

PARENTS SAY

THE OFFICIAL PUBLICATION OF THE SOUTH AUSTRALIAN ASSOCIATION OF SCHOOL PARENT COMMUNITIES INC.
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HENLEY SPORTS ACADEMY AT HENLEY HIGH SCHOOL



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NEW WORKING WITH CHILDREN CHECKS

Stronger and more effective screening laws for people working or volunteering with children in South Australia will come into effect from 1 July 2019.

The new laws require people working or volunteering with children to have a Working With Children Check (WWCC), replacing the current screening system where people can have either national police check assessment done by an employer, or a Dept of Human Services (DHS) screening or a Dept for Communities and Social Inclusion (DSCI) screening – as currently occurs for volunteers at school and preschool sites.

From 1 July 2019

- anyone working or volunteering with children will need a WWCC
- individuals can apply directly for a WWCC to ensure job readiness
- a WWCC can only be conducted by the Department of Human Services (DHS) Screening Unit – organisations can no longer conduct background screening checks on workers and volunteers
- the new WWCC is valid for 5 years instead of the current three years
- the new WWCC will be portable across jobs and organisations, anywhere in South Australia.

The DHS Screening Unit will continue to monitor WWCC, which will be reassessed as new relevant information becomes available. If a reassessment results in a person being prohibited from working with children, both the person and their employer (or nominated place where they volunteer) will be notified.

What you need to do

If you have a current DCSI screening clearance

If you have a current, valid DCSI or DHS child-related screening clearance, it will be recognised as a WWCC under the new laws until it expires.

You need to get a WWCC before your clearance expires.

If you need a new working with children check

If you need a WWCC for the first time, please apply for Child-related Employment Screening now and it will be recognised. You can also apply when you want to work with children.

When the Act commences volunteers and paid employees will need to apply on the DHS website for the WWCC. There will be NO CHARGE FOR VOLUNTEERS.

The Screening Unit will be working closely with communities, registration bodies and industry groups to provide more detailed information about individual circumstances, and what the new laws mean for them.

screening.sa.gov.au

If you volunteer in a school or preschool and you are unsure of what you should do then talk to the principal or director or contact SAASPC

Parents Say

Why not write an article – short or long, formal or informal - for the magazine? We love to hear from parents and staff about activities, programs and events that are happening in our preschools and schools.

Deadline for term 4 issue is 11 October.

Send your contributions to magazine@saaspc.org.au and for more information email or ring me on 0419 814 045.
Judith Bundy, Editor

PRESIDENT'S SAY



JENICE ZERNA
PRESIDENT

Welcome to this edition of Parents Say. We hope that you find the articles informative and useful – we would love to have your feedback on them.

SAASPC online survey coming soon

To assist us into the future and to ensure the successful continuation of the SA Association of School Parent Communities we are working with a marketing research company. As a part of this work an online survey for parents will be going out (via email) to all preschools and schools. Please keep a look out for it and take the opportunity to participate; your valuable feedback will assist us in moving forward and inform how we can better work with, and for, parents, volunteers and school communities.

Conference 2019 – Saturday 14 September

Preparations are well under way for our annual parent conference. The keynote speaker is Andrew Fuller, a highly respected clinical psychologist, specialising in the wellbeing of young people and their families. Andrew is a very engaging speaker and the day will be informative and enjoyable.

The conference is open to all parents/caregivers. Information, including the registration form, has been sent to all preschools and schools. Please ask if you have not seen it, or ring us and we will send you another copy; the information is also available on our website www.saaspc.org.au

For affiliated preschools and schools there is no charge to attend, for non-affiliates there is a small charge. To avoid disappointment please get your registration form in as soon as possible. There is no limit to the number who can attend from each preschool and school.

We are also pleased to announce that the Minister for Education, the Hon John Gardner MP, will be opening conference.

Parent Initiatives in Education grants

We are expecting that information will be available from the Department for Education very soon about the PIE grants which fund parent-led initiatives in school and preschool communities. We will publicise them on our website, our Facebook page and our Twitter account – so keep an eye out for that information too.

Working with SA School Canteen Network

During Term 2 SAASPC had the opportunity of once again working with the SA School Canteen Network as their members visited Port Pirie West Primary School to present a workshop for local schools on Canteens. A small but keen group of parents and some staff attended. It was a pleasure to be able to work with the Network once again. If you would like more information on the SA School Canteen Network go to <https://sascn.com.au>.

Information sessions

SAASPC continues to provide information sessions for parents; the sessions are presented by our volunteer officers and are free to all preschools and schools, wherever and whenever they are needed. Sessions include: Parent groups (affiliated committees) and their role in schools, parent participation and involvement; Responding to Abuse & Neglect, Education and Care (Mandatory Notification) particularly for first time volunteers; Merit Selection for Governing Council panel nominees and interested parents for the appointment of principals/preschool directors. It is highly recommended that the Governing Council nominee attends training before sitting on the panel. More than one person from a preschool or school can be trained.

Please do not hesitate to contact us if you would like to organise an information session or have us visit you.

