

PARENTS SAY

THE OFFICIAL PUBLICATION OF THE SOUTH AUSTRALIAN ASSOCIATION OF SCHOOL PARENT COMMUNITIES INC.
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TORRENSVILLE PRIMARY SCHOOL'S SUSTAINABILITY SUPERHEROES



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SOUTH AUSTRALIAN ASSOCIATION OF SCHOOL PARENT COMMUNITIES HIGHLIGHTS 2018-2019

Conference 22 August – great information and resources



Online safety: what every parent needs to know – with Sonya Ryan, Carly Ryan Foundation; Helen Connolly, Commissioner for Children and Young People SA and Trinh Mai, Dept for Education Engagement and Wellbeing

Canteen forums run in Mount Gambier and Port Pirie

In partnership with the SA school Canteen Network

Our website has great resources – check it out

www.saaspc.org.au

We're on social networking



Join us

We held free information sessions for parents and volunteers...

- Responding to abuse and neglect: education and care information sessions (28 sessions)
- Principal / preschool director panel selection information sessions (11 sessions)

We have responded to...

- Campus and excursion policy review
- Career counselling review
- Preschool enrolment policy review

- School bus review consultation
- VET for schools students review

We represented parents on...

- Dept for Education Parents in Education Week Reference Group
- Dept for Education Parent Initiatives in Education (PIE) recommendations committee
- SA Dental Service Consumer Advisory Panel
- SACE Board Parent Associations Group
- Australian Council for Children and the Media Executive Committee

Parents Say magazine

Published quarterly and sent to all SA government preschools and schools



We have been to...

- Meetings with Minister for Education, Hon John Gardner; and Mr Rick Perse, Chief Executive Dept for Education
- Dept for Education School Improvement Forum
- Dept for Education Keeping Children Safe from Bullying conference
- Dept for Education Disability Policy and Programs parent forums
- Dept for Education RAN-EC update consultations
- Dept for Education Morning tea for volunteers
- Music education strategy consultation
- Teachers Registration Board consultations
- National Quality Framework and ACECQA review consultations
- World Teachers Day awards
- Commissioner for Children and Young People ESports in schools

- Attorney-General's roundtable on bullying
- State Budget lockup
- Meetings with The Children's Entertainers Association
- Queensland P&Cs conference
- Meeting with state parent association delegates in Sydney
- Australian Council of State School Organisations AGM – where Judith Bundy was awarded ACSO life membership

We commented in the media on...

- The Advertiser's searchable school database
- Underage drinking
- Teachers strike
- Zoning for high schools
- School buses

Executive committee - met 10 times



Jenice Zerna	President / Treasurer
Ruth Lenton	Metropolitan Vice President
Jenny Polley	Country Vice President
Leanne Sheard	Metropolitan Vice President
Jo McKinnon	Member
Judith Bundy	Secretary / Magazine Editor

Thanks to...

Minister for Education Hon John Gardner, and all those working in the Dept for Education for the support given to SAASPC and... the thousands of wonderful volunteers in SA public preschools and schools!

PRESIDENT'S SAY



JENICE ZERNA
PRESIDENT

As the end of the school year is fast approaching, there is much happening – organisation for end of year events; older students preparing for exams including the Year 12s completing the SACE; and many celebrations, ceremonies and dinners. We wish those students leaving school at the end of the year all the very best for the future.

Public education awards

Congratulations to all teachers and staff nominated, and in particular to the 10 award winners at the annual public education awards announced on 11 October. It is always a pleasure to attend the awards and to see the winners recognised for their work and commitment to our children and public education. Of course, not everyone can be, or is, nominated for the awards but that does not mean they are not appreciated and valued. SAASPC sincerely thanks and congratulates all our teachers and staff for their valuable work and commitment over the years. Well done.

SAASPC survey

Thank you to all who took the time to complete our survey from McGregor Tan; your feedback will assist us in shaping our future and moving forward.

Vacancies on our Committee

Following our AGM in September we still have some vacancies for officer and member positions. If you are interested and would like more information please contact us and we will be very happy to talk to you about what is involved.

Dr Peter Lind, Teachers Registration Board

Our thanks to Dr Peter Lind, Registrar of the Teachers Registration Board of South Australia, who is stepping down from his role in February, for his support and valuable work over the past five years. As a stakeholder, it was a great pleasure to work with Dr Lind. He believes in being inclusive and involving and consulting with all who have a role in education and we thank him for ensuring that SAASPC was a part of this.

We wish him the very best for the future as he returns to New Zealand -thank you Peter.

Parents in Education (PIE) grants

Look out for information about these in your school and preschool – they will be open 11-22 November. For more see education.sa.gov.au/parent-engagement-funding.

South Australia's Oral Health Plan 2019-2026

On 9 October the new SA Oral Health Plan 2019-2026 was launched; it aims to improve the oral health of South Australians. A number of key stakeholders gave statements of support for the plan. It is pleasing to see that the Department for Education is working with SA Dental – their statement of support said *On behalf of the Department for Education, we recognise that establishing proactive oral health strategies for children is vital for SA and has lasting and life-long benefits. We commit to continuing to work collaboratively across sectors supporting the delivery of the SA Oral Health Plan.* The Oral Health Plan can be found at www.sahealth.sa.gov.au/oralhealthplan.

Thank you

At this time, I would like to thank SAASPC officers for the valuable work, commitment and time that they put in throughout the year to support parents, parent groups and education in general. To all our families, a BIG thank you for your support and patience – without it we would find it difficult to continue to work at the level that we do.

