Using this tool

1. Bring together the principal and relevant staff to determine the role you would like the media to play in your school’s activities.

2. Identify what media you are familiar with and who you would like to work with during the year.

3. Use this tool to help you identify opportunities to work with the media and how to manage your ongoing relationship with them.

Media coverage can help to build a positive school image by celebrating your achievements and building school pride. It also keeps your community informed about your school and its activities.

The local media always want good stories on local issues or a local angle on a national story. Some local papers allocate specific pages to school material and there is an education section in most major newspapers.

Your school can be proactive in developing a good working relationship with your local media. You can use the media to:

- draw attention to school events, achievements or issues affecting the school
- improve perceptions about your school
- develop your school’s voice in the community
- encourage sponsorship from local businesses and community groups.

This kit contains information on:

- getting to know your local media
- contacting the media
- types of media coverage
- story ideas
- using photos
- tips for building good relationships with the media
- spokespeople
- managing issues
- developing a media kit
- advertising your school.

Templates/samples included:

- Education Times Guidelines
- Education Times Story Pro Forma
- Parent/Guardian Recording Authorisation Form
- Sample Media Release
- Sample Fact Sheet
- Sample Media Alert.
Getting to know your local media

One of the best ways to get to know the media is to assign someone within your school to familiarise themself with local newspapers, magazines, and radio and TV programs. It is useful to identify the amount of coverage that schools receive from each of the different media outlets and the stories they are interested in covering.

Remember that no outlet is too small and often the local papers circulated in residential areas are more widely read in your community than the national dailies. You may also get a list of any education advertising supplements in which your school might promote itself.

Some of the media in your area might include:

<table>
<thead>
<tr>
<th>Print</th>
<th>Broadcast</th>
<th>Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>• weekly newspapers</td>
<td>• community radio programs</td>
<td>• online newspapers or bulletins</td>
</tr>
<tr>
<td>• weekly magazines</td>
<td>• regional radio networks</td>
<td>• e-zines (e.g. Australia.edu online magazine <a href="http://www.australia">www.australia</a>.</td>
</tr>
<tr>
<td>(i.e. Melbourne Weekly consortium)</td>
<td>• TV and radio news programs</td>
<td>edu/magazine/, Boomerang magazine – student forum www.</td>
</tr>
<tr>
<td>• local or regional business</td>
<td>• radio talk shows.</td>
<td>boomerangmagazine.com.au/default.htm)</td>
</tr>
<tr>
<td>magazines or newspapers</td>
<td></td>
<td>• community group sites (e.g. sports clubs, environment groups)</td>
</tr>
<tr>
<td>• daily newspapers</td>
<td></td>
<td>• local council website</td>
</tr>
<tr>
<td>• metropolitan or regional magazines</td>
<td></td>
<td>• library websites</td>
</tr>
<tr>
<td>• trade, industry or specialist</td>
<td></td>
<td>• school website</td>
</tr>
<tr>
<td>publications</td>
<td></td>
<td>• industry websites</td>
</tr>
<tr>
<td>• community group or association</td>
<td></td>
<td>• community websites (e.g. ourcommunity.com.au, Better</td>
</tr>
<tr>
<td>newsletters (e.g. Neighbourhood</td>
<td></td>
<td>Health Channel <a href="http://www.betterhealth.vic.gov.au">www.betterhealth.vic.gov.au</a>, Go for your Life</td>
</tr>
<tr>
<td>Watch)</td>
<td></td>
<td><a href="http://www.goforyourlife.vic.gov.au">www.goforyourlife.vic.gov.au</a>, Youth Central</td>
</tr>
</tbody>
</table>

Keep a scrapbook of all education-related events and stories that are covered by your local media. Over time, you will get a sense of what types of stories the media editor likes, and you can then invite them to events that you know will appeal to them.
Contacting the media

Do you have any media contacts already? Personal contact with journalists, whether from previous coverage, family and friends, or just a friendly phone call, can be the quickest way to gain media coverage of your school.

If you don’t have any contacts, identify the name of the most suitable journalist or editor. You can do this by looking through your local paper and finding out the name of the journalist who writes about education issues.

If you are cold-calling a newspaper or local radio station, you can ask for the name of the most relevant person to your story (e.g. the news editor, features editor or picture editor for photos).

It is advisable to get to know journalists before you approach them with a story idea. Take some time to call them up and organise a meeting to introduce yourself. You could suggest having a coffee together or inviting them to the school. If they are busy, you might consider going out to meet them.

