

PARENTS SAY

THE OFFICIAL PUBLICATION OF THE SOUTH AUSTRALIAN ASSOCIATION OF SCHOOL PARENT COMMUNITIES INC.
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SACE ART SHOW 2019



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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.

Deadlines for 2019 are - 12 April, 19 July, 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 Parents Say for term 2. I hope that you had a chance to relax a little and enjoy the Easter break.

Thank you to the preschools and schools that have already affiliated with us, your support is valued and greatly appreciated by the association. With your support, together with the grant we receive from the Minister for Education, we are able to continue to work with and support parents, preschools and schools and importantly we are able to keep our information sessions free.

And a reminder – it is not too late to affiliate with us. Please take time to consider this.

The importance of having a state association (and what it can do for you)

As an association we believe in and strongly support public education. SAASPC is representative of and committed to parents of students in metropolitan and country government preschools and schools. We are available when you need advice or someone to listen to your concerns; to act as an advocate on your behalf; and we give you the opportunity to have your say on issues that you have an interest in. SAASPC provides, gathers and shares information on educational matters.

As an association we have the opportunity throughout the year to meet with the Minister for Education and the Chief Executive of the Department for Education; we are able to raise concerns and issues affecting parents with them and to get information on what is happening in education from their point of view.

In Term 1 we were kept busy with attending information sessions such as the Teacher Registration Board's Working with Children Check briefing; attending openings and launches such as the SACE Art Show; attending parent forums such as the Disability Policy & Programs parent forum and the Department for Education's School improvement forum; responding to consultations such as the School bus service inquiry, the draft school and preschool enrolment policy and the draft parent engagement framework; and presenting a number of Responding to abuse and neglect and Merit selection information sessions.

It is also important for us to be able to meet parents /caregivers and to talk about concerns or just to have a general discussion – whether it is in a preschool or school, at a meeting or at our annual conference. This is an integral part of our work and a pleasure to do.

Annual conference and annual general meeting – Saturday 14 September

This year we are trying something different – we have chosen a Saturday to hold our conference and we are fortunate to again have Andrew Fuller, a well known clinical psychologist who works with many schools and communities, as the speaker for the day.

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 contact us and we will send you another copy; the information is also available on our website. For parents from affiliated preschools and schools there is no charge to attend, for those from non-affiliates there is a small charge.

Following conference, our annual general meeting will be held and all positions will be declared vacant – President (but must have served as an officer for one year), Secretary, Assistant Secretary, Treasurer, 2 Metropolitan Vice Presidents, 2 Country Vice Presidents and general members. If nominations have not been received by the declared closing date, they will be called for from the floor. The work load is not large. We meet once a month (on the last Friday); and we cover expenses incurred including travel and accommodation.

If you are interested in education please consider nominating for a position; nominations must be from an affiliated preschool or school and are for a twelve month term. If you do not wish to hold an officer's position, you can nominate as a member. By doing so you will be helping us to support parent participation in preschools and schools and to also continue to have the parent voice heard. The work of the association is enjoyable, interesting and rewarding. We look forward to welcoming new members.

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 HON
JOHN GARDNER MP
MINISTER FOR EDUCATION**



FROM THE MINISTER

In the recent school holidays we celebrated ANZAC Day, which is an opportunity to reflect on the importance of this day to our State and our Nation. One of our most important national holidays, ANZAC Day commemorates the landing of Australian and New Zealand forces on the Gallipoli Peninsula in Turkey.

Like many of you, I have often been moved by the sound of the Last Post ringing out through the early light at a Dawn Service and felt immense pride watching veterans and their families march in the ANZAC Day parade.

ANZAC Day is an important opportunity for young South Australians to learn about and reflect on the sacrifices made by Australian men and women in service of our country in World War I and the years and conflicts that have followed.

In recent years we have seen an increase in the numbers of young people participating in the traditional dawn service on ANZAC Day and connecting with the history of Australian military service. It is fantastic to see the engagement and interest of the next generation with this very important commemoration.

I am sure that the resurgence of interest in our wartime history is also a reflection on the high calibre of history teaching that

occurs in our schools. We all know the value of a great teacher, but the ability of history teachers to make the subject come alive can make it a truly vibrant and engaging area of study.

Each year here in SA we have the Premier's ANZAC Spirit School Prize, to encourage students to unearth some of the lesser known stories of Australian Servicemen and women. It is an opportunity for young people to engage with the personal histories that tell the story of Australia in wartime.

Many of those small stories have had a profound impact on the history of our nation.

The ANZAC Spirit School Prize recipients each year are invited to attend a fully funded study tour of Vietnam to examine and understand the experiences of veterans during the Vietnam War.

Many students will enter the competition as a part of their school history studies, but all South Australian students in years 9 and 10 are able to enter, and I encourage any young person with a special interest in this topic to consider entering individually. Schools are able to select four entrants to be considered to join the study tour.

Entries close on 17 May and the winners will be announced later in the year with the tour to take place in the October school holidays.

