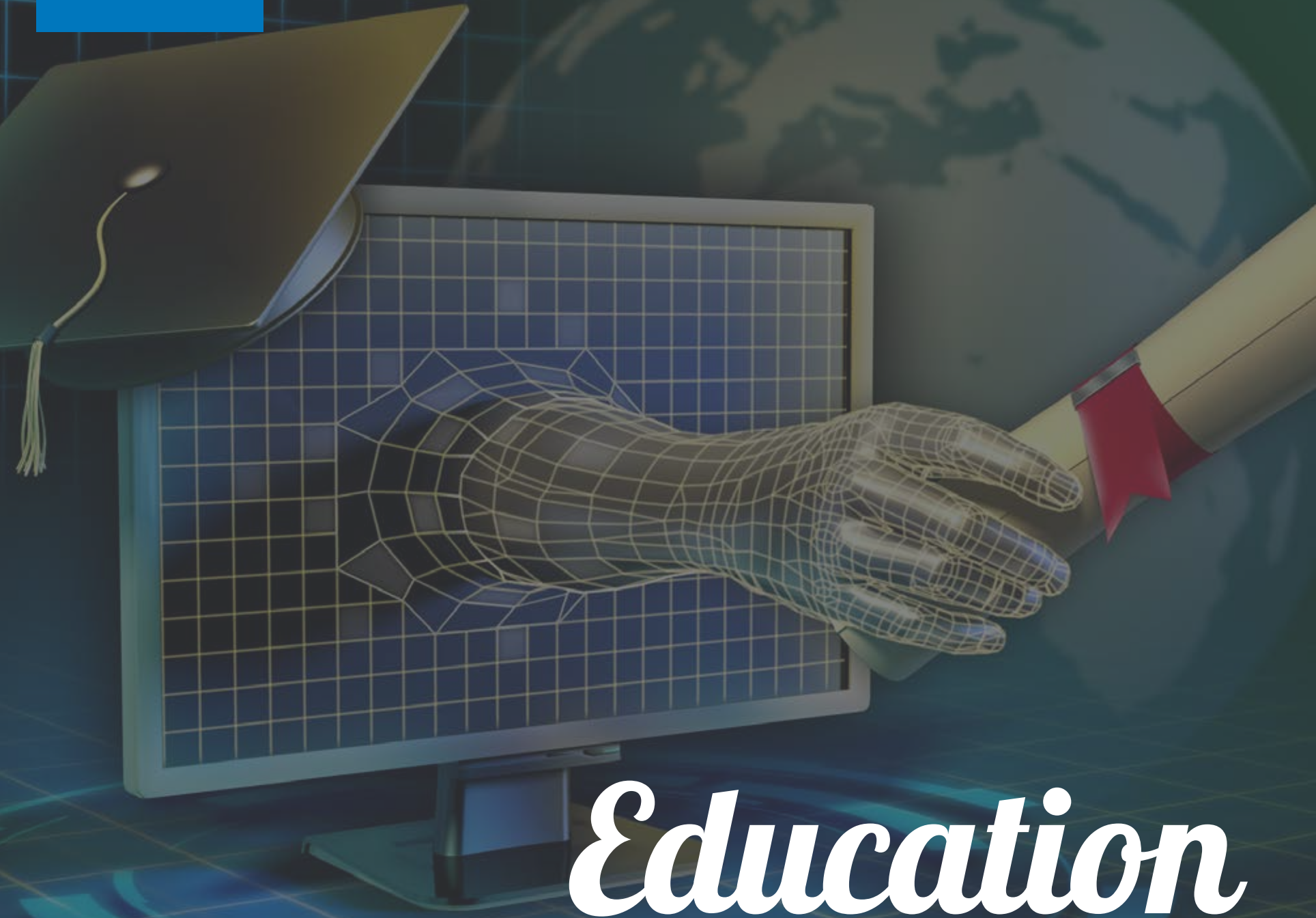




BUSINESSNEWS
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Education

SPECIAL REPORT



Education

UNLEARNING: Jane den Hollander says universities can't expect as swift a recovery as they might have done in the past. **Photo:** Gabriel Oliveira

Unis drive broader value message

WA's university sector is concerned with the lack of federal support for international students, warning that choices made now could cause years of damage to the country's economy and reputation.



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DEBORAH Terry understands why conversations about international students in Australian universities so often involve money, given the data, but she believes there is much more at stake than simply the dollars.

Australian Bureau of Statistics figures show that education, measured as an export, contributed \$38 billion to the national economy in the 2018-19 financial year, making it Australia's third

largest export industry behind iron ore and coal.

All five of Western Australia's major universities rely on the tuition and fees that onshore international students pay each year, and their absence in semester two due to ongoing travel restrictions is likely to have a significant impact on the sector's teaching and research output.

Professor Terry, who serves concurrently as Curtin University's vice-chancellor and chair of Universities Australia, has cited these figures in recent weeks as she has lobbied the federal government to increase its stimulus to the sector during the COVID-19 pandemic.

And although she's cognisant that losing international students will deliver a significant financial hit to the sector, Professor Terry told *Business News* there were bigger issues to consider, including Australia's reputation and influence on the global stage.

To illustrate her point, Professor Terry mentions George Chan, pro-chancellor of Curtin's campus in Sarawak, Malaysia, whose first foray into academia came through a Colombo Plan scholarship that allowed him to study medicine at The University of Sydney in the 1960s.

She said his decision to return to the sector to assist an Australian university in its international expansion was illustrative of the benefits international students brought to the sector, beyond an immediate increase in cash flow.