Once you have made contact with someone from the media, make sure that you record their details (i.e. name, phone number, fax, email and postal address). Over time, you should develop a contact list that can be accessed easily and quickly. It is important to keep this list up-to-date as people working in the media move around frequently. Think about reviewing your list every six months.

You should also consider submitting story ideas to DE&T’s publication, *Education Times*. Guidelines and a story pro forma are included in this Toolkit.
Enjoying the benefits of regular contact with the media: Murtoa P–12 College

Murtoa P–12 College has experienced first-hand the benefits of working with the media. The school enjoys regular contact with staff from their local newspaper, Wimmera Times Mail, and benefits from frequent coverage throughout the calendar year.

The relationship developed after the principal made a conscious effort to communicate regularly with the paper. Each week the principal and assistant principal set aside time to brainstorm activities, events and other points of interest happening around the school. This may include long-term staff departures, the opening of a memorial garden, a building project or successful sports teams.

Once a list has been generated, the principal sends an email outlining these ideas to the newspaper’s news desk. The principal ensures that appropriate contact details are provided for each topic. This allows journalists to contact the relevant staff member directly rather than having to navigate through the school’s switchboard.

Because images provide newspapers with quick and appealing stories, the school also flags any upcoming photo opportunities. As a result, journalists often come out to visit the school.

The school usually features in the newspaper 2–3 times per month. This amount of coverage is an important source of pride for Murtoa P–12 College’s school community.
Types of media coverage

There are several ways that you can be represented in the media. Types of coverage may include news, features and listings.

<table>
<thead>
<tr>
<th>Type</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>News</td>
<td>A news item is linked to a specific date, a one-off event or a new piece of information (e.g. your school’s recent success at a state championship or the participation or endorsement by a celebrity of a local school event).</td>
</tr>
<tr>
<td>Features</td>
<td>Features come in all shapes and sizes and cover a range of themes. A ‘human interest’ feature is a personal story such as a student’s triumph over challenging circumstances. An ‘analytical’ feature could be an opinion piece, or a look at the background to current enrolment statistics. Feature articles depend more on personal contact with journalists.</td>
</tr>
<tr>
<td>Listings</td>
<td>Listings provide information on forthcoming events. This is particularly important for local radio as they will often cover an event if they know about it in advance and can send a reporter to attend. They are much less likely to cover an event retrospectively.</td>
</tr>
</tbody>
</table>
Story ideas

Every day your school is involved in a range of activities that the media may be interested in covering. Use the school newsletter as a springboard for story ideas.

Think about your school’s strengths and expertise. This may be in areas such as:

- school diversity and multiculturalism
- sports, the arts or community service
- academic achievements
- strong family orientation and/or relationships to the community
- discipline and respect
- innovation or progress in some aspect of education
- links with industry through Vocational Education and Training (VET) programs.

Ideas for stories include:

Upcoming events
These provide excellent photo opportunities, which are key to local media attendance:

- fetes, plays, musicals, awards
- visits from Members of Parliament, celebrities, or prominent local citizens
- visiting international students
- community service projects.

Sporting activities

- school athletics, swimming, cross-country etc.
- inter-school competitions
- successful students at state or national championships.

TIP
Almost all media outlets have a sports desk. Send any sport-related media materials directly to the sports desk to increase your chances of gaining coverage.
Events in the local or broader media environment

- school initiatives proposed to help students gain good driving experience
- successful relief effort organised by the students for an international disaster (e.g. collecting blankets for Bushfire Appeal).

School projects affecting the wider community

- environmental projects (e.g. beach clean-up, tree planting)
- participation in a local council event or competition
- student technology support for less computer-savvy community members
- reading groups led by local residents.

Education-related issues

- profiles of students with exceptional VCE or VCAL results
- profiles of students embarking on interesting career paths, apprenticeships or tertiary courses
- awards (e.g. Duke of Edinburgh’s Award, literacy competitions, sports championships)
- competitions entered by students
- combined inter-school co-curricular projects.

A school event, achievement or project may have broader public appeal. In these cases you may consider contacting media outside your local area (e.g. state daily newspaper). It is also a good idea to keep a library of all your media coverage. You can use this to recall what coverage you received in previous years, and identify what worked well and what was less effective. It can also help to identify the journalist who covered a particular story in the past.
Using photos

Photos bring stories to life. A story is much more likely to be printed with a good photo, especially in local papers. Even a photo with a caption is a good way to get coverage.

