

PARENTS SAY

THE OFFICIAL PUBLICATION OF THE SOUTH AUSTRALIAN ASSOCIATION OF SCHOOL PARENT COMMUNITIES INC.
VOL. 42 NO. 2 | MAY 2018



**NURIHANNAM
WINERY
NURIOOTPA
HIGH SCHOOL**



PRINT POST APPROVED 100000239

WE NEED YOUR HELP! TELL US ABOUT APPS!

ACCM is currently seeking parents and carers who can tell us about the apps their children play - what you and your child like, and perhaps dislike!

ACCM would like you to submit a review of your child's favourite app, or an app that has come to your attention and you are concerned about. These reviews can be submitted (and shared with others) through a new online form on the ACCM website www.childrenandmedia.org.au/app-reviews/submit-review.

Clare Phillips the Co-ordinator of the Know Before You Load (KBYL) app review service said 'we are really interested in what parents have to say about the apps their children are playing because they are the ones closest to the action and know their children best. By submitting a public review parents and carers will be helping other parents as they make the sometimes difficult decisions as to which apps are suitable for their children to play'.

There are currently over 650 Know Before You Go app reviews and they can be viewed at www.childrenandmedia.org.au.



Here's a bit of background

The Australian Council on Children and the Media (ACCM) is funded by the South Australian Attorney General to manage the Know Before You Load (KBYL) app review service. These reviews are prepared by child development professionals and provide age suitability and content descriptions for parents and carers. There are over 1.5 million apps available through app stores, so ACCM focusses on game style apps and popular apps that may appeal to young children. As part of the service, ACCM maintains a Children and Gambling Watch List to alert parents to games which contain real or simulated gambling elements.

For more information please contact Clare Phillips at events@childrenandmedia.org.au

Get involved and share your knowledge about your child's app playing experiences



Friday
1 June 2018

Children with autism face challenges each and every day of their lives, with one in 100 Australians diagnosed each year. This is your school's chance to step up and create a **lifetime of opportunities for children with autism!**

Your support will help increase awareness of autism in our community, and raise funds to support children aged 2-6 years who attend AEIOU Brighton.

Let's get awesome for autism will be held **Friday 1 June 2018** (or choose another date that suits you). Challenge yourself, your colleagues, students, and bosses. Find out more at **WWW.AEIOU.ORG.AU/AWESOME**

Together we can create a lifetime of opportunities for children with autism

aeiou
FOUNDATION
for children with autism

PRESIDENT'S SAY

As this is the first magazine since the state election, SAASPC welcomes the new Minister for Education, Hon John Gardner. We look forward to working with him and his staff on educational matters, particularly in the key area of parent and family engagement.

I would also like to take this opportunity to thank Hon Susan Close for her support and work during her time as Minister for Education and Child Development and wish her well in the future.

Affiliation

Thank you to the preschools and schools who have affiliated with us, we appreciate and value your support. Affiliating with SAASPC helps supplement the grant that we receive from the Minister for Education and assists us in continuing our work with and for parents, preschools and schools.

It's not too late to affiliate with us if you haven't already done so, reminder notice have also been sent out. And don't forget – you can now also become an individual member.

Parent forum: Canteens 19 June 7.00 – 9.00pm

This free forum is being held at the AEU Building, 163 Greenhill Road, Parkside. Its aim is to help and inform governing councilors, parents and school staff on different aspects of canteen management eg setting up and operating a canteen, food and safety, and financial issues. More details are in the flyer included in this magazine and on our website www.saaspc.org.au.

Annual parent conference and Annual general meeting

Planning is under way for our Conference and Annual general meeting to be held on Tuesday 11 September at the Australian Education Union Building, 163 Greenhill Road Parkside.

Following conference, we will hold our AGM. At that time we will be seeking new members. Please consider either nominating for a position (nominations must be from an affiliated school/



JENICE ZERNA
PRESIDENT

preschool) or as a member of our Executive committee. By doing so you will be helping us to support parent participation in preschools and schools and to continue to have the parent voice heard.

The work load is not large; we meet once a month - on the last Monday of the month and we reimburse expenses including for travel and accommodation when required.

We would love to welcome new members with fresh ideas and with different outlooks on education. Do consider joining us – contact us if you would like to have a chat about the possibility.

National Volunteers Week 21 – 27 May

More information and events for the week can be found www.volunteeringnt.org.au

Information sessions

SAASPC continues to run free information sessions for preschools and schools on

- *Parent groups*: what is a parent group, the role of a parent group, developing a constitution for the group, how it can operate
- *Responding to Abuse and Neglect: Education and Care sessions or volunteers*
- *Merit selection sessions for governing council nominees and interested people*: to inform and assist the nominee in their role when they are sitting on a panel for the appointment of principal/preschool directors.

If you would like more information or to book a session, please give us a call.

We are always happy to visit you no matter how near or how far away you are. It is one of the most enjoyable parts of our work and always a pleasure to meet parents and help when we can.

SAASPC contact details

GPO Box 2126 Adelaide SA 5001 | tel 8272 4640 | freecall 1800 724 640
email info@saaspc.org.au | www.saaspc.org.au | we are also on Facebook and Twitter

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



FROM THE NEW MINISTER FOR EDUCATION

Over eight years as a local MP and just over two years as the Shadow Minister for Education, I have always appreciated the opportunity to read 'Parents Say' and to engage with the volunteers at SAASPC in their work on behalf of parents and school communities.