South Australian Association of School Parent Communities (SAASPC)

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email info@saaspc.org.au | www.saaspc.org.au | we are also on Facebook and Twitter

The views expressed in the magazine are not necessarily those of the Association; nor does the Association necessarily endorse products/services advertised

**THE HON
JOHN GARDNER MP
MINISTER FOR EDUCATION**



VOCATIONAL PATHWAYS FOR YOUNG PEOPLE

One of the most interesting and engaging parts of my job as Minister for Education is talking to young people about what further study or employment they want to commence when they finish school. I am always happy to hear their passionate and thoughtful responses.

It is vitally important that their interest and enthusiasm is matched with sound career advice and meaningful pathway opportunities while they are still at school.

There are many different pathways that young people can take from school to further education and these include university and vocational (VET) pathways. It is important that VET is considered as an option for all students to pursue a productive and fulfilling career.

The South Australian Government is committed to strengthening vocational pathways from school to employment to help young people build on their passion and realise their full potential. Now, more than ever, we need to raise the status of skilled and technical qualifications to ensure that young people are able to have great career opportunities in South Australia.

I have released a VET issues paper which explores some of the issues around VET in schools. These include barriers to access, perception and relevance. I am seeking community and stakeholder feedback on these issues and contributions from parents and educators are particularly valuable and will form an important part of the consultation.

This work is being complemented by a review of career counselling in Government schools.

Responses to this consultation will help to inform a VET for Schools Policy which will articulate our approach to ensuring young South Australians not only have access to high quality VET, but also that they understand the opportunities it presents to them.

The government will take action to support young people to ensure that those aspirations and goals young people talk to me about when I visit their school are able to become a reality here in South Australia.

Don't forget...

SAASPC provides information sessions, together with the required resources, for parents and volunteers in schools and preschools on

- **Responding to Abuse & Neglect (Mandatory notification)**
- **Parents on principal/director selection panels**
- **Parent participation and involvement**

If you would like to organise a session contact us - tel 1800 724 640 email info@saaspc.org.au

SOUTH AUSTRALIAN MUSIC STRATEGY



NICHOLAS BIRCH
MANAGER,
MUSIC EDUCATION STRATEGY
DEPARTMENT FOR EDUCATION

South Australia has a proud musical heritage, being the first Australian state to establish a tertiary music institution in 1883, and we're home to the nation's first major arts complex, Adelaide Festival Centre which opened in 1973.

In recent times, music learning is increasingly being recognised for supporting and reinforcing the development of language, literacy and other academic skills. In music and education circles, there has been much discussion around the strong correlation between high performing education systems and high performing music education systems.

It was therefore exciting and reinforcing when in November 2018 the South Australian Music Education Strategy 2019 to 2029 was launched. The strategy sets out a 10 year aspiration to ensure all children and young people in South Australia have access to quality music education.

The strategy prioritises investment in early and primary years as it is here that reforms will have the greatest impact on student learning.

As a graduate of the Elder Conservatorium of Music and as the former Head of Music at Playford International College, I have a lifelong passion and firm belief in the value of quality music education. I feel privileged to now be responsible for managing the implementation of the state's music education strategy.

In my 13 years as a teacher, I've seen first hand how music education can drive a child's social development and emotional wellbeing; it has also been known to build confidence, promote creativity and help students develop emotional and behavioural awareness and skills.

During my time at Playford International College, the music team achieved – and continues to achieve – success in one of the most marginalised and complex regions of our state, forming strong collaborative relationships with a wide range of external music stakeholders and establishing a rigorous learning continuum that fosters student pathways and improves music learning outcomes and opportunities for students in our educational partnership.

Since joining the department's music education strategy team, I have been actively visiting schools and preschools to observe music lessons and engage with teachers, leaders and students about lifting music learning. We're working hard to transform the strategy from policy into implementation.

Part of this has been launching a Music Innovation Fund to support government school, preschools and organisations to deliver high quality music programs for our students. Around \$500,000 is available this year to encourage investment in innovative practices and programs that will increase access to quality music education.

Through the innovation fund and other project deliverables, our team is aiming to enhance existing systems and build capacity to provide better support for general classroom music education upskill non-specialist teachers and educators to improve the delivery of general classroom music education provide curriculum resources, with a particular focus on primary schools.

We are also proud to have established a music education advisory panel. The panel consists of music and education leaders who are providing advice and direction towards strengthening and expanding the quality of music education across all levels of South Australian schooling; from early years to tertiary.

With the strategy, our intent is to foster partnerships with music education providers, creative industries, music associations and also non-government organisations to provide the best resources and tools for teaching and learning.

We look forward to ensuring every student has the opportunity to study and enjoy music at all levels of schooling and achieve a lift in music education across our great state.

HENLEY SPORTS ACADEMY

History

Established in 1998 the Henley Sports Academy at Henley High School was set up to assist student athletes to maximise their potential whilst achieving a balance between their academic, sporting and life goals. The training students receive has not only assisted them to make South Australian and Australian teams, achieve personal bests in their events and win state and national championships in a variety of sports, but also provided pathways to employment and further education post school.

Initially, the Sports Academy ran from years 8 to 11, and students participated in lessons for 220 minutes per week over the year. Sports offered in the first year were football (AFL), netball, basketball, athletics, cricket and softball. Since 2001, new sports have been added: golf, hockey, tennis, soccer, surf lifesaving and swimming.