You can prepare for the use of photos by:

- getting to know a local photographer with news experience and inviting them to school events and other ‘photo opportunities’
- building up a bank of good quality photos. Often the media will ask for photos at the last minute and it is useful to have some at your disposal
- knowing the laws relating to publishing photos of minors and securing permission before using photos (see Parent/Guardian Recording Authorisation Form provided in this kit). In circumstances where consent cannot be obtained in time, consider using long-shots or other photos where students cannot be identified (i.e. non-front-on angle).

You can also ask the media to send you a digital version of any photos they have taken. They are usually happy to send you the photo as long as you agree to include ‘courtesy of [media outlet]’ when you use the photos.
Tips for building good relationships with the media

Building and maintaining good relationships with the media requires continuous effort. Most media outlets work within tight deadlines. Try to understand their needs so that you can work towards making their job easier.

If it is possible, try to arrange to speak with the media face-to-face. This gives you the opportunity to get your point across better, build rapport and listen to their questions more carefully.

Below are some tips for working with the media which can help to build stronger relationships.

Consider the way you communicate with the media

There are some simple ways that you can make your communication with the media more effective. These include:

- Stay clear of jargon, technical terminology and obscure words.
- Use correct grammar, spelling and punctuation, especially with quotes.
- Be accurate with information, facts and figures.
- Keep sentences short and succinct.
- Use conversational English.
- Maintain eye contact, speak slowly and remain calm. Don’t be afraid to say you don’t agree.
- Always be friendly (never aggressive, defensive or abrupt).
- Know their production deadlines.

Be a credible and reliable source

Credibility is critical for journalists. Some guidelines on improving the way the media views your school include:

- Always get back to journalists with a response, even if it is only to say that you are still in the process of getting an answer.
- Never suggest you have a great story or photo opportunity – that is for them to decide.
- Offer stories that are suitable for their audience and information that will make their job easier.
- Check the spelling of all names – journalists expect that the information provided is accurate.
- Be accessible, return their calls and respect their deadlines.
- Understand if you can’t see the story prior to publication.
- Stick to the facts and avoid making unsubstantiated claims.
Deliver information according to their needs

Ask your media contacts how they would like to receive information. Some journalists prefer email over fax or vice versa. Others may appreciate a phone call prior to sending through information or afterwards.

By asking how the information should be delivered, you are showing respect for the journalist and increasing your chance of obtaining coverage.

At the same time, don’t forget that timing is everything. You may have done everything according to the journalist’s needs but your story could still be overlooked because you missed the deadline or it was a busy news period.

Sometimes you can prepare materials in advance of a story. For example, if you know details such as who will be involved and when the activity will occur, you can have this information ready and insert the final details at the last minute. This can help to get the materials to the media in a timely fashion.

Plan ahead and consider contacting the media at ‘slow’ times during the day or year. For example, newspapers tend to be quieter in the mornings and pick up pace later in the day. The best way to learn about this is by speaking to your local journalist. Be mindful, you won’t always get media coverage, but there will definitely be another opportunity.
Case study

Putting media relations skills into practice: Camberwell High School

Camberwell High School principal, Elida Brereton, is no stranger to the media. Her school has enjoyed coverage from local and state outlets spanning television, print and radio news.

The school recognises that building media relationships takes time. It pays to plan and be organised and the school has also benefited from employing a part-time promotions and publicity officer.

Stories are constantly ‘dropped through’ to the media via press releases and photos. Not all stories are published, but when they are, the school finds journalists appreciate this material as it cuts down their workload. It also has a media contact list and finds knowing the name of the person you need to speak with assists in building rapport.

The principal’s relationships with media are guided by trust. Ms Brereton finds it best to be reasonable with their enquiries and not change the rules or situation agreed upon. She also believes it is important not to control what students say. Instead, you can maintain some selectivity in who is offered as potential interviewees. She never sits in on interviews with students either as she finds giving the media some space is part of building trust.

Alongside trust, flexibility is important. Media often run to deadlines and the school has found they sometimes turn up outside agreed times. While this can be inconvenient, the media are accommodated and they appreciate the school’s efforts. However, this is balanced by the need to be reasonable with them. The school has found that some media requests have to be turned down due to timing and resource constraints.