I am now most honoured to be able to contribute to this magazine for the first time in my new role as South Australia's Minister for Education. In doing so, I particularly want to start by thanking all of those volunteers in all of our school parent communities for the significant role you play in helping our schools providing an outstanding social and educational environment for our next generation.

The bold ambition of the new Marshall Liberal Government is for our schools, and for our education system, to be the best in Australia. Effective parental engagement is one of the key features in high performing education systems and so enhancing the role of parental engagement is a priority for the government.

We know that improving effective parental engagement in schools has positive outcomes including increasing students' academic achievement, reducing drop-out rates, and encouraging higher levels of involvement in further education.

It's easily said: we are now getting to work on a range of measures to ensure this goal is met. This will include developing new resources to support those parents who would like to do more to engage in their own child's education, but who may for whatever reason not feel comfortable doing so. We know that all parents want the best for their children – and many are already engaged very effectively with supporting their children's education. But for some it is a challenge, and these resources will help those parents in particular.

Our approach will also include new professional development opportunities for teachers and other staff to ensure that they are familiar with the most recent evidence around the benefits of parental engagement – and how to put it into practice.

The Department for Education will ensure, through our Education Directors, that innovation and best practice is shared across schools, so that families across all of South Australia can benefit.

And school parent communities have an important role too. During the election campaign I appreciated the opportunity to meet with the SAASPC Executive Committee to discuss our policy commitments in this area. In particular we are eager to ensure that the networks and expertise found both within the Association, and also within your member organisations are engaged to their full extent.

This is the commitment to parental engagement that we took to the election, and we will be a government that delivers on its commitments.

Where the previous government was undertaking beneficial reforms and other endeavours, we will continue that good work. However in those areas where there was room for improvement, we are confident that our positive policy agenda for education will help all schools to improve, and all children to benefit.

My fundamental commitment to you is that I will work hard every day as Minister for Education towards the goal of helping every South Australian child to realise their potential. I know that is an aspiration shared by staff and volunteers across all South Australian schools, and I look forward to working collaboratively with you in the years ahead towards achieving our goal!

If you'd like to stay in touch with what I'm doing as Minister for Education (and in my work representing the beautiful Morialta electorate), I invite you to follow my activities on social media – I can be found at @JohnGardnerMP on Facebook, Twitter, Instagram and YouTube – and I look forward to continuing to make a regular contribution in this column in 'Parents Say'!

TECHNOLOGY IN SCHOOLS

Since becoming the department's Chief Information Officer (CIO) late last year, I've been actively visiting our schools and preschools to learn more about how they work and what they need.

I feel privileged to be in a position where I can do my bit to help the kids in our state get the best education they can to set them up for their futures.

ICT can play a significant enabling role for our sector and I'm focussed on making sure the department's ICT services are providing maximum impact to our schools, teachers and students.

My vision is to make sure that every school, every teacher, every student has access to reliable internet connectivity, at the speed they require it, when they require it. From my perspective, in 2018 they need fast, reliable and affordable access to educational content, and to be able to create, communicate, and connect and collaborate with others using online services.

Our Chief Executive, Rick Persse is very committed to leading our education system to become world class. He also understands the enabling role that ICT can play in that, which makes this a really exciting time.

A key part of us being a world class means having access to high quality technology that helps teachers to teach, students to learn, and principals to evaluate and improve performance. It also means using technology in a way that supports principals to manage the operation of their schools, and allow parents to easily and fully engage with their child's education.

The first step in delivering the above is already underway, with faster, more reliable internet connection provided to over 330 schools and preschools over the last 18 months, with an acceleration of the project improving over 150 since term 1 this year. At a minimum, this has doubled internet speeds into those sites.

Another critical area of our focus is ensuring the department provides the right type and amount of ICT support to all schools. It is important that school ICT capabilities (i.e. their ICT networks, student devices, classroom technology, etc.) is modern and highly reliable. With over 900 sites statewide this is a significant undertaking – however, we are up to the challenge and will be working closely with schools on this in the months ahead.

These steps will make a big difference to modernising the classroom experience for teachers and students, and improving access to educational content, delivery and services.



SCOTT BAYLISS
CHIEF INFORMATION OFFICER
DEPARTMENT FOR EDUCATION

Behind the scenes, we are also running a major project to overhaul school management systems and strip back the administrative burden placed on them. This project is known as the Education Management System (EMS). The EMS is the most significant upgrade of public education's curriculum and school administration systems in more than 20 years. The new EMS will provide, amongst other capabilities

- a single record that follows a child throughout the SA public education system
- tools to communicate and measure educational progress
- real-time data for decision making
- school financial and asset management
- parent and student portals

The EMS project provides a significant opportunity for us to modernise our systems, processes, and way of working. We anticipate that it will take about 2 years to get to every site across the state. I know that sounds like a long lead-in time, but we are implementing a foundation system that will be used by schools for the next 20 years. We want to make sure we get it absolutely right.

I'm passionate about helping people make the best use of technology, to make them more effective in what they do and, in turn, to help them provide the best experience they can for our students.

If we can embrace the right technology where it makes sense to – modern technology – it will not only help us do our jobs better but it will help us attract and retain the very best staff and that's also really important for us to be world class. Our people are our best enablers, so we need to give them the right tools to do their job.

