telling-off students in front of others: when not enough information is given about the boundaries of acceptable behaviour; when too much emphasis is given to acknowledging pro-social behaviour and the teacher is reluctant to correct anti-social behaviour because they don't want to risk damaging their relationship with their students; and when too much emphasis is put on correction, in the absence of acknowledgment.

It is likely that behaviour management in the 21st century will be regarded as a set of higher level communication skills that facilitate professional work, rather than an intervention targeted at a particular audience.

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WEAPONS CONTROL
NSW Knife Ban

RECENT REPORTS have highlighted two separate but linked issues for school administrators and staff. One involves angry, increasingly violent, students and parents operating in a school context. While, as the *Sunday Times* (Perth, 7/6/98) reported, ***'anything will do as a weapon'***, the carrying of knives has recently been banned in NSW, and no person under sixteen years of age can now purchase a knife.

The occurrence of weapons in school, and during young peoples' leisure hours, has become a hot political issue. This problem is not restricted to Australia, of course, with recent gun massacres at schools in the USA leading to new pressures to introduce gun control.

Australia is seen as being a long way from the crisis in American schools but still, swearing, hitting and abusing teachers is reported as common. Of concern is the report from Joy Barrett that, in WA, ***'primary school children were responsible for most physical assaults'.***

No wonder, then, that the Senate Report, *A Class Act* (www.aph.gov.au/senate/committee/EET_CTTE/ClassAct/) found the popularity of teaching as a career to bedeclining despite its continuing importance to modern society (*Age* 9/6/98:1). Heavy workloads, relatively low pay (especially in mid-career), sometimes primitive working conditions and poor public recognition are factors turning young people off teaching, even though the intrinsic rewards are still there.

Roger Moses (*Dominion*, New Zealand, 9/6/98) reports that teachers in New Zealand must love the job, not the money. He blames a fundamental change in society's perception of those careers that are of value, as much as poor pay, etc.

A Class Act is a sympathetic document but it has yet to receive the attention it deserves from the Federal Government. The *Sydney Morning Herald* (15/6/98:17) fears that, having made teachers the scapegoats of state and national problems, politicians might find it too hard to act.

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School-based management raises controversial resourcing issues. The next two pieces bring us up to date on the core values involved. (DB)

SCHOOL-BASED MANAGEMENT
Qld: Forward Or Reverse?

QUEENSLAND'S INCOMING Labor government has abandoned *Leading Schools*, the centrepiece of the Borbidge reform effort in education (*CM* 6/7/98; 7/7/98). A component of a comprehensive strategy for 1997-2001, entitled ***Partners for Excellence, Leading Schools*** called for school-based management to increase local participation; widen parent choice; increase flexibility in the provision of educational services; and bring service structures closer to schools.

Intentions were explicitly linked to improvement of learning outcomes. Implementation over three years was planned, beginning with 100 larger schools.

It is Labor's view that the program was inflexible because of the single model of self-management, and elitist because of the monetary incentives awarded to a small number of schools, fostering competition and rivalry in the government sector. New Education Minister, Dean Wells, has initiated a process of consultation with key stakeholders to determine a more flexible and equitable approach.

How should these developments be interpreted? At first sight, they reverse a trend, and contrast with strategies of new Labour in Britain, which has moved to extend local management, with a consultation paper in May calling for close to 100 per cent of funds to be devolved to schools.

CLOSER examination reveals that the Minister has affirmed needs-based funding for schools, to address inequities embedded in the system. **A move from a 'one-size-fits-all' approach is understandable, given the range of schools across such a large State.** After all, the local management of schools in Britain was implemented in relatively compact settings.

In the final analysis, it is unlikely that Labor will step aside from the task of devising strategies that build the capacities of schools to match their teaching and learning (and the resourcing of such an effort) to the unique mix of needs in each setting, within a framework that applies to all schools, with readily accessible support services and regular reporting of outcomes to parents. It has established a process of consultation that may lead to an alignment of stake-holders on the particular ways this task should be carried out in Queensland.

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EDUCATION FINANCE
Sponsorship or Ownership?

CONCERNS ABOUT public funding for public schools just won't go away. **Right across the Asian-Pacific region public schools are desperately seeking funds from non-government sources to make up for the funding cuts of governments.** This is despite the good news from the Office of Primary Education in Thailand, which announced (*BPost* 4/7/98) ***that 'State-run primary schools will not be allowed to collect from students any extra money besides tuition fees. . . [and] 'many other countries are starting to demonstrate that government funds are just not going far enough'.***

The Malaysian *Star* (2/7/98) reports that some schools are now charging students a fee to use the toilet. ***'The students have to record their names in an exercise book and get the toilet key from their class monitors.'*** It seems that this arose because ***'in March, the parents were told that the school could no longer afford to hire cleaners'***. Next day, the Deputy Education Minister announced that ***'schools cannot charge fees for the use of its toilets'.***

The *Times of India* (3/7/98) reports that, on application forms for admission to some state-run university colleges, parents are now asked ***'How can you help the college to build an auditorium if your daughter gets admission to this college?'*** A few students alleged that, when their parents did not answer the question, they were not called for the entrance test.

MEANWHILE, in Victoria, (*Age*, 6/7/98, *Berwick News* 2/7/98; *LaTrobe Valley Express*, 29/6/98; *Moreland Courier*, 13/7/98), news that schools were now raising locally around $430 dollars per student indicates that fundraising is ***'now a role as vital as a teacher'.*** The Government refutes the figures and holds the line that fees in Victoria are voluntary. Moreover, it is establishing a new form of governance (the self-governing school) that encourages schools to seek corporate sponsorship. Some schools (large, urban, with affluent parents and students) are well placed to do this. Many already are.

However, other schools (small, rural, or with poorer families) are not nearly so attractive to big business.

Some of the dangers are starting to be evident. A letter to the Melbourne *Age* (6/7/98) and an article in the Brisbane *Courier Mail* (11/7/98) both refer to an incident in the USA where a student was suspended because he wore a Pepsi shirt on his school's official 'Coke