

PARENTS SAY

THE OFFICIAL PUBLICATION OF THE SOUTH AUSTRALIAN ASSOCIATION OF SCHOOL PARENT COMMUNITIES INC.
VOL. 44 NO. 4 | NOVEMBER 2021



**CENTRE OF DEAF EDUCATION,
BRIGHTON PRIMARY SCHOOL**
DEAF STUDENT ICT EXECUTIVE TEACHING
PEERS ABOUT NEW TECHNOLOGY



SAASPC ANNUAL GENERAL MEETING

164 Greenhill Road Parkside

Monday 29 November 2021

1.30 -2.00pm

Affiliates and individual members are invited to attend in person or by zoom

Information has been sent to all affiliated schools and preschools

Please let us know by 22 November if you will be attending so
we can ensure you have the necessary information

Phone 1800 724 640 or email info@saaspc.org.au

SAASPC Affiliation fees 2022

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.

Please note that Individual affiliation is also available.

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

Correction

Parents Say cover photograph August 2021

Our apologies for the mistake in the caption of the photo; it should have read – Miss Buttercup Hospitality Caravan,
Yankalilla Area School

PRESIDENT'S SAY



JENICE ZERNA
PRESIDENT

Another school year is almost at an end and Year 12s are getting ready for their exams and for the last few weeks of their school life. We wish them well as they look to the future.

It is also an exciting, and possibly a daunting and challenging, time as year 7, and for the first time, year 6, students prepare to end their primary schooling and make the move to high school. It will be a big change for them (and their parents) and a historic one as well but we know they will be well supported in their transition.

SAASPC Annual general meeting Monday 29 November

Due to the circumstances of 2021 we did not hold our annual parent conference. So we will be holding our annual general meeting in conjunction with our Executive meeting on Monday 29 November – it will be accessible both face to face and by zoom – more information can be found on our website.

We are seeking new members to join us and to continue the work of the Association. If you are from an affiliated school or preschool please consider nominating for a position. We meet once a month; the workload is not large; and we reimburse expenses including travel and accommodation expenses. By becoming an Executive committee member you will be helping us to support parent participation in preschools and schools and to continue to have the parent voice heard. We look forward to welcoming some new members with fresh ideas and outlook on education.

World Teachers Day 25 October

We hope that on this day you had the chance to recognise and thank teachers and staff at your preschool and school for the wonderful work that they do. Educators SA held its World Teachers' Day Awards ceremony on the 29 October to recognise and honour outstanding teachers for their work. Congratulations – to all who were nominated and of course to the winners.

Public Education Awards

The Department for Education held its awards on 5 November to again recognise teachers and staff for their achievements in public education. On behalf of SAASPC I would like to congratulate all staff who were nominated, and particularly the winners. Well done to you all.

Responding to Risks of Harm, Abuse and Neglect – Education and Care information sessions

While the updated online RRHAN-EC for volunteers has been available since term 3, unfortunately as we go to print the updated face to face powerpoint and resources have yet to be completed by the Department for Education. This is very concerning and disappointing and unfair to those who prefer to offer a face to face session. However SAASPC is continuing to provide free face to face sessions for volunteers in preschools and schools – contact us if you would like us to come to your site.

Acknowledgements and thanks

As the year draws to a close, I want to recognise and thank the many people we have worked with and who have assisted us over the past 12 months, including those from the Department for Education and especially the wonderful school staff who assist us when we are holding Responding to Abuse and Neglect sessions in their schools.

I also want to thank all SAASPC officers for the valuable work, commitment and time that they put in throughout the year to support the association, parents, parent groups and public education in general. To our families, a BIG thank you for your support and patience, without it we would not be able to do continue the work we do.

In closing, thank you to all parents and volunteers for giving your valuable time to support our preschools and schools and the children and young people who attend them.

On behalf of SAASPC 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**



COUNTRY EDUCATION

Our country schools are very important. The South Australian Government is committed to improving the opportunities for those who work, go to school and live in our regions.

We are investing heavily in education, and in our decision making our Department for Education strives to shape and implement policies and practices which meet the needs of all young people in our regions. We want to ensure that we create thriving regional and rural communities where young people, whatever their aptitudes or situations, can become confident and creative life-long learners and contributors to their local communities and beyond.

This is happening well in a number of communities; some of our exemplary and highest achieving schools are in our regions.

Our Country Education Strategy, 2021-2028, articulates a big ambition. Rural disadvantage exists in many developed countries and some of the data from the OECD suggests that in many, but not all, countries regional environments are less well resourced, and regional learning outcomes are below those in their urban counterparts. Some of the differences can be explained by wealth and socio-economic factors.

We know that in Australia, regional students are less likely than city kids to complete secondary education. This is a situation which we don't want in SA. After all, about 48% of our schools, 40% of our preschools and 50,000 of our 180,000 students are in our country schools.

The SWIFT digital strategy of the Department for Education has made a huge difference to the quality of learning our schools can provide. It was, as an example, designed to ensure that our regional and remote students had access to vastly improved internet access on par with their city counterparts. Likewise, major capital works and new build infrastructure to the value of \$339 million have been undertaken in 35 country sites in the period from 2020-2022.