I'm excited about what we've got ahead of us. We're aiming high and working at pace to partner with schools to make sure we are as relevant as we can be. I want my division to be an enabler, a valued partner helping our staff to provide rewarding, practical outcomes for schools and kids right across South Australia.

WINE EDUCATION CENTRE



NURIHANNAM WINERY AT NURIOOTPA HIGH SCHOOL

Nuriootpa is located in the heart of the Barossa Valley, home to some of the best wineries in the world. With such a rich history of viticulture and winemaking in 1992 Nuriootpa High School became the first school in Australia to legally operate a commercial winery and their wine education program was launched. In the first year just one hogshead of wine was produced with a volume of approximately 240l of wine.

The name NURIHANNAM originated from the combination of the school, and the name of the school's previous cattle stud. The names of the wines in our range include 'Class' and 'Scholar'. Apart from the obvious education attachment, they are also a throwback to the names of two racehorses that Nuriootpa High School used to lease, in association with Lindsay Park Stud. This link is evident through the racehorses depicted on our fortified Ruby and Tawny labels.

Over one hundred students are involved in the winemaking process each year, and partake in activities that include growing the grapes, making the wine, bottling, and design of wine bottle labels.

In 1994, the school made its first Chardonnay using grapes grown at Kalimna, which continues today. The Chardonnay spends time at Treasury Wine Estate (formerly Wolf Blass winery) after crushing and pressing at the school. In 1998, we

produced our first Ruby Port using school grown Shiraz grapes. Our Ten Year Old Tawny is a fortified wine that began as a Ruby port, being kept in American oak at school for ten years before bottling. A premium Barossa Class Shiraz was first produced in 1998 and continues to this day, made from A-grade grapes grown at Ebenezer. Each year this wine is placed in new American oak barriques from Cooperage Australia 1912.

Another Shiraz, named Barossa Scholar is made from grapes grown at school and our leased block 'Higginbotham'.

Our 5 wines produced annually include

- Barossa Class Shiraz
- Barossa Scholar Shiraz
- Barossa Scholar Chardonnay
- Barossa Class Ruby Fortified
- 10 Year Old Tawny Fortified

Community support of the wine education program

The ongoing success of the wine education program could not be possible without the generosity and support of many local businesses and individuals.

Treasury Wine Estate (formerly Wolf Blass and Penfolds Wines), and Sepplesfield continue to provide professional guidance,



Photos taken by students during the wine making process

support, and encouragement to the students and staff of Nuriootpa High School since the launch of the wine education program. Upgrades of our winemaking facilities have been made possible by the support of Barossa Wine Show Committee and the Marananga Wine Show Committee. Vinpac International with support from Clear Image, CCL label, Alcan, and Visy Board have kindly donated the bottling and packaging of our wines since 2001. Cooperage Australia 1912 (formerly Heinrich Cooperage) donated a new hogshead in 2003, and barriques from 2004-2017. Penfolds have also donated several barriques to the wine program. Cellarmasters assist with distribution of wine Australia wide.

Furthermore, the ongoing generosity of countless individuals, retired winemakers and families of past and present students through grape donations and guidance is greatly appreciated by staff and students at Nuriootpa High School.

The aim of the wine program is to help students improve their wine making skills; produce high quality commercial wine; and to develop industry skills and career awareness in students so they may enter the wine and viticulture Industry.

If interested in purchasing any of the wines produced by students through the school wine program, please see the Nuriootpa High School website www.nurihs.sa.edu.au. All profits from the sales of wines are directed back into funding the agriculture programs and the advancement of our winemaking and viticulture facilities at Nuriootpa High School.

JOSH BOTTRALL
AGRICULTURE AND HORTICULTURE COORDINATOR, NURIOOTPA
HIGH SCHOOL

NURIHANNAM AWARDS

National Schools Wine Competition

2017

Gold- 2015 Barossa Class Shiraz
Silver-2015 Barossa Class Shiraz
Silver-2016 Barossa Scholar Shiraz
Silver-2016 Barossa Scholar Shiraz
Silver- 2016 Barossa Class Ruby
Bronze- 2016 Barossa Class 10 Year Tawny
'Best wine made by a school' Trophy for 2015 Barossa Class Shiraz
'Best fortified wine' Trophy for 2016 Barossa Class Ruby

2016

Gold- 2015 Barossa Class 10 Year Tawny
Silver-2015 Barossa Class Ruby
Silver- 2015 Barossa Class Shiraz
Silver- 2015 Barossa Scholar Shiraz
Silver- 2015 Barossa Scholar Shiraz (Wine label- designed by student)
Bronze- 2014 Barossa Class Shiraz
Bronze- 2014 Barossa Scholar Shiraz
Bronze- 2015 Barossa Scholar Chardonnay
Bronze- 2015 Barossa Scholar Chardonnay (Wine label- designed by student)
'Best wine made by a school' Trophy for 2015 Barossa Class Shiraz
'Best fortified wine' Trophy for 2015 Barossa Class 10 Year Tawny

2015

Gold- 2014 Barossa Class 10 Year Tawny
Silver-2014 Barossa Class Ruby
Silver- 2014 Barossa Scholar Chardonnay

Silver- 2014 Barossa Scholar Shiraz
Silver- 2014 Barossa Class Shiraz
Bronze- 2013 Barossa Scholar Shiraz
'Best wine made by a school' Trophy for 2014 Barossa Scholar Shiraz
'Best wine commercially produced' Trophy for 2014 Barossa Scholar Chardonnay
'Best fortified wine' Trophy for 2013 Barossa Class 10 Year Tawny
Two silver medals for 'Wine labels- designed by students'.
We have won 'The best wine made by a school' at the National Schools Wine Competition held at the Royal Adelaide show in 2012, 2013, 2014, 2015, 2016 and 2017.