It also helps to have some practical parameters in place. The school insists media adhere to privacy laws and obtain appropriate permissions. It also tries to set up times and locations for filming or interviewing to minimise any potential disruption or intrusion to students.

Strong community networks have also added to building media contacts and coverage for Camberwell High School. Rotary representatives sit on its school council and the principal serves on the local city council’s Safety Advisory Committee. These networks lead to word-of-mouth recommendations that feed into community and media networks. Ms Brereton finds this often means more people know about what the school is doing and that increases the chance of the media getting word and chasing it up.

The school has found that once you have a reputation for working well with the media it sticks. Journalists talk among themselves and the school has been approached on several occasions by some media sources it has not dealt with before.

The school keeps an album of all media coverage of its life and events in its lobby. Parents, staff, and visitors are always impressed by the school’s positive coverage.
Spokespeople

Your school might consider assigning a staff member as the media spokesperson, so that they have authority to speak on your school’s behalf. They can also provide the media with opinions on broader education or local community issues. Your principal is often the most appropriate choice.

The spokesperson’s role is made easier by having some well-rehearsed key points you wish to make in the lead-up to pitching your story or dealing with a difficult issue.

When you are contacted by the media, it is acceptable to say you are not sure, or need time, provided you actually do call them back promptly. Not responding can ruin your credibility and chances for future coverage.

Ask if it is possible to have a draft set of questions from the journalist so you have time to consider your responses and prepare fully for the interview.

Managing issues

The media are drawn to issues and crises. There may be a time when your school is at the centre of an issue and the media are chasing you up for further information. If you find yourself in this situation, the first thing you should do is contact the Department’s Media Branch (9637 2871) for advice on how to proceed. The Media Branch is staffed by experienced journalists who are available to help you manage issues in your school.

It is wise to never say ’no comment’. Here are some phrases to manage the media while you are forming a plan of action in consultation with DE&T:

’We are aware of the problem and are looking into all of its aspects.’

’We are aware of the situation and more information will be provided once it’s available.’

’We are aware of the issue and are undertaking the following...’.
Developing a media kit

A media kit provides a comprehensive package of all the information needed to cover your event or story. Media kits can include an array of information packaged in different formats such as photos or profiles on school staff and students. Below are some of the basic elements that you can include in your kit.

Media release

A media release should tell the story as you would like to see it presented, using a news style. It gives you a chance to show your school, event or issue in the best possible light. But whatever you write must be truthful and backed up with facts. It should always cover: WHO was involved; WHAT happened; WHERE it happened; WHEN it happened; and WHY it happened (if relevant).

Basic tips include:

• Present weighty, important facts early on, descending to least relevant (known as the ‘inverted pyramid’ approach).
• Use opening sentences to summarise the most important facts or points for readers.
• Keep your media release to one page with less than 15 short paragraphs.
• Include quotes throughout your story; they help break up the text and give the journalist a primary source of information.
• Include a short, catchy headline.
• Use correct grammar, punctuation and spelling.
• Don’t overload the media release with detail.
• Use your school’s letterhead.
• List full contact details at the end of the media release.

This kit provides a sample media release. For more details on writing a media release go to:

• www.press-release-writing.com/10_essential_tips.htm
• www.prinfluences.com

Fact sheet

A fact sheet often accompanies a media release. It is a list of facts about an organisation, event or issue presented in bullet point or ‘question and answer’ style. It delivers background information to journalists without cluttering your story (see sample fact sheet provided in this Toolkit).

Media alert

A media alert is a one-page notice advising the media about your upcoming event (see sample media alert provided in this Toolkit). It is always on letterhead paper with information clearly set out and includes:

• a catchy headline
• only a handful of important facts
• details of WHAT, WHERE and WHEN (including date, time, location, directions of how to get there, details of parking, and whether refreshments or food will be provided).
Advertising your school

One of the challenges of working with the media is that you have limited control over whether they will publish your story and what content they will include. This differs from a paid advertisement, which allows you to determine the content and timing of your coverage.

There may be times during the year when you are willing to pay for media coverage (e.g. advertising for new enrolments or promoting an upcoming event). Leader newspapers, for example, provide an opportunity for schools to advertise in the Education Supplement that coincides with Education Week.

