

**APPENDIX C – Report Template**  
*Project Agreement – HOKUF professional learning and MoneySmart Schools*

**Final Project Report – for publication**

**A ] Description of performance of Queensland**

**i. Professional Learning delivered throughout the total Project Agreement**

- Queensland required teacher professional learning total: **933**

<b>Professional Learning Delivery by MoneySmart Schools Project Officer</b>		
	<b>Primary</b>	<b>Secondary</b>
Number of Government sector teachers who received professional learning	*Government teachers were invited to Regional Workshops of MSSs and Project Officer. Queensland was not a signatory to the National Partnership Agreement	*Government teachers were invited to Regional Workshops of MSSs and Project Officer. Queensland was not a signatory to the National Partnership Agreement
Number of Independent sector teachers who received professional learning including Catholic sector teachers	167	84
Numbers of Regional Workshops Including State, Independent and Catholic	152	
Number of Preservice Teachers	165	23
<b>Total number of teachers who received professional learning from MoneySmart Schools Project Officer</b>	484	107

\* For your state/territory target numbers refer to Table 1 on Page 4 of the Project Agreement for the *Number of teachers to receive professional learning and suggested number of MoneySmart Schools*

<b>Professional Learning Delivery by MoneySmart Schools</b>		
	<b>Primary</b>	<b>Secondary</b>
Number of Government sector teachers who received professional learning	50	108
Number of Catholic sector teachers who received professional learning	105	135
Number of Independent sector teachers who received professional learning	209	194
<b>Total number of teachers who received professional learning from MoneySmart Schools</b>	364	437

<b>TOTAL NUMBERS OF PROFESSIONAL LEARNING – MoneySmart Schools Project Officers + MoneySmart Schools</b>			
	<b>Primary</b>	<b>Secondary</b>	<b>TOTALS</b>
Number of Government sector teachers who received professional learning	<b>*50</b>	<b>*108</b>	<b>*158</b>
Number of Catholic sector teachers who received professional learning	<b>*105</b>	<b>*135</b>	<b>*240</b>
Number of Independent sector teachers who received professional learning	<b>*376</b>	<b>*278</b>	<b>*654</b>
Numbers of Regional Workshops (Project Manager) Including State, Independent and Catholic	<b>152</b>		<b>152</b>
Number of Preservice Teachers (Project Manager)	<b>165</b>	<b>23</b>	<b>188</b>
<b>Total number of teachers who received professional learning</b>	<b>848</b>	<b>544</b>	<b>1392</b>

**ii. MoneySmart Schools (MSS)**

- MoneySmart Trial Schools in Queensland

**Primary**

Bulimba Stat School  
Ipswich Girls Grammar School  
Kings Christian College  
Ormiston College  
St Michaels Catholic Primary School  
St Peters Lutheran College  
St Stephens Primary School

**Secondary**

Kings Christian College  
Ipswich Girls Grammar  
Chanel College  
Cairns State High School  
The Scots PGC College  
Unity College

**B] Details of any matter(s) that arose which adversely impacted on the delivery of the Output, and how the State/ Territory resolved this/these matter(s).**

- Non-takeup by the Qld State Education Dept at commencement of Project: Collaboration was required with Qld Education Dept Senior Officers to utilize networks, forums and communication channels to invite regional schools to all PD.
- Working independently without access to databases meant developing new networks from scratch and soliciting new contacts and opportunities and made preparation and distribution of Certificates excessively time consuming.
- In that context, relationship management, communications and administration/information management necessitated significant time while having to profile the face-to-face delivery of non MST Workshops/Forums.
- Size of MoneySmart Schools impacts the target number of teachers receiving PD from MSTeachers. Emphasis was required on regional workshops and additional professional development workshops/forums by Project Officer to meet targets.
- Timing of commencement of Secondary Trial in 2013 impeded recruitment and delivery of and by Trial Schools.
- Given the geographic distribution of schools there were diverse technology issues creating difficulty with PowerPoints and in particular video delivery.
- Resignation/Transfer of MoneySmart Teachers/Principal.
- Two MS Schools were combined schools (Primary and Secondary Trials) and they postponed Regional Workshops to combine with Parent Workshops in 2013 decreasing anticipated delivery numbers for 2012.
- Late introduction of SurveyMonkey by ASIC meant doubling up of recording for trialling teachers. Some Primary MSTs elected to do both hardcopy Report and Survey Monkey to ensure comprehensive feedback.
- *Whole School Reflection Template* was considered a bit wordy and hard to get teachers to commit to completing.