Barossa Wine Show

Gold Medal

Barossa Scholar Chardonnay 2009 & 2011
Silver Medal Barossa Class Shiraz 2004, 2015,
Barossa Class Ruby Port 2006, 2007, 2008, 2009, 2010

High Bronze Medal

Barossa Scholar Shiraz 2010, 2013, 2015

Bronze Medal

Barossa Class Shiraz 2004, 2006, 2008, 2009, 2013
Barossa Class Ruby Port 2011, 2012, 2013 and 2014
10 Year Tawny 2009 Barossa Scholar Shiraz 2003, 2015

Nurihannam wines have a rich history in winning National awards. The consistently strong results of Nurihannam wines speak for themselves and indicate the quality of the wine produced by the students in the Wine Education programme at Nuriootpa High School.



TEACHER INDUCTION AND MENTORING

Help! I've found out that my child's teacher has just finished university and is only provisionally registered. My child struggles with school already, how is she supposed to learn with an inexperienced teacher who doesn't know anything?

Firstly, don't panic! All initial teacher education programs in South Australia are accredited by the Teachers Registration Board of South Australia. This involves assessment of every program against a range of components that align with nationally agreed Australian Professional Standards for Teachers (APST), and these come together to ensure the delivery of quality initial teacher education programs. This assessment includes a professional practice component that all ITE students must undertake, so your child's teacher will have had supervised experience in the classroom already.

Be assured that the learning for a teacher doesn't end once they begin teaching. Recent changes to TRB policy ensures that no teacher in South Australia will remain on provisional registration for more than two terms of registration (a maximum of six years). This means they must actively seek to transition to (full) registration which requires them to reflect on their teaching practice and continue to learn and grow as a professional.

Quality induction and mentoring plays a vital role for teachers in their first years of teaching as they continue to access knowledge and learning in order to improve the skills necessary to become successful teachers. Induction involves a formal program and other support that assists new teachers to extensively learn, practise and refine the elements of the educator's role that are best acquired while teaching.

Mentoring is one aspect of induction. It involves pairing a new teacher with a senior, more experienced teacher in order



PETER LIND
REGISTRAR, TEACHERS
REGISTRATION BOARD OF
SOUTH AUSTRALIA

to develop a strong professional relationship. This relationship will assist the professional development of the new teacher through ongoing observation, conversation, evidence about and assessment of practices, and goal-setting aligned with standards of quality teaching. Newly graduated teachers have a thorough understanding of the APST, which make clear the elements of high quality teaching, and this guides them as they move from graduate to proficient to accomplished in their teaching as they constantly improve their practice.

The role of the mentor is an important one as they assist the new teacher to navigate the first weeks and years teaching. This relationship supports the new teacher to improve their knowledge and teaching and understand their professional responsibilities as a teacher, which in turn enhances student learning.

Newly graduated teachers have an important role to play in school life. They have up-to-date knowledge such as a deep understanding of the latest digital technologies as well as bringing enthusiasm and a breath of fresh air to the teaching environment.

Supporting, encouraging and challenging teachers to continue to grow and reflect on their practice through quality induction and mentoring is pivotal to an effective school culture. The TRB has recently concluded research into quality induction and mentoring in South Australia to determine what quality induction and mentoring looks like, what it involves and ways to share this information with teachers and schools across South Australia. We know that teachers already negotiate many different tasks and duties however, it is vital that teachers step-up to support and nurture the next generation of teachers so that the teaching profession as a whole can meet the needs of students.

MARTIN WESTWELL
CHIEF EXECUTIVE
SACE BOARD OF SA



SACE UPDATE

As we advance into Term 2, preparations are in full swing for the first end-of-year electronic examination.

Wednesday 7 November will be an historic day when English Literary Studies students will sit their examination using the new format.

I am proud that South Australia will be the first state in Australia to introduce a Year 12 end-of-year electronic examination.

Electronic examinations are inevitable in our technological age, and most importantly, they are better for our students.

The move to electronic examinations reflects how our students are learning in schools, further education and the workplace. They are more authentic and relevant to students.

Change can be challenging – but we have spent a significant amount of time preparing for this shift to ensure students and schools are ready.

In Term 1 we commenced working with IT managers at schools to determine schools' technical readiness to deliver the new electronic format. Support will continue for those schools found not to be ready.

Ultimately, students at schools that do not have the technical capability to deliver an electronic examination in 2018 will sit a paper exam in the traditional manner

The electronic examination is an electronic copy of the paper examination. The same texts and questions will be presented to students completing either the paper or electronic version.

Students who sit the electronic examination will also be provided with a paper version of the question booklet and can then choose to read from screen or from paper before answering the questions electronically.

They will apply the same knowledge and skills requirements whether or not they access the paper or electronic examination.