Our Country Education Strategy, which has been informed by extensive consultation with teachers, parents and students across the regions, sets out our aspiration to ensure that every young person has access to high quality schooling and post school options regardless of their circumstances and location. The strategy, among other things, aims to assist in attracting quality teachers and leaders to regional and remote schools by providing incentives and promoting the joys and opportunities on offer in the regions. It will also increase participation in early childhood education and care, provide the support schools need, grow the range and quality of Vocational Education and Training (VET) options and expand the outstanding work of SA Aboriginal Secondary Training Academy (SAASTA) with its unique sporting and educational programme.

We will continue to listen to the voices of our people living in country SA as we work in partnership to realise our aspiration, which many of you have been involved in articulating and shaping. We thank you for your contribution and anticipate you will be able to see the positive effects of the strategy.

SA SCHOOL TERM DATES

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
2023	30 January-14 April	1 May-7 July	24 July-29 September	16 October-15 December

COVID-19 VACCINATION HUBS IN SCHOOLS



ANNE MILLARD
EXECUTIVE DIRECTOR OF
PARTNERSHIPS, SCHOOLS
AND PRESCHOOLS
DEPARTMENT FOR EDUCATION

COVID-19 has presented many challenges for schools this year and the new one this term is supporting SA Health to run vaccination hubs at 24 sites. Schools are at the heart of their communities and are in a great position to facilitate the roll-out and play a part in keeping South Australia safe. So how will the hubs work?

The COVID-19 vaccination program at the schools will operate in a similar way to the immunisation programs already facilitated by schools, with one important difference, which is that the vaccination hubs will also be open to parents and the community outside of school hours.

Starting from October 25, SA Health teams will have 2 rounds of clinics spread 3 weeks apart to administer the first and then second course of the Pfizer vaccine. Students aged 12 and over are eligible to get vaccinated during the school day (SA Health has indicated that a plan will be in place for under 12s soon).

Parents will be able to come after the school day concludes. A weekend clinic will be arranged on Saturday for the community, and students aged 12 and over from other schools will be able to be vaccinated at those weekend clinics. Dates will vary from school to school so information will be communicated directly to students and families, and the weekend clinics will be publicised in the local area by SA Health.

SA Health suggests that on the day of vaccinations children should be encouraged to wear short sleeves, eat breakfast and have recess and lunch. Schools will be providing a quiet space for the students to be monitored by the vaccination team following their injection.

Some parents have asked how consent will work for students. The Department for Education's position is that parental consent is required for students under 18 years of age to participate in vaccination programs provided on our sites during school hours. This is also the case with COVID-19 vaccination program and our schools will send home consent forms to parents to sign and return.

However, it's important for families to know that under state government law children 16 years and older can consent to their own medical treatment, including vaccination. This means that legally a child over the age of 16 can attend the vaccination hub outside of school hours and seek a vaccination without gaining parental permission.

South Australia has been very fortunate so far to have very few outbreaks. However, it's important to remember that at some point COVID-19 will enter South Australia and the best way to keep yourself and your loved ones safe is to get vaccinated.

A strong vaccination rate across all age levels is our best defence.

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.

The 2022 deadlines are 28 January; 8 April; 8 July; 7 October.

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

Judith Bundy, Editor

CENTRE OF DEAF EDUCATION, BRIGHTON PRIMARY SCHOOL

We are the southern Centre of Deaf Education (CDE) located within Brighton Primary School, a public government school with new and modern building facilities recently upgraded in 2021.

Any child in South Australia, who has been diagnosed with a moderate bilateral hearing loss can put in a Special Options application to attend our Centre of Deaf Education. This Special Options application can be completed with the support and guidance of a Special Educator: Hearing officer, or the support of your child's kindergarten/current school.

Brighton Primary School has 740 students with 27 classes, 15 students are Deaf/Hard of Hearing. We have a diversity of deafness and hearing loss in our CDE and our students use assistive devices such as, single and double cochlear implants, hearing aids (HA), children with both a cochlear and a hearing aid or no devices at all. Some of our CDE students are oral and use speech only, other students use Auslan only and many students use speech and sign languages. We take pride that all of our CDE students are effective communicators in the mode that best suits the child and their family! We have 6 'CDE' classes which have a mainstream classroom teacher, working in collaboration with a Teacher of the Deaf and Bilingual Student Support Officers (BSSO/Auslan skills). All students at Brighton Primary School learn Auslan as their Language Other Than English (LOTE). Our Deaf/Hard of Hearing students are completely immersed and included within the mainstream settings of the school and attend all school events. Brighton Primary School is an inclusive educational setting where each

and every student has the opportunity to learn together in a dynamic and stimulating environment.

Our Centre of Deaf Education is managed by the CDE Assistant Principal. The Assistant Principal manages all CDE staff, students and the day to day running of the CDE. To support the education of our 15 Deaf/Hard of Hearing students enrolled this year, we employ 5 Teachers of the Deaf, 10 Bilingual Student Support Officers (BSSOs). Four of our BSSOs are Deaf or Hard of Hearing themselves and are significant Deaf role models, two of our hearing BSSOs are Children of Deaf Adults (CODAs). Our staffing is dependent on enrolments, but as our numbers grow, we are hoping to employ a Teacher of the Deaf, who is Deaf or D Hard of Hearing. All of our CDE staff have Auslan skills and we communicate in the mode most suited to the individual student. Our Teachers of the Deaf have completed their Master's degree of Special Education (Deaf/Hard of Hearing), so their understanding and pedagogy when teaching children who are Deaf/Hard of Hearing is specialised and specific to deafness and hearing loss.