"That's where the responsibility falls on all of us, not just universities, to articulate why it's such an important export industry for Australia," Professor Terry said.

"It's through soft diplomacy [and the] person-to-person links we establish in the region that help with trade and understanding in the future.

"Often, I talk to people in the [Asia] region and find out they

studied at an Australian university, and that has outcomes and benefits that last lifetimes."

Testing times

There's broad agreement across WA's universities that COVID-19 represents a fundamental challenge to the sector, as restrictions on travel severely limit research, and the movement of staff and students.

The University of Western Australia interim vice-chancellor Janeden Hollander acknowledged that universities were in the midst of an unprecedented challenge, given the sector had emerged relatively unscathed from the GFC, and the fallout from SARS and the September 11 attacks in the US.

The reasons for that were multifaceted, she explained, pointing out Australia today had stronger trade ties with countries that had been devastated by the COVID-19 health and economic crises.

"China, the UK, Germany and the US have all been decimated by this, and although it's a health crisis, there's an economic crisis right next to it because people aren't working," Professor den Hollander said.

"There will be a recovery, but it could be tough.

"That's a big difference [to] all the crises of the past; they came and went, and we snapped back.

"We're not snapping back this time."

Despite those concerns, universities have managed the

\$38bn VALUE OF INTERNATIONAL EDUCATION TO THE AUSTRALIAN ECONOMY IN 2018-19FY

Source: ABS

video conferencing to rapidly scale-up remote learning.

Edith Cowan University vice-chancellor Stephen Chapman said the ability of most students to learn online, coupled with willing staff, had eased what could otherwise have become an ambitious undertaking.

"In the past, we'd think of doing an online course and it would take six months to prepare and cost hundreds of thousands of dollars," Professor Chapman said.

"I've had a situation where I've had to tell a university where 25 per cent of our courses are online that, in the next three weeks, everything we do has to go online.

"Nobody has ever done that and it's staggering to expect it, but they [the staff] did it."

While confident in their ability to manage students' learning in the coming months, most vice-chancellors spoken to by *Business News* were concerned with their own financial sustainability and, outside of the state government's \$100 million loan facility for the sector, expressed frustration with limited support from the federal government.

Rather than direct subsidies for the sector, federal relief will come in the form of a guarantee in funding for students who are enrolled and supported by the Commonwealth Guarantee Scheme and the HELP funding.

Dissatisfaction with the federal government's response has played out in dramatic fashion in recent weeks, after all but one of Australia's universities failed to qualify for funding under the JobKeeper legislation.

Originally, most in the sector believed that, as not for profits, universities would only need to demonstrate a 15 per cent loss of income over the required period to qualify for the wage subsidy, as the legislation made clear was the case for other registered charities and not-for-profit organisations.

However, the federal government was quick to clarify that this would not be the case, and universities would need to demonstrate a 30 or 50 per cent loss as required for all other businesses.

At the end of April, the requirements became more onerous, as new rules stated that universities would now need to demonstrate a 30 to 50 per cent loss of revenue

“That’s a big difference [to] all the crises of the past; they came and went, and we snapped back ... we’re not snapping back this time – Jane den Hollander

over a six-month period starting from January of this year.

Most other businesses need only demonstrate those losses over a single month, comparable to the year prior.

"The government has moved the goalposts every time to avoid us qualifying," Professor Chapman said.

"On January 1 2020 there was no COVID-19; all the students were coming and we were making money.

"The problem is the students aren't coming now, and we're having to spend money."

Further compounding the issue has been a lack of any direct or indirect financial support from government for international students.

While the federal government's relief plan for the sector will guarantee \$18 billion in funding to universities for domestic students who are currently enrolled, international students, who cannot access CGS or HELP funding, will not be covered.

There appears to be little appetite to change course on that decision. When asked in April about the status of international students in Australia, Prime Minister Scott Morrison bluntly said they would simply need to make their way home.

Treasurer Josh Frydenberg echoed those comments earlier this month, saying it would be up to universities to figure out

Continued on page 24

short-term operational transition by leaning into the widespread use of recorded lectures and

WHERE EMPATHY MEETS ENTREPRENEURIALISM

At All Saints' College we understand that increasingly our young people are learning in local, national and global contexts and that we need to prepare them not just for an exam, but for life. To do this, we must look beyond traditional modes of learning to a space where the boundaries between secondary education, tertiary study and industry are blurred; to create a place where school is the real world.

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To learn more about how you can partner with the College, visit allsaints.wa.edu.au



ALL SAINTS' COLLEGE

Unis drive broader value message in downturn

From page 23

how they resolved the matter of lost revenue from international enrolments.

StudyPerth chief executive Phil Payne said international students and agents considered the Australian national response compared unfavourably with that of the UK, New Zealand and Canada, which he believed had been far more compassionate and practical in their response.

"The suggestion that students should go home if they're struggling to survive ... misses the fact that it's actually impossible for many to go home," he said.

"They either don't have funds, or the borders are closed.

"Many of these students have been here for several years, contributing to our communities and the economy and paying taxes.

"I think we owe them more than they've been getting."

Evidence suggests the broader economy would suffer if international students shifted to other OECD nations in coming years.

According to The Mitchell Institute, education exports could decrease by \$2 billion ahead of August, while Universities Australia estimates losses of between \$3 billion and \$4.6 billion in the next six months without further relief or stimulus.

Professor Chapman said Australia's ability to attract international students had, until now, been the envy of the global university sector (see Book of Lists, pp30-31).

By not offering concessions to those students now, such as post-study work rights to those studying online, he believes the federal government is doing the sector and the broader economy a disservice.

