issues	6
• values-based education	6
• academic success	6
• others related to: <ul style="list-style-type: none"> <li>– students with special needs</li> <li>– student health</li> <li>– Aboriginal education</li> <li>– the high cost of school fees</li> <li>– possible school closures and the community response</li> <li>– a focus on political positions in relation to schooling (possibly as a result of an impending election)</li> </ul>	2 articles per topic
• finally, single reports were presented on a range of topics, including: <ul style="list-style-type: none"> <li>– selecting the best school for the individual student</li> <li>– vocational education</li> <li>– drama</li> <li>– distance education</li> <li>– higher education</li> <li>– school numbers</li> <li>the difficulties faced by a gifted student.</li> </ul>	Various single articles on each of these topics

A quick scan of this broad categorisation suggests that all three purposes of education as described by Labaree are represented. For example, we would expect *democratic equality* purposes to be evident in articles dealing with school bullying and values-based education, *social efficiency* purposes in articles about academic success and *social mobility* purposes in articles about the costs of school fees. At a superficial level, the majority of the articles would seem to have something to do with *democratic equality* purposes. A further look at this is provided later.

Table 2 below gives some overall sense of the size of the articles; in terms of word length. Clearly, shorter article (i.e., less than 500 words) dominate, with only 6 articles at a length that might be considered as extended pieces.

**Table 2: Length of articles**

<b>Words count of articles</b>	<b>1 - 500</b>	<b>500-1000</b>	<b>&gt; 1000</b>
<b>Number of articles</b>	44	14	6
<b>Percentage of articles</b>	69%	22%	9%

Of the six longer articles (i.e., over 1000 words), one focused on bullying, one on a positive story about a particular school, two that could be categorised as curriculum focused and providing information and ideas for parents (e.g., about grammar use) and one was of a political nature.

Table 3 below provides a summary about the location of the articles: i.e. what particular page number articles appeared in the newspaper. Detailed comparisons are not possible due the variable overall length of newspaper editions. However, in general, it might be argued that the earlier an items appear, the more prominent they are and hence the more likely they might be read. It might also indicate some level of newsworthiness, as determined by the editor of the newspaper.

**Table 3: Location of articles**

<b>Page number of articles</b>	<b>1 - 5</b>	<b>6-20</b>	<b>20+</b>	<b>Special section</b>
<b>Number of articles</b>	6	15	36	5
<b>Percentage of articles</b>	9%	23%	56%	8%

Based on the location of articles, these data suggest that education articles tend to have a lower priority in terms of location in the newspaper over articles about other matters: over half appeared on page 20 or later. Of those appearing early in the paper, two dealt with bullying and/or school violence, one with student abuse, one with tertiary entrance results, one with alternative pathways for students leaving school, and one with teacher quality. Most of these articles were presented in somewhat of a sensational way, for example, by means of headline to attract readers' attention.. The foci of the articles did generally reflect all three purposes of education. Those articles appearing in special sections tended to be positive stories about particular schools. Of note is that four of these five stories were about non-state schools, with none about state schools. This volume might reflect the fact that these non-state schools marketed themselves better to media outlets, reflecting possible *social mobility* purposes. Noteworthy here is that in examining print media reporting on school principals in Australia and the United Kingdom, Blackmore and Thomson (2004) observed that, as governments have been increasing their use of the media in relation to education

policy, principals have begun to use the media more to promote positive stories about their schools.

As noted earlier, articles were broadly categorised using Labaree’s notions of purposes of education - *democratic equality (DE)*, *social efficiency (SE)* and *social mobility (SM)*. For each of these, articles were then assigned a rating on a 3 point scale (3 = strong emphasis through to 1 = weak emphasis) to indicate the ‘strength’ or degree of emphasis of the particular classification using these terms. These data are summarised in Table 4 below.

**Table 4: Number\* and categories of articles**

<b>Categories of articles</b>	<b>democratic equality</b>	<b>social efficiency</b>	<b>social mobility</b>
<b>Number of articles</b>	45	51	26
<b>Percentage of articles</b>	37%	42 %	21 %

\* Some articles were considered to be concerned with more than one of these categories i.e. the distinctions were not always discreet – thus the total of articles categorised is > 64

While many articles reflected elements of more than one of Labaree’s notions of purposes of schooling, *democratic equality* and *social efficiency* clearly were more prominent compared with the smaller number relevant to *social mobility*. When the weightings (i.e., on the 1 to 3 scale) are factored in, the results are not all that different, as indicated in Table 5 below. In reviewing this table, it should be noted that the weightings are somewhat subjective such that their veracity should not overstated.