Our Centre of Deaf Education has a Department of Education funding model where a Deaf/Hard of Hearing student is allocated 1 day Teacher of the Deaf support and BSSO support. We will often place three or four Deaf/Hard of Hearing students in one class to provide a full time Teacher of the Deaf, and full time BSSO support. Our CDE classes also have a mainstream classroom teacher and our CDE students work with their teachers and hearing peers in the same classroom. Mainstream teachers and Teachers of the Deaf work together collaboratively with all their planning, programming and teaching and then make necessary adjustments to differentiate the curriculum to meet the needs of their Deaf/Hard of Hearing students. Our mainstream staff have regular professional development around deaf education and are trained in using our Soundfield Systems and FM systems.

We have weekly 'Stretch and Grow' sessions for all Deaf/Hard of Hearing students, where our CDE students come together to connect and learn with their deaf peers. There is a focus using the IOWA Core Curriculum for Deaf Hard of Hearing students, where our students learn to be self-advocates, look after their own assistive devices and develop independence



Time for some fun: CDE students and BSSO during Stretch & Grow session

when learning. We have intervention sessions supporting students with the literacy (including phonological awareness). We also use evidence based programs, Colourful Semantics and Fingerspelling our Way to Reading as specific intervention for Deaf/HoH students, targeting literacy to improve outcomes for our Deaf/Hard of Hearing children.

Many of our CDE students are in Student Leadership roles within the school, including Student Executives, ICT, SRC and peer mentoring roles. We make connections with other CDE schools across Adelaide – attending combined events and connecting our CDE students to the Deaf community across Adelaide.

In addition to normal everyday school activities we have extracurricular events and activities lead by CDE staff and students, inclusive to all students within our school community. These include Signing Choir, Deaf Sports club and Auslan Drama club available to all students. We have Auslan classes for staff to improve their Auslan skills and fortnightly Auslan classes for parents, families and friends. We celebrate and acknowledge Hearing Awareness Week and National Week of Deaf People. We welcome our Deaf community to give valuable feedback and advice to our CDE.

The parents of our CDE students are invited to planned meetings to discuss their child's learning goals and help develop goals within their child's OnePlan. These are individualised and specific to targeted learning outcomes. We encourage families to participate and contribute to their child's schooling, as they are an integral part of our team.



CDE students working on their phonologic awareness



Deaf/Hard of Hearing students working with Teachers of the Deaf

Hearing Australia and the Cochlear Team have onsite visits to check in on students' HA/Cochlear implants. Private service providers are permitted to come onsite to deliver therapies required (speech, OT, physio etc) to reduce student fatigue after a school day.

We are NOT to be considered an Auslan only Centre of Deaf Education. Our CDE classes are bilingual, where spoken language and Auslan are used together to create a strong and engaging learning environment for all students. We work closely and diligently with families to deliver a highly supported differentiated education program in the mode of communication best suited to the family and the Deaf/Hard of Hearing child.

<https://www.brightonps.sa.edu.au/index.php/centre-for-deaf-education/>

**CATHARINE CARLIN, CDE ASSISTANT PRINCIPAL
BRIGHTON PRIMARY SCHOOL**

CLOSURE OF WHYALLA HIGH SCHOOL, EDWARD JOHN EYRE HIGH SCHOOL AND STUART HIGH SCHOOL

Whyalla Technical High School opened in 1943. A large increase in Whyalla's population in the 60s saw Eyre Technical High School open in 1968 and Stuart High School in 1972. Whyalla's population continued to grow. Many additions were made to the original school buildings and grounds to accommodate rapidly increasing enrolments.

In 1971, ETHS was renamed Eyre High School and WTHS was renamed Whyalla High School. In 1986 there was a further name change for Eyre High School to Edward John Eyre High School. This was to identify the school with Edward John Eyre, an explorer of the region, after whom the school was named.

The Whyalla Shipyard closed in 1978 and by the mid 1980s the population of Whyalla had plummeted. This meant a drastic decrease in enrolments at the schools as families moved away from Whyalla in search of work.

As a result, in 1991 the Education Department as it was then known, in consultation with the School Councils from the three high schools formed two junior high schools for students in years 8-10 at Whyalla High and Stuart High Schools and a senior high school for years 11-12 and adult education at Edward John Eyre High School. This made for a unique education model that catered specifically for either junior or senior high school students. The model had its difficulties and challenges over the years mainly due to imbalances of enrolment numbers, an additional transition point for students and ageing buildings that did not best support a modern curriculum and required significant adaptations and maintenance.

After many Education Department reviews and the school communities exploring ways to deliver high school education for students in Whyalla, the opportunity arose for an innovative, modern, world class education facility to be built in a central location to accommodate all of Whyalla's public school students in years 7-12. This aligns with the inclusion of year 7 students in high schools.

The new school, named Whyalla Secondary College, will open at the start of the 2022 school year and provide a state of the art, inclusive facility to educate 1500 students in years 7 to 12. Its location between the UniSA and TAFE campuses forms an education precinct to provide students with links to further study and skills that ultimately support job and further education pathways.

Stuart High School welcomed the community to farewell the school on Friday 27 August 2021. Music, food, videos, photographs, historical items and uniforms were on display for all to see and reminisce over their time and involvement at Stuart High School.

"Come, See and Celebrate" Edward John Eyre High School was held on Saturday 28 August 2021. Displays, food, music, historical memorabilia and current projects by students, along with a flag lowering ceremony, all contributed to the success of the day.