Thank you also to all the parents and volunteers in our government schools and preschools for the support you give to us and for the time and commitment that you give by volunteering in our schools and preschools to help others learn and achieve; it is a rewarding experience for all.

From us all at SAASPC, to you our valued readers, we wish you a Merry Christmas, a Happy New Year and a relaxing and safe holiday.

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**



KEEPING CHILDREN SAFE FROM BULLYING

On 15 August I was pleased to announce the launch of the statewide bullying prevention strategy, *Connected: A community approach to bullying prevention within the school gates and beyond*. The strategy acknowledges that bullying happens in many places and that a solution must engage the community as well as the school.

When bullying occurs it can have a serious impact on the safety and wellbeing of that individual whether they are a child or an adult. Children and young people are often more vulnerable as they may not have developed a sense of their own worth and the resilience skills required to manage these unwelcome interactions.

The impact of bullying ripples across family, school, work and social relationships. Bullying harms us all.

Bullying can have a significant effect on academic results as the victim may withdraw from collaborating with classmates, being involved in discussions, skipping particular lessons or even not attending school. This can result in poor grades as well as the opportunities to develop interpersonal skills. All of these things are essential for developing the capabilities required for employment and being a contributing, active member of the community.

We all know that bullying is not a new phenomenon, but finding an effective solution can be difficult. Rather than accepting that it is too difficult we have been very active in examining ways to combat bullying.

We have consulted extensively on developing this strategy and the message from South Australians is clear – bullying of any kind is totally unacceptable and we must adopt a community approach to prevention that works beyond the school gates. This statewide strategy will achieve just that.

The strategy has been developed by the Department for Education, through the South Australian Bullying Coalition, which includes Catholic and Independent school sectors, the Commissioner for Children and Young People, government departments and leading bullying prevention researchers.

The establishment of this strategy provides a shared road map for how the South Australian community can work together to keep children and young people safe from bullying. We want communities around children and young people to recognise and address bullying, to model positive and respectful behaviour within schools, sporting clubs and community groups.

We are now actively implementing this policy as we work towards our goal of preventing bullying. I encourage parent communities to actively engage in this strategy and promote both the *Within the school gates* and the *Beyond the school gates* strategies. We all have a role to play in the prevention of bullying in our community.

To find out more visit the *Bullying Prevention strategy – a community approach* page on the Department for Education's website [<https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/bullying-prevention-strategy>].

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 2020 are 31 January; 9 April; 17 July; 9 October

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

Judith Bundy, Editor

A NEW APPROACH TO SUPPORT CHILDREN AND STUDENTS WITH A DISABILITY



KAREN WESTON
EXECUTIVE DIRECTOR OF EARLY
YEARS AND CHILD DEVELOPMENT
DEPARTMENT FOR EDUCATION

The way we help support students with a disability or additional needs is a key priority for the Department for Education with some important changes in this space coming into effect this year.

The Department is committed to providing an inclusive education environment which helps every child to achieve their potential. We have high expectations for all children and students, recognising that with the right support and learning strategies all can achieve.

I wanted to take this opportunity to summarise how we support children and students with disability or additional needs in our preschools and schools, and some of the changes which have rolled out since January 2019.

Across preschools and schools there are many successful learning programs delivered by dedicated teachers with assistance from school service officers. Further support is provided by Student Support Services, which are teams of professionals including psychologists, speech therapists, occupational therapists and experts in the field of special education and behaviour. The department has initiated new Literacy and Numeracy approaches and grants, and provides a range of support and resources to implement targeted teaching and successful learning strategies. A Special Education Resource Unit (SERU) can also be accessed by parents by phoning 8235 2871.

The SERU is a statewide service for educators, parents and families designed to enhance the learning outcomes of children and students with disability and learning difficulty. This includes a resource centre that provides materials (professional reading, readings texts, numeracy kits, educational games) for borrowing for preschools/ schools and families. It is supported by a team of educators who can provide information and advice.

To complement these programs, a new Inclusive Education Support Program (IESP) has been introduced. The IESP was introduced at the start of this year and replaces the previous Preschool Support and Disability Support programs. It is a new functional needs based resourcing model with the program's name and eligibility criteria reflecting its inclusive approach and principles.

The IESP marks a significant change to our system that eliminates a number of the hoops that families and educators

previously had to jump through to gain supports for children's engagement in learning.

Under the new arrangements, teachers describe the learning strategies and intentions in a learning plan, with parent input. Resourcing is based on this plan. A flexible grant is provided to schools and preschools with students with learning difficulties and this is used to support learning. For children and students who require more individualised learning strategies, preschools and schools can apply to the new Inclusive Education Support Program for resourcing via a new online process. It will be a speedier process with the focus on providing high quality learning.

Children and students achieve when they can access and fully participate in learning, alongside their peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Evidence informed research tells us that teaching strategies that respond to the needs of children with disability actually assist the learning achievement of all students. Investment in inclusive programs not only benefits the individual but the system as a whole.

This new approach is the result of us working together with parents, disability advocates, and school and preschool representatives.

We also have an implementation team working to support schools and preschools to understand and implement the new model. Training and development as well as feedback opportunities for teachers and leaders have been provided throughout the year to support the IESP. These will continue throughout term 4.