In Term 1 we also visited Year 11 students at a range of schools to get their feedback on a sample electronic examination that will be made available on the SACE Board website later in Term 2.

An example electronic examination will be available on the SACE website in Term 2 and will assist students to familiarise themselves with the features of the electronic examination.

We have taken a considerable amount of care to ensure the software is easy to use without training, with the new format being designed so the critical reading texts and questions are presented simply.

The look, feel and features like scrolling and navigation are designed to be familiar to students from using the internet every day. Students will be able to zoom in and out for readability.

The key ICT skills students will need to have are being able to read the screen and navigate webpages, tap/move the cursor to locate and select, type an answer, and use word processing.

Eligible students who demonstrate a significant difficulty accessing the reading or writing requirement/s of the electronic or paper examination can be granted appropriate provisions to support them to participate in, or comply with the requirements or conditions of an electronic/paper examination.

In August, we will make a trial examination available that will provide students with an authentic electronic examination experience in preparation for the real thing.

We will continue to consult, listen, support and provide the information schools, students and parents need throughout all phases of the English Literary Studies electronic examination.



A photograph of two young men, likely students, working together outdoors. They are both smiling and looking down at something they are doing on the ground. The man on the left is wearing a light blue polo shirt and khaki shorts. The man on the right is wearing a dark grey t-shirt, a black baseball cap with a yellow Batman logo, and blue gloves. They appear to be in a natural, outdoor setting with trees and bushes in the background.

UBUNTU VOLUNTEERING PROGRAM

IMPROVING STUDENT WELLBEING FOR LEARNING AT OCEAN VIEW COLLEGE

Ocean View B-12 College caters for students from Birth to Year 12. The enrolment is approximately 700 students and includes 18% Aboriginal students, 13% students with disabilities, 26% students with English as an Additional Language or Dialect, 1% young people in care, and 40% of families eligible for School Card assistance.

The state of the psychological outlook of young people was of great concern to the Community Engagement Coordinator (CEC) at the College who as a part of her role as the Career Development teacher, has regular interactions with community members across a wide array of industries where there is a consensus that our current youth lack 'soft employability skills'.

Realising the need for change, the CEC developed a youth based volunteer program to create learning experiences where students enhance their personal wellbeing through engaging in volunteering within community. It commenced with a trial in 2015. The program is called the 'uBuntu Volunteering program'.

uBuntu is a term that was popularised by Nelson Mandela and translates as 'I am because we are'. uBuntu speaks particularly about the fact that you can't exist as a human being in isolation. It speaks about our interconnectedness. You can't be human all by yourself, and when you have this quality - Ubuntu - you are known for your generosity.

Student involvement

The key objective of the program is to increase the number of school students exposed to the benefits of volunteering. The aim is to give students a taste of volunteering with the hope of generating a passion for it in the longer term.

Each year the uBuntu Volunteering program is delivered to all year 9 students (approx 80) at the College. Students choose from a range of organisations and undertake week long volunteering activities during term four. The types of volunteering include

- Direct Service, for example, helping a disabled child achieve their daily tasks; serving breakfast to students at a Breakfast Club; helping senior citizens develop their computer skills or being a companion during a game of bingo; playing with young children from non-English speaking backgrounds; looking after orphaned animals at the Humbug Scrub Wildlife Sanctuary
- Indirect Service, for example, weeding of the Taperoo Dunes and Torrens Island; preparing 200 meals for the homeless alongside the Salvation Army; planting seeds for Trees for Life; packing literacy bags for The Smith Family; painting the interior of and removing corroded iron from the City of Adelaide Clipper ship; designing a website for Friends of the Taperoo Dunes community group

- Advocacy, for example, after visiting Soles4Souls and learning about health issues related to children in Third World countries not having shoes, students actively created and implemented campaigns to collect second hand shoes to donate to these countries. In the process, the students learnt the value of their own voice.

During the months leading up to the volunteering week, students engage in numerous activities relating to volunteering including what volunteering means to the students, presentations by volunteer organisations and witnessing volunteering in action.

In 2017, the program was revised and now a year 9 Civics and Citizenship Unit in Humanities has been designed and is explicitly taught over four weeks prior to the students' active volunteering.

Community involvement

It is vital that there is community involvement at every stage of the Program including design (planning), implementation (delivery and participation) as well as the assessment (feedback/ reflection). The CEC believes that for the volunteering program to be effective and a win-win scenario, collaboration with key stakeholders is paramount.

Promotion within the community and expansion of the program into additional schools has been a focus of the CEC. This entails sharing the uBuntu Volunteering Program through presentations and facilitating workshops to bring schools, business people and community members together to share knowledge, develop collaborative teaching tools and build capacity.

Outcomes

The impact of the Program has been overwhelmingly positive. Enhanced personal wellbeing positively impacts all learning outcomes and has a positive impact on the whole child. As demonstrated through a pre and post wellbeing survey, every student who participated in the Program increased their personal wellbeing and social connectedness by at least 10%. For the past two years, the student attendance has been remarkably high during the Program, averaging 87%.

Through engaging in volunteering, students also develop their personal employability skills. They are discovering a sense of purpose and the various career pathways available to them. Students have taken ownership of their own learning and are making connections to real world experiences that are starting to prepare them for the workplace. During this process, they are developing the skills needed to be employable.