Here are some things to consider when advertising:

- Decide on an advertising budget and stick to it.
- Ask about readership profiles and circulation to determine if the audience for the advertisement is the one you want to reach and if it is wide enough for your purpose.
- Be clear about your message and test the advertisement by showing it to other people.
- Make use of the free editorial space option that often accompanies paid advertising.
- Consider teaming up with other schools when purchasing your advertising to be more cost effective.
- If there are any students appearing in your advertisement you are required to obtain permission. Relevant permission forms can be found at www.eduweb.vic.gov.au/intranet/communications/templates.htm

Government Agency Advertising Requirements

All Victorian government departments and agencies, including schools, are required to purchase their advertising through an appointed media buying agency. This ensures value for money and an opportunity for discounted rates.

From 1 September 2006, all advertising, including recruitment, is to be planned and booked with two new service providers:

- ZenithOptimedia Melbourne – for recruitment advertising
- Mitchell & Partners – for all other advertising. Examples of this kind of advertising are school fetes, open days and school plays. It also includes paid advertising in guides such as The Good Schools Guide and Choosing a School.
By using the appointed media buying agencies you will have access to:

- the best rates in the market for media placement
- media planning, booking and buying
- media advice and strategy
- specialist advice [e.g. communicating with people from different cultures]
- creative and dispatch services
- translation services
- training services.

**Recruitment Advertising**

This includes all advertising for individual applicants for specific positions and usually appears in newspapers or on the Internet. You may use recruitment advertising to attract applicants for principal class, teaching or non-teaching positions.

**Steps to booking recruitment advertising**

**Step 1** Contact ZenithOptimedia and advise them of your upcoming requirement.
Sarah Moon
ZenithOptimedia
Level 2/55 Southbank Blvd
Southbank 3006
Ph: 03 9685 3145
Email: sarah.moon@zenithoptimedia.com.au

**Step 2** Prepare and submit your advertising requirements [include size, where you would like your advertisement to appear, and date of placement]. Ask for advice from ZenithOptimedia if required.

**Step 3** Receive your media plan [details of the advertising] from ZenithOptimedia, and undertake review and discussions as required. Based on your discussions, modifications may be made to the media plan. Once completed, ZenithOptimedia will give you a final plan for approval.

**Step 4** To approve the plan you need to fill out a Master Agency Media Service (MAMS) booking form. You will find all the information you need to fill in the MAMS form in your media plan from ZenithOptimedia. You will also need to obtain relevant financial delegation approval and signature. Once the MAMS form has been completed fax it to ZenithOptimedia. This will give ZenithOptimedia official confirmation to purchase the media plan on your behalf.

A MAMS form can be downloaded at: www.dpc.vic.gov.au/communications
Steps to developing material and forwarding your recruitment advertisements

If you already have access, you must use FastArt to produce and send off your recruitment advertisements. FastArt is an online tool you can use to produce your own recruitment advertisements and then send them to the media. If you are uncertain about how to use this tool, contact ZenithOptimedia for assistance. Contact ZenithOptimedia to arrange access to FastArt software.

If you don’t have access to FastArt, you can purchase the in-house production services provided by ZenithOptimedia.

Steps to using the creative service provided by ZenithOptimedia

Step 1  Let ZenithOptimedia know that you would like to use their design service.

Step 2  Send ZenithOptimedia your approved text for the advertisement and also specifications (include size, media and date placement).

Step 3  ZenithOptimedia will then send you a proof for your approval. Review and, if required, re-submit the proof to ZenithOptimedia with alterations.

Be careful to check your proof thoroughly. Author’s correction costs will apply after two sets of alterations, and this will be a direct cost to you.

Step 4  Receive your revised proof from ZenithOptimedia. Once you are happy with the proof, sign and fax it to ZenithOptimedia. They will then send your material to the relevant media on your behalf.

Advertising (other than recruitment)

Advertising can be allocated to two categories, campaign and non-campaign.

Campaign advertising includes all advertising designed to inform, educate, motivate or change behaviour. It will generally appear in a mix of media such as television, newspapers, direct mail, cinema, radio or posters. An example where you might require campaign advertising is to gain enrolments for a new school. You should contact your regional office for advice if you are planning an advertising campaign of this nature.

Non-campaign advertising includes notices about school fetes, plays or open days. Non-campaign advertising often appears in newspapers, on the radio or the Internet. This type of advertising generally requires minimal creative input and strategy planning. Deadlines for booking, production, approval and distribution to media are often extremely tight.
Steps to booking advertising (other than recruitment)

Step 1  Contact Mitchell & Partners and let them know about your project. Provide them with indicative timelines and requirements.