Since its inception the Academy has made a number of changes to meet the needs of our students' educational and sporting needs. Some of these changes have included:

- introduction of dance into the Academy
- establishment of a Year 8 and Year 9 course aligned to the Australian curriculum
- providing a curriculum pathway up to Year 12 including SACE accreditation, Tertiary Admissions Subjects and non Tertiary Admissions Subjects options
- incorporating a variety of accreditation into the program including a Certificate III in sport and recreation (partial completion), national coaching and officiating schemes courses
- fostering stronger relationships between the school and local primary schools
- working closely with the Supported Learning Centre in supporting the athletes with disabilities program.

Henley Sports Academy In 2019

The Henley Sports Academy is conducted by highly experienced and credentialed coaches in partnership with the relevant state sporting organisations. The program's focus is on the development of the 'student athlete' with core elements including skill training in the relevant sport, physical preparation, performance analysis, personal development, and a flexible and supportive academic program from years 8 to 12.



Over 350 athletes from a wide range of sports participate in the Henley Sports Academy. Both able bodied athletes and athletes with a disability are eligible to apply. Select entry to the program is made on the basis of an application which must meet academic and sporting criteria. A selection trial, and when appropriate an interview, are a normal part of the selection process. The Henley Sports Academy provides both elite and talented student athletes with an opportunity to further develop their skills with the aim of competing at the highest level whilst providing a balanced high quality education to support their sporting and educational needs.

Pathways

The curriculum on which the program is based provides students with a strong sports science focus and draws upon the disciplines of physical education and science. In establishing the link to these disciplines the program provides a pathway to gain a university entrance score leading to sports based careers such as physiotherapy, human movement, health sciences, event



management, sport psychology, education and nutrition. As students move through the Year 8 to Year 12 curriculum of the Henley Sports Academy they focus on building upon the skills they have developed in previous years. They are provided with a range of opportunities in and outside of school to develop their leadership and communication skills in supporting their transition into active community members.

Areas of study

In Year 8 to Year 12 students enrolled in the program undertake varying areas of study in supporting their ambitions as athletes. These areas focus on developing the whole athlete and include:

- technique analysis and development
- fitness analysis and development
- performance analysis
- coaching and officiating programs
- skill performance development
- primary school coaching
- event management.

To support these areas of study students learn about the following areas:

- skill learning and development
- sport psychology
- biomechanics
- fitness and conditioning
- sports nutrition
- exercise physiology
- injury prevention and management.

Year 12 program

Our year 12 program provides two options for students. The first is for athletes who wish to pursue university entrance and the second is for athletes who wish to pursue a pathway into the workforce.

University entrance program

This course provides students the opportunity through cross disciplinary studies and comprises of both a practical and theoretical component. The program has a strong focus on developing their understanding of sports science and how it

applies to their development as an athlete. Topics covered in the program include:

- biomechanical analysis of sporting techniques
- sports nutrition and evaluation
- skill learning impacts on skill development
- fitness analysis and development
- data analysis
- sports psychology.

Non university entrance program

This course allows student athletes to maintain a focus on their development as an athlete as per their other years within the program. Students will complete a range of seminars throughout the year that as part of the athlete development program. Topics covered in the program include:

- sports nutrition
- technique analysis
- fitness development and conditioning
- event and match performance
- sport injury prevention and management
- coaching in primary schools
- modelling elite athlete behaviours.

Entry into the Henley Sports Academy at Henley High School is through an application process where students must meet a variety of criteria to be considered for enrolment. For further information contact the school on 8355 7000.

CHAD WINSTANLEY, CURRICULUM COORDINATOR
HENLEY SPORTS ACADEMY
HENLEY HIGH SCHOOL



WHAT DOES YOUR SPARE ROOM MEAN TO YOU?

IT COULD MEAN THE WORLD TO AN INTERNATIONAL HIGH SCHOOL STUDENT – AND YOUR FAMILY



Every year, thousands of international students come to South Australia to study in South Australian government schools. They contribute to our rich cultural diversity, while also providing significant flow-on benefits to local communities and our tourism industry.

International students bring with them an array of new traditions, foods, outlooks and ways of life. Through the relationships that they form with local students and families, awareness of multiculturalism and global-mindedness is increased in the South Australian community. The flow-on benefits to local communities and tourism are also significant and include the economic impact from shopping, sightseeing, food and hospitality, transport and many other products and services.

International education enriches learning, supports personal growth for students, and educates the school as a whole by bringing the diversity of the world's experience into the classroom and school community. This broadens student understanding of languages and cultures and provides opportunities to develop a more global perspective on learning. The presence of international students brings diverse linguistic and cultural perspectives into the lives of students and strengthens values such as harmony, tolerance, and international mindedness. Perhaps the most immediate value of international education is the new relationships and long term friendships

that it fosters. These are life changing, spanning languages and cultures, countries and regions of the world, and engaging not only local and international students but their families and the wider community.

South Australian government schools offer a variety of programs for international students, ranging from a few weeks (Study Tour Program) to 1- 4 terms (Study Abroad Program) and 1 – 5 years (long term Graduate Programs).

Those students coming at a high school level are placed with a carefully matched South Australian family, who becomes the student's 'home away from home' during their time here. This homestay program is managed by International Education Services, Department for Education.