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

A WORLD CLASS EDUCATION SYSTEM



BEN TEMPERLY
ACTING CHIEF OPERATING OFFICER
DEPARTMENT FOR EDUCATION

At the end of term 1 we held a well-attended School Improvement Forum for governing council members, where we shared the department's vision for education in South Australia.

I wanted to take this opportunity to summarise what we spoke about and update you on the department's progress toward building a truly world class education system that supports growth for every child, in every class, in every school.

There are a number of key issues that we are looking to address to achieve this goal. Many South Australian children are starting school at a disadvantage and often don't have the support they need to catch up. Others aren't being challenged enough. Adding complexity to the task is that the world in which we educate those children is changing rapidly and if we don't keep pace, our young people will be the ones to miss out on future opportunities. Our job is to future-proof them for a world that we can't entirely predict.

The department is currently in the second year of a 10 year strategy to achieve our aim of a world class education system. The first phase has been to work with international experts and local school leaders to build a new approach to school improvement, designed specifically for South Australia. 2019 is all about embedding, consolidating and capitalising on the excellent work they have already done. To support this work we've given every school tailored resources to assist them in their improvement journey. These include

- assigning a stage of improvement by assessing where each individual school's academic performance and trajectory is currently;
- literacy and numeracy guidebooks that provide evidence-informed literacy and numeracy practices, relevant to their school's stage of improvement;
- a customised data tool, the 'improvement dashboard', that provides detailed information to school leaders and local education teams about every student in every school; and
- a school improvement planning cycle that supports leaders' decisions on how best to plan for, implement and evaluate their improvement priorities.

Every public school across the state now has an improvement plan in place and is working hard to put it into action. Every plan is unique to its school, and focussed on the specific needs of its students. These plans will undergo periodic review, so that teachers and leaders are continually improving their practice.

I strongly encourage you to discuss with your school's principal how they are utilising each of these elements to support growth within your school.

Our school improvement model is by no means static. We will continue to evaluate and develop the school improvement resources, to make sure that they meet the needs of our schools and preschools. We are also working hard to make sure that the improvement model is backed up with high quality professional development for our leaders and teachers that will provide the best learning and development opportunities from across Australia and around the world. We launched our new Academy, Orbis, during the same week as the School Improvement Forum. It will play a vital role in further developing teaching expertise and educational leadership.

Governing councils are also critical to our mission. You are our connection with the parent community and are a hugely important part of making sure the decisions that happen at your school or preschool work for your local community.

Together we stand the best chance of making sure that every kid can thrive and be provided with the necessary tools to achieve their full potential.

Our most recent data shows that across South Australia we are already improving. This is a great start. However, to achieve our 10 year goal, we will need to pick up the pace of achievement. We have laid the ground work, and this year we are building on the momentum we have created.

Our children deserve a world class education. To aim for anything less is to do them a disservice. Together, as educators and communities, we can make sure that this is exactly what they receive.

MELDANDA AT CAMBRAI PRIMARY SCHOOL

Cambrai Primary is a very small, relatively isolated R-7 school with a focus on providing exceptional opportunities for its 42 K-7 students. We are proud custodians of Meldanda – a 40 hectare property only two kilometres from the school. This beautiful property is located on the Marne River and was bequeathed to the school in 1991 by the late Mr Les Weiss. Since then the school has worked to return the denuded grazing land to its natural state by planting trees and natural grasses, putting up bat and bird nesting boxes and promoting Meldanda as a camping and educational venue for schools, community groups and individuals. Les Weiss would not recognise the property now and would be very proud of how his gift has developed the learning of generations of Cambrai students.

Meldanda sets us apart from other schools giving us an amazing resource for the children to engage in real and relevant learning opportunities. This wonderful property enables us to take learning beyond the abstract. It allows our students to create and build. They problem solve without relying on technology. They have to invent and create things, work in teams and build on the ideas of others. During the cooler months from autumn to spring the entire school walk out to Meldanda every Friday to spend the day in a range of activities based on science, technology, engineering and mathematics. No one is ever away when we go to Meldanda and many parents join us.

It is powered solely by solar and water is a precious resource in this dry land. The children learn to appreciate and conserve our natural resources. Students engage in hands on experiences – solving problems in an outdoor classroom. All the children at Cambrai are very environmentally aware and our integrated learning lessons focus on sustainability and making real change.

There is a large kitchen and classroom space which gives us versatility. Throughout the year the school holds social events on site including a 'community camp out' – staying overnight with a BBQ and bonfire – it's just magnificent sitting out under the stars with the children playing in the scrub. Meldanda has been recognised as a designated 'Dark sky' reserve and enormous telescopes have been donated that we can use to look



Is this the best classroom in Australia? We think so...

at the night sky in ways unimaginable to people from cities. Groups from across the world visit Meldanda to look at the night sky.

We organise guest experts to support our learning programs – astrologists, environmental scientists, fauna groups and artists.