Whyalla High School held a morning tea for the community on 25 June 2021 and an Open Community Event on Sunday 29 August 2021 with food, displays, photographs, uniforms, history and memorabilia. As the oldest public high school in Whyalla, there is a great deal of sentiment and history attached to the school. The magnificent main school building is heritage listed on the South Australian Register.

Each school has developed its own unique culture and they have served Whyalla well. It will be sad to see the end of an era when the schools close but now is the time to look forward to the bright future of secondary education at Whyalla Secondary College.

JAN WAKELING

Jan Wakeling's involvement has been first as a student at Whyalla High School and later as a parent at Whyalla High School and Edward John Eyre High School where she has been a member of the Governing Councils at each of those schools for almost 25 years. She was also a member of SAASPC representing the primary and high schools that she was involved with in the 90s and 2000s. Our schools appreciate the support, information and knowledge on education matters provided by SAASPC to school communities through the Parent Say magazine, training sessions and individual enquiries. SAASPC serves to encourage, empower and educate parents and carers on the benefits their involvement can bring to students and school communities.

SACE ENTERS CYBER AGE



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

A critical part of the SACE is delivering students who are not just skilled but that are also prepared for the ever-changing world ahead of them. A foundation of our Thrive strategy is to develop in students a zest for life, deep understanding and skilful action, the ability to transfer learning, agency, human connectedness and belonging.

It is with this in mind that the SACE has been exploring options in a new area of learning in the SACE: Cyber Studies. While technology and the digital age have certainly changed the way we live, work, socialise, think and connect, a focus on Cyber Studies provides a platform for students to engage in an exploration of living in the cybersphere, both on an individual level and in being part of a local community and global society.

While the media has highlighted cyberbullying as a focus in this developing course, the value to students is much broader. The pilot has been developed to get our students talking about ethical issues like the influence of values and cultural norms on how people behave in the cyberworld, the risks and threats from cyber-attacks, and also how data can be secured. It is a range of technical discussions combined with the human aspect of this cyberworld that has enveloped us that is the focus of this program.

Cybersecurity is increasingly part of everyone's work and life, and South Australia is at the front of the growing industry. Australia's largest cyber test range is here in Adelaide at the Australian Cyber Collaboration Centre, emphasising the importance of cybersecurity in defence, banking, space and so many other industries.

The first pilot of a Cyber Studies subject has been led by St Peter College since the start of Term 3, with over 60 learners from 7 schools across the independent, state and catholic education sectors. The content has been delivered by maths teachers, science teachers, technology teachers as well as industry representatives.

The feedback has been positive so far from staff, students and the industry partners around the scope and depth of the curriculum.

I'd like to especially thank St Peter's College for their leadership as well as the staff dedicating their time to deliver in the other pilot schools Adelaide High, Sacred Heart, St Michael's College, Wilderness, Seymour and Walford. Not only has this been important in piloting a potential Cyber Studies curriculum in the SACE, it has been an exploration of how we can develop and co-construct new curriculum in the future.

Don't forget...

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

- **Responding to Risks of Harm, 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

SPECIAL EDUCATION RESOURCE UNIT (SERU)

The Special Education Resource Unit (SERU) is a corporate unit of the Department for Education, within the directorate of Disability Policy and Programs. We are a statewide service providing support to parents/carers and Department personnel to enhance the learning outcomes of children and students with disability and learning difficulty.

Based in the west of Adelaide on the grounds of Fulham Gardens Primary School, SERU is a library and service supporting the inclusion of students with disabilities and learning difficulties. Parents/carers of preschool or school age children with disability or learning difficulty are eligible to access our resources, which range from early learning materials right up to tailored resources to support social skills, managing puberty and inclusive technology to support access to learning, categories include:

- curriculum support materials
- high interest low vocabulary materials
- speech and language development resources
- sex education and child protection materials
- learning communication technologies
- reference texts
- developmental learning resources that include
 - specialised and switch adapted
 - sensory development
 - socio-dramatic play
 - self-help
 - motor development
 - perceptual development
 - conceptual and abstract reasoning
 - musical instruments.



We also provide equipment to support students to access kindergarten or school. Sites can request change tables, commodes, slings, lifters and soundfield systems for use on site.

As well as these physical resources, we also have a number of staff who support parents and sites through the following services.

Early Intervention Service Deaf/Hard of Hearing, provides personalised support in the home and/or early childhood setting for:

- deaf/hard of hearing babies and children birth to school age
- hearing children of deaf adults (CODA)
- families, carers and early childhood staff.

Our programs are tailored to meet individual needs and reflect each family's communication choice. The team is made up of qualified teachers of the Deaf and a speech pathologist.

Inclusive Technology Service, provides support to educators and families in the application and provision and implementation of communication and inclusive learning technologies. Senior Advisors offer specialist knowledge and expertise in research based technologies to support the successful learning outcomes, this includes:

- long term loan for students with significant physical disability or severe vision impairment in Department sites.
- short term loans for trial and evaluation,
- advice, induction and strategies
- professional development to build capacity in specific assistive technologies
- consultancy to sites in the use of technology to promote inclusive learning environments and to families to support the child's learning.

Conductive Education Service, an intensive learning approach for children and students with physical and associated difficulties originating from damage to the central nervous system, in most cases diagnosed as Cerebral Palsy. Conductive Education is an educational approach available by referral for children and students to become more active and independent in:

- movement/mobility
- language
- social skills
- self-care.

There are 3 school programs available 2 Primary and one High school as well as an Early Intervention and Mobility group program.