While international students come to South Australia for reasons such as improving their English or accessing our high-quality education system, it is with their homestay family that they truly learn the Australian way of life. BBQ's, getting up close and personal with Australian wildlife, Aussie 'slang', walks on the beach and outdoor activities are all aspects of Australian life that we often take for granted, but become new and exciting experiences for international students studying in South Australia. 'They showed me breathtaking beaches with white sand and turquoise water, delicious food like Tim Tams, pavlova and Golden Gaytimes' says Emily, an international student from Germany, 'I got to go camping underneath millions of stars including the Southern Cross, next to free-living kangaroos and then go surfing the next day. It was amazing!'

It isn't only the students who benefit from the homestay program. Hosting an international student allows a family to have international experience in their own home, and with this comes a more global, expanded perspective. Through conversations over the dinner table, participation in family activities and getting out and seeing Adelaide and South Australia together, international students and their homestay families often form lifelong friendships and bonds that span across time as well as distance.

'We love following our rather large 'family' on their respective journeys from their teens through to adulthood,' says Wendy,

who has been hosting international students with her husband, Phillip, for over 15 years. 'We have found providing homestay for the past 15 years to be a wonderful and extremely rewarding experience.'

The most rewarding things about homestay include the connections and friendships that are made between host families and students from all over the world. Students often become a part of the family and lifelong friends. Many students continue to keep in touch with their extended families, and arrange visits, long after their study abroad journey with them has ended.

Becoming a homestay involves an application process and requires a Working With Children Check (previously the Department for Community and Social Inclusion child-related employment check) for every person in the household over 18 years of age. Homestays can be made up of any family dynamic and you do not need to have children of your own to host an international student. Homestays can choose to host for a period of time that suits them and are supported by International Education Services with plenty of information, homestay networking events and workshops, and a 24-hour emergency phone service. Homestays are also paid a contribution to the costs of hosting a student.

If you have a spare room in your home, or if you are looking for a way to introduce new cultures to your family, think about hosting an international student. When you host an international student you have the chance to participate in activities and meet other host families, be a tourist in your own town as you show them around, and make lifelong friendships with your student and their family. The homestay program is an incredibly rewarding experience and is a major contributor to our state's multicultural community and economic prosperity.

For more information have a look at the website www.internationalstudents.sa.edu.au/en/homestay/host-a-student/.



**PROFESSOR MARTIN
WESTWELL
CHIEF EXECUTIVE
SACE BOARD OF SA**



SACE UPDATE

Every student is entitled to a high school education that allows them to show the world who they are. They should also be able to shape their own learning journey to suit their individual goals, dreams and ambitions – and respond to the ever changing demands of a global workplace.

The SACE recognises that every student's journey is different. They all have their own ambitions which are unique from one student to the next, and there are many ways to measure success. The flexibility of the SACE ensures that we can meet a student's learning entitlement, enabling them to follow their own unique pathway and tailor their learning to suit their individual goals. In the past, students would have only had the choice of taking a trade or university pathway – but this simplistic approach does not reflect the complexities of the world. The flexibility of today's SACE ensures students can combine both academic and Vocational Education and Training (VET) pathways. This means students can position themselves to respond to today's complex world.

In June, the Messenger newspapers and seven regional newspapers celebrated the successes of students who are using the flexibility of the SACE to follow their dreams in a variety of different ways.

They include promising young basketballer and Year 12 Seaview High School student Levi Haggett, who is using the flexibility of the SACE to shape his senior year studies and create his own launching pad for a future in the health and exercise industry. He is studying biology, health and physical exercise after completing his SACE in Year 11, combined with a Certificate III in Fitness.

Woodville High School Year 12 Aboriginal student Bryce Cawte is using the flexibility of the SACE to develop new skills, explore and share his cultural heritage. He is completing Years 11 and 12 Aboriginal Studies while gaining his Certificate I in Construction and Certificates II and III in Business.

St Patrick's Technical College graduate Lachlan Osborne used the flexibility of the SACE to try out a variety of creative options, including cabinetmaking and carpentry. He's now a full-time apprentice gaining experience in the workplace and valuable qualifications.

Year 11 Woodcroft College student Nori Mullen is using the flexibility of the SACE to fulfil his ambitions of becoming a commercial pilot. This flexibility supports Nori to undertake a two-year aviation program at Mid North Christian College in Port Pirie for one week a term, while also studying SACE subjects at Woodcroft College.

Edward John Eyre High School graduate Austin Wilson used the flexibility of the SACE to pursue practical, hands-on learning – completing a Certificate II in Electrotechnology and successfully securing a school-based apprenticeship with a local electrical company.

And Year 12 Gladstone High School student Lachlan Hansen is working towards his dream of one day taking over the family farm by completing his Certificate III in Agriculture, as well as studying Accounting, General Mathematics and Design and Technology.

I find these student stories inspirational and I am proud that the flexibility of the SACE is being used to meet students' entitlement to learning, whether that's through traditional subjects, VET, or both.

Why not have a conversation with your son or daughter's school to find out how the flexibility of the SACE is being used to support your child's learning entitlement.



PETER LIND
REGISTRAR, TEACHERS
REGISTRATION BOARD OF
SOUTH AUSTRALIA

TEACHERS REGISTRATION LEGISLATIVE REFORM

Between mid-April and May 31 this year, the Board conducted a consultation on potential reform of the *Teachers Registration and Standards Act 2004 (the Act)*. The consultation sought feedback on the current object of the Act and the role of teacher registration generally. It also sought views on the extent to which the best interests of children should be a consideration of the Board.