Working with artist Tony Hannan, the children built a shelter near the micro bat garden, for groups to use. They learnt about and participated in all aspects of construction from design, to wattle and daub construction, gabion stone walling, cement mixing. The result was truly amazing and the children have left a legacy to be enjoyed for generations.

Because of the work the children have engaged with at Meldanda, the Natural Resources SA Murray- Darling Basin Group will be working with Cambrai Primary School to develop a pilot program for schools teaching students about a range of environmental issues. The children will be involved in problem solving, taking audits, building habitats and visiting sites. This is a very exciting opportunity for our children and could result in similar programs at other schools.

Later this year Cambrai children will be collecting the endangered Murray River Turtle eggs and incubating them here at school. In 2020 the baby turtles will be released. We hope that some will go into the Marne River as a tributary of the Murray. Only four schools have been selected to undertake this work.

Every year we plant trees supported by the local Land Care group and the Mid Murray Council and local industry. We are investigating the potential for fencing an area to re introduce a small native species and are part of the Murray Darling Python program.

The learning goes way beyond the curriculum – our students have become very resilient. If they trip or get a scrape they pick themselves up, dust themselves off and keep going. They learn to make judgements about what are safe risks and when to ask for help. They support each other to achieve common goals. They understand and utilize ‘common sense’. They have built strong connections to the land and environment and believe that every person can make a difference.

You can see why we believe this is the best classroom in Australia.

MICHELE HOLLOWAY
PRINCIPAL, CAMBRAI PRIMARY SCHOOL AND PRESCHOOL



JAYNE HEATH
PRINCIPAL,
AUSTRALIAN SCIENCE AND
MATHEMATICS SCHOOL



LEARNING AND ACHIEVEMENT: HOW THEY CONTRIBUTE TO A STUDENT'S EDUCATION

What matters more – learning or achievement?

As a school principal, it's a question I'm often asked, and one that I'm always happy to discuss. At the Australian Science and Mathematics School we view learning as a lifelong journey.

We support our students in preparing for this journey by helping them understand themselves as learners, what works well for them, and how they can meet their learning goals.

Learning is a journey of personal growth.

For us, achievement is about meeting learning goals. This may be demonstrated by students in a folio, through a presentation, writing a report, collaboratively designing a solution to a problem, facilitating a small group activity or perhaps teaching someone else. Importantly, it is not always about assigning a grade. Achievement is subjective because each person's idea of success can vary.

At the Australian Science and Mathematics School we recognise grades are important and ensure our students' achievements are recognised within SACE and Australian Curriculum frameworks, however we don't let them define our students.

Learning is the whole story – it's the knowledge, skills, attributes and capabilities that prepare our students for their future. Learning is a process, all the richer when risks are taken and mistakes are part of the process.

Our use of learning rubrics for student assessments helps students to reflect on their learning and identify areas to improve and grow. Each mid-semester our students conduct their "Learning Conversation" reflecting on their learning growth, progress towards their goals and planning for next steps to improve. This conversation is supported by their Learning Studies teacher and is central to our developing ASMS students' capacity to self-direct their learning.

This year our school's Governing Council is facilitating a

series of informative parent engagement sessions. In one of our sessions during Term 2, we will discuss learning and achievement as part of the school's education model, to help parents better support their child through schooling. As part of this session, we will look at the concepts of fixed and growth mindset. A growth mindset encourages lifelong learning and fosters an inquisitive nature.

Students who have a growth mindset reach higher levels of learning, because they embrace challenges, persist in the face of setbacks, see effort as a path to mastery, learn from feedback, and find lessons and inspirations in the success of others.

With a growth mindset students recognise that learning takes effort, and that in order to meet their learning goals they need to seek feedback that will help them to reflect on and direct their learning and build the resilience to learn from mistakes and have another go.

By comparison, students with a fixed mindset are more likely to think that either they are good at something or they aren't. So when faced with learning something new and challenging, they may be more inclined to give up quickly rather than persevere and reflect on how they could try a different approach or learn from their mistakes.

The Australian Science and Mathematics School prides itself on developing a growth mindset with our students. Our students believe they can achieve anything – because they can. Former school scholars are now working in some of the world's most exciting and emerging industries, including aviation, gaming, artificial intelligence, medicine, and more.

We encourage families and members of the school community to develop a growth mindset with their children at home too, by discussing the process of learning, rather than focussing only on their grades.

Now, ask yourself what matters more.



The Australian Science and Mathematics School is holding open nights on Thursday 23 May and Tuesday 28 May. To register to attend or for more information, visit <https://www.asms.sa.edu.au/> or <https://www.facebook.com/asms.edu>

About the Australian Science and Mathematics School

- The Australian Science and Mathematics School is not your average government school for year 10-12 students. Students with an interest in science and mathematics and experiencing extraordinary learning are welcome to apply to join our school community.
- Emerging areas of science, innovation and technology such as augmented and virtual reality, robotics, mechanical engineering, biomechanics, design thinking and entrepreneurialism, biodiversity, communication systems, and biotechnology shape the learning and teaching design within the SACE and Australian Curriculum frameworks.
- Traditional classrooms are nowhere to be seen. Instead, students work in an open-plan 21st Century learning environment that encourages self-directed learning and collaboration of teachers and students.
- The ASMS is recognised globally for its innovation and leadership in learning and teaching in science and mathematics.