To contact Mitchell & Partners
email: mams.briefs@mitchells.com.au
Telephone enquiries should be directed to:
Anthony Clarke on 9690 5544
If Anthony is unavailable call Dan Andrew on 9690 5544.

Step 2  Prepare and submit a written media brief/instructions (include size, media and date of placement) and ask for advice from Mitchell & Partners regarding media placement if required.

Step 3  Receive your media plan from Mitchell & Partners and undertake review and discussions as required. Based on your discussions, modifications may be made to the media plan. Once completed, Mitchell & Partners will submit a final plan to you for approval.

Step 4  To approve the plan you need to fill out a MAMS booking form. You will find all the information you need to fill in the MAMS form in your media plan from Mitchell & Partners. You will also need to obtain relevant financial delegation approval and signature. Once the MAMS form has been completed fax it to Mitchell & Partners. This will give Mitchell & Partners official confirmation to purchase the media plan on your behalf.

Step 5  You will receive a confirmed schedule of your booked advertising from Mitchell & Partners.

Step 6  If your advertising material already exists send it to Mitchell & Partners. Mitchell & Partners will send your material to the relevant media on your behalf.

Steps to using the creative service provided by Mitchell & Partners

If you need your advertisements to be created you can purchase the services provided by Mitchell & Partners.

Step 1  Let Mitchell & Partners know that you would like to use their design service.

Step 2  Submit your approved text for the advertisement and also specifications (include size, media and date placement).

Step 3  Mitchell & Partners will then send you a proof for your approval. Review and, if required, re-submit the proof to Mitchell & Partners with alterations.

Step 4  Receive your revised proof from Mitchell & Partners. Once you are happy with the proof, sign and fax it to Mitchell & Partners. They will then send your material to the relevant media on your behalf.
Creating Your Advertisement

You have the following options for creating advertisements:

- In-house, if you possess graphic design skills and professional design software (QuarkXpress or InDesign). (Note that Microsoft Office software is not compatible with commercial printing processes.) Alternatively, you can use FastArt software (contact ZenithOptimedia for access to this software).
- Purchase the creative services of ZenithOptimedia (for the development of job advertisements) and Mitchell & Partners (for other non-campaign advertisements), or
- Use a creative agency.

Please be aware that if there are any students appearing in your advertisement you are required to obtain parental permission. Relevant permission forms can be found at www.eduweb.vic.gov.au/intranet/communications/templates.htm

For more information about advertising please contact the DE&T Communications Division on 9637 3487.
**Education Times Guidelines**

**Background**

*Education Times* is a well-established fortnightly publication produced by the Department of Education & Training (DE&T), targeting teachers, principals, school support staff and other key stakeholders. It is also circulated to DE&T central and regional office staff, education authorities such as the Victorian Curriculum and Assessment Authority (VCAA) and the Victorian Registration and Qualifications Authority (VRQA), government, school council members, members of the Victorian Parliament and some 600 paid subscribers. Research has shown that most copies of *Education Times* are read by at least two people.

The circulation averages more than 70,000 per fortnight, with 20 copies produced per annum (five copies per school term).

*Education Times* is divided into four basic sections: news, advertorial supplements, opportunities and display advertising.

Editorial submissions are assessed on their individual news merit and relevance to the Victorian Government education sector. *Education Times* reserves the right to reject, modify and edit story submissions. The newspaper welcomes story submissions and ideas that meet the following criteria.

1. **Promote and celebrate excellence in Victorian government school education**

   Story topics could include: sport, professional development, health and well-being, literacy, numeracy and general news submissions. For further information please contact the editor, David Sheridan via email: sheridan.david.d@edumail.vic.gov.au or by phone on 9637 2914.

2. **Education Times does not publish any paid-for editorial or comment pieces that would lead readers to reasonably infer that the Department endorses the opinion or comment.**

   The Department is legally liable for any civil action, including any defamation action, which may arise from the publication of the opinion or comment. As the Department cannot test the truth or otherwise of the editorial or comment, it will err on the side of caution and not publish paid-for editorials.
Do you have a story suggestion? *Education Times* would love to hear about it. Fill out the form below and email: sheridan.david.d@edumail.vic.gov.au

Alternatively, phone 9637 2914 to discuss in person.

**WHO:** Who is involved with the project/activity and who is the appropriate contact person?

**WHAT:** What is the crux of the news story? PLEASE INCLUDE FULL-LENGTH QUOTES

**HOW:** How did the project/activity come about?

**WHERE:** Where is the project/activity taking place?

**WHEN:** When is the project/activity taking place?

**Are there photos?**

If so, please include high resolution digital photographs in jpeg format. To ensure the digital photographs are high resolution, you will need to select the high quality setting, or large image size, from your digital camera’s settings menu before you take the photographs. High resolution jpeg files are over 500 K in size and, as such, you will only be able to send a limited number per email.

Submitted photographs should only feature students who have written parental permission to appear in publications. Photos featuring students without parental permission to appear in publications will not run in the newspaper.
Parent/Guardian Recording Authorisation Form

(FOR STUDENTS UNDER 18 YEARS OF AGE)

I, ________________, the parent/legal guardian of the student named below, agree to and provide permission for the photographic, video, audio or any other form of electronic recording of the named student to be used by [insert media outlet name].

I acknowledge and agree that ownership of any photographic, video, audio or any other form of electronic recording will be retained by [insert media outlet name].

I authorise the use or reproduction of any recording referred to above for any reasonable purpose within the discretion of [insert media outlet name] without acknowledgment and without being entitled to remuneration or compensation.

I understand and agree that if I wish to withdraw this authorisation, it will be my responsibility to inform [insert media outlet name] via the school principal.

Date: / / Signature:

(name of parent/guardian)

Name of parent/guardian:

Contact telephone number:

Name of student:

Name of school:

Name of principal:

School telephone number:
MEDIA RELEASE

MELVILLE SECONDARY COLLEGE STUDENTS ‘ON TRACK’ WITH EMPLOYMENT, TRAINING AND UNIVERSITY

One year on – graduating class of 2005 a success

Melville Secondary College’s graduating class of 2005 are employed, in training or studying at a TAFE institute or university, according to the On Track survey, released today by the Education and Training Minister.

College principal Joe Education congratulated the former students on their achievements.

‘No matter whether they have taken up an apprenticeship or traineeship, are undertaking further study or are in paid work, the class of 2005 should be proud of their accomplishments,’ Mr Education said.

The survey reveals that of the 120 Year 12 students at Melville Secondary College in 2006:

• 66.5 per cent are continuing their education in university or TAFE
• one in five or 19.7 per cent are working
• 13.8 per cent have taken up an apprenticeship or traineeship.

Mr Education said the On Track data was further evidence that Melville Secondary College was a great place for young people to learn.

‘At Melville Secondary College we are proud that our diverse curriculum has provided students with a range of different pathways,’ he said.

‘Our school prides itself on preparing students with individual needs for further study, training, employment, and career choices.’

*Interviews available with school principal and former students

For more information contact:
Joe Education, 0411 532 220 or 9598 5544
ejeducation@melville.vic.gov.au
FACT SHEET

ON TRACK AT MELVILLE SECONDARY COLLEGE

On Track data

On Track is a Victorian Government initiative designed to ensure that Years 10–12 government and non-government school students are on a pathway to further education, training or employment after leaving school.

On Track builds on the Managed Individual Pathways (MIPs) program available in government schools. MIPs assist 15–19 year-old students with individual career and education plans and support to implement those plans.

On Track has been operating since 2003 and will ensure that Years 10–12 students are:

• contacted after leaving school
• assisted with further advice if they are not studying or in full-time employment

At Melville Secondary College the On Track data has revealed:

• 66.5 per cent are continuing their education in university or TAFE
• one in five or 19.7 per cent are working
• 13.8 per cent have taken up an apprenticeship or traineeship.
MEDIA ALERT

ONE HUNDRED MELVILLE SECONDARY COLLEGE STUDENTS HULA HOOP FOR CHARITY

One hundred Melville Secondary College students are aiming to raise $10,000 for local charities with a non-stop hula hoop session.

The charity event, which has been organised by students, will be held at Melville Secondary College next Friday.

Participating students have received overwhelming sponsorship support for their effort and will receive up to $1 from friends, families and local businesses for each minute they hula hoop.

When: Date

Time: Exact time the event will begin and end.

Where: Location including details of where to park.

Interviews Timeframe – when can the media interview you on the day? (i.e. principal and participating students will be available for interviews between 11.00am–12.00pm).

Excellent photo opportunities

For more information contact: Joe Education, 0411 532 220 or 9598 5544 jeducation@melville.vic.gov.au