In April, the South Australian Minister for Education, John Gardner, released a discussion paper titled *Enhancing Teacher Registration in South Australia* and all South Australians, including Board stakeholders, were invited to make a submission or respond to a survey to have their say.

The Board held a series of information sessions across the state with over 400 people attending including representatives of education related organisations, community members, and teachers from across the public, independent and Catholic education sectors. There were 11 written submissions from stakeholders in response to the discussion paper.

The survey was conducted to gather feedback from teachers and the education community. This was promoted to teachers and parent groups via email and flyers. The survey provided stakeholders the opportunity to respond to some of the important questions outlined as part of the consultation and provide some feedback on the role of teacher registration in general.

The survey opened on April 9 and was available on the government YourSAy website and through the TRB website. When it closed on 31 May 2,338 people had responded:

- 2,079 (89%) teachers
- 43 (2%) parents
- 56 (2%) community members
- 160 (7%) someone who works in the education sector.

Overall, the majority of respondents agreed that teacher registration ensures teachers are recognised for their important professional role, are held in high esteem, and are people of

good character and suitable to have the care of children and young people.

Some of the specific findings of the survey included:

- 80% thought the current composition of the Board was appropriate
- 66% thought five years was the ideal term of registration
- 65% thought there should be a choice of paying a registration fee in full or annually
- 90% supported the introduction of a category of registration for teachers who are not practicing but wish to remain registered
- 60% supported amending the Act to recognize professional practice in a non-teaching (but education related) role
- 66% supported the Board taking responsibility for the certification of highly accomplished and lead teacher status.

The survey also collected a large number of comments in regard to the operation of the current Act and potential changes that could be made.

Section 7 of the Act provides that the Board must have the welfare and best interests of children as its primary consideration in the performance of its functions.

The discussion paper raised the issue of whether the best interests of children should be the paramount consideration in performance of the Board's functions rather than the primary consideration. The majority of written submissions supported the idea that the best interests of children should be the paramount consideration in the performance of functions and powers under the Act and that this obligation should apply to any person or body exercising those functions or powers.

A report containing the findings from the survey and the submissions will go to the Minister for Education for his consideration while drafting amendments to the Act which will go to Parliamentary Counsel later in the year.

READY FOR LEARNING?

Over the years I've been asked many times by parents 'how do I help my child to be ready for school?'

I frame my response in the context of how we can support children to be ready for learning.

The Australian Primary Principals Association has developed 'Thrive with Five' as a guide to the areas that support children to do well in learning.

1. Play

Make time to play with your child, including inside and outside play. Play develops key motor skills such as running, balancing, throwing and catching. Play helps develop game skills as children follow instructions, take turns, share with others and build resilience. As well as having fun, children increase their fitness, muscle strength and flexibility, and enhance their creativity and imagination. Simple activities can be rolling and tumbling, visiting a playground, building a cubby indoors in wet weather, throwing a frisbee or enjoying nature play in our beautiful outdoor environments.

2. Talk

Talk with your children to build their speaking and language skills. Through conversations they increase word vocabulary, pronounce words better, understand instructions, and develop imagination and knowledge about the world around them. We know that by developing oral language skills we lay strong foundations which help children to learn to read. Talk during car rides about what you can see, sing along to children songs on the iPod, talk out loud as you prepare dinner or work in the garden.

3. Read

Reading with, and to your child, sets up attitude and behaviours for later learning. Modelling reading too, influences your child's reading habits. Reading is more than books; it's reading the packaging on a breakfast box, the signs and notices around us and the stories your children write. Through books, children boost their imagination, creativity and knowledge.

4. Eat well

When children eat well, they have energy for learning and play. They concentrate better and achieve more. Limiting your child's sugar intake, drinking water rather than soft drinks and

ensuring plenty of fresh food sets up the right habits for later in life. Eating well yourself is the best way to influence your child's attitude to eating.

5. Sleep

Children need sleep to give their body and mind a chance to rest and grow. Limiting screen time and putting in place routines and behaviours for a good night's sleep will see your child alert and ready for the day (see the recommendations below from the World Health Organisation). Model the behaviour you want by turning off your screens and ensuring you get enough sleep.

In addition to these five, another important skill that supports learning is self-regulation. This is the ability to manage emotions and behaviour appropriate to the situation. It includes being able to calm yourself down when upset, handle frustration without a tantrum and stick at a goal you want to achieve. The latter is important in learning a new skill or concept. Studies have shown that self-regulation skills are more important than IQ in achieving academic success.

Dr Kate Williams of the Queensland University of Technology says that better self-regulation skills in early childhood result in

- Better social skills across the life span
- Better relationships with others
- Better transition to school
- Better academic outcomes – even long term
- Less risk-taking in adolescence
- Lower risk of adult gambling.



So, what can parents do to increase this skill?

- Support your child to problem solve; act as a coach rather than a rescuer. Making mistakes is part of developing knowledge about the world and being confident to 'have a go' is an important element of learning.
- Praise the effort in play and activities and not the outcome. When a child learns a new skill (ie climbing to the top of the slippery dip) praise their problem solving and their persistence.
- Dr Leonard Sax speaks of the parent role in 'Educating desire; instilling a longing for something better, more lasting;' This can mean reading good books, solving a jigsaw puzzle or constructing increasingly complex models in Lego or out of spare parts.
- Play card games with young children such as Go Fish, Uno and Snap. Help them positively handle defeat; we can't win all the time and there is power in losing well. Ash Barty and Roger Federer modelled this so well at the recent Wimbledon tennis championships.
- Play board games such as Battleship, Checkers and more complex ones as they get older such as Chess, Mahjong or even Minecraft.
- Get them playing physical activities such as Musical statues, Duck, Duck, Goose, What time is it Mr Fox? Teach them yoga (check out Cosmic Yoga on YouTube) or enroll them in team games such as soccer. Provide a skipping rope and praise them for the persistence in developing mastery and increasingly long sequences of skips.
- Teach them songs and learn to sing Row, row, row your boat as a round.
- Encourage quiet time where children can persist without help for increasingly longer periods of time; mazes and wordfinds can be useful.
- In the car play I spy or hunt a particular colour car or number on a number plate. Create a family ritual such as saying 'high five' or 'mission accomplished' when the hunt is successful.

Being able to effectively self-manage ourselves and emotions is a great life skill. I grew up as one of five children to a very active mother. We learned very early on to never say 'I'm bored' as when we did, my mother would shriek with delight 'how wonderful as I have a job for you!' This job was usually some dull chore so finding an activity we were happy to self-manage in was a much better alternative.



Self-management is a term in the Australian Curriculum used by all public schools. It appears in the *Personal and Social Capability Continuum* and identifies key skills in self and social awareness and self and social management. For example, by the end of the Reception year a child should be able to identify a range of emotions and describe situations that may evoke these emotions and identify positive ways to initiate, join in and interrupt conversations with adults and peers. In schools we would expect a 6-year-old to be able to persist with a task for 10-15 minutes and to be able to screen out distractions as they do so.

The more a child practices self-regulation, the better they get at it, and when they see it modelled by those around them, the more likely they are to develop it themselves. It is important as life provides lots of opportunities to use the skill! Think of lining up at airports and school canteens, of saving for your first car or for a holiday, losing a game with grace and not overreacting when someone cuts us off in traffic. It is also an important skill in developing positive and healthy relationships. Knowing that someone can recognise their signs of becoming overstressed and can do something about it (keep it together) makes them more dependable and trustworthy and therefore easier to be around.

Self-regulation makes self-control possible and has lifelong benefits. It is a great gift for your child.

ANGELA FALKENBERG
PRESIDENT, SOUTH AUSTRALIAN PRIMARY PRINCIPAL'S
ASSOCIATION

Recommendations at a glance from the World Health Organisation website

Infants (less than 1 year) should

- Be physically active several times a day in a variety of ways, particularly through interactive floor-based play; more is better. For those not yet mobile, this includes at least 30 minutes in prone position (tummy time) spread throughout the day while awake.
- Not be restrained for more than 1 hour at a time (eg prams/strollers, high chairs, or strapped on a caregiver's back). Screen time is not recommended. When sedentary, engaging in reading and storytelling with a caregiver is encouraged.
- Have 14–17h (0–3 months of age) or 12–16h (4–11 months of age) of good quality sleep, including naps.

Children 1-2 years of age should

- Spend at least 180 minutes in a variety of types of physical activities at any intensity, including moderate-to-vigorous-intensity physical activity, spread throughout the day; more is better.
- Not be restrained for more than 1 hour at a time (eg prams/strollers, high chairs, or strapped on a caregiver's back) or sit for extended periods of time. For 1-year-olds, sedentary screen time (such as watching TV or videos, playing computer games) is not recommended. For those aged 2 years, sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in reading and storytelling with a caregiver is encouraged.
- Have 11-14 hours of good quality sleep, including naps, with regular sleep and wake-up times.

Children 3-4 years of age should

- Spend at least 180 minutes in a variety of types of physical activities at any intensity, of which at least 60 minutes is moderate- to vigorous intensity physical activity, spread throughout the day; more is better.
- Not be restrained for more than 1 hour at a time (eg prams/strollers) or sit for extended periods of time. Sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in reading and storytelling with a caregiver is encouraged.
- Have 10–13h of good quality sleep, which may include a nap, with regular sleep and wake-up times.

SA SCHOOL TERM DATES

2019	29 January - 12 April	29 April - 5 July	22 July - 27 September	14 October - 13 December
2020	28 January - 9 April	27 April - 3 July	20 July - 25 September	12 October - 11 December
2021	1 February - 16 April	3 May - 9 July	26 July - 1 October	18 October - 17 December

ADELAIDE FRINGE
14 FEBRUARY – 15 MARCH 2020

SCHOOLS PROGRAM POSTER COMPETITION IS NOW OPEN!

To help celebrate 60 years of Fringe in 2020, Adelaide Fringe invites students to enter the Schools Program Poster Competition for the chance to win a performance by a 2020 Fringe artist at their school!

The winning artwork will appear on the cover of the 2020 Schools Program (formerly YEP!) guide and star in an exhibition of the Top 100 entries.

We are looking for artwork that shows what students enjoy about Fringe or what Fringe means to them. The competition is open to students from Reception to Year 12 and each school may submit up to three Primary and three Secondary year level entries on their students' behalf. Artwork needs to be A3 or A4 portrait and can be submitted in hard copy or by uploading a scan.



Show: I'll cry if I want to | Photographer: Daniela Stevkovska

The competition closes on 30 August 2019. All the details are on the website <https://adelaidefringe.com.au/schools-program-poster-competition>.

Contact our Schools Program Coordinator, Dani Raymond, with any queries schools@adelaidefringe.com.au or phone 08 8100 2004.

DR CAROLINE CROSER-BARLOW
PROJECT DIRECTOR,
YEAR 7 TO HIGH SCHOOL,
DEPARTMENT FOR EDUCATION



YEAR 7 IS MOVING TO HIGH SCHOOL IN 2022

South Australia's public education system is changing. Year 7 public school students will be taught in high school from term 1, 2022. This means that year 6 will be the last year of primary school and year 7 will be the first year of high school from 2022.

The move of year 7 to high school brings new opportunities for our students, our workforce and for our system. It is a complex process that involves a significant amount of planning. Our priority is ensuring that students have a positive experience and their learning remains the focus when they move from primary to high school.

Year 7 pilot schools

To help us learn what will work best, we are piloting year 7 in three high schools from next year. Wirreanda Secondary School, Mitcham Girls High School and John Pirie Secondary School have given families the opportunity to register interest for their child to enter high school as a year 7 in 2020. We have received strong interest from families who want their child to start year 7 in high school. The feedback we've heard from our year 6 students tells us that they are ready and keen for high school.

The pilot will offer early insights into workforce planning, funding arrangements, student wellbeing, curriculum delivery and transition processes between primary and high schools.

We're meeting with public schools that already teach year 7 in high school, including Area Schools, to capture their expertise and knowledge. We are also using learnings from Queensland and Western Australia, who recently moved year 7 to high school, to ensure the move in South Australia in 2022 is as smooth as possible for all schools.

South Australia will be ready to move in 2022

Planning is well underway to ensure the move of year 7 to high school is well-managed and considered. Together with the

information shared by the department, your school will provide information as plans for the move progress.

We are investing \$185m in schools to manage increasing enrolments and ensure there is sufficient space at high schools. All high schools, area schools and R-12 schools will receive a share of \$2.5m in establishment grants to help them prepare school learning environments and facilities for incoming year 7 students.

We are providing individual implementation plans for each high school that reflect local community needs. Primary schools will also be supported by a planning tool to help them adjust to the change. The plans will be in place by 2021 and will cover areas such as workforce planning, facilities and resource management and parent engagement. For high schools, the plans will outline approaches to teaching and learning and for ensuring the wellbeing of year 7s, including ways to ensure students are prepared for the move to high school.

Benefits for your child

Year 7 is already part of high school across the country and this move will bring South Australia in line with other states and territories, and other education systems in our state.

All South Australian students learn the Australian Curriculum at school. For year 7s, it has a focus on specialist courses and is designed to be taught in a high school setting. Moving year 7 to high school will see students benefit from specialist teachers and resources, such as learning in fully equipped science labs and design and technology facilities.

Neuroscience has taught us more about how the brains of early adolescents are changing, so we'll be giving teachers access to evidence based approaches to further engage students. This move is a big change and we will ensure your children get the best learning opportunities from their new high school environment.



Stay informed about year 7 to high school

To stay informed about the move of year 7 to high school, visit www.education.sa.gov.au regularly for project updates. Your school will also be sharing information about what this move

will mean for your child, so keep an eye out for 7 to high school updates in your school's newsletter, website or on your school's Facebook page. You can also contact the project team directly by emailing Year7toHS@sa.gov.au.

The government wants to hear from communities in regional South Australia about the opportunities and challenges they anticipate with the move of year 7 to high school.

Drawing on interstate experience, the possibility of providing families with a choice to keep their year 7 child in primary school, if their primary school is located more than 20 kilometres by road from its nearest area or high school, is being considered.

The Government is committed to providing all year 7 students with the benefits of the move of year 7 to high school, however this approach will support those parents concerned about the increased travel distance for younger students to their schooling. Under the proposed approach, some regional primary schools would continue to offer year 7, while all regional high schools would introduce year 7 (so that year 7 is offered concurrently in both settings).

This option would be made available to families for a limited period of 3 years (2022-2024) in order to smooth the system changeover.

Your input will help the Government make decisions about the best way to support the introduction of year 7 to high school in regional communities. Information about providing feedback and on the planned community forums can be found at <https://yoursay.sa.gov.au/decisions/year7/about>.

WHAT SHOULD YOU DO IF YOU OR YOUR CHILD LOSES A TOOTH PLAYING SPORT

Melbourne-based dentist and founder of Casey Smiles, Dr Mohamed Massaud, affectionately known as Dr Mo by all those who know him, is worried about the surprising number of preventable teeth injuries that occur in sport and recreational activities, and the even greater number that go completely unnoticed.

‘Most people would be surprised about the sheer number of sports related injuries that dental clinics encounter on a week to week basis’ Dr Mo said.

‘Some people get injuries to their teeth that they don't even notice. They don't even come in for a checkup. They brush it off like they'd brush off a minor scratch, but even the most minor teeth injuries can come back to bite you down the road.’

Most people rank their teeth as the least likely injury to get on a sporting field or in a social game of touch footy. However, that ignorance can lead to a destructive overconfidence. In fact, an injury to your teeth might be the only injury that has lasting damage to your appearance.’

The patients I see who injure their teeth on a sporting field, always say that they never expected it to happen, which is precisely the problem.’

According to Dr Mo, the age old solution of mouth guards is still one of the best ways to prevent teeth injuries on the sporting field. However, new research has revealed that children are still refusing to wear them.

‘Whether you are playing sport on the weekend, participating in a social game of footy, or engaging in an activity that could involve a knock to your teeth, wear a mouth guard. Don't risk it,’ Dr Mo says.

‘If for any reason, you do sustain a knock to the teeth, see a dentist as soon as possible. If the knock dislodges a tooth, see a dentist immediately without delay.’

Dr Mo has provided some key steps to follow should a tooth be dislodged or knocked out altogether.

1. Pick up the tooth by the crown

Find the tooth straight away and take it with you to the dentist. Pick up the tooth by the crown, which is the white end of the tooth – the chewing surface. Don't touch the root of the tooth as this can cause damage

2. Clean the tooth

Gently rinse the tooth with water to clean off any dirt. If you have milk on hand, use milk instead of water. Don't use soap or detergent as this can damage the root. Avoid scrubbing, rubbing or drying the tooth. It needs to stay moist

3. Put the tooth back in the socket immediately

If possible, put the tooth back into position in your mouth. Gently push it into its socket with your fingers only touching the white end of the tooth. Hold it in place with your fingers, or gently bite down on it to hold it in place. If the person is a child, elderly or unwell, it is best to avoid returning the tooth to the mouth just in case it is accidentally swallowed

4. Keep the tooth moist

It is important to keep the tooth moist at all times. Don't wrap it in cloth or any other material. If you were not able to put it back into its socket, the next best thing is to put the tooth in milk. Only use milk and not water as root surface cells cannot tolerate being immersed in water for extended periods of time. Some say it is also good to hold the tooth inside your mouth to keep it moist against the cheek wall while traveling to the dentist however this can lead to the tooth being accidentally swallowed. For this reason, this approach is high risk and not encouraged

5. See a dentist immediately – within one hour of the injury happening

Contact your dentist and let them know it is an emergency. Explain that your tooth has been knocked out and you have it on hand. Ideally, you need to see the dentist within one hour of the accident happening. If the tooth hasn't been knocked out, but has moved, still go the dentist immediately without delay.

Dr Mo has noticed that the majority of sporting teeth injuries are suffered by children and teenagers, mostly in school sport competitions. As a result, he has some more important advice to parents on what to do if your child sustains an injury to their teeth while playing sport.

'Even if your child feels the slightest bump or irregularity, it's always worth at least going in for a checkup. Sometimes, the most minor symptoms can be reflective of a bigger problem' Dr Mo added.

'Teeth roots can be problematic and damage can be caused to a tooth's root without you even realising it. Teeth can also crack without you knowing, which can cause infection, root damage and other issues.'

'Remember, seeing the dentist when an accident occurs should not be the only time you see the dentist. Make regular appointments to see your dentist at least twice per year. Good oral health starts with prevention. Keeping your teeth and gums strong and healthy certainly helps to reduce the impact of injury and accidents if and when they do happen.'

www.caseysmiles.com.au

SAASPC Affiliation fees 2019

Preschools	\$40.00
Schools	
1-200 students	\$50.00
201-600 students	\$70.00
601-1000 students	\$90.00
1001+ students	\$110.00
Individuals	\$55.00

All fees are GST inclusive. Affiliation is on a calendar year (January - December)

Parent groups are encouraged to affiliate with SAASPC, but if the school or preschool has no parent group, the Governing Council or Management Committee is welcome to affiliate.

For more information go to www.saaspc.org.au/affiliation.html or contact us on 1800 724 540 or info@saaspc.org.au

Mobile DentalCareSA

Mobile Dental Care SA's *Healthy Smiles, Bright Future* Program is a **no out of pocket expense**, South Australian based mobile dental program that delivers oral health care and education for children at schools, pre-schools and kindergartens across Australia.



What is included in our program

Mobile Service	✓
Qualified Practitioner	✓
Cost to School	\$0
Out Of Pocket Cost to Parents	\$0
Provide Oral Health Education	✓
Perform Dental Exams and Take X-Rays	✓
Provide Hygiene and Fluoride	✓
Simple Treatments - e.g. Fissure Seals	✓

For further information on our programs, please contact Jan or Apurv

PO Box 366, North Adelaide SA 5006 P: (08) 8361 8074

W: www.mobiledentalsa.com.au E: mobiledentalcaresa@gmail.com

SAASPC PARENT CONFERENCE

Shifting to excellence: connecting- protecting - respecting your kids

Saturday 14 September 2019 10am-3pm
163 Greenhill Road Parkside

Our keynote speaker will be Andrew Fuller. As a clinical psychologist, Andrew works with many schools and communities in Australia and internationally, specialising in the wellbeing of young people and their families. He is the author of a number of books and articles. He has established programs for the promotion of mental health in schools, substance abuse prevention, and the reduction of violence and bullying, suicide prevention programs and for assisting homeless young people. Andrew continues to counsel young people.

We are also pleased to announce the Minister for Education, the Hon John Gardner, will open the conference.



Andrew Fuller

Cost

For SAASPC affiliated preschools and schools - free

For non-affiliates - \$50.00

Morning tea, lunch and afternoon tea will be provided

Registration

On the SAASPC website
www.saaspc.org.au