The uBuntu Volunteering Programs has seen the establishment and strengthening of relationships between the school and community groups. The College is becoming an authentic hub within the community and this is providing opportunities for a broader range of students. For example through the Program a positive relationship has been established with the Friends of the Taperoo dunes (FoTD). This has resulted in some year 8 Science students volunteering with FoTD members to explore our coastal environment and in 2016, 30 Humanities students assisted with the planting of 500 indigenous seedlings in the dunes.

Since the commencement of uBuntu, students have expressed the desire to take their volunteering to the next level. In September 2016, the CEC went to Cambodia to explore international volunteering possibilities for the students and in November 2017 the first group of student volunteers visited Cambodia.

Feedback from students

The thing that makes me proud was the fact that I did something good for myself and the environment

This week I feel as though I have succeeded in helping myself realise what I have and what I can do for others

During this volunteering program I don't think I'll ever forget how it feels to know I made a difference in someone's life

I've been going through some issues lately and this experience had really taken my mind of it. I really loved the whole thing and would do it over and over again

I think volunteering is a better way to learn new skills and experience new things



Feedback from community members

It is rather refreshing knowing that there are teenagers in our community that really care about others. I personally enjoyed working with your students in our kitchen as we prepared 210 meals for the homeless among us. I am confident that quite a few students will return as regular Salvos volunteers. More schools should have such volunteering opportunities - The Salvation Army

Thank you for letting us have time with your year 9 students. I hope they enjoyed it as much as we did. Their interest in the dunes and wildlife was very keen. I hope we can work with them again throughout next year. Please pass on our thanks to them - it was a fantastic week! We highly value the relationship between Ocean View and the Friends of the Taperoo dunes - Friends of the Taperoo Dunes

I didn't realise that adolescent students could be so physically hard working. Where did you find them? They weeded with such enthusiasm and vigour. Thank you for the positive impact the Ocean View College students and staff made on the Torrens Island Quarantine Station - Friends of Torrens Island

With thanks to Tracey Wallace, Community Engagement Coordinator Ocean View College B-12





SCHOOL SPORT SA

Sport is an integral part of the total education department program of South Australian schools. The education department supports sport through policy development, curriculum initiatives, professional development opportunities, resources and a statewide sport program.

The SA Department for Education funds the School Sport SA team which is part of the Professional Practice directorate of the Learning Improvement Division and we are responsible for delivering the department's school sport primary (Sapsasa) and secondary programs in close collaboration and partnership with key sporting organisations and teachers in schools. Our team provides support for teachers and volunteers to enhance their professional learning and student learning outcomes.

The School Sport SA office is staffed by 6.4 seconded teachers and 3 administrative services officers. This is a new integrated service delivery model with a team leader, assistant team leader and 4.4 school sport officers. Our School Sport Officers coordinate the development and implementation of quality school sport programs that align with the Australian Health and Physical Education Curriculum, SACE and VET to support the learning needs of each student in the programs.

Our School Sport Officers work closely with schools and teachers on zone/district school sport programs as well as provide competitions in 28 different sports – knockouts, district carnivals, state, interstate and international championships. We also offer opportunities for students to complete SACE/VET competencies



in alternative pathways in sport including officiating and event management.

Out in the field there are 40 district convenors and 8 country zone convenors who work part-time to provide sporting opportunities for schools and students in their area. Each district/zone is composed of schools which are located in a similar geographical area. They have developed similar yet different programs as a response to the varying circumstances within which they operate.

School Sport SA also offers a range of school sporting pathways for South Australian students with a disability including in many of the state and interstate championships listed above as well as a range of stand-alone events. The stand-alone events include track and field, Australian football, netball, boccia, goalball and outdoor 5-a-side soccer. We are always looking to create more inclusive opportunities for students with a disability to engage in sport and physical activity.

School Sport SA is affiliated with School Sport Australia, the national body responsible for interstate competitions. Championships hosted by us on behalf of School Sport Australia are the result of quality state based programs and offer talented students the opportunity to participate in high level school sporting competitions.

The Department for Education has been very supportive of our school sport program highlighting the importance of sport and physical activity and ensuring that adequate funding is available to provide high quality events. Our program is delivered to over 800 schools both primary and secondary and we support an army of passionate teachers and volunteers. School Sport SA is aspirational in all that we do, constantly looking for ways to improve, ease the burden on our teachers and volunteers and give young people exceptional experiences when involved in our programs.

PAULA NIELSEN
TEAM LEADER, SCHOOL SPORT SA



NEURODEVELOPMENTAL DIFFERENTIATION: OPTIMISING BRAIN SYSTEMS TO MAXIMISE LEARNING

We are at an exciting time where we can help all children to succeed by providing activities that stimulate different parts of children's brains. Neurodevelopmental differentiation (NDD) involves parents as well as teachers helping children and teens to increase the effectiveness of each of their brain system areas. It involves teachers and parents finding ways to have children build upon their strengths and to succeed by compensating for areas that are weaker or taking longer to develop.

Processes that develop naturally for some children have to be taught explicitly to others. Catering for these differences is what we call 'neurodevelopmental differentiation'.

Our brains consist of interlinked systems. As we develop and mature our brain systems function more efficiently within themselves and communicate with other areas more quickly. For all of us, there are times when these systems can be over or under-activated and we see the results in our learning and in our actions. The contributing factors for under or over activation include genetics, trauma, maturity, depression and anxiety, sleep deprivation and poor food intake.