Feedback from leaders, teachers and families about the IESP has been overwhelmingly positive to date, with educators stating that the new model is reflective of their judgement, providing the necessary teaching and learning supports to assist a child in meeting their identified goals. The new approach supports a world class education for all.

More information about the reforms can be accessed via the department's website: <https://www.education.sa.gov.au/supporting-students/children-disability-and-special-needs/inclusive-education-support-program>.

LITTLE HANDS CAN DO BIG THINGS!

TORRENSVILLE PRIMARY SCHOOL'S SUSTAINABILITY JOURNEY

Torrensville Primary School is a Foundation to Year 7 public school, located in the Western suburbs near the Torrens River. We have developed a shared vision, understandings and practices to build a more sustainable community.

Vision

The vision is to actively engage students, staff and the community in developing a sustainable environment; to inspire best practice and emphasise the importance of empowering individuals to become responsible in contributing to a sustainable future.

Sustainability initiatives

Torrensville Primary School's sustainability journey to become a 'sustainable site' began in 2016 by reducing our waste into landfill. KESAB WOW (Wipe Out Waste) Group visited the school and conducted a waste audit; this revealed the school was sending far too much waste to land fill.

We registered with the AuSSI-SA (Australian Sustainable Schools Initiative-South Australia) which has a partnership between the Department for Education and the Adelaide and Mount Lofty Ranges NRM (Natural Resources Management) Boards. As an AuSSI-SA participant we have ongoing help from an NRM Education facilitator who has assisted us to plan and manage sustainability initiatives, develop a site environment management plan and access grants.

The Sustainability Committee (consisting of staff, OSHC rep and parents), Sustainability Super Heroes and WOW student groups has been instrumental in developing the school's capacity to become more sustainable by

- Implementing paper and cardboard recycling bins in all classes, to reduce the cost of landfill
- Improved bin infrastructure and labelling for better waste separation eg recycling, 10c, food scraps. Students designed labels and graphics developed by a staff member
- Using 'Kitchen caddies' to collect food scraps in all classrooms, OSHC, the Breakfast program and staffroom
- 10c recycling and plastic recycling
- Developing a school sustainability logo
- Setting up a worm farm and compost tumblers to save organic material from landfill
- 'Nude food' initiatives promoting waste free lunches to reduce the amount of plastic packaging coming to school
- Establishing a kitchen garden irrigated via automatic watering systems from our water tanks
- Extra outdoor seating to encourage staff and students to use the school grounds for lessons and break times
- Monday Garden Care group at student lunch break
- Eating times after playtime; resulting in a large reduction of rubbish and correct waste sorting



- Assemblies and newsletters modelling solutions to practical and everyday ways of implementing sustainability
- Mini Bin Challenge (starting again soon) with the aim to fill a bin only once a day – or ultimately once a week
- Office recycling collection for ink cartridges, paper and used batteries. All shredded paper from office/library is used for compost tumbler bins
- Staff room waste to separate hard/soft plastics, cardboard, paper and food scraps
- WOW (student group) award presented at assembly for classes who are trying to be sustainable. The best class receives a special 'Bin award' certificate and 10 minutes extra playtime
- Bin recycling systems used for functions like the Quiz Night and Sports Day
- Making and promoting Produce bags to reduce single-use plastic bags.

We have 'sustainability superheroes' (Foundation – year 2 students) who fly around the yard at playtimes helping everyone to recycle right. Our school yard is super tidy!

Grants/Connecting with community

The school has received ongoing support from several organisations in its sustainability journey. These include NRM, Bunnings Warehouse, Landcare, West Torrens Council, Seaton Christian Family Centre 'One in Ten' group, Western Communities Church of Christ, Governing Council and Parents & Friends fundraising.

Garden areas have been continually improved by students planting on National Tree Day with plants donated by the city of West Torrens and Bunnings Warehouse.

Curriculum and Learning

Teachers actively incorporate sustainability topics into their teaching, guided by the Australian Curriculum, Early Years Learning Framework and the Teaching for Effective Learning (TfEL) framework.

Continued next page



Sustainability themes have been embedded into our inquiry units across all year levels. For example a unit of work looked at 'Coastal environments and the impact of plastics' and 'How to look after the River Torrens'. The Primary years classes have been involved in a unit of work that incorporates sustainability and resource management, this has been supported by the City Of West Torrens Waste Education Officer.

Early years incorporated STEM learning and sustainability by using the design brief *Waste not, Want not*. Students constructed show rides, ticket booths and food stalls from pre-loved materials. They implemented a combination of alternative power sources. Food stall ovens were heated from wood from the wood chopping event. The 'gravity drop' ride was powered by rainwater storage towers, as it always rains on show week! A solar battery recharge station was also used to power night lighting.

Middle years themes have been *Is water more precious than gold?* and *The future Is now- Globalisation*. This year we were involved in the SALA Festival using the theme 'Natural Environment/ Sustainability'.

Future challenges

- Developing a series of nature play spaces with students aiding the design
- School involvement in OBBY (Our Big Back Yard) West Torrens Project
- Further develop our Indigenous garden by adding a Yarning circle.

Results and benefits

In November 2017 we showcased our achievements at the KESAB Sustainable Communities Awards and Expo. We received an award for 'Greatest reductions in materials to landfill for a primary school site'.

The school has monitored and recorded an ongoing reduction of waste going to landfill.

The school's sustainability agenda has grown beyond our sustainability groups into one shared by the whole school community, incorporating these practices with families at home.