Senior Advisors Teaching and Learning and Learning difficulties, work with Department sites and families to support the development and implementation of inclusive curriculum for children and students with disability and learning difficulty. This includes:

- support and consultation
- individual consultation with parents/carers or Department personnel
- small groups or whole staff Professional development
- support speech and language class teachers by providing networking opportunities and targeted professional development
- individual consultations with parents/carers or Department personnel around evidence based strategies for students with Learning difficulties or disabilities.
- support to teachers and SSOs during Partnership days.
- facilitate and support Online Training Ltd.

As part of our support for Parents we also run a 'Parent Forum' here at SERU once a term with the aim of building stronger connections between parents, carers and the department. The forums provide an opportunity for parents to be listened to, share their experiences and discuss their views and for the department to share initiatives, demystify policy and procedure and keep our community informed and consulted. The forum is on a Thursday towards the end of the school term and runs from 10am until 2:30pm to allow parents time to drop off and pick up their children. The format of the day includes a keynote speaker and a number of breakout sessions for parents to choose a topic of interest. A wide range of topics have been covered, including:

- inclusion
- enrolment and transition
- Disability Standards for education
- health support planning
- the impact of NDIS on education programs
- inclusive school design
- One Plan
- the draft behaviour policy
- funding models



There is also a number of Department staff in attendance, who can support parents with navigating their child's education on an individual basis. Lunch is provided as well as time allocated to network with other parents.

Presentations and snapshots of past events are available on our webpage which provides parents from regional areas to access information which could be shared in their local school or preschool community; upcoming events are posted here as well. We are expanding the forums to country areas, so if you are interested and not in the metropolitan area please get in contact with our office.

Our website also includes a range of presentations, information and factsheets as well as an online shop and new in 2021, podcasts that highlight lived experiences and best practice. We are open Monday to Friday and have staff available everyday to assist with your enquiries. More information can be found on our website <http://web.seru.sa.edu.au>, by following us on Facebook (Special Education Resource Unit) or calling us on 82352871. We hope to welcome you soon!

RACHEL SCHEUBOECK
MANAGER, SPECIAL EDUCATION RESOURCE UNIT
DEPARTMENT FOR EDUCATION

THE MONEY MOVEMENT MANIFESTO

SCHOOL BANKING, KIDS AND MONEY



Over the past few years, I've been on a bit of a journey, and today I'd like to talk to you about it. To be blunt, I see a lot of trouble brewing: the rich are getting much richer... while the young, and the poor... are mostly not getting anywhere. And I say that as a rich guy.

Yet I also say it as a volunteer financial counsellor. I regularly find myself sitting across from hardworking people helping them create budgets that round down to the dollar (as in we literally talk about \$3 purchases). The guts of it is this: the current zero interest rate policy favours the rich who own assets, and it penalises the poor... and young couples trying to save for their first home. They're falling behind. And it's only getting worse.

I've been thinking about this a lot.

Now, I'm not some do gooder. And I'm not the smartest guy. And I certainly don't have all the answers. Yet it seems to me that one of the most practical ways to at least try and balance out the scales of inequality is to teach kids the rules of the game.

How do you do that?

Well, not by theory, droning on to kids about stuff that isn't relevant to their life right now. Which is why I created programs that got kids to roll up their sleeves and experience something, whether it be going home and teaching their parents about pocket money (in primary school), or landing a part time job and saving up for something on their bucket list (in high school).

I didn't get it right all the time. In truth, I stuffed it up many times (and thankfully I had a documentary crew capturing them). Yet in the back of my mind was the idea that many young people will have the financial odds stacked against them, so they need to know how the financial game is played — or it will be played against them.

That's what the Money Movement is about. Based on my experiences in schools around the country, I've put together a manifesto which I plan to present to state governments around Australia.

Have a read below and, if you agree, it would mean a lot to me if you'd digitally sign my petition at <http://change.org/money-movement>.

The Money Movement Manifesto

Our kids will be tested on money skills every single day of their lives. Yet most of us had to learn these skills the hard way, because we were never taught them in school. We need to do more.

Here are the five core aims of the Money Movement:

- **Implement a practical 4-to-6-week Money Challenge every year**
When literacy rates were falling, the Premier's Reading Challenge was set up to challenge kids to read — and it worked! In the same way I'm calling on state governments to get behind a Money Challenge — not just another requirement in an already overcrowded curriculum, but something exciting that schools take up because it's important, and fun!
- **Show primary schoolers the power of working, saving, spending and giving**
Get kids excited and it's amazing what can happen. During a pilot Money Challenge at a school in Hervey Bay (one of the poorer regions in the nation) the six year olds came up with the idea of using their class 'Give' money to feed homeless people in their community. It was a life changing experience for them — and for their community.
- **Show high schoolers how to get a job and set up their savings 'buckets'**
You remember being a teenager in class thinking 'How will I ever use this in the real world?' Well, at a pilot Money Challenge, I saw teenagers who were the first people in their family to get a job and set up their savings buckets. Think what your life would be like if someone had helped you do that on your first payday. I want that for every Australian kid. Let's set them up to win.
- **Commit to professional development financial education for teachers**
Teachers aren't in the job just for the money: it's a vocation. Still, it's hard to stand up in front of a crowd of year 9s and talk about the dangers of credit cards when you have credit card debt yourself. Bottom line: to raise financial fit kids, we need financially fit teachers.

- **Kick the banks out of our schools**

Having banks teach our kids about money is like having Ronald McDonald teach them about nutrition. Our children's financial education is too important to outsource. The government financial regulator (ASIC) is independent of commercial interests and should be the one to deliver the program.