SAASPC PARENT CONFERENCE

Shifting to excellence: connecting- protecting - respecting your kids

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

We are delighted that once again Andrew Fuller will be joining us for our conference.

Andrew has recently been described as an 'an interesting mixture of Billy Connolly, Tim Winton and Frasier Crane' and as someone who 'puts the heart back into psychology'. As a clinical psychologist, Andrew Fuller 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. Andrew has also co-authored a series of programs for the promotion of resilience and emotional intelligence used in over 3500 schools in Britain and Australia called The Heart Masters. 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.



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

WHY LIBRARIES IN SCHOOLS ARE SO IMPORTANT

A library in a school gives it a heart. A library in a school with qualified staff has the heart pumping and provides the best possible learning outcomes for students.

Children and young adults who have access to and positive experiences in using their library at school continue to hone these skills as adults and also carry on using the resources and services provided by a variety of libraries throughout their lives.

Why are libraries in schools so important? Everybody belongs in the school library. They are a place where you can find and use a variety of resources for learning and for recreation. School libraries are the equivalent of a one-stop shop that is available 24/7 to provide equitable access to these resources. They provide a safe, secure and supportive environment for formal and informal learning.

And, all libraries in schools need to be staffed with a qualified teacher librarian. Why teacher librarians? Teacher librarians are teachers who have dual qualifications as both teachers and librarians. The dual role of teacher and information management specialist enables the teacher librarian to bring a unique set of skills to enhance student learning opportunities. Teacher librarians teach students information skills in order to prepare them for living and working in an information-based society, they support the literature needs of students and nurture their love of reading, develop programs to meet the learning needs of all students across all year levels and select and organise resources to support the entire school curriculum.

The best outcome in any school library is one where all students have ready access to teacher librarians and School Service Officers (ie SSOs/ESOs).

Teacher librarians are passionate about working with staff, students and the whole school community and proactive about promoting the resources and services their library can offer. They focus on



Learners and Learning, Teachers and Teaching where they

- collaborate with teachers, and administrators to help create and implement learning experiences and curriculum initiatives that meet Australian Curriculum, SACE and VET standards and the needs of diverse learners
- work in partnership with others to provide instruction, learning strategies and practice in using the essential learning skills required in the 21st century
- maintain a professional learning network, research educational initiatives and trends and participate in learning opportunities in order to share and implement best practice learning experiences
- ensure students learn to ethically acquire, evaluate, analyse, synthesise, create and share information effectively from a variety of sources
- assist students to use web based citation generators (eg the SLASA Online Referencing Generator) to acknowledge sources
- encourage the use of technology tools to simplify and enhance communication, production and presentation
- use social media, mobile learning, blended learning, eLearning and other learning experiences to meet the needs of individual learners



Resourcing the Curriculum where they

- use their knowledge of all curriculum areas and resources available and suitable to support learning
- create and maintain collections both print and digital to meet the needs of the learning community
- select and manage resources in all formats that meet curricular and personal learner needs
- develop strategies to foster a love of reading
- promote literature and authors reflecting a variety of cultures and themes to guide students in their reading choices

Facilitating Access to Information where they

- provide in school and virtual 24/7 access to as wide a range of resources as possible
- manage student accounts, system requirements and download procedures for purchased and utilised resources
- manage circulation, organisation, storage and other policy procedures and cataloguing and access requirements
- ensure students have access to resources appropriate for their differentiated needs and offer them in a variety of formats.

Developing the Physical and Virtual environment where they

- ensure that the library is welcoming, user-friendly, multi-functional and a focal point for student learning
- create and maintain virtual learning spaces that provide effective access to all library resources and programs
- model cyber-wisdom and digital citizenship eg through posting information on a variety of social media.

We acknowledge that all schools are different and not all students currently have access to a well-resourced library with qualified staff but we believe this should be the norm.

The two national library associations (Australian School Library Association (ASLA) and the Australian Library and Information Association (ALIA) have collaborated and organised joint statements on a variety of topics relating to school libraries and the positive impact they have on student learning outcomes. They can be found at <https://asla.org.au/asla-policies>.

The Students Need School Libraries Campaign is also underway across Australia. Their mission is to ensure student access to high quality school library services. School libraries and the qualified staff in them are vital for ensuring all students are equipped with the research and literacy skills they will need throughout their lives. Their vision is that every student has access to a dynamic, well resourced school library run by qualified staff. The website has an array of ideas and information highlighting different aspects of the role of the library staff as well as resources to use and also share. Check out the website at <https://studentsneedschoollibraries.org.au/>.