Students have gained an understanding of sustainability issues and take pride in their positive environmental impact and sense of achievement.

The Torrensville Primary School community has nurtured ownership of sustainability initiatives. Students are taught that *the small things they do together can make a big difference to the world*.

SILVIA MCMULLEN, DEPUTY PRINCIPAL AND SUE CAREY, EARLY YEARS TEACHER
TORRENSVILLE PRIMARY SCHOOL



WORLD TEACHERS DAY 2019



PETER LIND
REGISTRAR, TEACHERS
REGISTRATION BOARD OF
SOUTH AUSTRALIA

We know that students and parents value teachers every day for all that they contribute to our communities but did you know there is a day when they are officially recognised?

World Teachers' Day is a worldwide acknowledgement of teachers and the teaching profession. It is celebrated in more than 100 countries and reminds us to recognise the important role of teachers in our society.

Globally, the day is celebrated on the first Friday of October but due to Australian school holidays we celebrate it on the last Friday of October. This year it will fall on Friday 25 October.

World Teachers Day has been an annual event since 1994, and it commemorates the anniversary of the adoption of the 1966 International Labour Organisation and United Nations Educational, Scientific and Cultural Organisation (UNESCO) Recommendation concerning the Status of Teachers. This Recommendation sets benchmarks regarding the rights and responsibilities of teachers, and standards for teacher education, recruitment, employment, and teaching and learning conditions.

Each year UNESCO not only promotes teachers and the role they play in the development of students and society but also uses the day to mark progress achieved on addressing the various challenges faced globally by the teaching profession.

These issues include

- 264 million children and youth are not in school
- 69 million new teachers are needed to reach the 2030 education goal of universal primary and secondary education
- Teacher empowerment through the inclusion of teachers in the discussions regarding the status of teachers
- Ensuring inclusive and equitable quality education for all
- Motivating teachers by valuing their work.

Every year UNESCO adopts a different theme. Past years have included

- *The right to education means the right to a qualified teacher* (2018)
- *Teaching in freedom, Empowering teachers* (2017)
- *Valuing teachers, Improving their status* (2016).

In 2019 we are celebrating Young teachers: The future of the Profession and the day will not only be an opportunity to appreciate achievements in teaching but a chance to address the critical issue of how to attract and keep the brightest minds and young talent in the profession.

Alora Cursaro is an early career teacher who works with Year 11 and 12 students in a southern suburbs school and says World Teachers Day is a nice appreciation of the work that teachers do.

'Our principal will send out an email to all staff acknowledging our work and we have a morning tea to celebrate the day,' she says. 'The students generally show their appreciation at the end of the year with cards and small gifts. It can be a lot of work supporting the older students but when they do well with their ATAR it's so rewarding for me.'

Last year Alora was one of 14 teachers who won a TRB sponsored competition to participate in an Adelaide Oval RoofClimb that celebrated World Teachers Day. 'That was a great experience for me. Not just the climb but it was an opportunity to meet and speak with other teachers and to network,' she said.

Effective educators make a positive difference to their student's lives by empowering them to become our future leaders, innovators and influencers.

World Teachers Day is a fantastic chance to celebrate and thank the teachers of South Australia for the important role they play in our children and young people's lives both in the school and wider community.

Make sure you thank a teacher on Friday 25 October.



PETER MADER
PRESIDENT, SA SECONDARY
PRINCIPALS' ASSOCIATION



SELECTING YOUR CHILD'S SECONDARY SCHOOL

One of the most important decisions you will ever make as a parent is the decision about which school best suits your child's needs with regards to secondary education. Remember, every child is different so choose the school that is the right fit for each one of your children. Just because one school was right for your eldest, doesn't necessarily mean it will be the right one for your second, third, or fourth born.

So, what is on the menu, and what should you consider before making the big decision?

In South Australia there are 126 public schools which offer a secondary education program. Each of these schools is mandated to teach and assess the Australian Curriculum (up to Year 10), the South Australian Certificate of Education (SACE) in Years 11 and 12 (for those with a senior secondary cohort) and most schools will provide access to registered vocational education and training programs. If each school's curriculum is mandated, it will be other factors that influence your decision.

Initially you will think about some obvious considerations such as low fee or high fee, the school's proximity to your home (and access to transport should it be required), and the school's reputation within the community. Whilst I do not seek to diminish the importance of these factors, there are four other considerations that I encourage you to place at the top of your list. In my estimation, these four are the most influential determinants for your child's success.

Firstly, find out as much as you can about the quality of teaching at the school and the programs that are in place to continuously develop the skills of the school's teachers. High quality teaching is the greatest in-school influence on student engagement and outcomes. You can see the quality of teaching

in action by contacting schools of interest and requesting a tour whilst it is fully operational.

- Are all students engaged in the learning?
- Is the learning relevant, meaningful and challenging?
- Are classrooms organised for engagement, and do they easily accommodate student collaboration?

Speak with the principal about the school's beliefs about learning.

- Does the school have an agreed whole school approach to teaching and learning?
- If not, ask about how the consistency and quality of teaching is being monitored and assured.
- Does the school cater for all students?
- Is there an expectation that all students can be successful?
- Is there evidence of concern for the least advantaged as well as those with considerable socio-economic capital?

Secondly, does the school's population represent a rich social and cultural diversity? International research shows that the greater the social mix of a school the better the educational outcomes. A diverse student mix enables young people to interact with peers from a wide range of backgrounds and learn from the lived experience of others to appreciate, respect and celebrate difference.