"My worry is that the lack of support and the rhetoric that's coming out [of the federal government] could seriously damage our competitiveness in the international market," Professor Chapman said.

"Sometimes my worry is that people don't care about that.

"This is the third largest export industry in Australia after iron ore and coal; why would you treat the industry this way?"

Correcting mistakes

Although the federal government's response has inspired little confidence in the higher education sector, there was enthusiasm for National COVID-19 Coordination Commission chair Nev Power's suggestion to bring international students to Australia on charter flights in the coming months.

That plan appeared broadly popular with WA's vice-chancellors, who said the next best thing for the sector after relief would be investigating how to get students back in class in coming semesters while minimising risk to the domestic population.

"It's a commonsense protection for the industry," Professor Chapman said.

"Students aren't like tourists, they don't arrive then go to Uluru or Sydney and you don't know where they are; they arrive, and they're in a controlled system.

"It can be done if we do it right, and I think that's where we need to look."

While there is enthusiasm for returning international students to Australia as soon as possible, Professor Terry argued the sector should more forcefully make the case for its own economic and social value.

She said Australia's well-regarded response to COVID-19 was evidence that researchers and academics were being recognised and rewarded at the moment for their efforts, even while the universities that educated them were not.

"What we've seen over the last few months is our government recognising very appropriately that we have a reliance on research," she said.

"We have people who can provide evidence for public health who are at the forefront of developing possible vaccines and treatments for COVID-19.

"That's part of why Australia's been able to respond so effectively.

"There's been great leadership at a Commonwealth and a state level and we've made the right decisions, but we've also got that evidence we can draw on to understand what we should be doing."

Murdoch University vice-chancellor Eeva Leinonen said the federal government had implicitly acknowledged the value of



PERCEPTIONS: Eeva Leinonen says universities need better messaging on the economic value they offer. **Photo:** Murdoch University

“Universities as organisations have not been quite thought about in the context of providing an economic benefit - Eeva Leinonen

universities when it announced a series of online, six-month university courses for those looking to retrain for the post-pandemic economy.

If the sector were to further benefit from countercyclical economic forces, however, Professor Leinonen said universities would need to do a better job of communicating that value to the broader public.

"Universities as organisations have not been quite thought about in the context of providing an economic benefit [and they

haven't always messaged their activities in that way," she said.

"Even if it's just international education and research, putting those together, it's obvious that the impact economically and socially is enormous [but] we're also part of skilling the future workforce.

"Universities have a role to play in skilling, reskilling and

upskilling the workforce, particularly in these unprecedented times when the nature of jobs is changing rapidly."

Professor Terry said ensuring the sector articulated its overall economic and social value would be crucial going forward.

"We talk about the silver linings in these times, and I think one of them is that the broader community has developed a better sense of [how we] rely on expertise," she said.

"That's built up over years of investment in capability.

"We've got to look at it as a bridge to the future that will drive new technologies, jobs and industries, and universities are critical to that."



University of Western Australia



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Is there a new future for schools post-Coronavirus?

Scotch College Headmaster Dr Alec O'Connell says the COVID-19 crisis offers an unprecedented opportunity to reconsider how we deliver education by taking advantage of the lessons learnt during the crisis.

The global crisis, which reached Australia in late January, has seen schools at the political forefront of the fight to contain the virus.

Australian schools and teachers rapidly became part of headline news due to the role they played in delivering frontline services, as the Federal Government alternately called for institutions to remain open in an effort to support the families of key health workers.

Reopening schools enabled the State and Federal Governments to assist parents to return to the workplace and kickstart the economy.

Dr Alec O'Connell said this period of isolation and uncertainty has demonstrated the critical role schools play in our community, not just as a home of learning but as a place of community service, stability and socialisation.

"Why did parents and the wider community find school closures so difficult?" Dr O'Connell said.

"It is because of social isolation, not lack of information or content. It is at this very point that we are suddenly all

realising that a total online world is not the ideal."

Scotch College went online early, ahead of the Government-enforced closure, to launch the Scotch College Online Teaching programme in late March.

Now in Term 2, 96 per cent of Scotch College students are back in the classroom.

Dr O'Connell said in a time of crisis the focus could not simply be to replicate the classroom experience but to bring a sense of community through the isolated wiring of the net.

"We needed to deliver online learning to almost 1,500 students, from three-year-olds to our seniors in Year 12, and we had two weeks to work out how to do it," Dr O'Connell said.

"It's not just working out what platform to use. It's determining how you can make content engaging online and how to keep students motivated when they don't have the stability of the classroom.

"At Scotch College we're really lucky to have built such a strong community that we were able to rely on and support each other.

"Our students and families have been remarkable. We've worked with students to send letters and care packages to some of our most vulnerable Old Scotch

Collegians – many of who are now in their 80s and 90s.

"Many of our metropolitan families have also welcomed our regional and rural boarders into their homes so they could continue their ATAR studies without disruption."

For Dr O'Connell, COVID-19 has offered an unexpected opportunity to reconsider society and, with it, schools and the formal process of education.

"Our current model of schooling was designed during the industrial revolution when graduating students needed to be ready to participate in an industrial model of mass production," Dr O'Connell said.

"The reality is that 70 per cent of young people are currently entering the workforce in jobs that will be radically affected by automation, while 40 per cent of current jobs won't even exist – not to mention the long-term impacts from the Coronavirus crisis.

"We need to ensure that we are teaching resilience, communication, self-management and social skills. And in the time of COVID-19 we've seen this now more than ever."

Backed by the experience of solely online learning during COVID-19, Scotch College is looking to add the agility and flexibility of the digital classroom into its

Swanbourne campus.