This is something I truly believe in, and I've been working on it — and piloting it in schools — for years. But now it's time to take the next step and get your state government to take it on board.

I want every Aussie kid to learn this. If you do too, then I'd like to ask a favour: Please visit change.org/money-movement (<http://change.org/money-movement>) and join the movement. It's free. It will take 30 seconds. I don't want your money, just your signature.

Together we can teach the kids ... help the parents ... and change the nation.

Tread Your Own Path!

SCOTT PAPE
THE BAREFOOT INVESTOR

PS: For the record, I'm committed to working with any government that agrees to take this on — and I'll offer my time and expertise for free

PPS: I only need your signature NOT your money (change.org may ask you for money to promote the petition, but that is not needed. Just say 'no'). Again that website is: change.org/money-movement

DID YOU KNOW YOU SAASPC HAS BROCHURES ON –

Parent teacher interviews
Parental engagement in student learning
Starting school
Transition to secondary school
Information sessions for parents
Affiliated committees and parent groups

you can find them at
<https://www.saaspc.org.au/publications>

KICKSTART FOR KIDS



It's a sombre fact that not all kids get an equal start in life, even in our affluent society.

In 2011, KickStart for Kids was founded on the belief that every child, regardless of their social or economic background, should have an equal chance to succeed. We facilitate this belief by running school breakfast and lunch programs, mentoring programs and providing basic clothing and healthcare support in South Australian schools.

We firmly believe that EDUCATION = POWER and OPPORTUNITY.

If children are attending school hungry or encountering hardship, they can't fully engage with the curriculum, which means they might not achieve the educational outcomes required to succeed. Research shows that children who grow up experiencing hardship are more likely to remain uneducated and live in hardship as adults.

KickStart for Kids aim is to help level the playing field and end this cycle of hardship.

History

KickStart for Kids founder Ian Steel, a builder by trade and father of three, spent many years mentoring young children experiencing hardship in schools. He observed many instances of poor behaviour and impaired learning ability that he didn't see in his own primary school aged children, so he decided to investigate why these differences were occurring.

Through extensive research and discussion, he discovered that many of the issues he had encountered were directly caused by hunger. Thousands of children were being sent to school without being given breakfast or having any food to eat during the day. In speaking with the schools, teachers and principals Ian learned that hunger was having a major impact on kids' learning ability, self esteem and overall health.

As a father himself, Ian knew he had to do something. One day in 2009, he told shopkeepers at the local shopping centre stories of the children he wanted to help, then went to work. The next day, the shopkeepers contacted him and offered enough food donations for him to deliver breakfast to a school he worked with, so he loaded it into the back of his builder's ute and took it to the school.

He observed immediate results. With food in their bellies, the kids became happier, friendlier, better able to concentrate and had a much greater ability to learn. Ian knew this was the start of something meaningful, so he founded KickStart for Kids.

Today, KickStart for Kids supports over 350 South Australian Schools, provides around 50,000 breakfasts and 10,000 lunches per week, and is supported by over 600 volunteers.

School Breakfast & Lunch Program

KickStart for Kids currently serves around 50,000 breakfasts per week in 350 SA schools. The schools are spread widely across South Australia in the north, west, south and several regional areas.

As children who come to school without having breakfast generally also don't have lunch to eat, our volunteers also make 10,000 cheese and vegemite sandwiches each week.

Due to increasing demand, we are always looking for more volunteers to help with our school breakfast and lunch program – follow the link to Volunteer (<https://kickstartforkids.com.au/get-involved/volunteer/>) if you feel you can help kids in need.

To enquire about starting a breakfast program at your school, please get in contact with us.





We rely on our very generous food sponsors in order to have the supplies we need to run our school breakfast and lunch programs. However, with our programs constantly growing, we're always in need of more. If you'd like to contribute food donations of items like bread, eggs, milk, butter, spreads, etc., please get in touch with us.

Mentoring

Over 100 KickStart for Kids mentors are currently volunteering in schools around Adelaide. Our mentors spend an hour a week with a child who is at risk of disengaging from the educational system, or who needs a significant adult in their lives. Mentors work with kids during the school term to nurture and develop their self esteem, getting to know them and encouraging them to work towards a better life for themselves.

All mentors require a Working with Children check and Report of Abuse and Neglect training prior to commencing in a school. If you would like to get involved, please follow the link to help Mentor (<https://kickstartforkids.com.au/contact>) a child in need.

Period Poverty

Period Poverty refers to the issue of women and girls lacking access to sanitary products, menstrual hygiene education, washing facilities and waste management.

The South Australian Government announced in February 2021 that they will pledge \$450,000 over the next three years to provide hygiene products to girls in schools from year five onwards. This covers only 1250 young women annually, leaving a gap of potentially thousands of girls without access to hygiene products in schools per year and in some cases an education. A survey conducted by the South Australian Office of Commissioner for Children and Young people found 1 in 4 girls had missed out attending school due to not having access to feminine hygiene products and 1 in 2 reported not having access to products or not knowing how to get access to products at school.

Our aim for this campaign is to raise over \$100,000 to help provide 25,000 packs of sanitary pads to over 2000 young South Australian women to help manage their periods for 12 months.

As a firm supporter in the fight against Period Poverty, Kickstart for Kids has created a new Period Poverty program where sanitary items will be distributed to over 350 South Australian schools.

Camp KickStart

Camp KickStart is a school holiday care program for vulnerable and disadvantaged children aged five to thirteen who don't look forward to the holidays like their peers do as they are experiencing hardship.

We provide kids with transport to and from home and excursions, with food, books, clothes and fun things to do, and partner them with mentors for extra support and self esteem building.

Over 350 kids attend our school holiday care program across five South Australian locations. Activities can include

- celebrity visitors, including AFL footballers
- excursions to swimming centres, movies, zoo, beach, museum and adventure playgrounds
- playing football and other group sports
- group games, mini Olympics and obstacles courses
- bouncy castles and water slides
- cooking classes
- arts and crafts
- learning to ride bikes
- making cardboard cars with our resident engineering volunteers
- making healthy snacks with our resident nutritionist
- numeracy and literacy programs.

To find out more about Kickstart for Kids visit the website <https://kickstartforkids.com.au/>



FUNDRAISING IN SCHOOLS – WHAT YOU SHOULD KNOW

Fundraising is a way of obtaining resources or services which are for the benefit of the school community, particularly the students, for which money might otherwise not be available. The benefits of fundraising must be balanced with the impact and obligations on students, parents (and relations and friends) and school staff.

The constitutions of school governing councils and affiliated committees allow them to fundraise for their own service-related purposes.

School governing councils and affiliated committees must follow the *School Governance Administrative Instruction* which have been issued by the Chief Executive, Department for Education. The instruction provides principals, governing councils, and affiliated committees with the operational guidance required to facilitate good governance and local decision making and ensure compliance with their obligations under the *Education and Children's Service Act 2019* (including the regulations), constitutions and other legislative and departmental requirements.

School Governance Administrative Instruction

Schools and governing councils are permitted to raise money for relevant purposes. The activity must have, as its dominant purpose, the raising of funds, and would usually take the form of traditional fundraising activities or modern variants, for example fetes, raffles, competitions, quiz nights, etc. This also applies to affiliated committees. All fundraising activities must be endorsed by the principal in terms of the activities and the intended application of any proceeds, which need to be consistent with department guidelines and the goals of the school. All proposed fundraising activities including the relevant budget must be approved by the governing council and noted in the minutes of the meeting. The governing council and the principal are jointly responsible for ensuring:

- *proposed fundraising activities are consistent with the relevant constitution*
- *relevant departmental financial management instructions for schools are complied with including policies dealing with the management of alcohol and entertainment*
- *compliance with lottery, gaming and liquor licensing requirements*
- *fundraising activities are included in the approved budget*
- *fundraising activities are sustainable, that is, they do not make a loss*
- *there is financial reporting in line with this instruction*
- *GST requirements are met. After receiving information from the school about fundraising income and the application of funds, the governing council must acknowledge these in the meeting minutes. For audit purposes, fundraising end of year financial results should be reported to and minuted by the governing council.*

In addition SAASPC recommends that:

- those involved in fundraising activities or events for a school are expected to act honestly and ethically. Members of the school community may have a personal or vested interest in fundraising (eg where their own business or children are specifically involved) and whilst this may be quite appropriate, it is important that any personal interests are clearly stated so that open and informed decisions are made
- fundraising for individuals within the school community is not permitted eg farewell gifts
- money received from the fundraiser must be appropriately secured and promptly banked intact

- under no circumstances can purchases or other disbursements be paid directly out of cash receipts on hand ie (not yet banked)
- petty cash may be used with the proviso of a petty cash register showing full details of expenditure being maintained
- public liability insurance information is available on the Department for Education's intranet which the principal can access it.

Schools may also develop their own site specific fundraising policy or procedure which outlines the expectations and purpose of fundraising, including the rules and requirements that must be followed.

From the Fundraising Directory

Tips for school fundraising

- Choose an event that allows your school to benefit from the event itself as well as the funds raised. Benefits can be social (trivia night), health-related (walk-a-thon or Jump Rope for Heart) or literacy-related (read-a-thon or book publishing) – *Sophia Stefanos, Schoolyard Stories*
- Don't forget grants – they are a great way to kickstart (or completely fund) your project and there are so many aimed at schools – *Melissa Symons, Australian Schools Plus*
- Tell people WHY you are raising funds, make it personal and keep your community up to date. Also get lots of people involved because the more ownership you give people, the more they will support your fundraiser. Thank people often and loudly. Let people know how you went and how funds are being spent – *Emma McNeilly, Expressions*
- Allow enough time to advertise in advance and show early designs to other parents to encourage more orders – *Kellie Gornall, Fundraising Mugs*
- Don't underestimate how long anything takes – *Vince Cargee, CrowdComms*

What are the most common mistakes made when fundraising?

- Not saying thank you to supporters – it's a small but important gesture that is appreciated by donors and helps secure their support for future fundraisers – *Victoria Birch, Crowd Comms*
- Volunteers taking on too much themselves rather than asking for help and delegating tasks – *Sophia Stefanos, Schoolyard Stories*
- Not realising how much time and money complex events can take – *Katie Jackson, School Active Sports*
- Not starting with a plan – you should always start with a budget, volunteer resources, timeline, and goals. Also not balancing the mix of events and sale fundraisers: events can be a drain on volunteers – *Emma McNeilly, Expressions*
- Underestimating the amount of work involved – *Vince Cargee, The Gelo Company*
- Organisers trying to make it easier for themselves but inadvertently making more work for parents at home – *Kellie Gornall, Fundraising Mugs*
- Not finding potential donors beyond the school gate to avoid donor fatigue – *Melissa Symons, Australian Schools Plus*

<https://www.fundraisingdirectory.com.au>

YEAR 7 TO HIGH SCHOOL



BEN TEMPERLY
CHIEF OPERATING OFFICER.
DEPARTMENT FOR EDUCATION

If you are the parent or carer of a year 6 or 7 student, this is no doubt a time of excitement and some emotion as your child reaches the end of their primary school years. Hopefully you and your child are looking forward to the new learning opportunities, greater independence and friendships that high school will bring.