- How does the school's ethos recognise diversity and build a cohesive, multicultural student cohort?
- How does the school improve the whole child – yours and everyone else's?
- On your school visit, observe how students act and interact in the yard at either recess or lunch. Is the tone of the school vibrant and happy? Is there a genuine 'buzz'?

Thirdly, is the school 'futures oriented'?

- Does the principal have a well-developed sense of the 2030+ world and the knowledge, skills, attitudes, dispositions and values school graduates will need to navigate their adult world?
- Does the school have a contemporary approach to curriculum? Does it place emphasis on the development of 21st C skills (General Capabilities) as well as on deep knowledge (Subjects or Learning Disciplines)?
- Are students able to learn in a range of interdisciplinary contexts (an example of which is STEM)?
- Are students encouraged to transfer what they know to what they can do with what they know?
- Because learning is for life (and lifelong), does the school encourage and support each student's meta-learning? That is, the capacity for your child to know herself or himself as a learner and how the process of learning works for them.

A futures-oriented school is edgeless. That is, the traditional boundary between what happens at school and what happens in the real world has been removed.

- Does the school's program see school as 'life', where every day real and simulated problems are solved, with real and virtual partners, in physical and virtual environments?
- Does the school provide opportunities for students to solve problems worth solving?

- Does the school encourage students to find their passions and to cultivate these?
- Does the school relate naturally and purposefully with its local community?
- Does the school act and interact effectively in the global community?

Lastly, look for a school that has clearly defined democratic forms of practice. For our own society's democratic values to thrive into the future, we need schools to uphold and actualise these values.

- Do students have opportunities to co-design their learning with teachers?
- Does the school's leadership encourage student voice in its setting of directions and formulation of internal policies?
- Does the school have a strong belief in parent participation as a means of creating a genuine parent, student and teacher partnership?
- How are the problems of school community members anticipated? How are they received? How are they addressed or solved?

Schools with secondary programs will promote what they can offer you and your child. Make your school of choice one which has a continual and coherent focus on quality teaching, is rich in the social and cultural diversity of its student population, is committed to a futures orientation, and demonstrates its democratic values in ways that empower students and parents.

SA SCHOOL TERM DATES

2020	28 January - 9 April	27 April - 3 July	20 July - 25 September	12 October - 11 December
2021	27 January - 9 April	27 April - 2 July	19 July - 24 September	11 October - 10 December
2022	31 January-14 April	2 May-8 July	25 July-30 September	17 October-16 December

OPEN MUSIC ACADEMY

Since opening its doors in February 2018, the University of Adelaide's Open Music Academy has grown into a thriving hub of music education serving the state of South Australia. The Open Music Academy is an access program that opens the resources of the Elder Conservatorium of Music to the South Australian community, with activities and events that offer high quality music education experiences to all ages. With the central motto 'Music for Everyone', the Open Music Academy's Regional Program supports a more equitable level of access to music education for students from remote and rural communities across the state.

There are currently 212 weekly individual instrumental and vocal lessons with the Open Music Academy, in which students learn from some of the state's most expert music educators and performers. The weekly program is carefully designed to extend each student's musical skills and is tailored to cater for all levels of musical training, from beginners to highly advanced students. The weekly individual lesson is supplemented with a range of group activities, workshops, masterclasses, open rehearsals and performance events that are designed to motivate students, create a sense of community and develop each student's skills and confidence to the highest degree possible. Fortnightly group activities include small ensembles, choirs, rhythm classes, chamber music coaching and keyboard musicianship classes.

In addition to these fortnightly group activities, the Open Music Academy also offers an annual Events Program that includes creative workshops, masterclasses, open rehearsals and performance opportunities. Highlights of the 2019 Events Program have included a Creative Music Workshop day, which saw 33 students create a new piece of music during the course of a day (with breaks for cake and touch football) which they then shared to justifiably proud family and friends, performing their new seven minute composition from memory.

The Piano Day on 17 August was a celebration of the piano for piano students and teachers, which offered three sessions hosted by Lucinda Collins (Head of Keyboard, Elder Conservatorium of Music), Konstantin Shamray (Lecturer in Piano, Elder Conservatorium) and Anna Goldsworthy (Senior Lecturer in Piano, Elder Conservatorium).

Other Open Music Academy Masterclass events have included a string ensemble session led by the Australian String Quartet (Ensemble-in-Residence at the Elder Conservatorium of Music), a string technique session by Associate Professor Goetz Richter



French Horn teacher Emma Gregan with student



Violin teacher Helen Ayres with student

(Sydney Conservatorium of Music), a wind and brass session led the dynamic Victorian based Arcadia Winds, and an Audition Preparation Masterclass led by Dr Luke Dollman (Deputy Director, Elder Conservatorium).

Open Rehearsals with ensembles including Australian String Quartet, the Seraphim Trio and the Australian Brandenburg Quartet allow Open Music Academy students to watch some of Australia's top professional musicians at work, unlocking the secrets of the rehearsal studio and allowing them to interact with the musicians in an informal, intimate setting.

There are regular opportunities for Open Music Academy students to interact with the tertiary students of the Elder Conservatorium. This interaction offers multiple benefits – Open Music Academy students gain mentors at the emerging professional level, while Conservatorium students enjoy the opportunity to give back to the next generation and share their skills. Multi level performance opportunities, in which Open Music Academy students play alongside Elder Conservatorium

Orchestras in special arrangements that merge beginner and advanced parts, have proven extremely popular.