The local School Library Association of South Australia (SLASA) and the national Australian School Library Association (ASLA) both have a variety of advocacy information on their websites. Have a look at what is available at www.slasa.asn.au and www.asla.org.au.

The school library is not just a place to house resources. It is a place to find, make, share and more. School libraries are changing and dynamic places. The qualified staff make a real difference to the learning opportunities for the students. School libraries are unique and the heart of the school.

What is happening in your child's school library?

SUE JOHNSTON

**COORDINATOR, MARDEN EDUCATION CENTRE LIBRARY; MEMBER
SCHOOL LIBRARY ASSOCIATION OF SA AND STUDENTS NEED
SCHOOL LIBRARIES CAMPAIGN LEADERSHIP TEAM**



**PROFESSOR CAROLINE
MCMILLEN
CHIEF SCIENTIST SA**



SOUTH AUSTRALIA'S CHIEF SCIENTIST

After a wonderful 7 years as the Vice Chancellor of the University of Newcastle it has been my absolute privilege to take up the role as the Chief Scientist for South Australia. Our family moved from Melbourne to live in Adelaide in the early 1990's but I do say that I have not '*come back*' to SA from NSW – rather that I am re-joining SA at this next exciting stage in its future.

Across the world, regions and cities like our own are experiencing a significant economic transition as science through the STEMM (science, technology, engineering, maths and medicine) disciplines is driving a host of new technologies which impact all aspects of our lives. With the emergence of new energy sources, smart materials, robotics, a deeper understanding of genomics and how machines learn (not to mention how humans forget) and more –there has been a shift in our awareness of the growing role that science plays in ensuring equitable prosperity, affordable health care and the sustainability of our planet.

In South Australia as in other parts of the world, our industry base is shifting from one with a predominant focus on traditional manufacturing and resources to include areas such as space, defence, renewable energy, the creative industries, health care and biotechnology. This shift is occurring together with ongoing innovation in areas such as minerals exploration and processing, and food and wine production across the state.

The shape of the future for Adelaide is visible as new knowledge-based 'neighbourhoods' and precincts emerge in the city landscape – the wonderful 'Cheese Grater' building in the Health Translation Neighbourhood at the West End of North Terrace is just one visible signal of the work being carried out in our city by some of the world's best clinicians, biomedical and population health researchers together with bioinformaticians, data scientists, medical devices developers and engineers to name a few. Such collaborations across diverse areas of science will deliver new forms of affordable health care and a better understanding of the technologies that will help some of us regain functions or abilities that may have been lost during our life course.

So, in a State with excellent universities and institutes, leading industry sectors and a government determined make Adelaide a 'magnet city' for talent and grow high value jobs and equitable prosperity – what is the role of a Chief Scientist?

Firstly, as I engage with schools, awards evenings and events across the state where I meet talented budding scientists and their parents I am struck by the level of interest in what those 'jobs of the future' will be. Many parents are clear that being interested in science is important for a career as a doctor, a veterinary scientist or an engineer – but they are less confident in what other careers could be part of their child's future. In part this is because there is a real need to build the confidence for families that science is valued as a profession and that there are careers and career structures available to support the next generation of STEM specialists. This will be critical if the state is going to meet the future workforce needs of high technology industries such as the space industry where smart satellites will provide farmers, businesses and utility services with the real time information required to support the productivity of our food supply and our water security.

As Chief Scientist I am clear that there is no more an important time than now to have committed STEMM teachers in our schools, TAFE system and universities and to ensure that there is significant information sharing across all levels of the education system with key industries to build a greater understanding of the needs of the future workforce and those current and future STEMM careers. This is particularly important for those groups that have traditionally not recognised themselves as our future science teachers, communicators, researchers or professionals. As Chief Scientist I will have a particular focus on supporting great science educators and communicators build deep interest and capability in STEMM disciplines – particularly for girls and women and for Aboriginal and Torres Strait Islanders.

As Hilary Clinton once famously said '...talent is everywhere, but opportunity is not' - I very much look forward to engaging with teachers, parents and above all- those young scientists to ensure that talent does meet opportunity in our state – as South Australia emerges as Australia's leading 'State of Science'.



PROFESSOR MARTIN WESTWELL
CHIEF EXECUTIVE
SACE BOARD OF SA

SACE UPDATE

The SACE is not a competition. Education is not a competition. Our post-industrial, globalised world, doesn't care if a student is winning or losing in a test against their peers. What the world cares about is what that student knows and, more importantly, what they can do with what they know.

Setting the right standard is an ongoing and evolving challenge for education systems across the globe and in South Australia, we have an enormous opportunity to evolve and set a standard that doesn't hold our students back from meeting the world's expectations.

In some Australian states, the standard is defined by 'competitive assessment' where Year 12 exams are considered an arena for students to battle it out against each other. This is a mistake and is working against the success of our students.