- Where MS Teacher took leave the relief teachers were not able to deliver the program as effectively.
- One school felt schools needed to be aware of the cost of some units to make the experiences 'real life' and factor into budgeting for future year/s.
- Recommendation for an equipment/resource list separate from the planning guide, at the beginning of the unit, so teachers can purchase any materials required prior to starting the unit.
- Differentiation within cohorts of students not catered for; hence not allowing full engagement with the materials and requiring modification to suit needs.
- Some units required more explicit teaching to consolidate concepts before allowing students to independently participate in the task required. This added to suggested time allocated for each lesson.
- Lack of units of work for F-2 limited involvement of lower grades as would mean duplication of units in subsequent years.
- Limitations of timing
  - Secondary Trial 4 months
  - Schools planning done November – December prior to School Year
  - Matching Semester/Curriculum Plans created challenges.

**C] Details of any promotional activities undertaken in relation to, and media coverage of, the project during the reporting period.**

- All Media Releases and promotional material provided by ASIC were passed onto all Facilitators and Schools.
- All newspapers in region of trial schools, workshops, forums were sent press releases resulting in a number of newspaper articles in the following publications:
  - The Courier Mail had a number of articles.
  - Cairns Post 2 and 7 May 2013
  - Pittsworth Sentinel and Toowoomba Chronicle on Pittsworth PD.
  - Educational Magazines eg Education Alive April 2013 Volume 20 Issue 1 and Catholic Leader January 27.
- Project Officer sent out global invites to regional State, Independent and Catholic Schools, and partner groups, with information and links to the MS and MST websites for awareness and attendance at Workshops and Forums.
- Promotion of MoneySmart and MoneySmart Teaching through Bond University networks and Bond University Careers Evening. Ongoing.
- Catholic Education Office Principals conference: St Stephen's Principal delivered MST information and resources on 1<sup>st</sup> November 2012 and also arranged diocese promotion of resources and inclusion in curriculum.
- Principal of St Stephen's Catholic Primary School Pittsworth wrote first article for Scott Pape's *Financial Health for Teachers* newsletter.
- Collaborated with Currumbin Special School with option for future delivery and involvement in resource development and curriculum matching.
- MoneySmart Teaching featured on Brisbane radio in an interview with ASIC's Senior Executive Leader, Robert Drake.
- Collaboration with numerous organisations including the Smith Family, Chamber of Commerce, Youth Invest, School of the Air, Brisbane Detention Centre, Independent

Schools Associations, Regional Catholic Diocese, Banks (Commonwealth, Queensland Teachers Mutual Bank), Australian Association of Accountants, Office of Fair Trading, ASIC Community of Practice attendees resulted in additional opportunities to promote the MST Project and deliver the Professional Training. This also assisted with bridging the cross jurisdiction borders through networking, information sharing and creating linkages.

- Collaboration with VET network Australia for MoneySmart and MoneySmart Teaching to be showcased at their August International TVET conference and promotional material included in conference satchels.

## **D] Other Matters**

- Challenges
  - How best do we keep existing MST's involved?
  - What happens when Facilitators move?
  - How best to sustain all stakeholders and address cross-boarder issues?
  - Linkages/partnerships with other bodies delivering 'consumer and financial literacy' awareness/capabilities is a great new target area evolving.
- **MS Teacher's Suggestions**
  - Use networks that work to promote the program eg. existing Professional Associations through:
    - Professional Associations Newsletters
    - Independent and Catholic Networks
    - Partners and support organisations
  - All State and Territory Universities be encouraged to have a Certified Financial Literacy Unit as part of their course delivery
  - Provide a teacher conference which could take the form of working in regions with regional lead MST Teachers; Canvas sponsorship for Regional Forums or Conferences or Piggyback onto existing conferences eg TVET Melbourne.
  - Trial MST's conference after 6/12mths=State Round Table.
  - Linkages with networks for inclusion of MST speakers, stands and inclusions in satchels and similar bulk distribution.
  - Linkages with networks, associations for inclusion of hyperlinks to MoneySmart and MoneySmart Teaching.

### **SIGNED BY**

Per Meg Coonan (Mrs Marguerite E Coonan)



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(Please Print Name)

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(Signature)

**Senior Project Manager MoneySmart Teaching  
12 August 2013**

**Marguerite (Meg) Coonan | Senior Project Officer | Consumers, Advisers & Retail Investors  
| Australian Securities and Investments Commission**