The Open Music Academy's Regional Program, supported by State Government funding and private benefactor funding, combines Regional Tours and Regional Scholarships in order to support music students and teachers from country and remote areas of the state. In 2019 the Open Music Academy Regional Tours were held in the Riverland and Mt Gambier. These tours were highly successful, with close to 300 participants engaging in intensive coaching sessions, open rehearsals, multi level performance events, creative workshops and professional development sessions. Staff for the tours included Lucinda Collins (Head of Keyboard, Elder Conservatorium), George Torbay (Head of Musical Theatre, Elder Conservatorium), Dr Elizabeth Layton (Head of Strings and Classical Performance, Elder Conservatorium), Dr Emily Dollman (Associate Director Music Education and Pedagogy, Elder Conservatorium) and Julian Ferraretto (Creative Workshop Director). Tertiary Degree students from the Elder Conservatorium also attended on the tours, interacting with local students and offering them support and encouragement in their learning.

The Open Music Academy's new Regional Scholarship Program offers regional students and teachers support with accessing its tuition and events program, with 36 students offered scholarships in 2019. Development scholarships offer fee support and travel subsidies to allow regional students to access the Open Music Academy's core Adelaide based program of study. Regional Scholarship students combine regular face to face individual lessons and group activities in Adelaide with video link tuition that supports them in their studies between trips. The Local Stars Regional Scholarship Program brings together the most advanced music students across the State, celebrating their achievements and supporting them in their further musical development. Local Stars students are offered financial and logistical support in accessing the Open Music Academy's program of individual and group tuition as well as a program to extend and fully develop their performance and musicianship skills under the guidance of the Open Music Academy's expert staff.

The Open Music Academy also has opportunities for adults through its Discovery Lecture Series, hosted by the wonderful Graham Abbott, conductor, broadcaster and music educator. These Lectures unlock the secrets behind some of Classical



String ensemble coach and viola teacher Anna Webb with Junior String Ensemble



Creative music workshop at 2019 launch of Open Music Academy's Regional Program

music's great composers and their works in an informal and entertaining format.

Further new initiatives of the Open Music Academy include partnerships and collaborations with organisations such as the new Barossa Campus (one of seventeen federally funded Regional Study Hubs), Playford 10, Children's University Australia, the AMEB and Instruments of Change. The Open Music Academy looks forward to further developing its role in the music education ecosystem of South Australia through 2020 and beyond.

If you are interested in applying for tuition through the Open Music Academy or are interested in finding out more about our Regional Program, please contact us at openmusicacademy@adelaide.edu.au, or phone 83131110.

DR EMILY DOLLMAN
ASSOCIATE DIRECTOR, MUSIC EDUCATION AND PEDAGOGY
ELDER CONSERVATORIUM UNIVERSITY OF ADELAIDE

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



SACE UPDATE

Throughout my columns in *Parents Say* this year I have talked a great deal about the importance of Vocational Education and Training (VET).

Giving students the choice to follow a VET pathway is part of their learning entitlement – that’s why VET is an integral part of the SACE. VET courses have just as equal value as traditional SACE subjects. We know that students who pursue a VET pathway not only develop a range of practical skills in their chosen field, but more importantly develop life skills and capabilities that helps set them up for their adult lives.

Take Joseph Marsay, who last year completed his SACE at St Michael’s College in Henley Beach. During the last two years of his schooling, Joseph decided to follow a vocational education pathway as part of his SACE, studying a Certificate II in Metal Engineering. He also studied English as an Additional Language, Material Products II, the Research Project, and Work in the Community.

Joseph’s hard work paid off when he secured an apprenticeship at Bargain Steel Centre.

Another great example of the value of VET is the story of Johnny Bediavas, from Renmark High School. Johnny followed his business dream as part of his SACE, completing a Certificate III in Microbusiness Operations course and a Certificate III in Business Administration. He also took General Mathematics, Material Products, Essential English and the Research Project.

He’s now working at Renmark truck service Todiam Freightlines as an office clerk, applying the skills he learned through his VET courses to his workplace role.

Joseph and Johnny’s stories highlight how following a VET pathway as part of their SACE journeys can lead to employment.

The other beauty of VET is that it enables SACE students to try their hand at a range of different courses that may not necessarily lead to their chosen career or university pathway. Let’s go back to Joseph. Before he embarked on his Certificate II in Metal Engineering, Joseph tried a Certificate in Individual Support (Aged Care), but realised the course would not lead to the kind of job he was looking for.

Doing a VET course in Electrotechnology may not lead to an apprenticeship pathway but it could set you up for a degree.

Last year, SACE student and entrepreneur Dion Lobotesis completed his Certificate III in Business, as well as SACE subjects English Literary Studies, Modern Greek (continuers), Mathematical Methods and Specialist Mathematics. The Adelaide High School graduate also put the business skills he learned during his SACE into practice by running his small private tutoring service. He’s now embarked on a university degree studying Financial Mathematics and Computer Science.

I’m really pleased that by providing these students with their learning entitlement we have also been able to demonstrate the value of VET within the SACE and the positive pathways for students.

YEAR 7 TO HIGH SCHOOL – YOUR CHILD’S WELLBEING



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

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 new high school environment will expose year 7s to different teaching styles and provide opportunities for more peer interactions, independence and responsibility.