New research from Stanford University shows us that when students see education as a competition, it actually works against them in their own personal development. 'Ironically, success in gaining the upper hand against others in these pseudo competitions led individuals to subsequently reduce their effort in their own pursuits' the research stated.

This competitive mentality is not good for individual students and it is not good for South Australia. It really concerns me that if our best and brightest are coasting because they know they are doing well in some kind of race, then that sets us up for future mediocrity. Our best young thinkers will be our future leaders and I want them to be brilliant, to be creative and agile thinkers who can develop solutions to yet unknown challenges and create new possibilities for all South Australians.

And, in this, I am not just talking about our smartest kids. Research from around the world continues to show that the less students compare their performance to others, the more confident they are, even in basic capabilities such as reading and writing.

Knowledge and skills are important and in addition, young people need to be able to activate what they know in unfamiliar situations with flexibility and perseverance. They need to be able to learn on the job, whether they are being trained in new skills or actively learning without being taught, and they need to find their own way in an increasingly complex world.

The standard is not just about knowledge and skills, it is about how you can use them in your life. Being able to take what you know and influence others, to work ethically, and to think a proposed solution to a problem all the way through to the end. That's the standard.

Demonstrating that you can harness diversity, make the most of technology, and have the entrepreneurial thinking to just get stuff done. That's the standard.

If we define student success as doing better than someone else in a mythical competition then they and their teachers will feel pressure to play the game to win. Stay away from subjects which you might find difficult, 'tick and flick' the Research Project, and learn for assessment rather than assess for learning.

The SACE is not a competition. It's a standard. A standard that is shifting at the pace of change.

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

BE YOU

The world for children today is vastly different from the one I grew up in.

It's easy to be nostalgic about childhood, but I did have a pretty idyllic upbringing. I was raised in a loving family, provided a quality education and surrounded by a supportive community environment. Of course, I had some insecurities growing up, but unlike children today, I didn't have an entire online world to compare myself to. I can already see that the ease with which my great niece and nephew can navigate a smartphone means their future world is going to be vastly different from the one I was raised in.

We often see headlines about young people today and the issues they face: anxiety, exam stress, bullying, worries about career choices and more. Of course, these are not problems exclusive to today's youth; but I believe the advent of the online world has brought with it intensity as to how these problems are experienced.

The demands on parents are different too. The juggle of modern life for families is hard. Marathon days beginning with early starts for the commute to work, school drop offs and pickups, before and after school care, extra-curricular and weekend activities, plus birthday parties and other social events all require time and energy. Let alone allowing some time to be a good neighbour, fit in some exercise and somehow manage to produce nutritionally balanced family meals that children will actually eat.

Parents continually tell me the pressure they feel to keep up with it all can be exhausting, and I'm not surprised. Modern life can leave little room to slow down and check-in with each other, and to have a gauge on mental wellbeing. Even if you find the time to do so, getting access to accurate smart information on mental health, can be difficult. Asking Dr Google is likely to flash up hundreds of conflicting studies.

Realistically, things unfortunately won't slow down any time soon, and I know all too well that longing for the simplicity of yesteryear is unhelpful. So as Chair of Beyond Blue, I am



Julia Gillard at the Be You launch

interested in ways we can help families to navigate this modern world and achieve the best mental wellbeing for their children.

The research tells us that 560,000 young Australians between the ages of 4 and 17 have had a mental health issue in the past year. We also know that half of all mental health conditions start in the formative years, emerging by the age of 14. Overlooked or left untreated, they can dramatically reduce a young person's chances of leading a happy, healthy, contributing life.

That's why Beyond Blue has developed a program called Be You to empower school communities and help parents play their central role in the mental wellbeing of our young people.

What is Be You?

Be You is a package of professional learning, advice and support giving educators from across our nation the tools they need to look after their own mental health and foster wellbeing in the young people in their care. It's also free.

Teachers are busy people, often parents themselves, and Be You has been designed with this in mind, assisting educators, from those training to join their profession to our most experienced principals, teachers and early learning staff. Be You is based on the latest evidence and developed in collaboration with education and mental health experts nationally. It not only includes access to on line resources, it also enables schools to get access to the time of specialist staff.

How Be You helps your child

Educators already do a great deal to support the mental well-being of their students. But often this is done without access to the latest research, or easy to use tips and tools about what to do, or a clear guide about who outside the school community can assist.

Be You changes this because it helps educators

- recognise the signs that a child is struggling or in psychological distress
- gives guidance about how to speak with confidence to a child on mental health and really listen to what is said
- know what to do next, whether that is checking in again, seeking advice on next steps from empathetic colleagues, contacting families or seeking professional help.

These skills can be used right from the early years through to high school. Be You fits the changing needs of children as they grow.

For children in early learning settings, this might include learning about emotions through games, pictures and stories. Being able to empathise with others and recognise their own emotions are important building blocks at this stage.

Moving through to the primary school years, teachers can encourage students to work with others on tasks and sort out disagreements and differences on their own. Learning to negotiate with people who have different opinions, to compromise and communicate effectively improves resilience and adaptability.