Our primary and high schools have been working closely together to prepare for the year 7 to high school move. I would like to acknowledge the significant work that school staff have put into everything from designing classrooms and transition programs, to helping parents through the enrolment process, coordinating curriculum and much more.

We know that year 7s are well and truly ready for high school, but of course the move will have an impact on entire school communities. It is a significant change to our public education system that we are working through together.

Primary schools

Naturally, overall student numbers will drop in our primary schools when year 7 moves to high school. But no schools will close as part of the 7 to high school move. We have provided top up funding to some eligible regional schools to ensure they don't drop class numbers due to the departure of year 7.

More than 100 primary school teachers have applied for and secured permanent positions teaching in our high schools for 2022. Welcoming them to our high schools will ensure students continue to benefit from their extensive knowledge of year 7 curriculum and teaching methods. We are also providing them with professional learning to ensure they are ready for their exciting new roles.

High schools

Our pilot program, involving 3 high schools that started welcoming year 7s in 2020, showed high schools benefit from having year 7s on site. Teachers found them to be full of energy and optimism, which was positive for the culture of their wider school communities.

Many of our schools are receiving building upgrades and new builds to support the year 7 to high school move. These will deliver modern facilities to enhance your child's learning and, in many cases, will be used by students across multiple year levels. Visit the school upgrades page of our website for details of construction that may be happening at your local school.

Support for other year levels

While current year 6 students are receiving a lot of focus in the lead-up to their historic move to start year 7 in high school in 2022, I want to assure parents that every year of schooling is important.

Our schools are aware that 2022 will also be a significant time for the incoming year 8 students they will also be welcoming. They are providing full transition programs to ensure both years feel welcome and comfortable in their new schools.

Our schools are also very capable of managing student needs and parents can also be assured that senior secondary students will also continue to receive the attention they require for their learning in 2022 and beyond.

Fundraising ideas

Limited only by your imagination but which might be

- Children's artwork
- Car wash
- Dog wash
- Walk or jog-a-thon
- Fetes
- Engraved pavers
- Cookbooks
- Mothers / Fathers Day stalls
- Show bags
- Movie nights
- Five cent drive
- Environmental fundraisers
- Tea towels
- Sponsorships
- Raffles
- Free/ casual dress days
- Discos
- Sausage sizzles / pizza day
- Art shows
- Trivia nights
- Cake stalls
- Entertainment competitions



www.myfuture.edu.au



Information for parents and carers

myfuture is Australia's National Career Information Service. It's underpinned by career theory and research and uses Australian Government data sources. It's managed by Education Services Australia, a national not-for-profit company owned by state, territory and Australian Government education ministers.

The **Information for parents and carers** section contains articles and information to help you to begin the conversation with your child about the world of work.

<https://myfuture.edu.au/assist-your-child>

Using myfuture your child can:

Develop a personalised career profile: The nine activities in **My career profile** will help them to explore their interests, skills and values, and generate a personalised list of suggested occupations.

<https://myfuture.edu.au/my-career-profile>

Discover occupations related to their favourite learning areas: Our 33 interactive **Career bullseyes** will help your child to find out how occupations relate to school learning areas.

<https://myfuture.edu.au/bullseyes>

Learn about different occupations: The 358 **occupation profiles** on myfuture each show details of tasks, required skill levels and up-to-date salary and labour market information (sourced from the Australian Bureau of Statistics and the Australian Government Department of Education, Skills and Employment).

<https://myfuture.edu.au/occupations>

Search for courses: myfuture has a searchable list of more than 15,000 current higher education and vocational education and training (VET) **courses** delivered by Australian universities, TAFEs and Registered Training Organisations.

<https://myfuture.edu.au/courses>

Learn about different industries: Find out about occupations that exist in different **industries** including salary and employment prospects.

<https://myfuture.edu.au/industries>

Find practical career information: myfuture's **Career articles** provide information about work experience, apprenticeships, writing resumes, applying for jobs and more.

<https://myfuture.edu.au/career-articles>

Read career stories about real people and their career journeys.

<https://myfuture.edu.au/career-stories>

Write a resume and cover letter: Learn how to write a resume and cover letter for when you want to apply for a job with myfuture's **job search resources**.

<https://myfuture.edu.au/job-search-resources>

Support



There are tips, suggestions and detailed descriptions to highlight important resources. They will encourage your child to uncover information and career options they may not have even thought of before.

Learn the definitions of common career terms used across the site using the myfuture glossary. <https://myfuture.edu.au/glossary>

Check out our **User guide** videos if you need help accessing or using myfuture. <https://myfuture.edu.au/help-and-support/user-guides>

We are here to help, so contact us if you have an issue: careers@esa.edu.au.



If your child's education and wellbeing is important to you...

If the education and wellbeing of other children is important to you...

then why not join the SA Association of School Parent Communities' (SAASPC) executive committee...

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

For more information contact us

t 1800 724 640 e info@saaspc.org.au