"At the College we want to unpack what's become the traditional classroom and school day," Dr O'Connell said.

"Why do we run 60-minute lessons between 9am and 3pm with a class of 25 and just one teacher? The current crisis has offered us a valuable window into a very different type of learning.

"We're not seeking to be purely digital, but we can adopt elements that emphasise independent learning, allow us to teach the entire year group via the classroom and outside of it, and offer new micro-credentials or course streams that can contribute to university credit.

"We're interested in adding webinars, video calls and other digital experiences that allow for flexibility and disruption to the traditional school day.

"Our new building, with its substantial lecture theatre and multi-functional, flipped classroom model, makes this new model of learning possible.

"As Churchill once said: 'Never let a good crisis go to waste'.

"COVID-19 has challenged many of us like never before. Now we need to challenge ourselves by rethinking how we can truly transform education for the future."

Headmaster's Morning Tea

Wednesday 27 May & 29 July, 10am – 11.30am



Register at scotch.wa.edu.au/tours

Preparing boys for life

Lessons from pandemic recess

As students return for term two, some of the state's private and independent schools are embracing new practices born out of the COVID-19 disruption.



LESSONS: Fiona Johnston says she has dealt with the COVID-19 pandemic by embracing it as a catalyst for change. Photo: St Hilda's Anglican School for Girls

Jordan Murray

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IF Wesley College principal Ross Barron has learned one lesson during the past two months it's that planning for a pandemic is tough.

Mr Barron said he felt overwhelmed by the chaos of everyday life about two months ago, as information rapidly evolved and COVID-19 established a presence in Western Australia.

"What we were trying to do was plan for 10 different scenarios," Mr Barron told *Business News*.

"Three days later, none of them were on the table.

"It became more stressful for me, the executive and the council."

While responding to the pandemic proved an operational headache for Mr Barron, it was not without precedent; Wesley College first enforced quarantines

as far back as January, when 29 students returned for term one having travelled through mainland China.

By early February, that situation had motivated Mr Barron to begin preparing Wesley for the virus's arrival.

"As it developed worldwide, we were lucky because we had parents and an alumnus that were experts and well-placed politically, so speaking to them was a wonderful resource for me," Mr Barron said.

"We heard early on that it was much more than what was spoken about, that it actually was going to have a huge financial, health and political impact."

As it has played out, Mr Barron's planning proved fortuitous. COVID-19 cases grew through February and March, with the state government, after initial reluctance, partially shuttering public schools in mid-March to

curb the spread of the virus in Western Australia.

However, independent and private schools such as Wesley College had to make their own decisions about whether to keep classrooms open, while juggling broader economic concerns.

For Mr Barron, the challenges were myriad, as parents demanded clarity, staff members were concerned with job security, and students faced the prospect of a radically altered learning environment.

Eventually, Mr Barron made a decision to redeploy and retrain teachers where needed, ensuring remote learning and school hygiene met an acceptable standard.

"We said that, with the exception of casual staff like sports coaches, we would not lay people off; we would be creative in redeploying people," he said.

“Part of the journey we’ve been on going, by default, is future proofing” - Fiona Johnston

"The biggest thing was to give the best education we could."

Reflecting on the episode, Mr Barron admits that the speed with which new initiatives were adopted and teachers were retrained was unprecedented in a sector that had previously been cautious and incremental in its approach to change.

With the virus forcing his hand and teachers required to reskill rapidly, Mr Barron suggested there were unintended lessons around agility that could be learned from the shock.

"There are a lot of things that I have no doubt will change what we do when there's a new norm," Mr Barron said.

The new rules

Less than three weeks ago, schools, governments, unions and the medical community were at odds over how to proceed with term two, as the state government made clear its desire to see face-to-face learning resume.

However, with a consensus formed and students across the state having now returned to the classroom, some private and independent schools find themselves at a crossroads, having mapped out their own contingency plans and workarounds during the crisis.

Some WA principals are now looking to retrain teachers and

move students to a hybridised, agile model of learning, incorporating practices implemented in recent weeks, such as remote learning.

For John Finneran, principal of Newman College, which according to BNiQ has the second largest student cohort in WA with 1,826 students, education had generally focused on a limited range of core subjects, with a view to preparing students for university.

With remote learning, he said teachers has been forced into an unfamiliar learning environment and needed to reconsider how they assessed each student's skills and abilities.

"Teachers, to that end, have always worked within a clear structure," Mr Finneran said.

"You deliver an outcome, and you have a structure.

"For teachers, particularly, there's been a massive shift in their own engagement in how they teach and co-learn.

"What's been interesting for Newman College is the position that it forced us to rethink how we learn.

"Remote learning is different and requires a level of independence and connectivity.

"You have to rethink every activity, particularly for this community, where we've been through this process of how we challenge students and staff and collaborate, and how we move towards innovative, creative pedagogy."

Mr Finneran argued there was great benefit for students if teachers were to embrace aspects of flexible assessments that remote learning required, particularly when it came time for students to graduate from university and enter the workforce.

Citing Newman College's working relationship with Welshpool-based contract mining and civil services company, MACA, as evidence, Mr Finneran said he had often been told that graduates lacked creativity and independence, despite receiving good marks throughout school.

That, he argued, was representative of the inordinate value placed on a highly structured method of teaching, with grading particularly being viewed as means to an end rather than a method for evaluating students' abilities.



REEDUCATION: Ross Barron says retraining staff to be more agile has been integral to dealing with the pandemic. Photo: Wesley College

"This is a great time to rethink ATAR," Mr Finneran said.