High school teachers will be assisted in becoming better able to decide the best ways of responding when a student becomes upset and disruptive in class.

Of course, so many educators already do all these things well. But we know that there is an appetite for more support and Be You will provide it. Be You gives teachers the skills and knowledge to call on when needed, so teachers feel ready, empowered and assured.

It takes a village

There's no expectation for teachers to become psychologists or counsellors. It's about being able to recognise the signs when something isn't right and when further help may be required.

The program is about making sure teachers, parents and the broader community are working together to bring-up mentally healthy kids.

By adopting the Be You program, schools have the opportunity to become even better hubs for belonging, respect and acceptance.

What parents can do

I know parents often wonder how they can help their children to build mental resilience.

Be You content is also available and accessible to parents. Check in with your child's school to make sure it has joined Be You and get on line yourself to access a wide and deep set of resources on mental health.

Conclusion

No one can claim they have all the answers to the parenting and mental health challenges for children in today's world. In particular, more research is needed on the impact of screen time on brain development and behaviour.

But what we can do is bring the best of the contemporary evidence and get it in to the hands of educators and parents in an easy to use format. That's the role of Be You.

At Beyond Blue, we are very excited to be working with you – educators, school communities and parents – to help make today's young people our most mentally healthy generation. A generation who grow up understanding mental health is just as important as physical health. A generation not imprisoned by stigma but empowered by knowledge about how lead their best lives.

JULIA GILLARD
CHAIR, BOARD OF DIRECTORS
BEYOND BLUE



PARENT-TEACHER CONVERSATIONS

Always make an appointment to speak with the teacher or the principal

Parent-teacher conversations can sometimes be a little daunting, especially if we weren't great students ourselves. But these opportunities to talk with your child's teachers are really important and shouldn't be missed.

The information and knowledge shared together and the relationship built between the family and the teacher will support the learning outcomes of your child and assist in their success and the success of all students.

Here are some tips about how to get the best out of your time with the teacher.

At a glance

- Make a list of any questions you have
- Go with a calm, positive attitude
- Take a friend or support person if you need to
- Let the school know beforehand if you need an interpreter
- Stay in touch with the school throughout the year
- Follow up with suggestions that come out of the interview

Before the meeting

- Make a list of any specific questions you want to ask your child's teacher but keep them short and to the point
- Talk with your child before the interview to see if there is anything they would like you to tell the teacher. Find out if they have any worries or concerns and also what they like about school
- Is there anything about your child that you think the teacher should know eg health issues
- Sometimes things change at home – change of job, change in living or working arrangements, a sudden grief situation. These are important things for teachers to know so that they can support your child
- Compare the last two or three school reports
- Do you have a concern about a particular area of learning such as reading, maths, or social skills
- If your child is to attend the meeting with you prepare them by talking with them about what you expect from them at the meeting
- Take a pen and paper with you in case you want to take notes
- Attend with a partner or a friend if you are nervous or unsure
- If you need a translator arrange this with your school before the interview

At the meeting

- Approach the interview with a positive and relaxed attitude and express your needs and concerns calmly. Many teachers are parents too, and the vast majority choose teaching because they want to help children achieve their best. In other words, you're on the same team.
- See it as an opportunity for a two way discussion where you will be informed as well as contribute so don't be afraid to raise your concerns
- If there has been a problem in the past, strive to keep the lines of communication open and friendly – let the teacher give you their explanation of the situation
- Respect the teacher's professional skills and expertise
- If the teacher raises concerns don't get angry or defensive. Talking about concerns is the best way to make sure they are addressed

After the meeting

- Speak honestly with your child about what you have discussed and how you can work together to improve their learning. Don't forget to congratulate them on their strengths
- If the teacher raises issues about your child's learning, development or behaviour, your goal will be to understand how he or she plans to manage that during the school day and how you can provide support at home. Ask the teacher what sort of strategies they have in mind and how you can help
- Stay in touch with the teacher and when a concern arises, send a note, email or ring the school to say you need to chat. Don't leave it until you're upset or very worried before you contact the school.

Teachers like to talk about the good stuff too!

If you don't go to parent teacher interviews, you're also missing out on the chance to hear really positive things about your child that they may not tell you themselves. It's equally rewarding for teachers to share good news with a parent.

Be as involved with the school as you can.

It's definitely easier to approach the teacher or the principal when you feel like part of the school community.

You may need to get others involved

If you've talked to the teacher and you aren't happy with the outcome, you can always make an appointment to discuss your concerns with the principal. You can bring a support person with you to any meeting at the school. If you need the help of an interpreter, let them know when you make the appointment, so they can arrange to have someone on the phone or at the meeting to help you.

If you continue to have a problem you can contact the Department for Education's Complaint Unit hotline on 1800 677 435.