Additionally, some people have established patterns for either good or poor functioning in these areas. The main brain systems include:

1. Concentration and memory
2. Language and words
3. Numbers
4. Spatial reasoning
5. Perceptual/ motor co-ordination
6. Thinking and logic
7. Planning and sequencing
8. People skills

The strength of these brain functions directly influences performance in and out of school.

Developing brain Systems to build learning

In all of these brain systems, we can impact on:

Inputs
Processing
Outputs

Inputs

As soon as information enters a child's brain, signals are sent to various relevant brain systems. Inputs include sensory awareness and integration, concentration, pattern detection, listening skills and perceptual awareness. Some children are overly vigilant to any disruption or distraction. Others can be so 'teflon coated' and dulled that a new idea would need to shout loudly to get noticed. Refining our children's radars and prioritizing inputs is an essential skill for effective learning.

Processing

Processing sorts out all of the sensory inputs (sights, sounds, smells) and connects them to usable thoughts and actions. They are like a router taking different inputs from the internet and directing them towards different computers in a house.

Processing includes recognition, comprehension, understanding, noticing similarities and differences, rationalization, meta-cognition, thinking, decision-making and planning.

Some of us have brains that are wired to handle a lot of information at once, others have brains that can absorb and process only a little information at a time (often with greater accuracy). Some young people have brains that process at lightning speed while others amble and meander about before developing answers. Interestingly many notable and creative thinkers were described when they were at school as a bit 'slow'.

Schools often reward faster processing. There is value in learning how to process quickly and there is also value in processing slowly.

Outputs

Outputs are what we do as a result of the inputs and the processing. Output controls are responsible for behaviour, impulse control, previewing, planning, spoken and written expression, report writing, self-monitoring, and the completion of tasks.

Some children are impulsive and rush into action and outputs before thinking things through. Others dawdle and procrastinate or become disorganised and have trouble monitoring their own progress.

When outputs are efficient, we can conserve mental energy.

A Summary of the major brain system areas and skills to be developed

Concentration and memory

When concentration and memory systems work well, we can be productive, learn and to behave appropriately. When concentration doesn't work it creates mayhem in the learning process and also in family life.

Concentration can be thought of the gear shifter of the human brain- it allows us to focus and to shift our focus and our actions according to different demands and contexts.

Some aspects of concentration may function well and other aspects may not function optimally. The concentration system is particularly susceptible to distractions, sleep deprivation and stress. Even people with very good concentration may have difficulty processing auditory sounds in a noisy environment.

Memory

The strongest correlate of school success is intelligence and the strongest correlate of intelligence is memory. Memory is particularly important for learning to read. This is why the development of memory is a skill worth developing.

Language and words

Language is central to thinking. We build our language from sounds to fragments of words, to entire words, to whole sentences, to lengthy chains of sentences, and finally to the process of not just thinking in language but thinking about language.

Language links with sequencing. When we tell a story the sequence of our ideas is critical. Language also relates to spatial ordering and visual processing. Being able to visually imagine a story enriches language experiences dramatically.

Language also plays a significant role in motor function. During the early stages of building any skill, we are likely to think aloud through the steps involved.

Numbers

A part of our brain called the intra-parietal sulcus activates whenever we think of a number. Children with dyscalculia often have impairments or delayed development of this part of the brain. This part of the brain is also involved in movement, rhythm and music.

Maths is about patterns and cause and effect chains of reasoning. Discuss numbers with them as part of everyday activities. Helping children to see how numbers are part of our everyday world is a major advantage.

Spatial reasoning

There is a strong overlap between spatial reasoning and mathematical thinking.

Children with poor spatial reasoning often are seen by others as clumsy. They may stand too close or too far away from the people or objects that they are interacting with. These children often find it hard to tell their left from right and they confuse positional language i.e. over, under, in or out, left or right. This makes it hard for them to follow directions that use such language.

In schools, children with spatial reasoning difficulties often find mathematics hard. This is due to the abstract concepts of the subject especially where shapes, areas, volume and space is involved. They will have problems reproducing patterns, sequences and shapes. Their strengths often are with the more practical and concrete subjects.

These young people often excel when we find a multisensory way of learning. They often listen well, have good memory skills and have strength in speaking. They tend to have good verbal comprehension skills and their strength is usually in verbal and non-verbal reasoning.

Perceptual/ motor co-ordination

These neuro-motor functions make possible cursive writing, playing the guitar, and playing sports. Motor coordination is important to children. Being able to show off proficiency makes an important contribution to self-concept and confidence.

The sequencing of body movements is helpful in dance, sport, art and in relating to other people.

Physical expression is an important social signal to others and relates to personal 'warmth' and social acceptance. Perceptual issues may result in misinterpretation of others intentions.

Thinking and logic

Thinking and logic includes the ability to problem-solve and reason, to form and make use of concepts (such as mass in physics), to understand how and when rules apply, and to get the point of a complicated idea. Thinking involves decision-making, reasoning, critical thinking, creative thinking and seeing the linkages between ideas and concepts.

The opposite of impulsivity is good problem-solving skills. We all use logic to solve problems, make complex decisions, express ideas in writing or with other media, use evidence to justify their own opinions or challenge the opinions of others.