Your child’s wellbeing is just as important in high school as it is in primary school. Our priority is ensuring that students have a positive experience and their learning remains the focus when they move from primary to high school.

We know from our high schools that already have year 7s and from interstate learnings that year 7s look forward to the excitement, challenges and broader opportunities that high school brings. Watch the video on the Department for Education’s website at www.education.sa.gov.au to see how year 7s are thriving at Clare High School.

Support will be available

Schools will help year 7s adjust to new routines and different academic demands for starting high school in 2022. They will be given evidence about what works to support early adolescents to feel safe and confident. The supports will vary across schools, so it’s best to check with your new high school about how transition will work.

Schools also have frameworks in place to manage interactions between students of different ages. These already operate in our B-12, R-12, area and primary schools to manage younger children interacting with older students.

This move is a big change and we will ensure your children get the best learning opportunities from their new high school environment.

It’s a big year for our year 8s

In 2022, year 7 and 8 students will begin high school in the same year for the first time. We are very mindful of having a smooth transition for all new high school students. Our year 7s and year 8s will receive appropriate support when starting high school for the first time in 2022.

Primary schools will be thinking about graduation and transition practices, and high schools will be planning open days and transition activities ahead of the move.

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.

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

2019 PUBLIC EDUCATION AWARDS

Recognising excellence



Government of South Australia
Department for Education

Congratulations to the winners and finalists in this year's Public Education Awards. These awards recognise and showcase excellence in public education. Through this program we proudly share our achievements with the community and highlight the innovation, passion and expertise that form the foundation of our strong public education system.

Parents, families and communities all play a significant role in supporting children and young people. As active participants in our education system, the public nomination process for the awards allows everyone to get involved and say thank you to an educator that's made a difference in their lives.

Teachers Health Leadership Award

Winner – Rebecca Huddy, Principal, Westport Primary School and Preschool

A sizable lift in NAPLAN scores and growing enrolments are graphic evidence of the positive influence Rebecca has had on her school over the past 9 years. Her unrelenting focus on teaching quality, intimate personal understanding of individual student progress and strong community engagement has made hers a school of choice.

Secondary Teacher of the Year

Winner – Justine Fogden, Agriculture teacher, Loxton High School

Over the past 20 years Justine has established herself as a leader in agriculture teaching. Combining innovative teaching practice with an ever-expanding network of industry contacts, her students have entrepreneurial mindsets, job-ready skills

and a myriad of opportunities to take advantage of them. A system-wide thinker, her work includes mentoring beginning agriculture teachers and membership of the writing panel for the SACE agriculture course.

Credit Union SA Primary Teacher of the Year

Winner – Karen Schilling, Year 6/7 teacher, Tintinara Area School

Karen uses data to create shared ownership of learning, delivering impressive lift in outcomes at an individual student and site level. An open presentation of data in the classroom sees students set their own areas for improvement, increasing engagement and lifting results. The whole school data wall she introduced in 2016 supports a shared commitment to high impact, effective teaching practice.

Early Years Teacher of the Year

Winner – Sharnie Jamieson, Year 1 teacher, Glenelg Primary School

Significant improvement in students reading assessment data speaks to the effectiveness of Sharnie's teaching approach. She combines meticulous data analysis with evidence based methodology, implementing the most effective and up-to-date teaching and learning practices. With a view to whole-school improvement, she has helped lead her school's early years literacy program, sharing her expertise with both her school colleagues and those further afield.

School and Preschool Support Award

Winner – Trent Heneker, Facilities and grounds, Nuriootpa High School

Keeping Nuriootpa HS's grounds immaculate is the starting point for Trent, who looks for ways to unlock the learning potential of his work. Whether it's engaging students with disability in landscaping projects, creating a 'Young Environmentalist Group' or supporting colleagues to manage disruptive behavioural issues, he brings the classroom outdoors. Trent is leading a vineyard upgrade to support the school's viticulture program. Also as a professional musician, Trent shares his industry knowledge and experience to support the music department and students.

System Excellence Award

Winner – Social Work Incident Support Service, Flinders Park education office

The highly trained team provides direct consultation, support and advice to sites in response to hundreds of critical incidents each year, promoting the wellbeing of students in the wake of traumatic events and are instrumental in restoring calm following serious trauma. The team provide a duty line, onsite support and training packages that equip sites to manage vulnerable students with skilled and empathetic interventions. This enhances learner wellbeing which facilitates positive learning outcomes.

Community Engagement Award

Winner – Lucy Standish, Teacher, Kilparrin Teaching and Assessment School and Services

Forging a partnership that sees students with multiple disabilities learning alongside an international composer and music educator, the Australian Youth Orchestra, and a violinist from London Symphony Orchestra, Lucy uses the power of music to celebrate inclusivity. Her 'music for all' philosophy, combined with an outstanding ability to connect with other schools, councils and community, instils in students a sense of passion and purpose.

Innovation in Practice Award

Winner – students as agents of change, Prospect North Primary School

Student agency is embedded in every process at Prospect North Primary School, contributing to improved NAPLAN results and increased student wellbeing. Innovative approaches, such as the "Kids Teach STEM" and "STEM in action" conference days, have seen students presenting to more than 500 adults. Children of all backgrounds have become confident speakers, role models and high level STEM learners.