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 Management Committee or Governing Council 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

PETER LIND
REGISTRAR, TEACHERS
REGISTRATION BOARD OF
SOUTH AUSTRALIA



ENHANCING TEACHER REGISTRATION IN SOUTH AUSTRALIA: REFORM OF THE TEACHERS REGISTRATION ACT

Teachers have a profound impact on the development and education of children and young people. This is why it is vital teachers are supported to be the best they can be and are respected for the significant role they play in children's lives.

The Teachers Registration and Standards Act 2004, provides a framework for the promotion and oversight of the teaching profession in South Australia. The purpose of the Act is to ensure every teacher working in the state is appropriately qualified, competent to teach and a fit and proper person to have the care of children and young people. It gives the board the functions and powers it needs to administer and oversee the registration of over 35,000 teachers across the state in both Government and nonGovernment schools and early childhood services.

Since the Act began operation in 2005, teacher registration within Australia has undergone various changes at both state and national level.

- The Australian Professional Standards for Teachers, finalised by the Australian Institute for Teaching and School Leadership, was endorsed by the Education Council in December 2010.
- In 2011, the Education Council approved the National Framework for Teacher Registration. This framework provides a foundation for a nationally consistent system of registration through agreed elements of registration.
- In 2015, the Teacher Education Ministerial Advisory Group undertook a reform of initial teacher education (ITE) programs which resulted in amendments to the standards and procedures for accrediting ITE programs.
- The National Review of Teacher Registration was established by the Education Council in 2017 to consider the implementation of the National Framework. The resulting report made a number of recommendations that seek to improve teacher quality, strengthen child safety, and streamline registration processes across Australia.

In addition, Royal Commissions in 2014 and 2018 have led to reforms in South Australian child protection. Under the Child Safety (Prohibited Persons) Act 2016, from 1 July 2019 anyone applying for teacher registration or renewal of teacher registration in South Australia must hold a valid Working with Children Check (WWCC). This will require the board to work in partnership with the Department for Human Services, to assess a teacher's suitability to work with children and young people.

These developments all seek to enhance the work of teacher registration authorities in order to ensure the very best standards in the teaching profession. Now is an appropriate time to consider whether the Act continues to provide the best framework possible for a high-quality teaching profession in South Australia.

In April, the Minister for Education, John Gardner MP released a discussion paper 'Enhancing Teacher Registration in South Australia' that outlines potential changes to the Teacher Registration and Standards Act 2004.

These proposed changes are for the benefit of all South Australians and therefore it is essential that members of the public together with teachers and other TRB stakeholders are kept informed of the process and given adequate opportunity to provide feedback.

You can access the discussion paper via the TRB website and have the opportunity to have your say on the potential changes by making a submission, completing a survey or both. The consultation is open now and closes on 31 May.

www.trb.sa.edu.au

THE SCHOOL DENTAL SERVICE



MARK CHILVERS
EXECUTIVE DIRECTOR, SA DENTAL SERVICE
CENTRAL ADELAIDE LOCAL HEALTH
NETWORK
SA HEALTH

Your child's oral health is important to their general health and wellbeing. Having been in operation for more than 50 years the SA Dental Service School Dental Service is a well established public program that offers high quality comprehensive dental care to all children up until the age of 18 years. For most children there are no out of pocket expenses for this dental care.

Children are examined on a regular basis according to their individual needs and receive a full range of preventive services and necessary treatment after discussing the options with parents.

Parents of children attending the School Dental Service rate their experience very highly

- 98% rate their experience as good or very good
- 94% would recommend the service to family or friends, and
- 98% who had questions, worries or fears about their child's dental treatment reported that staff discussed these concerns with them.

If your child is due or overdue for a check up you are encouraged to contact your local School Dental Service Clinic. You will find details on how to request an appointment electronically or telephone details on the SA Dental Service website www.sahealth.sa.gov.au/sadental

The School Dental Service encourages parents/carers to attend all dental appointments, as sharing knowledge and information will ensure that all options are discussed and help provide your child with the best dental care at home and in the clinic.

Your child's general dental care may include

- a dental check-up
- information on oral health and nutrition
- x-rays
- cleaning teeth
- applying fluoride and sealants to prevent tooth decay
- filling or extracting teeth when necessary
- referral to a dental specialist for specialist care such as orthodontics.

If you need to pay the small fee for your child's dental care, at larger SA Dental Service clinics you can now pay via credit or debit card. This has been introduced to make payment quicker, easier and more convenient than waiting for an invoice to arrive.

SA Dental Service

Keep your kids smiling



Dental care is FREE for ALL babies, preschool and most children under 18 years at School Dental Service clinics.
The School Dental Service is a Child Dental Benefits Schedule provider.

Call us now for an appointment!

www.sahealth.sa.gov.au/sadental

Is your child's education and wellbeing important to you?

Is the education and wellbeing of other children important to you?

Why not join our Executive Committee?

You may be surprised about what you learn and how you can contribute.

For more information contact SAASPC

Telephone 1800 724 640

Email info@saaspc.org.au