**Table 5: Weightings/Number\* and categories of articles**

<b>Categories of articles</b>	<b>democratic equality</b>	<b>social efficiency</b>	<b>social mobility</b>
<b>Weightings/number of articles</b>	93	90	35
<b>Percentage of articles</b>	43%	41%	16%

Overall, then it can be concluded that articles with a focus on *democratic equality* and *social efficiency* occur at about the same level of frequency, with articles about *social mobility* about half or somewhat less often as these two categories.



## Summary comments

The following summary points can be made with respect to the three categorisations of purposes of education..

### *Democratic equality*

The impact and prevention of bullying in schools featured quite heavily, with articles highlighting the detrimental outcomes of bullying to both victims and bullies, the need for increased parental involvement, and further commitment of government funding to meet this mounting challenge. The issue of bullying is of particular interest in this case. Its harmful physical, psychological, and emotional impacts on the victim have the potential to affect the ability of the student to learn, achieve, and succeed in both academic and skills-based areas of the curriculum (social efficiency). This impact, in turn, has the potential to affect the manner in which the student is able to develop individually and could, therefore, inhibit their ability to achieve a desirable social position (social mobility). The expectation for schools to take significant responsibility for the development of well-rounded and moral citizens is re-enforced in the positive reporting regarding schools that are currently operating within, or are developing, a strong values-based school community, teaching, and upholding key values such as respect, responsibility, consideration, fairness, honesty, integrity, and understanding.

### *Social efficiency*

This area, as it relates broadly to student testing and achievement, is portrayed as a primary concern for the general community. Schools and teachers are expected to deliver results. Academic achievement is valued widely. This valuing can be clearly seen in articles that focus on awards in schools, curriculum issues, and a general concern with academic success. A number of articles were devoted to the significance of tertiary entrance scores, the need for parents to be informed regarding the most successful schools, and parents budgeting carefully to enable their children to gain the best education possible – often with the implication that this meant by attending the “best” schools. Noteworthy is the fact that the newspaper never defines “best”: that is implied as though the reader as well as writer know what that means. There are clearly over-tones of *social mobility* evident in many of these articles.

### *Social mobility*

There does not appear to be a great deal of *overt* emphasis on the category of *social mobility*, although it does seem to be connected to a number of the articles in a more indirect manner. For example, the parents who desire the best education for their children as noted above are focusing on the future of their children and the positions they might acquire aided by the benefit of a good education. Further, the benefits of *democratic equality* and *social efficiency* appear to have a flow-on effect into this area by increasing one’s ability to operate as a successful and effective community member.

*Overall*, the primary focus of the articles appears to be on academic achievement and general success for students attending school, although high priority is also given (or

linked) to the formation of individual character, and the development of a strong values system among the student population. There appears to be a recognition that these issues can be closely linked, or should at least be the focus of successful schools, in addition to more clearly defined outcomes such as test results. Many of the articles also carry a sense of community expectation regarding these issues, and also a belief that the better or more desirable schools not only meet these (basic) requirements but also provide a plethora of opportunities for student emotional and cultural development.

## 6. General discussion

In general, the articles examined appeared to offer a generally balanced and seemingly unbiased reporting of the issues in question. There were some exceptions, however, when headlines moved from stimulating the interest of the reader to rather obvious cases of sensationalism. For example, the headline “*School bars refugee boy*” was used in relation to an article reporting on student numbers in a specific school and the need for additional staffing. Party political perspectives regarding education policy were reported according to the views of the specific political parties involved and probably reflected information provided to the media in press releases.

The articles on bullying reflect a public concern about this issue more broadly, but also with the potential to lead to actions to address the problem. However, in some of the articles, emotive language was used, and in some cases a suggestion of a crisis in all schools of a bully epidemic was implied.

What is apparent in most articles is a lack of depth of understanding or analysis of the issues being reported. In some instances, experts such as academics or psychologists or educational consultants were called on for comment, but rarely were their views given much space, usually a line or two. In some ways, at long as the article serves some ‘general interest’ criterion, and this is a vague notion, then the article appears in the newspaper. The only relatively more in-depth analysis occurs when individual schools or individual events in schools (e.g. school expos) are discussed, but even for many of these, the reporting remains superficial.

These conclusions are similar to those reached by British and Australian analysts (e.g., Warmington & Murphy, 2005; Snyder, 2008; Blackmore & Thomson, 2004). Focusing on the ‘literacy wars’, Snyder (2008) observed that journalists and editors working for *The Australian* presented complex educational theories simplistically. Similarly, Blackmore and Thomson (2004) found that in reporting about school heads, the British media in particular portrayed heads as either mavericks, stars, or failures, with little attention to the socio-economic factors of the schools and communities in which they work. Journalists and editors ignored that heads can be all three of these types in one day. As noted earlier, Warmington and Murphy (2005, p. 290) have suggested that media coverage is due as much ‘to custom and format as [it is] to shaping by [an] explicit agenda’, with news being constructed as a contest between stakeholders to secure audience interest (Warmington & Murphy, 2005, p. 292).