Auntie Josie Agius Award

Winner – Rachel Amos, early childhood worker, Port Augusta Children's Centre

Rachel identified and is successfully addressing a barrier to local Aboriginal families accessing preschool. Her transition playgroup, which gives Aboriginal families with 2 year olds a relaxed introduction to the Port Augusta Children's Centre, has increased preschool enrolments. The approach, which reflects her deep connection to the community, is being adopted in other centres across Port Augusta and beyond.

Performance Through Values Award

Winner – Janet Hughes, instructor in charge, Water Safety program

Janet has dedicated her professional life to making sure students with disabilities can enjoy the pool safely in an inclusive, positive environment. Following the closure of the Strathmont Centre pool, her high level problem solving skills and leadership ensured a seamless transition to a new facility. She is known across the state for her uncompromising high standards and focus on team.

ANDREW FULLER



RE-IGNITING MOTIVATION

This is the time of the year when motivation often slumps. Weight loss campaigns falter, exercise regimes are neglected and for some students, study routines are ditched.

At this time we look around for that magic ingredient - MOTIVATION. If only it came in a bottle or in a tablet or in the form of a suitably inspiring pep talk.

We need to treat the cause of loss of motivation. Loss of motivation stems from a loss of belief in yourself, that you can be successful. What causes that loss of self-belief is anxiety. One way to manage anxiety is to avoid (weight loss campaigns, exercise regimes and study routines).

Avoidance looks a lot like putting your head in the sand, playing computer games endlessly, languishing on the couch, continually checking social media messages, yawning and looking bored. Of course, it is not always so calm. Avoidance can be interspersed with times of high drama when young people argue, rant, rave and panic.

We have two tasks to re-ignite motivation

1. Help young people to believe in themselves again
2. Reduce avoidance and anxiety.

Re-igniting self-belief

Ok you've delivered the pep talk, threatened to restrict all their privileges, pleaded with them, cajoled them, told them they can leave school if they wish and earn a measly pay rate working long, hard hours and they are still looking listless. They are not listening to you. What do you do?

Identify their learning strengths

To re-ignite self belief we need to have our kids know that they can be smart and capable. One easy way to do this is to go to www.mylearningstrengths.com and analyse their learning strengths. If they won't do it for themselves, do it for them on

their behalf. You will get a free letter from me that identifies their two top learning strengths as well as an area they are still developing and strategies they can use to do this.

Receiving a letter in the form of a learning strengths analysis report from someone who is neither their parent or a teacher can help them to consider options more deeply. You can use the letter to have discussions about what they think they should be focusing on and what may be blocking them.

Develop a Personalised Learning Plan

If the letter has been helpful, you might also consider getting a full analysis of learning strengths as well as potential career paths that relate to their strengths. This is available from the same website for a small (introductory) fee.

The full report outlines a Personalised Learning Plan that can be used as a basis for discussions about strengths to utilize and areas to develop.

Remember success is contagious- if you get some, you will often search for more. Learning to utilize your learning strengths increases the chances of success and thereby re-ignites motivation.

Lower anxiety

Anxiety is like an infectious disease passed from one student to the next. Teenagers often give their friend's opinions much more prominence than their parent's advice. Trying to soothe, calm and re-inspire them with your words is like whispering a message while facing into a cyclonic gale.

Get up, stand up

Anxiety is exhausting. However, sitting or lolling about festering over your fears doesn't help. If you can budge them, get them up and moving. Walking with them. Play sport. Even taking them for a drive is better than nothing.

Mindfulness activities and relaxation tapes may also be powerful but when students become really anxious, being active is the best place to begin. When we are stressed our body is geared up for action and unless we do something to rid ourselves of the built up stress hormones they stick around and de-motivate us.

My favourite research based mental stillness app is free and you can download it.

For Mac use:

<https://apps.apple.com/au/app/mental-stillness/id1240081662>

Android use:

https://play.google.com/store/apps/details?id=au.com.healthed.healthedmentalstillness&hl=en_AU

Rev up

Dopamine is the neurochemical most powerfully associated with motivation.

Dopamine is increased when we engage in rhythmical movements. Activities like basketball, dancing, hula hoops, down ball or four-square, drumming, skateboarding, surfing and playing tennis all increase dopamine.

Goals are good, systems are better

It is great to have a goal to do well but if you have no system to achieve that outcome you are unlikely to get anywhere close to where you want to be.

If you have developed a system earlier in the year, discuss returning to it. If it needs revising and updating, help them to do that. If they have been completing studies without any system at all now is a good time to introduce one.

Imagine forwards, plan backwards

The best systems involve imagining forwards and planning backwards. You can apply this to almost every aspect of life.

Start by imagining forwards. What do you want to have happen in your future and when do you want it to happen by? Just specifying your answer to that question increases the likelihood you will end up somewhere close to where you want to be.

Then plan backwards. What are the steps involved in creating that outcome. Writing down small steps on post-it notes and arranging them into a logical order helps.

Andrew Fuller is the author of [Unlocking Your Child's Genius](#).

Stay in touch with Andrew:

- on Facebook: [andrewfullerpsychologist](#); *The Learning Brain*
- on LinkedIn
- at www.andrewfuller.com.au; www.mylearningstrengths.com.



Parents in Education funding in 2020

Funding for projects in South Australian government schools aim to raise awareness and promote parent engagement in children's learning.

Read more and apply
education.sa.gov.au/parent-engagement-funding
 or email education.parentengagement@sa.gov.au

**applications
open 11-22
November**

SAASPC Affiliation fees 2020

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