



Cartoon: Colby Myers

Tight isn't alright in foreign aid cuts

EDITORIAL

By YEAR 4 ENRICHMENT GROUP

THE federal government has made drastic budget cuts to foreign aid, transferring the funds into military use, significantly impacting on Indonesia and Africa.

Foreign aid is used to support many of the poorest countries around the world. Australian aid to Indonesia has been cut by nearly half and Africa has plummeted even more. These cuts cause widespread damage to the various aid projects that are established in these countries, including education, health and infrastructure support.

Since the executions of Australian drug dealers, Andrew Chan and Myuran Sukumaran, our relationship with Indonesia has been strained and there are questions as to whether this has sparked the cuts to their country. Similarly, Africa, which has many of the world's poorest countries, has suffered a 70 per cent cut to their aid funding.

At the United Nations all the countries agree to participate in the Millennium Project. This stated that all developed countries

would give 0.7 per cent of their Gross National Income (GNI) to foreign aid. Since 2002, Australia has failed to reach this goal and has even reduced our contributions further. In 2017-2018 Australia will assign 0.22 per cent of our GNI to foreign aid, less than a third of the project's recommendation.

These cuts will result in the loss of Australia's place in the top 10 global donors. Our lack of generosity may also impact on our global influence. The cuts also are not in line with the majority of Australians. One survey found that 75 per cent of Australian citizens are in favour of helping reduce poverty in poor countries.

There are, according to the Coalition government, genuine reasons for keeping foreign aid funds within Australia. The government has boosted its defence and national security funding, which given the suspected terrorist attacks on Australian soil by terrorist groups such as ISIS and the recent Lindt Café attack, may be considered to be money spent wisely by many Australian citizens.

Although funding into military projects is important, we need to question our global responsibility as first world inhabitants ensuring those in less fortunate circumstances are given better opportunities to succeed.

Top rate learning that clarifies everything

By TIARNA DAVIS-KEEGAN

SINCE 2013 Edgeworth Heights Public School (EHPS) has changed the way students learn, using research-based teaching practices, such as Explicit Direct Instruction with the assistant of John Fleming, the deputy principal of the Haileybury Institute in Melbourne, Australia.

EHPS was one of the first NSW public schools to implement Mr Fleming's teaching style and since then his techniques have been scooped up by other public schools.

Principal of EHPS, Barry Croft said "Explicit Direct Instruction has been implemented very effectively by the teachers with structures and routines that engage children in the classroom, participating actively."

EHPS has adopted John Fleming's Lesson Intention, followed by a warm up to motivate students for the lesson which "brings all the information back into the front of their minds," Mr Croft said.

Lessons then follow an I Do, We Do, You Do structure. I Do involves the teacher explaining what to do and providing examples. We Do has the whole class working together as a group, followed by You Do where students independently complete activities using the skills, strategies and concepts learnt in the lesson. A Plough Back at the completion of the lesson revises what students have learnt and allows the teacher to check "whether or not students have



Miss Harvey provides her students with a quality education. Picture: Tiarna Davis-Keegan

understood the concept being taught."

John Fleming visits schools across Australia conducting teacher observations and providing more teaching techniques on his travels. This allows the schools to improve and fine tune the techniques that he has given the teachers, improving their skills and the children's learning, ensuring everyone is better educated, with a more fruitful

learning experience. "Since we implemented John Fleming's techniques and some of the techniques of other researchers our reading results have skyrocketed through the roof for all students - kindergarten all the way through. Children's spelling and vocabulary has also improved and this is translated into their writing," Mr Croft said. In addition to academic results Mr Croft has seen an improvement in students' behaviours across the school, highlighting that EDI works for not only outcome improvement but also for social improvements.

The world seeks to mend Nepal's cracks

By YEAR 3 ENRICHMENT GROUP

FIVE months ago the devastating earthquake in Nepal destroyed homes and infrastructure, killing and injuring thousands of people, leaving the government struggling to repair the country.

The earthquake struck on April 25 reaching a magnitude of 7.8 on the Richter scale.

Over 9000 people died with 23,000 people injured. An avalanche on Mount Everest killed 18 climbers making it the deadliest day

in Everest history.

The Nepalese government is struggling to finance the estimated \$10 billion dollars to repair the country, with many tourists fleeing Nepal, unlikely to return, impacting on their economy.

Australia offered \$10 million in foreign aid and a crisis response group to support Australians in Nepal and provide humanitarian assistance. The United Kingdom donated over \$80 million.



Thousands were killed in the devastating Nepal earthquake. Picture: Year 3 Enrichment Group

Nepal is one of the world's poorest countries and the clean-up will take many years to complete. Even with global help, Nepal's future is unknown.

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