"It's not the only instrument to engage kids in.

"At the minute they've got exams. If they don't do the exam, they don't get a mark, and if they don't get a mark they're not going to university.

"We're worried we're going to lose that fine-grain, summative test to determine the step into university."

Mr Finneran acknowledges it would be difficult to convince policymakers that teachers should assess students based on a broader profile of their character, instead of through digestible and

“There are a lot of things that I have no doubt will change what we do when there's a new norm – Ross Barron

straightforward marking criteria.

In the meantime, though, he said schools could make immediate changes to help teachers encourage students' independence and development of character, such as through regular online lessons.

"The rethinking will be around

online provision and what we can do online," he said.

"There's flexibility for older kids for subject selection, and the traditional classroom will have to be rethought.

"I think there's no reason why a child can't, if they need to, work from home."

Reliable methods

While Mr Finneran is eager for Newman College to embrace agile learning, Donella Beare, principal of St Stephen's School, the largest independent school in WA with 2,020 enrolments, was cautious about relying too heavily on remote learning.

Ms Beare said although St Stephen's School already embraced online learning in tandem with face-to-face delivery, students benefited greatly from the structure and community that came through traditional learning in the classroom.

"Speaking to students, the big issue is not learning content, it's the relationship and understanding," Ms Beare said.

"The face to face is the relationship to the teachers and friends, and the ability to go in depth in areas where they don't understand something.

"You can't always get that from an online environment.

"I think parents now understand the role of a teacher is that they don't just deliver content.

"It's that holistic person who looks after students staying engaged and motivated."

Even if schools don't completely embrace the shift, many, such as St Hilda's Anglican School for Girls, have begun reviewing what teaching practices and programs should be carried through in the curriculum for term two.

Through programs such as St Hilda's TV, an online platform that has subsumed assemblies and other community programs made unfeasible by restrictions on gatherings, principal Fiona Johnston said it was important for the school to employ a hybridised model of learning.

"Part of the journey we've been on, by default, is future proofing," Ms Johnston said.

"There were many things where we produced during that period when we weren't on campus together to ensure we had the social presence, through things like St Hilda's TV.

"That's continued across both our campuses, and ... it's another way for our community to connect.

"We've embraced COVID-19 as a catalyst for change, and we want to look at what we've learned as an organisation through the experience, taking those positives and blending them with previous practices."



PRESSURE: The pandemic has added further stress to teachers' already-complex role. Photo: Stockphoto

Support needed for teachers under stress

The upheaval caused by the virus has been difficult for everyone, especially teachers.



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THE COVID-19 pandemic has forced a sudden halt to most of the activities we take for granted, yet it has been a totally different journey for our schools as they entered uncharted territory – and for the

most part remained open for business.

Large sections of the community now recognise that teachers and others in front-facing education roles are among our society's unsung heroes, alongside medical professionals, supermarket staff and emergency services workers.

While teachers have put on a brave face and risked their own health to assist others, their wellbeing has taken a battering.

It is one of many challenges school leaders are struggling to address at a time of rapid change across many different fronts.

Teaching has long been considered one of the more stressful professions. Excessive workloads, adverse student behaviour (including disrespect and aggression), unreasonable and demanding parents, and toxic school environments are all regularly cited as causes of the stress.

During the COVID-19 pandemic, many teachers have described heightened levels of anxiety as they have continued to attend work, despite the threat of infection and challenges to maintain social distancing in a school environment.

They have also grappled with pivoting from a classroom to an online environment, often with only minimal training and little ongoing support.

Many school leaders will argue that historical stressors, recent health and wellbeing concerns, vulnerability, and the rapid rate of change in classroom practices have created a perfect storm for the deterioration of teachers' mental health.

It is an issue that concerns school leaders and parents of all students.

In this regard, there is a positive role parents can play.

The average teacher can be involved in about 1,000 interpersonal connections in a single day (with students, parents, and other educators), and the quality of those interactions can either support or diminish teacher wellbeing.

Even if teacher-parent interactions account for a smaller percentage of daily interactions than the to-and-fro with students, positive and constructive communication can do much to bolster teacher wellbeing.

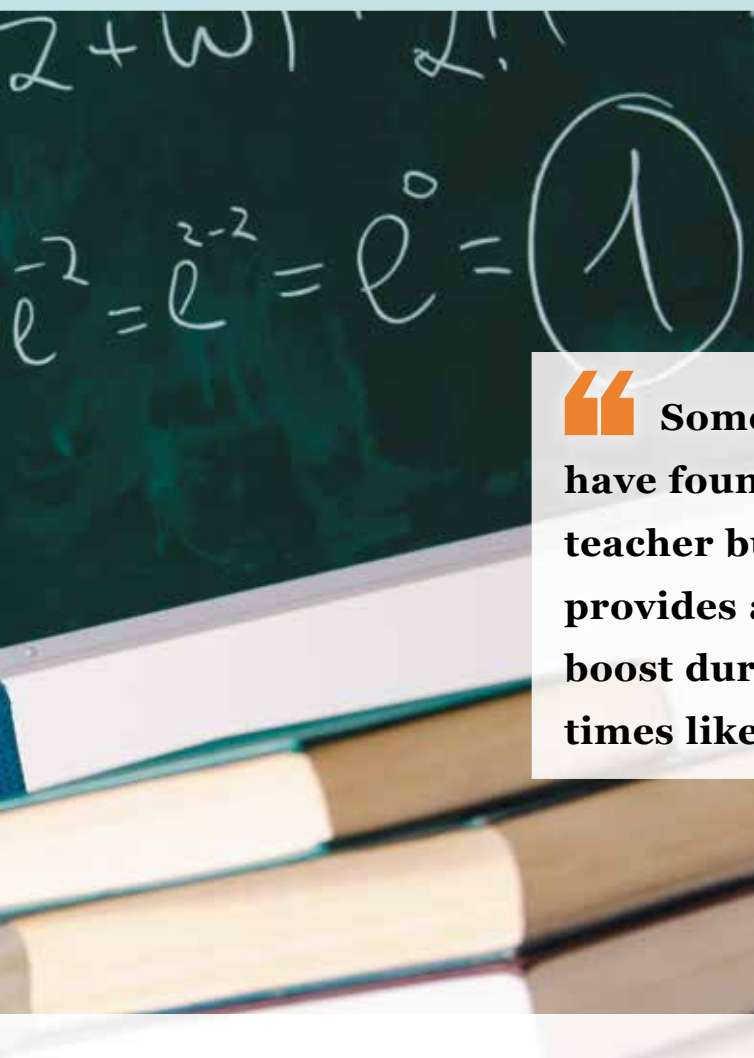
Yet sometimes the benefits of constructive parent-teacher communication are annulled by the actions of a small group of parents.

Negative parent actions include sending children to school when they are unwell and against the advice of health authorities. This practice needs to stop.

Placing unrealistic expectations on teachers is another negative parent action.

During the COVID-19 pandemic, all parents need to adjust their expectations as teachers try to balance their time between children in physical and online environments.

School leaders can do much to support staff wellbeing.



“ Some school leaders have found a teacher-to-teacher buddy system provides a much-needed boost during challenging times like these

Demonstrating leadership behaviours that promote empowerment among teachers, such as listening to their needs and concerns and seeking their input for decision making, can boost teachers' wellbeing.

There is also a strong case for school leaders to form staff wellbeing committees or groups that strategically consider what steps might need to be taken to boost teacher morale within a school's unique operating context.

In this COVID-19 age, school-based wellbeing initiatives for all staff are a must.

Some school leaders have found a teacher-to-teacher buddy system provides a much-needed boost during challenging times like these. Simply knowing that an individual is available to provide non-judgemental support can make a school's entire staff more buoyant.

But teacher wellbeing is not only the domain of school leaders and parents.

Teachers themselves have a key role to play in boosting their wellbeing. Every teacher needs to engage in self-care and demonstrate this behaviour when they encourage students to take care of themselves.

The self-care starts with going back to basics such as getting enough sleep, exercising regularly and eating healthily. It extends to planning daily activities that are enjoyable, calming or relaxing.

Self-care also demands that teachers hunt out those aspects of their jobs that keep them in the classroom. It might include reflecting on their wins in the classroom, such as the gratification associated with those 'lightbulb' moments when a student finally 'gets it' after much effort, or when a teacher is able to help a child transform persistent episodes of poor behaviour into those of a model school citizen.

It is very much a case of all teachers being mindful of the need to take care of their own wellbeing.

Teaching as a profession is challenging, even without a global pandemic.

On a day-to-day basis, teachers hold classes, counsel students, provide feedback, interact with parents, mark assignments, tidy classrooms, create displays and administer first aid – and the list goes on.

Throw in a dangerous virus that has created havoc around the world and there is a strong imperative for employers, school leaders, parents and teachers to get on the bandwagon to bolster levels of teacher wellbeing right across Western Australia.

Our failure to do so won't just harm our teachers but inevitably affect the learning of our children and adolescents, not to mention their own health and wellbeing.

• Professor Gary Martin is chief executive officer at the Australian Institute of Management WA.



Global
Academy

The Serious Business of Online Education

As an online education company for the past seven years, Crimson Education became an unofficial advisor to schools during the recent transition to online education.

This was furthered by the launch of Crimson Global Academy, a purpose built online education program headed up by John Morris ONZM.

John ran a webinar in conjunction with principal associations and has been sharing his insights into how

online education can be as engaging and fast-paced as the physical classroom.

The Crimson Global Academy has students from around the world and a team of teachers with 20+ years experience. At its core is a philosophy that students should be given the opportunity to learn at their ability level rather than their age.

To learn more about Crimson Global Academy, visit www.crimsonglobalacademy.school.

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- + Internationally recognised curriculum
- + Teachers with 20+ years experience
- + Students learning at their ability level

WA's LARGEST PRIVATE SCHOOLS

Ranked by total enrolment



Rank	Change from previous year	School name	a) Principal b) Chairman	Year est. in WA	No. of Pre-Kindergarten and Kindergarten enrolments	Np. of Primary Enrolments	No. of Secondary Enrolments	Total Enrolment	Edu- cation Levels Taught	Fee Structure	Religious Affiliation
1	—	St Stephen's School	a) Donella Beare b) Kevin Smout	1983	135	793	1,092	2,020	Pre K-Y12	Pre K \$864, K \$4755, PP-Y4 \$6259, Y5-6 \$6380, Y7 \$8016, Y8-9 \$9428, Y10 \$9733, Y11-12 \$9947	Uniting Church
2	—	Newman College	a) John Finneran b) Caroline Payne	1964	91	602	1,133	1,826	Pre K-Y12	Pre K \$3400-\$6400, K \$2580, PP-Y6 \$4300, Y7-10 \$8400, Y11-12 \$9530	Catholic
3	—	St Mark's Anglican Community School	a) Steven Davies b) Simon Green	1986	49	694	992	1,735	K-Y12	K-Y1 \$6664, Y2-5 \$6665, Y6 \$8296, Y7-8 \$9296, Y9 \$9800, Y10-12 \$10056	Anglican
4	↑	Australian Islamic College Kewdale	a) Mohammed Nazar Khan b) Hamza Amira	2000	50	643	1,025	1,718	K-Y12	K \$2000, PP-Y6 \$1620, Y7-10 \$1785, Y11-12 \$2000	Islam
5	↓	John Septimus Roe Anglican Community School Mirrabooka Campus	a) Jason Bartell b) Diane van de Velde	1992	89	650	976	1,715	Pre K-Y12	Pre K \$2800, K \$4650, PP-Y2 \$4850, Y3-6 \$5225, Y7-9 \$7500, Y10-12 \$7800	Anglican
6	↓	Christ Church Grammar School	a) Alan Jones b) Matthew McNeilly	1910	29	476	1,184	1,689	Pre K-Y12	Pre K \$6980-\$17460, K \$10480-\$17460, PP \$18760, Y1-Y2 \$22080, Y3-4 \$22580, Y5 \$23580, Y6 \$26400, Y7-12 \$28920	Anglican
7	—	Mandurah Catholic College	a) Chris Wallace b) Genevieve Constantine	1992	30	333	1,326	1,689	K-Y12	K-Y6 \$1049, Y7-10 \$3666, Y11-12 \$3999	Catholic
8	↓	Chisholm Catholic College	a) John Bormolini b) Paul Depiazzi	1989			1,680	1,680	Y7-12	Y7 \$5500, Y8 \$5800, Y9 \$6100, Y10 \$6400, Y11 \$6700, Y12 \$7000	Catholic
9	↓	Mercy College	a) Julie Hornby b) Richard Bone	1972	60	433	1,139	1,632	K-Y12	K \$1098, PP \$1773, Y1-2 \$1903, Y3-5 \$1923, Y6 \$2243, Y7 \$4319, Y8 \$3991, Y9 \$4109, Y10 \$4441, Y11 \$4476, Y12 \$4626	Catholic
10	↓	Frederick Irwin Anglican School	a) Kerry Robertson b) Goff McLarty	1991	79	636	885	1,600	K-Y12	K \$3388, PP-Y6 \$3766, Y7 \$4974, Y8-10 \$6148, Y11-12 \$6712	Anglican
11	↓	Hale School	a) Dean Dell'Oro b) Mark Foster	1858		395	1,195	1,590	Y1-12	PP \$16290, Y1-2 \$17460, Y3-4 \$20910, Y5-6 \$23160, Y7-8 \$26790, Y9-12 \$26910	Anglican
12	↓	John XXIII College	a) Robert Henderson b) Julius Matthys	1977	71	403	1,103	1,577	Pre K-Y12	Pre K \$53-\$95 per session, K \$5705, PP-Y3 \$6320, Y4-6 \$7390, Y7-9 \$10390, Y10-12 \$11350	Catholic
13	↑	Lake Joondalup Baptist College	a) Paul Sonneman-Smith (Acting)	1990	78	507	891	1,476	Pre K-Y12	Pre K \$1115, K \$5990, PP-Y6 \$6150, Y7-12 \$9080	Baptist
14	↓	Swan Christian College	a) Adrian Scott b) Rob Edkins	1983	38	417	1,005	1,460	K-Y12	K \$3716-\$5540, PP \$5396, Y1-3 \$5688, Y4-6 \$5808, Y7-9 \$7604, Y10-11 \$7760, Y12 \$8048	Non denominational
15	↑	St Mary Mackillop College	a) Frank Norton b) David Forster	2016	76	524	849	1,449	Pre K-Y12	Pre K \$75 per session, K \$689.71, PP-Y6 \$1149.52, Y7-12 \$3781.02	Catholic
16	↓	St Mary's Anglican Girls' School	a) Judith Tudball b) Elizabeth Carr	1921	31	363	1,051	1,445	K-Y12	K-PP \$14520, Y1-3 \$16360, Y4-6 \$17840, Y7-10 \$23820, Y11-12 \$25100	Anglican
17	↓	Carey Baptist College Harrisdale	a) Jennifer Argue b) Brian Harris	1998	76	554	815	1,445	K-Y12	K \$4441, PP-Y6 \$6229, Y7-9 \$8684, Y10-12 \$9187	Baptist
18	↑	Sacred Heart College	a) Peter Bothe b) Anne Zaninovich	1967			1,428	1,428	Y7-12	Y7-12 \$6974	Catholic

WA's LARGEST TERTIARY EDUCATION & TRAINING PROVIDERS

Ranked by total staff in WA (FTE)



Rank	Company name	Senior executive and title	Year est. in WA	Total staff in WA (FTE)	No. of Campuses in WA	Total Number of Students in WA	Specialities
1	University of Western Australia	Prof Amit Chakma Incoming Vice Chancellor	1911	3,348	2	24,213	Life and agricultural sciences, medicine and dentistry, law, psychology, education, earth and marine sciences, music, architecture, English, history, linguistics, archaeology, engineering, economics, accounting and finance.
2	Curtin University	Prof Deborah Terry Vice Chancellor	1966	3,288	4	44,716	Teaching and learning, developing industry-ready graduates, research and development, providing solutions to significant problems.
3	Edith Cowan University	Prof Steve Chapman Vice Chancellor	1991	1,910	3	22,030	WA's largest provider of university level professional education in nursing, education and the creative and performing arts based on current data.
4	Murdoch University	Ms Eeva Leinonen Vice Chancellor	1973	1,890	3	19,343	Business & law, science, social and cultural studies, health, technology, creative arts, engineering, teaching.
5	North Metropolitan TAFE	Ms Michelle Hoad Managing Director	2016	1,276	10	30,000	Accounting & finance, human resources, project management, security, work health & safety, business & management, marketing, retail, training & assessment, access to education, children's services, education.
6	South Metropolitan TAFE	Ms Terry Durant Managing Director	2016	1,175	12	26,817	Aerospace, maritime and logistics, agriculture, animals, science and the environment, automotive, building and construction, business and finance, creative industries, defence, education and community services, engineering and mining.
7	The University of Notre Dame Australia	Mr Peter Tranter A/Vice Chancellor	1989	618	2	6,615	The objectives of the University are: the provision of (a) university education, within a context of Catholic faith and values; and (b) an excellent standard of (i) teaching, scholarship and research; (ii) training for the professions; and (iii) pastoral care for its students.
8	Electrical Group Training	Mr Stuart Diepeveen General Manager	1988	NFP		NFP	Electrical apprentice employment and hire.
9	South Regional TAFE	Ms Sue Lapham A/Managing Director	2016	418	12	10,835	Arts fashion and design, automotive engineering and electrical, building and construction trades, business, children's services, health and community services, interior decoration, building design and drafting, hair and beauty, education, accounting and finance.
10	Central Regional TAFE	Mr Bill Swetman Managing Director	2016	321	9	10,000	Aerospace, maritime and logistics, agriculture, animals, science and the environment, automotive, building and construction, business and finance, creative industries, defence, education and community services, engineering and mining...
11	Navitas	Mr Scott Jones Group Chief Executive	1994	300	4	NFP	Navitas is a leading global education provider that has helped generations of learners transform their lives through education. We create life-changing opportunities to learn by delivering an extensive range of educational services to over 70,000 aspirational students across our global network at 120 colleges and campuses in 24 countries each year.
12	North Regional TAFE	Mr Kevin Doig Managing Director	2016	274	11	6,693	Aquaculture, logistics and warehousing, maritime studies, agriculture, conservation and land management, horticulture, automotive vehicle servicing, carpentry and joinery, construction, civil construction, electrical and electrotechnology, accounting and bookkeeping...
13	Stanley College	Ms Vickie Powell General Manager	2008	190	4	1,940	English, business, leadership and management, hospitality, health, childcare, security, translation and interpreting.
14	Edith Cowan College	Ms Amanda Peterson College Principal	1994	170	2	1,316	Commerce, computing/IT, communications and creative industries, hotel management, engineering and health studies.
15	College of Electrical Training	Mr Steve Hall General Manager Training	1996	NFP	2	NFP	Electrical and communications training including electrical pre-apprenticeship, electrical apprenticeship courses and post-trade training for electrical and telecommunications workers.
16	e Fire & Safety	Mr Richard Elkington Chief Executive Officer	1999	61		10	Training program of extinguishers usage and type of extinguishers for different application, fire warden training.
17	Phoenix Academy	Mr Pankaj Pathak Managing Director	1989	60	1	2,500	Full range of English and university pathway programs, Link2Uni service, homestay with Australian families, recreation and adventure activities.
18	SAE Creative Media Institute	Mr Dean Pearson Campus Manager	1983	50	1	NFP	Audio, film, games, animation and design. bachelor, associate degree and postgraduate degree programs & diploma programs

Education

SPECIAL REPORT

BNiQ SEARCH Education



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06 Mar 2020 by Mark Pownall

The difficulties facing Australia's tertiary education sector as a result of the COVID-19 coronavirus ...

Crimson Education students break Oxford and Cambridge admission records

13 Feb 2020 by BN announcement

2020: In what is shaping up to be an all-time record, 37 students supported by Crimson Education gained ... admits per year. Some particularly outstanding student results include: A Crimson Education scholarship ... global glass ceilings and pursue education at the world's leading universities truly sets an inspiring ...

School's in at Malaysian Education Fair

17 Feb 2020 by Peter Tinley MLA

and services. An example of this is Perth based Azurra Education, who have been promoting Western ... Australia's education capabilities across Asia since 2017 and are now marketing the Kindergarten to Year 12 ... relationships in Malaysia and attend the Education Fair in Kuala Lumpur, a huge opportunity to promote the WA ...

Crimson welcome students to their virtual classrooms

11 May 2020 by Jamie Beaton

a purpose-built online education program, Crimson Global Academy (CGA), began classes this week with parents and ... Crimson Education Co-founder and CEO, Jamie Beaton, was created with the mission to see students provided ... with the best education the world could provide. "This week marked a major milestone both for Crimson. ...

businessnews.com.au

Distance learning in the near term

01 Apr 2020 by Jordan Murray

Jordan Murray Education Education Horizons Group chief executive Tim Dawson says schools will need to ... a distance learning world," Mr Dawson said. "We've been used to how education's been evolving in a classroom ... 'What can we do to support the needs of schools to deliver educational outcomes?' "It's new for so many ...

Smart Schools program raises awareness of epilepsy

26 Feb 2020 by Jordan Murray

symptoms. Photo: Gabriel Oliveira Jordan Murray Education Nine Entertainment has flagged cost cuts to its ... * Fully-franked interim dividend of 5.0 cents a share, unchanged Department of Education Epilepsy WA Emma ...

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Teachers union defiant on social distancing

24 Apr 2020 by Jordan Murray

Public schools will resume face-to-face learning in term two Jordan Murray COVID-19 News Education ... students and staff," the statement read. "Our state's school teachers are committed to educating our ... rejected by Education Minister Sue Ellery and her federal counterpart, Dan Tehan. It also follows a survey ...