It is difficult to give greater weight to either of the two theories noted earlier for the role of the media with respect to the articles analysed here viz. ‘Cultivation Theory’

and ‘Agenda Setting Theory’. Certainly, the ‘Agenda Setting Theory’ is evident in the print media, in this case setting the agenda of educational issues. Being the main daily newspaper in Brisbane, this agenda setting finding is important, although there is some competition from the national paper, *The Australian*. Yet both papers are owned by Rupert Murdoch’s News Limited. ‘Cultivation Theory’ is also evident in places. In stories about bullying the paper does seem to be capable of presenting some sense of what the state of this issue is in schools.

Similarly, it would be hard to argue that particular purposes of education — using Labaree’s notions — are being promoted over others. Indeed, as the analysis above suggests, all purposes are evident in the set of articles across the year, with possibly greater emphasis on *democratic equality* and on *social efficiency* compared with *social mobility*. There is some sense that non-state schools have greater prominence than state schools, and positive stories are typically connected in some way to non-state schools. However, the analysis provides no indication that state schools are only reported in a negative way.

What does seem to be evident, though, is that in general, journalists reporting on education issues in this print media outlet appear to lack an in-depth understanding of education policy or of the issues themselves. Certainly there seems to be no sustained focus and/or development of prominent educational issues of the day. It could be argued that this print media outlet seems to follow the patterns of the news cycle, with an emphasis, at times, on sensationalism to sustain audience attention. This might reflect the nature of this particular newspaper. That is, despite the fact it is the main local newspaper for this capital city, it would not be categorised as a serious broadsheet outlet, and thus in-depth analyses of issues, be they education or otherwise, are unlikely.

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## APPENDIX

TOPIC	ARTICLE TITLE	DATE 2007	AUTHOR	PAGE	WORD COUNT	KEY POINTS	CLASSIFICATION
Bullying	Bullies Beware	1 <sup>st</sup> May		40	1974	<ul style="list-style-type: none"> <li>• Description</li> <li>• Action Plan</li> <li>• Results/Impact</li> <li>• Information for parents</li> <li>• Nation Safe Schools Week</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 3</li> <li>• SE = 1</li> <li>• Bullying has links into SE &amp; SM as the lives of victims and bullies can be influenced significantly</li> </ul>
Bullying	Howard plan to discipline school kids	14 <sup>th</sup> May	Clinton Porteous	9	139	<ul style="list-style-type: none"> <li>• improve classroom discipline</li> <li>• Clamp down on school yard bullying</li> <li>• “Teachers and principals should be given enough authority to ensure a strong learning environment”</li> </ul>	<ul style="list-style-type: none"> <li>• DE =3</li> <li>• SE = 1</li> </ul>
Bullying	Bullying inaction may spur violent copycats	16 <sup>th</sup> May	Jason Gregory	5	347	<ul style="list-style-type: none"> <li>• Need to focus on the bullies</li> <li>• Include parents of bullies in action plan</li> <li>• Implement a Responsible Behaviours Plan</li> <li>• More counsellors</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 3</li> <li>• SE = 1</li> </ul>

						<ul style="list-style-type: none"> <li>required</li> <li>Article generated as a result of \$1m compensation pay out</li> </ul>	
Bullying	Action over school brawl broadcasts	16 <sup>th</sup> May	Jason Gregory	5	139	<ul style="list-style-type: none"> <li>Internet broadcasts of school violence</li> <li>Possible disciplinary action against those who do broadcast violence on the internet</li> </ul>	<ul style="list-style-type: none"> <li>DE = 2</li> <li>SE = 1</li> </ul>
Bullying	Resilience helps halt bullying	17 <sup>th</sup> May	Jane Fynes-Clinton	28	895	<ul style="list-style-type: none"> <li>Article generated in response to \$1m pay out for victim</li> <li>Highlights potential for increased litigation</li> <li>Impact of bullying</li> </ul>	<ul style="list-style-type: none"> <li>DE = 2</li> <li>SE = 1</li> </ul>
Bullying	Our son is not a \$1m bully, say parents	19 <sup>th</sup> May	Neil Keene	22	461	<ul style="list-style-type: none"> <li>Article generated in response to \$1m pay out for victim</li> <li>Response of bully</li> </ul>	<ul style="list-style-type: none"> <li>DE = 2</li> <li>Overflow into SE &amp; SM</li> </ul>
Bullying	Giving bullies the elbow	25 <sup>th</sup> May	David Crawshaw	18	239	<ul style="list-style-type: none"> <li>National Safe Schools Week</li> <li>Impact of bullying</li> <li>\$200,000 federal funding for research into covert forms of bullying</li> </ul>	<ul style="list-style-type: none"> <li>DE = 3</li> </ul>
Bullying	Brawl over bullying – Horror claims prompt	6 <sup>th</sup> July	Nicolas Perpetch Andrea	17	335	<ul style="list-style-type: none"> <li>Western Australia – court case</li> <li>5 school boys age 12-14</li> </ul>	<ul style="list-style-type: none"> <li>DE = 3</li> </ul>

	political stoush		Hayward			<ul style="list-style-type: none"> <li>• More resources required</li> <li>• Parents are ultimately responsible for children's behaviour</li> </ul>	
Bullying	Researcher fights back against school bullies	17 <sup>th</sup> July		13	126	<ul style="list-style-type: none"> <li>• Research</li> <li>• Need to "improve how children interact with each other as opposed to building resilience"</li> <li>• Focus on prevention</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 3</li> </ul>
Bullying	School phone ban bid – Student sex acts on video spark outrage	18 <sup>th</sup> August	Greg Stolz	9	514	<ul style="list-style-type: none"> <li>• Need for positive measures to reduce problems with phones at school</li> <li>• Suggests introduction of guidelines/rules for phones at school (provides examples)</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 3</li> </ul>
Bullying	Escaping the shadow of the bully	6 <sup>th</sup> Sept.	Jane Fynes-Clinton	26	832	<ul style="list-style-type: none"> <li>• Beenleigh Based flexible learning program "Smart Connections"</li> <li>• Film produced by those who were victims of bullying</li> <li>• Article written in conjunction with National Child Protection Week</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 3</li> <li>• SE = 2</li> </ul>



						<ul style="list-style-type: none"> <li>• Reports “psychological harm of bullying could be as bad as child abuse”</li> </ul>	
Bullying	School targets violence	27 <sup>th</sup> Nov	Renee Viellaris	9	353	<ul style="list-style-type: none"> <li>• 15,000 suspensions &amp; expulsions for violent behaviour in last 12 months</li> <li>• 250 students permanently expelled for violence</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 3</li> </ul>

TOPIC	ARTICLE TITLE	DATE 2007	AUTHOR	PAGE	WORD COUNT	KEY POINTS	CLASSIFICATION
Positive Reporting – Individual Schools	Growing school has big dreams	14 <sup>th</sup> Feb	Fiona Purdon	38	443	<ul style="list-style-type: none"> <li>• North Lakes State College – rapid growth</li> <li>• Community support</li> <li>• Multiple pathways for success eg. OP or Certificates or both</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> <li>• SE = 3</li> <li>• SM = 2</li> </ul>
Positive Reporting – Individual Schools	Support policy pays off	17 <sup>th</sup> Feb		E54	140	<ul style="list-style-type: none"> <li>• Mt St Michael’s College (Catholic Girls School)</li> <li>• 18 Yr 12 graduates scored OP 1-4</li> <li>• “Focuses on nurturing its students’ cultural, social, intellectual and</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> <li>• SE = 1</li> <li>• SM = 1</li> </ul>

						physical qualities”	
Positive Reporting – Individual Schools	Balance is the key to education	17 <sup>th</sup> Feb		E54	171	<ul style="list-style-type: none"> <li>• St Margaret’s Anglican Girls School (Ascot)</li> <li>• Student focused academic program</li> <li>• More than 50 extra-curricular activities <ul style="list-style-type: none"> <li>- drama</li> <li>- visual arts</li> <li>- indoor sports centre</li> <li>- gymnastics complex</li> <li>- olympic pool</li> <li>- rowing &amp; sailing</li> <li>- international exchange program</li> <li>- fundraising</li> <li>- debating</li> <li>- public speaking</li> <li>- scuba diving</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SE = 3</li> <li>• SM = 2</li> <li>• DE = 1</li> </ul>
Positive Reporting – Individual Schools	St Michael’s Catholic School	20 <sup>th</sup> March		40	1697	<ul style="list-style-type: none"> <li>• St Michael’s Palm Island</li> <li>• Positive indigenous Program</li> <li>• Meditation program → decrease in anxiety, stress &amp; behavioural problems</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 3</li> <li>• Overflow to SE</li> </ul>
Positive	School has wide	3 <sup>rd</sup> April	Tess	44	319	<ul style="list-style-type: none"> <li>• Brisbane State High</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> </ul>

Reporting – Individual Schools	outreach		Livingstone			School <ul style="list-style-type: none"> <li>• Attracts students from 169 primary schools</li> <li>• Much prep for Core Skills Test – weekly practice throughout Yr 12</li> </ul>	<ul style="list-style-type: none"> <li>• SM = 2</li> </ul>
Positive Reporting – Individual Schools	Holistic Education, from the heart	2 <sup>nd</sup> June		E59	260	<ul style="list-style-type: none"> <li>• Corpus Christi College (Catholic Girls High – Nundah)</li> <li>• “Strong emphasis on faith, community and pastoral care”</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> </ul>
Positive Reporting – Individual Schools	School principal in classrooms of her own	31 <sup>st</sup> July	Erica Tarlington	39	508	<ul style="list-style-type: none"> <li>• Dr Lyn Bishop – Sheldon College</li> <li>• Nominated for “Pride of Australia” Award</li> <li>• Goal to prepare students for the future</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 1</li> <li>• SE = 1</li> <li>• SM = 1</li> </ul>

TOPIC	ARTICLE TITLE	DATE 2007	AUTHOR	PAGE	WORD COUNT	KEY POINTS	CLASSIFICATION
Awards	Teachers honoured	23 <sup>rd</sup> March	Tess Livingstone	17	97	<ul style="list-style-type: none"> <li>• National awards for quality schooling</li> <li>• 2 of 7 awards for excellence in teaching to Queensland teachers</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 1</li> <li>• SE = 3</li> </ul>

Awards	School books an award	28 <sup>th</sup> March	Tess Livingstone	28	346	<ul style="list-style-type: none"> <li>• Thornlands State School – Excellence in School Improvement</li> <li>• \$15,000</li> <li>• Increase literacy skills</li> <li>• Lists awards for other schools</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 1</li> <li>• SE = 3</li> <li>• SM = 1</li> </ul>
Awards	Education tailored to the individual	2 <sup>nd</sup> June		E55	307	<ul style="list-style-type: none"> <li>• Holland Park State High School</li> <li>• National award winning school</li> <li>• Success comes from “blending traditional educational values with innovative teaching and learning practices</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 1</li> <li>• SE = 3</li> <li>• SM = 1</li> </ul>
Awards Vocational Education	School chalks up jobs program win	13 <sup>th</sup> October	Sophie Elsworth	27	229	<ul style="list-style-type: none"> <li>• Sunnybank State High</li> <li>• RACQ Showcase award for the Senior Phase of Learning</li> <li>• \$20,000 grant</li> <li>• Focus on vocational careers</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 1</li> <li>• SE = 3</li> <li>• SM = 1</li> </ul>
Awards	Showcasing excellence	23 <sup>rd</sup> October		42	437	<ul style="list-style-type: none"> <li>• Reports on 8 state school education programs which received the “Showcase Awards for Excellence in Schools”</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 1</li> <li>• SE = 3</li> <li>• SM = 1</li> </ul>

						<ul style="list-style-type: none"> <li>• Most innovative programs aimed at improving student performance from Prep to Yr 12</li> </ul>	
Awards	New Farm win	30 <sup>th</sup> Oct		39	159	<ul style="list-style-type: none"> <li>• New Farm State School wins “Flame” Award for music program</li> <li>• Programs are “inclusive, innovative and impact positively on student and community life”</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 3</li> <li>• SE = 2</li> <li>• SM = 1</li> </ul>

TOPIC	ARTICLE TITLE	DATE 2007	AUTHOR	PAGE	WORD COUNT	KEY POINTS	CLASSIFICATION
Curriculum	Education agreement welcomed	21 <sup>st</sup> March		26	550	<ul style="list-style-type: none"> <li>• Highlights the need for “a quality, rigorous and national approach to curriculum in key areas of English mathematics, science and history”</li> <li>• Agreement between political parties</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 3</li> </ul>
Curriculum	Debate read from two different views	5 <sup>th</sup> Sept	Elli Housden	30	670	<ul style="list-style-type: none"> <li>• Possible review of English syllabus</li> <li>• Reports on a general debate regarding the</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 3</li> </ul>

						preservation of literature in senior school curriculums	
Curriculum	Who will set the history lesson?	12 <sup>th</sup> Oct		38	560	<ul style="list-style-type: none"> <li>• Mr Howard advocates the teaching of history in Australian classrooms</li> <li>• Questions which perspective of history will be taught</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> <li>• SE = 2</li> </ul>
Curriculum	Pushy prep parents off the mark	13 <sup>th</sup> oct	Fran Metcalf	58	1417	<ul style="list-style-type: none"> <li>• Parents appear to desire a more formal approach to prep teaching as opposed to play – ie change in curriculum content</li> <li>• Highlights need for additional funding for teacher aides</li> <li>• Highlights complications of limited staffing</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> <li>• SM = 1</li> </ul>
Curriculum	Grappling with Grammar	16 <sup>th</sup> Oct	Dr Beryl Exley	44	2125	<ul style="list-style-type: none"> <li>• Traditional grammar vs functional grammar</li> <li>• Provides examples and uses for each category</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> </ul>
Curriculum	Muslim college closed	11 <sup>th</sup> Dec		21	203	<ul style="list-style-type: none"> <li>• Western Australia</li> <li>• “failed to follow the state’s curriculum, employed unregistered</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> </ul>

						teachers” (ie did not conform to regulations) <ul style="list-style-type: none"> <li>• Approx 43% of time was devoted to religious instruction</li> <li>• Fraud charges against school’s acting director</li> </ul>	
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TOPIC	ARTICLE TITLE	DATE 2007	AUTHOR	PAGE	WORD COUNT	KEY POINTS	CLASSIFICATION
Values	Nine values recommended for Australian schooling	2 <sup>nd</sup> May		39	417	<ul style="list-style-type: none"> <li>• Rochedale State School – Values education</li> <li>• 6 Core values               <ul style="list-style-type: none"> <li>- respect</li> <li>- responsibility</li> <li>- consideration</li> <li>- co-operation</li> <li>- fairness</li> <li>- honesty</li> </ul> </li> <li>• Also highlights               <ul style="list-style-type: none"> <li>- care &amp; compassion</li> <li>- doing one’s best</li> <li>- freedom</li> <li>- integrity</li> <li>- understanding</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• DE = 3</li> </ul>
Values	Committed to	2 <sup>nd</sup> June		E60	185	<ul style="list-style-type: none"> <li>• Iona College – Wynnum</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> </ul>

	pursuit of excellence					<p>West</p> <ul style="list-style-type: none"> <li>• Philosophy of education “embedded” in “missionary and Christian values”</li> <li>• Primarily advertising the school as a place of academic and cultural excellence undergirded by a Christian philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> </ul>
Values	Police check rapist contact – school to interview 25 students	16 <sup>th</sup> July	Michael Crutcher Tess Livingstone	3	381	<ul style="list-style-type: none"> <li>• Padua College – Kedron</li> <li>• Guest speaker has criminal record</li> <li>• Counselling provided for students if required</li> <li>• Action taken to prevent recurrence</li> <li>• Clearly written as a report, but highlights the need for close scrutiny of speakers</li> <li>• Choice of speakers should not conflict with overall values of the school</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> </ul>
Values	Judge blasts school for kicking out crim	7 <sup>th</sup> Sept	Mark Oberhardt	13	343	<ul style="list-style-type: none"> <li>• Boy aged 16<sup>th</sup> “disenrolled” from school once criminal</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> </ul>



						<p>record known</p> <ul style="list-style-type: none"> <li>Clearly written as a report of an event</li> <li>Question – What values are the school upholding &amp; why?</li> </ul>	
Values	Keep the faith in education	6 <sup>th</sup> Oct	Jennifer Buckingham (Research fellow at Centre for Independent Studies)	30	799	<ul style="list-style-type: none"> <li>Questioning the “effect of religious schools on our society”</li> <li>Written in defence of maintaining religious schools therefore freedom of parental choice re schooling</li> <li>Written in response to “inflammatory comments about religious schools” made by a Sydney newspaper education editor</li> </ul>	<ul style="list-style-type: none"> <li>DE = 2</li> <li>SM = 2</li> </ul>
Values	Religious education – Call for ‘civil’ Christian values in state schools	7 <sup>th</sup> Nov	Michael Madigan	13	358	<ul style="list-style-type: none"> <li>Education Minister Julie Bishop – Melbourne advocates <ul style="list-style-type: none"> <li>a “return to Christian-based civility”</li> <li>zero tolerance for rudeness in the classroom</li> </ul> </li> <li>Highlights the need for a</li> </ul>	<ul style="list-style-type: none"> <li>DE = 3</li> </ul>

						<p>focus on responsibilities as opposed to a continued focus on “rights”</p> <ul style="list-style-type: none"> <li>• Need to build/create good citizenship for the future</li> </ul>	
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TOPIC	ARTICLE TITLE	DATE 2007	AUTHOR	PAGE	WORD COUNT	KEY POINTS	CLASSIFICATION
Academic Success	Success at school	30 <sup>th</sup> Jan	David Bowen	40	1604	<ul style="list-style-type: none"> <li>• Provides a guideline for fostering successful students</li> <li>• Provides suggestions for parents</li> <li>• Considers “at risk” students</li> <li>• Advocates high levels of co-operation between home &amp; school/ parents &amp; teachers</li> <li>• Websites &amp; follow up material provided</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 3</li> <li>• SE = 2</li> </ul>
Academic Success - OPs	Achieving stronger grades	3 <sup>rd</sup> April	Tess Livingstone	41	497	<ul style="list-style-type: none"> <li>• Highlights benefits of informing parents re number of OP placements obtained by</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> <li>• SM = 1</li> </ul>

						<p>schools → informed decision making when choosing a school</p> <ul style="list-style-type: none"> <li>• Highlights improvement at Iona Boys' College (specifically) re OP results</li> <li>• Highlights need to consider the suitability of the school for the student</li> </ul>	
Academic Success - OPs	New schools beat old ties – Independent and regional students top OP rankings	3 <sup>rd</sup> April	Tess Livingstone	1	414	<ul style="list-style-type: none"> <li>• Highlights some of the more successful schools</li> <li>• Some private schools overtaken by newer independent Christian schools</li> <li>• Emphasis on performance</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> <li>• SM = 2</li> </ul>
Academic Success - OPs	Welford critical of OP bias	4 <sup>th</sup> April	Tess Livingstone	15	386	<ul style="list-style-type: none"> <li>• Availability of OP scores</li> <li>• Discourages excessive reliance on OP scores</li> <li>• Mentions diversity of schools</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> <li>• SM = 1</li> </ul>
Academic Success - OPs	Still confusion on OP scores	5 <sup>th</sup> April	Christopher Bantick - Melbourne writer &	34	828	<ul style="list-style-type: none"> <li>• Views school performance records as positive for parents (choice) &amp; for schools</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> <li>• SM = 1</li> </ul>

			social commentator			(recognition of excellence) <ul style="list-style-type: none"> <li>• Criticises the lack of availability of additional information re ranking</li> <li>• Criticises the lack of performance by many schools/students and asks “why”?</li> <li>• Maintains ‘benchmarks’ are only the minimum standards</li> </ul>	
Academic Success – Gov’t spending Vs results	Poor marks for education	22 <sup>nd</sup> Sept	Tess Livingstone	58	890	<ul style="list-style-type: none"> <li>• Considers government spending on schools</li> <li>• Criticises the limited time (30%) Aust’n students spend studying core subjects</li> <li>• Appears to agree with gov’t spending but maintains focus of study is incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> </ul>

TOPIC	ARTICLE TITLE	DATE 2007	AUTHOR	PAGE	WORD COUNT	KEY POINTS	CLASSIFICATION
Special Needs	Needy kids missing out	28 <sup>th</sup> Feb		26	396	<ul style="list-style-type: none"> <li>• Funding for special education capped</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> <li>• SE = 2</li> </ul>

						<ul style="list-style-type: none"> <li>• Education Adjustment Program (EAP) <ul style="list-style-type: none"> <li>- “the EAP encourages the inclusion of more children with physical &amp; intellectual impairments, or with varied autism spectrum disorders, in mainstream classrooms”</li> </ul> </li> </ul> <p>Parents and teachers expressing concern</p>	<ul style="list-style-type: none"> <li>• SM = 1</li> </ul>
Special Needs	Concerns for deaf as schools change sign language	17 <sup>th</sup> July	Melanie Christiansen	9	234	<ul style="list-style-type: none"> <li>• Auslan Vs signed English</li> <li>• Concerns re possible limitations to academic achievement for deaf students should signed English not be taught</li> <li>• General opinion that both should be learned/taught</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> <li>• SM =1</li> </ul>
Health	Why high school girls give up sport earlier than boys	23 <sup>rd</sup> Aug	Fiona Purdon	72	504	<ul style="list-style-type: none"> <li>• Seeking to develop research in this area</li> <li>• Sedentary activities are taking precedence over sporting activities for many girls</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> <li>• SM = 1</li> </ul>

Health	School values weigh heavily	3 <sup>rd</sup> Oct		27	245	<ul style="list-style-type: none"> <li>• Questioning values promoted by high schools and possible links with anorexia if such values are over-applied by vulnerable individuals eg. <ul style="list-style-type: none"> <li>- self discipline</li> <li>- high achievement</li> <li>- perfection</li> <li>- body awareness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> </ul>
Aboriginal education	Four towns trial school plan	19 <sup>th</sup> July	Melanie Christiansen	13	154	<ul style="list-style-type: none"> <li>• Trial of conditional welfare payments (Cape York Institute Plan) <ul style="list-style-type: none"> <li>- school attendance</li> <li>- child protection</li> <li>- paying rent</li> <li>- avoiding domestic violence &amp;</li> <li>- drug &amp; alcohol offences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> <li>• SE = 2</li> </ul>
Aboriginal Education	More teachers, less truancy	17 <sup>th</sup> July	Kirsten Storry	28	831	<ul style="list-style-type: none"> <li>• Welfare payments to be linked to school attendance</li> <li>• Highlights need for more teachers in remote communities</li> <li>• Questions results if school attendance</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> <li>• SE = 2</li> </ul>

						increases without additional staff	
School Fees	Saving for school fees	15 <sup>th</sup> Jan	Erica Thompson	39	261	<ul style="list-style-type: none"> <li>• Cost of private education</li> <li>• Reports how one family developed a savings plan</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 1</li> <li>• SE = 2</li> <li>• SM = 3</li> </ul>
School Fees	High price of education – school fee hikes puts squeeze on parents	25 <sup>th</sup> Jan	Melanie Christiansen	11	497	<ul style="list-style-type: none"> <li>• Cost of private education – senior ed. Can be well over \$10,000 p.a. in some schools</li> <li>• Parents still choosing private schooling regardless of hikes</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 1</li> <li>• SE = 2</li> <li>• SM = 3</li> </ul>
Political	Subject to many eyes	19 <sup>th</sup> May	Tess Livingstone	50	1609	<ul style="list-style-type: none"> <li>• Education as a political issue</li> <li>• Highlights the variety of options available across a number of different schools</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> </ul>
Political	Policy difference is in the detail	13 <sup>th</sup> Sept	Jennifer Buckingham	34	883	<ul style="list-style-type: none"> <li>• Comparison of party position on education</li> </ul>	<ul style="list-style-type: none"> <li>• Political</li> </ul>
School Closure	School on a wing and a prayer	9 <sup>th</sup> March	Tess Livingstone	9	298	<ul style="list-style-type: none"> <li>• Amberley State school</li> <li>• Parents &amp; teachers fighting to keep school open – community effort</li> <li>• “great school with tight knit community”</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 1</li> <li>• SE = 2</li> <li>• DE = 1</li> </ul>

School Closure	School in a fight for survival	6 <sup>th</sup> Sept	Margaret Wenham	12	201	<ul style="list-style-type: none"> <li>• Blackstone State school – possible amalgamation with Dinmore</li> <li>• Community to fight to keep school open</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 1</li> <li>• SE = 2</li> </ul>
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TOPIC	ARTICLE TITLE	DATE 2007	AUTHOR	PAGE	WORD COUNT	KEY POINTS	CLASSIFICATION
School Selection	Learning potential at forefront	1 <sup>st</sup> Sept		E53	311	<ul style="list-style-type: none"> <li>• Presents guidelines for school selection               <ul style="list-style-type: none"> <li>- Clear expectations</li> <li>- Visit the school</li> <li>- Check costs</li> <li>- Involve child</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> <li>• SM = 1</li> <li>• De = 1</li> </ul>
Vocational Education	Labouring the point	10 <sup>th</sup> Nov	Marianne Betts Daniel Hoy	3	786	<ul style="list-style-type: none"> <li>• Presents voc ed as a positive alternative to university</li> <li>• Presents a selection of success stories for those who have followed this path</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 3</li> <li>• SM = 2</li> </ul>
Drama	Throw in a little theatrics and school can be cool	24 <sup>th</sup> March	Bernadette Condren	68	418	<ul style="list-style-type: none"> <li>• Cultural benefits of drama presentations</li> <li>• Arts Council involvement in schools</li> <li>• Reflective contribution</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 1</li> <li>• DE = 2</li> </ul>
Distance	Achieving aims	28 <sup>th</sup> July		E49	189	<ul style="list-style-type: none"> <li>• Highlights benefits of</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> </ul>



Education	quietly					flexible delivery mode <ul style="list-style-type: none"> <li>• Caters for diversity of learners and learning situations</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> </ul>
Teacher Education	Teachers escape vital test	27 <sup>th</sup> Feb	Michael Madigan	2	163	<ul style="list-style-type: none"> <li>• Questions definition of “quality teacher education”</li> <li>• Reports on a recommendation for research into teacher education, &amp; a national accreditation system</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 2</li> </ul>
Higher education – links to SES	Get ‘em young for best chance – Professor calls for action to help underprivileged into higher education	4 <sup>th</sup> April	Tess Livingstone	27	349	<ul style="list-style-type: none"> <li>• Inequality in higher education commences in early years of school due to low SES</li> <li>• Need for improved student support programs</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 2</li> <li>• SE = 2</li> <li>• SM = 2</li> </ul>
Gifted Student	Gifted girl’s compo bid denied by court	23 <sup>rd</sup> April	Mark Oberhardt	10	268	<ul style="list-style-type: none"> <li>• Discrimination claim re denial of early entry into high school</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 1</li> <li>• SM = 1</li> </ul>
Gifted Student (A/A)	Gifted child dispute heads to high court	27 <sup>th</sup> April	Mark Oberhardt	21	279	<ul style="list-style-type: none"> <li>• Fight to continue in high court</li> </ul>	<ul style="list-style-type: none"> <li>• SE = 1</li> <li>• SM = 1</li> </ul>
School Numbers	School bars refugee boy	1 <sup>st</sup> March	Tess Livingstone	20	420	<ul style="list-style-type: none"> <li>• Inala State primary</li> <li>• Class numbers in excess</li> <li>• Assistance required</li> <li>• Headline</li> </ul>	<ul style="list-style-type: none"> <li>• DE = 1</li> <li>• SE = 1</li> </ul>

						“sensationalised”	
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