There is obviously an optimal speed range for anything that we do. Pacing can also be set at too slow a rate. Some kids with output control problems grind everything out too slowly.

Planning and sequencing

Planning and sequencing are essential in maths, in completing science experiments or arts projects, in playing music, understanding the plot of a story, time management and connecting new ideas to what we already know. Parents may assume that these connections are being made. Often they are not and we need to explicitly teach children how to do it.

Planning and sequencing inputs create learning by enabling ideas to stick together. If there is no planning and sequencing nothing binds to anything else.

Children and teens have to practice asking themselves, 'What does this fit with? What does this change my mind about? What does this new stuff remind me of? What should I do next? We need to help them develop a plan for doing one thing at a time. All children need help to do things in steps rather than all at once.

Previewing, consideration, weighing up options, and adjusting pace, all help children become more considered and reflective.

People skills

A child (or adult) may be strong in the seven other neurodevelopmental systems yet seem to fail in life because he or she is unable to behave in a way that fits appropriately with others of his age group. They may have trouble establishing new friendships and keeping old ones or working collaboratively in groups.

Knowing your own emotions and being able to read the emotions of others is an important determinant of happiness and success.

Friends and siblings play a powerful role in shaping the brains of their friends. Being curious about how other people think and see things is a powerful motivator of learning. Being able to develop empathy – the ability to see things from another's perspective – enlarges our world. Developing compassion – the willingness to help others who are upset is kind and also empowering and enabling.

Knowing how to regulate our own emotions and eventually how to help other people regulate theirs is an essential predictor of resilience and life success. Being able to take steps to calm out own responses is a useful life and relationship skill.

Summary

We are entering an exciting new time. A time when we can utilise the research on brain systems and combine it with research on learning, to help our children and teens develop their brain systems to meet their potential. The use of neuro-developmental differentiation provides a way for parents and teachers to cater for and build different strengths for different types of young people.

In the space of one article we have been able to introduce you to this concept but have not been able to outline the strategies to accomplish these gains. These are best developed with parents and teachers in collaborative workshops. For information about this go to www.andrewfuller.com.au.

Stay in touch with Andrew and receive updates

On Face book: [andrewfullerpsychologist](https://www.facebook.com/andrewfullerpsychologist) and The Learning Brain or on Linked in Or at www.andrewfuller.com.au

References

- Barringer, M, Pohlman, C & Robinson, M (2010) Schools for all kinds of minds Jossey-Bass: San Francisco, Calif Dehaene, S (2010) Reading in the brain: the new science of how we read Penguin:NY
- Dehaene, S (2011) The number sense: how the mind creates mathematics Oxford University Press: NY
- Fuller, A (2016) Unlocking your child's genius Finch: Sydney
- Karten, T (2017) Building on the strengths of students with special needs Alexandria, ASCD: Virginia Sousa, D (2016) How the special needs brain learns Thousand Oaks, Calif : Corwin
- Sousa, D (2009) How the brain influences behaviour: strategies for managing K-12 classrooms Thousand Oaks, Calif: Corwin

ANDREW FULLER
CLINICAL PSYCHOLOGIST, AUTHOR AND FAMILY THERAPIST AND
VICKI HARTLEY
CATHOLIC SCHOOLS OFFICE, ARMIDALE, NSW

JOYCE FITZPATRICK AO

1922-2018

Joyce Fitzpatrick had a long and distinguished involvement with SAASPC. Her husband Ron was a teacher, and then a principal, which meant moving around South Australia to a number of schools and at each one Joyce became a very active member of the parent club. She became a SAASPC Country vice president, then Metropolitan vice president and from 1973-1976 she was president of SAASPC. She then continued to support SAASPC in a number of roles and eventually become the Patron of the Association.

Joyce represented parents on many educational committees and programs and was a member of delegations at both state and national levels. She was very involved in running major state wide conferences for parents, school staff and the wider community.

She was unrelenting in seeking to address disadvantage. Her early childhood experiences in remote SA helped in her approach to Aboriginal education and she fought for improved resources for schools with Indigenous students. She was the SA member of the Commonwealth Schools Commission's Disadvantaged Country Areas Program (later Country Areas Program) which aimed at helping counteract some of the educational disadvantages caused to students by factors such as poverty, isolation and remoteness.



Joyce liked to tell the story of how she wrote to the Catholic Church in support of Mary MacKillop becoming a saint because, she said, Mary's work in providing an education to the poor and the great difference that made to a huge number of lives was undoubtedly a miracle.

In the 1980s she helped institute sweeping changes that led to parents being given a much more direct say in how their children's schools were managed and run, making SA a world leader in that area.

Joyce was awarded the Queen's Medal for her services to the community. In the 1988 Australia Day Honours List, Joyce was made an officer of the Order of Australia for her services to education.

CANTEEN FORUM

When

19 June 7.00-9.00pm

Where

163 Greenhill Road Parkside

With

Jill Drury – SA School Canteen Network

Covering

- Setting up and operating a canteen
- Occupational health and safety
- Buying and storing of supplies
- Managing volunteers and staff
- Financial management

To register go to www.saaspc.org.au and click on the link



a free forum for governing councillors, parents and school staff

Enquiries to

SA Association of School Parent Communities (SAASPC)

1800 724 640 or info@saaspc.org.au



PROUDLY SUPPORTED BY:

