

PARENTS SAY

THE OFFICIAL PUBLICATION OF THE SOUTH AUSTRALIAN ASSOCIATION OF SCHOOL PARENT COMMUNITIES INC.

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**BIRDWOOD
PRIMARY SCHOOL
FARM DAY**



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MAKING A COMPLAINT

from the DECD website

Members of the public (including parents, carers and students) can raise a concern or complaint if they think that the school or a staff member has

- done something wrong
- failed to do something that should have been done
- acted unfairly, unreasonably or disrespectfully.

The Raising a complaint with DECD brochure outlines the steps to take should you wish to raise a complaint (<https://www.decd.sa.gov.au/sites/g/files/net691/f/raising-complaint-with-decd.pdf>).

Your concern or complaint may be about

- the type, level or quality of services
- the behaviour and decisions of staff
- a policy, procedure or practice.

Teachers, principals, preschool directors, and other education department staff will work alongside you to agree on a plan of action and a timeframe for resolving your issues or concerns.

Sometimes a complaint is about something we have to do because of state or federal law. In such cases we are able to talk to you about the matter and help you understand the requirements and why they exist.

Before you begin

There are some points to keep in mind if you have a complaint about public education and care

- clearly identify the issue and let us know how you believe the issue can be resolved.
- write down key points to refer to when you report the problem.
- a friend or support person can attend any meetings with you or help you work out the best way to present your concerns. This person is not there to speak for you or to answer questions on your behalf. It's important that it's your opinions and feelings that are voiced and heard by all parties.
- if an interpreter is required, please let us know prior to any meeting.
- focus on the facts or details of what happened - avoid personal insults, inflammatory statements and threatening or intimidating comments.
- it's best to only discuss your complaint with people directly involved in the complaint resolution process. This will help limit damage that can be caused by rumours.
- when a lawyer is engaged to represent you in your complaint, the issue becomes a legal matter and will be referred to the Legal Services Directorate of the department.

Making a complaint

Tell the school or preschool first

Contact the school to arrange a time to meet with the teacher or have a discussion with them on the phone. They will look into your concerns and get back to you as soon as possible.

If the matter is not resolved, or if your complaint is about a teacher, you may want to meet with or write to the principal or preschool director. They will work with you and the staff member to resolve the issue.

The school or preschool will aim to resolve your concern or complaint as quickly as possible.

If you are unsatisfied contact the Education Complaint unit

If you are not satisfied, contact the Education Complaint unit email: DECD.EducationComplaint@sa.gov.au phone: 1800 677 435

The complaint unit will

- assess your complaint
- work with you to decide what action is needed
- let you know what has been done and when you can expect to hear about the outcome
- advise you about how you can escalate your concerns if you haven't been satisfied by the outcome.

Where to get help

You can contact the unit on 1800 677 435 to discuss your concern or complaint, or to seek advice about resolving school problems.

Will I be treated fairly?

You will not be discriminated against if you make a complaint. All staff are bound by the Code of Ethics for South Australian Public Sector which requires staff to act impartially, fairly and equitably (publicsector.sa.gov.au/policies-standards/code-of-ethics).

You can ask for your identity to be confidential when making a complaint, or make an anonymous complaint. However, keep in mind:

- this may limit options for investigating and negotiating a resolution
- this may limit the ability of staff to follow up with you about your concerns
- there are situations where staff have to disclose that you have made a complaint.

Other options

You also have the right to refer any education or care concern to an external body such as the South Australian Ombudsman (www.ombudsman.sa.gov.au) or the Education Standards Board (www.esb.sa.gov.au).

And don't forget that SAASPC is always ready to assist and support you, so please don't hesitate to contact us if necessary.

PRESIDENT'S SAY

WELCOME TO TERM 3

Parent Engagement Conference

As we know parent engagement is very important for our children at all levels so I was very pleased to be able to attend the inaugural Parent Engagement conference (Maximising every child's potential) on 6-8 June in Melbourne. The conference was hosted by the Australian Research Alliance for Children and Youth (ARACY) and the Smith Family and was attended by 600 delegates. Those attending came from a wide variety of different roles – practitioners, policy makers, educators, academics and importantly parents – all there to learn more and how to improve parent engagement given its critical importance on the learning outcomes of all children.

The conference was certainly a very busy two and half days with much that was informative and with many new ideas to be taken away.

The opening address was delivered by the Hon Simon Birmingham, the federal Education Minister. Over the two and a half days we heard from speakers from the UK, Canada, USA and Australia. Many aspects of parent engagement were covered including research; understanding and enacting engagement; the nature and role of the relationship at the heart of effective practice; the critical use of parent knowledge in the engagement of parents; preservice training for teachers and the importance of the school leadership in supporting parent engagement.

For Education Department staff and educators attending we sincerely hope that they take on board what they heard and learnt and through genuine consultation move forward with this important work. SAASPC, with its interest and expertise in this area, is always very willing to be a part of those discussions and to provide the parent perspective. Forty years of research backs the importance of parent engagement, and it so important that we get it right at all levels for all children.

Information from the conference including power point presentations and videos from many of the speakers can be found at pecaustralia.com.

This issue of Parents Say includes articles on the Farm Day organised by Birdwood Primary School and the Harvest Festival hosted by Loxton North School. They are just two examples of the ways schools work with their community to benefit the school, students and the community. Having attended many



JENICE ZERNA
PRESIDENT

similar events when my children were at school, we found they were always very well organised and enjoyable and something the children looked forward to as they provided a different experience and a new way of learning about the local community. Well done to all involved and may both events continue for many years to come.

Parent Initiatives in Education (PIE) grants 2018

The grants are available to all government preschools and schools allowing you to apply for funding to support your community and to encourage parent participation. Whatever the project is that you apply for it must be new, innovative, and most importantly encourage and increase parent participation in areas that are not well represented in your preschool or school.

Applications for the grants are now available. DECD has sent information to all preschools and schools. Please consider applying for a grant for a project/s. When applying for the grant it is important to read the application carefully and take note of what you are eligible to apply for and what you are not eligible to apply for. Ensure that you follow all the steps required and supply all the necessary information. GOOD LUCK!

A link to the application is available on our website.

Information sessions

SAASPC continues to provide information sessions on parent groups: their role in schools, parent participation and involvement, Responding to abuse and neglect (mandatory notification), and Merit selection for governing council panel nominees and interested parents for the appointment of principals/preschool directors. All Sessions are free to preschools and schools, and are provided where and when they are needed.

Please do not hesitate to contact us on 8272 4640 or free call 1800 724 640 or email us at info@saaspc.org.au if you would like more information, to organise an information session/visit, or raise any concerns or issues that you may have. We are happy to visit you no matter how near or far 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.

**THE HON
SUSAN CLOSE MP
MINISTER FOR EDUCATION
& CHILD DEVELOPMENT**



MINISTER'S MESSAGE

IT'S AN INTERESTING TIME TO BE A PARENT

It's an interesting time to be a parent. Rapid changes in technology mean that our kids are the experts in the fields that are shaping our world.

Using apps for everything from ordering food to building virtual worlds is second nature to our young people. And emerging trends, such as digital assistants based on artificial intelligence, are for them expected rather than feared.

How are we supposed to give our kids advice about school and careers if they know so much more than us about these new developments? This is something I've grappled with too, and I have the great privilege of talking to teachers, students and education experts almost every day. My conclusion is that while the world is changing rapidly, what our children need from their parents is the same as it's always been: they need our encouragement and support, and they need our guidance.

While nobody can predict the future, we can see the trends and try and interpret what that means for our children and their education.

One of the changes moving through the world at the moment is increased automation. Advances in computing are starting to alter industries and lives and this change is expected to grow exponentially in the next couple of decades. It's predicted that computers will soon be able to take over some of the tasks currently carried out by humans, such as driving, offering legal and financial advice, or even providing health care. What does this trend mean for our children? It means education is more important than ever before. The jobs of the future will be highly skilled, so our children must have a great education at school and more than likely continue studying throughout their lives.

We'll also rely more on technology developed both here and overseas, so we'll have to be open and able to develop strong relationships internationally. This will have an effect on what our children study. Of course not everyone is cut out to be a computer scientist, or programmer, but our children will more than likely need knowledge in the areas of science, technology, engineering and maths, no matter what path they take. They must study broadly so they have the skills to find creative solutions to problems that cross multiple fields. This ability will help them find opportunities and adapt as the world does. Getting a start in another language will increase their appreciation for different cultures and help them compete in an increasingly international job market. Furthermore, studying a number of

areas will give them an idea of what they're interested in and would like to focus on as they progress through school and further education.

We're adapting our education system to reflect these changes and give our children the chance to shape these trends. Schools today are very different from when I was a student. Classrooms with rows of desks are being replaced with areas designed to encourage collaboration and work across multiple subjects. For example, I recently visited the new STEM facility at Brompton Primary School. This is the first of 139 of these labs that are being built at SA's primary and high schools. Students of different ages were building robots, operating drones, creating electric circuits and making structures from magnets, all in the same place. They were challenging themselves in maths, engineering, technology and science and they were loving it.

This is the type of learning we have to encourage. STEM learning will be the focus of the new Adelaide Botanic High School, when it opens in 2019. These facilities will also be part of the new B-12 schools announced in the recent state budget for the northern and southern suburbs of Adelaide.

For our children to engage fully in this type of education, they must have a solid foundation in literacy and numeracy. Students can't be left to struggle with skills such as reading throughout their schooling, they'll simply fall too far behind. We need to continuously develop and refine tools and resources to help our teachers pick up difficulties at an early age and give the individual attention each student needs.

We also have to make sure our teachers are continuously learning. Recently I met a group of student teachers after they completed a placement with industry to learn about real life STEM projects. They were able to bring some terrific examples back to the classroom, which inspired students to try similar projects.

However, as always, our children will only be truly able to make the most of these opportunities if they have the care and support of their parents and carers. Research shows us the involvement of parents in education has a significant and tangible benefit in terms of the educational outcomes of students.

This is one of the reasons this state government has supported the South Australian Association of School Parent Communities for the last 16 years and has contributed a grant for its upcoming conference. Parents must continue to be involved in our schools and this association does a great job of encouraging this.

There are many opportunities for our children to explore and many paths learning can take them. While we may not be able to operate an iPad or build an app with the proficiency of our kids, we can encourage them to make the most of their education; we can encourage them to try the many different subjects on offer and have the confidence to pursue their interests and dreams.

While it may be a challenging time to be a parent, it's also a very exciting one.

SACE NEWS

When I joined the SACE Board in October 2013, I was honoured to join an organisation with a proud history of positively shaping young lives through the South Australian Certificate of Education. I was particularly excited to join the Board during a period of significant reform and change in the educational landscape.

That year, 13,624 South Australian students went on to complete their SACE – a completion rate of 93.5 per cent – setting them up for success on many levels: be it the opportunity to access tertiary study, gain fulfilling employment, lead active and engaged lives as valued and valuable members of society.

Since then, the number of SACE completers has continued to rise, with 15,107 South Australian students (or 96.6 per cent) completing the SACE in 2016, and many more completing the SACE offshore, through the 'SACE International' program.

With the assistance of the State Government, the SACE Board has continued to implement its strategic objectives for a modernised SACE that is relevant, high quality, effective and internationally recognised in an evolving global context.

Since 2015, we have been implementing changes to the way the SACE Board manages its business and, from September, we'll be introducing the first online submission of assessment materials for selected Stage 2 subjects. I'd like to thank schools for their support and assistance as the changes have been introduced, as it has been critical to ensuring a successful transition from paper-based to online processes.



DR NEIL MCGORAN
CHIEF EXECUTIVE
SACE BOARD

The SACE Board is now in a position to implement further changes which are designed to improve the efficiency and effectiveness of SACE Board operations, thereby allowing teachers to spend more time on what they should be doing – supporting students to achieve their very best. Similarly, the SACE Board will be able to focus on better supporting students, schools and teachers.

Significantly, the Board is also undertaking a program of subject renewal, which began with the integration of the national curriculum into the SACE, and is now continuing across all SACE subjects. It is critical that students' learning reflects the skills and attributes they will need in an ever changing world: the ability to think creatively, analyse and evaluate information, problem solve and adapt to new ways of working. These are the skills that will take our young people anywhere in the world.

The SACE Board is on an exciting trajectory and I am grateful that I have played a small part in setting our young people up for a successful future.

Dr McGoran is currently the Chief Executive of the SACE Board of South Australia, a position he has held since 2013. He will take up the position of Director at Catholic Education SA in early September.

PARENT INITIATIVES IN EDUCATION FUNDING

Parent Initiatives in Education (PIE) funding is available each year to support schools and preschools and their communities to develop innovative projects or new initiatives that:

- encourage and promote greater participation of parents and caregivers who are not well represented in their school and preschool decision making
- encourage and increase an understanding by parents and caregivers of their role in supporting children and young people's learning in literacy and numeracy through parent engagement strategies.

Eligibility for 2018 PIE funding

More than 1 application may be submitted and applications must:

- not exceed \$3,000
- be initiated by parent or caregiver groups, such as governing councils, parent clubs or individual parents or caregivers
- indicate the support to be provided for the initiative by the school or preschool
- include a detailed budget.

How to apply

Complete and submit the application form by 5pm on Friday 1 September 2017. More information and the application form are available at <https://www.sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/pie-funding>.



BIRDWOOD

PRIMARY SCHOOL FARM DAY

Birdwood Primary School Farm Day is our annual fundraiser event held at Chalks Campground, Warren Road in the Mt Crawford forest every May. The event is now in its 43rd year and continues to be a very popular day with up to 6000 people attending from all over the state.

It was the brainchild of a small group of local farming families, and not only does it raise funds for the school, it also provides an insight into the country lifestyle of the hills region for people from the local area, suburban Adelaide and beyond.

Julie Erwin is the convener and together with her hard working committee of volunteers spends many hours throughout the year organising conveners to run each stall, liaising with independent stall holders and ensuring there is plenty of entertainment across the day.

In the main arena you will be entertained by demonstrations of sheep shearing, working dogs, Don's Demo dogs, log chopping, whip cracking, blacksmith demonstrations and much more. There are a variety of food stalls including BBQ, Hot Dogs, Damper, Hot Chips, bakery goods, great coffee, gourmet goodies

and plenty of homemade scones and Devonshire tea in the Stephanie Alexander Kitchen Garden stall. Our own Farm Day Port and Musket are also available for tasting and purchasing.

There's plenty of entertainment for the kids with pony and camel rides, tractor rides, an animal nursery, amusement rides, bouncy castle and a mechanical bull. As well as this there are free activities such as Zumba with Denise from Playfull, Forest Art and Bubble play.

On the main stage there is more entertainment, with students from Birdwood High School and Birdwood Primary School performing along with the Key Country band. Birdwood Primary students often surprise the crowd with a Flash Mob dance and some Barn Dancing.

The free entertainment continues with Country Fire Service demonstrations throughout the day, vintage car displays, restored machinery, spinners and weavers and the Scouts SA activity zone.

The kids can also follow the Farm Day trail where they visit the stalls and collect great prizes along the way.



The Market Place is a hive of activity with bric a brac treasures, garden goodies, crafts, sweet treats, face painting, showbags and much, much more. A raffle is also held with the top prize of \$1000 cash and you can try your luck on the Prize Wheel.

To help with parking congestion a free shuttle bus runs throughout the day to take you from your car to the gates.

Countless hours go in to organising the event. Julie Erwin calls for committee members approximately six months prior and the planning meetings get underway. With the day becoming so popular prospective stall holders often contact the school requesting to participate. The committee discuss each request and determine whether or not it will fit with the theme of Farm Day and ensure it does not detract from any of the Primary School stalls or others already on board.

2017 drew our biggest crowd to date with the help of some perfect weather and a number of new attractions.

Events like these do not run without the support of the many sponsors who generously donate to help make the day so successful. A big thank you to this year's sponsors Australian Outdoor Living (major sponsor), Forestry SA, Onkaparinga Rotary Club, Torrens Valley & Angaston Lions Clubs, Rennik's Hire, Mount Pleasant Butcher, Natura's Ice-cream, Klose's Supermarkets, Birdwood CFS, Mount Pleasant Showgrounds, Torrens valley Soccer Club, Living Colour Nursery, Visyboard, Woodside Coaches, Dealtry Native Nursery, Busy Bouncers, Boutique Tents & Special Events.

The day runs from 10am to 4pm; adults are \$8 and children are free, with a maximum charge of \$15 per car.

Cassie Ackland
Principal, Birdwood Primary School



PUBLIC EDUCATION IN SOUTH AUSTRALIA STATEMENT

The Public Education Advisory Committee (PEAC) was formed in 2015 to champion public education and provide advice to the minister; it is chaired by Professor Alan Reid. In April 2017 it released a statement on public education which articulates and affirms the key characteristics of public education and which is intended to

- help the community to recognise the unique characteristics of public education
- contribute to the development of a common language and common understanding about the moral purpose of public education
- assist in making policy and practice consistent with the key characteristics of public education.

It is intended that support materials will be developed and distributed across the system in the future.

The introduction to the Statement says ‘...it affirms to the community all those aspects of public education that contribute to enhancing the learning outcomes of the children and young people, and to building the common good. These are characteristics about which all in public education are justifiably proud. It is important to stress that this statement should be seen as something that adds value to our work in the public system in South Australia, not as something that is imposed and adds to workload.’

‘At the local level, the statement will be used when schools and preschools decide that it will assist such aspects of their work as planning, policy making, teaching practice, parental engagement, and promotion of public education in the local community.’

The statement states that public education is based on at least three foundational concepts which are unique to it: compulsory and free of tuition costs, universal and secular.

Below are the characteristics described in the statement; characteristics which it says ‘impart an important distinctiveness to the public purposes of education’. What do you think? Do you agree with them? Are they what YOU think makes public education different? Why not have a discussion at a parent group or Governing Council meeting about one, or more of them, and see what they look like in your school or preschool. That discussion could then feed into the planning for your school or preschool.

CHARACTERISTICS OF PUBLIC EDUCATION

Quality

The relentless pursuit of the highest quality education for all is a central tenet of public education in South Australia. This includes quality teaching, leadership, curriculum, resources, relationships and infrastructure – all of which must be of the highest standard to achieve and maintain educational excellence. Highquality public schools provide young people with the opportunity to reach their full potential, and the capabilities to live full, productive and contributing lives as citizens, workers and community members.

Equity

Since education is a fundamental human right, its outcomes should not result from differences in parental wealth, social status

or influence. The South Australian public education system and its schools pursue equity through such strategies as providing focused support in teaching and learning and additional resources for students from educationally disadvantaged backgrounds or with special needs. The aspiration is for a public system in which educational outcomes are determined by effort and skilled teaching, not by inequalities stemming from social location.

Diversity and cohesion

Since the public education system is available to all, South Australian public schools are sites of rich social and cultural diversity. International research shows that the greater the social mix of a school the better the educational outcomes, so the diversity of public schools enhances achievement for all. In addition, this diversity delivers significant personal and social benefits for public school students. They can interact with peers from a wide range of backgrounds, and learn from lived experience to appreciate and respect difference. Such understanding is crucial to the development of the skills and dispositions needed to maintain and enhance a diverse yet cohesive multicultural society.

Collaboration and trust

Education is one of the major vehicles through which our society develops people who are capable of working together to achieve benefits for the whole community. Thus collaboration and trust are central features of a public education system. This applies not just to teaching and relationships at the individual level, but also to relationships between public schools. Rather than operating in isolation, the emphasis is on sharing and collaborating within and across schools to build the strength and quality of the whole public education system.

Community

Public schools exist within the local communities from which their student population is drawn, creating a bond between schools and their communities which fosters a powerful community spirit. The close links enable each community to use the facilities and resources of its public school to enhance local community life; and each public school to use the resources of the community to enhance its learning programs. The public school-community interaction enriches student learning, and fosters community cohesion.

Democracy

Education is one of the major vehicles for the development of capabilities for active participation in civic life. Public schools seek to exemplify and practise democracy at all levels by creating structures and processes that give an authentic voice to all in the school community. Students are encouraged to have a real say in their learning, and parents are provided with significant opportunities to participate in their child’s education and to play a role in the life of the school. Since parental engagement is a significant factor affecting learning outcomes, public schools ensure that all parents have a voice, including the most economically and socially marginalised.

The statement on Public Education in South Australia can be found at <https://www.decd.sa.gov.au/sites/g/files/net691/f/public-education-in-south-australia-statement.pdf>

WHY COMMUNITIES AT GRANT HIGH SCHOOL?

There is nothing like a change of setting to open your mind to new ideas and different ways of doing things.

For the first 20 years of my teaching career I worked at Grant High School – a large secondary school in Mt Gambier. During that time, I was a teacher, a Year Level Manager, a Coordinator, an Assistant Principal and a Deputy Principal. The Principal role at nearby Penola High School then became vacant and, amidst wondering whether or not I was actually suited to a small school setting, I applied for the role and won it.

This was the best thing that could have happened to me, in spite of my initial concerns, as the amount I learnt about teaching and learning – in a place where economies of scale mean resources are few and options for students quite narrow – was phenomenal.

The ability I had as Principal to positively and directly influence each young person's education, by virtue of the fact that I knew every single one of them, was revolutionary to me, as was the way all staff – teaching and ancillary – worked together to provide a myriad of learning opportunities for all students in our school far beyond what could reasonably be expected.

Two years after I started working at Penola, Grant High School's Principal role was advertised, and I was quite undecided about whether or not I would apply for it. One of my mentors was working with me on some of the innovations that were occurring at Penola and I said to him that I didn't think I would apply – I was enjoying myself very much where I was. He said something along the lines of: 'don't you think more students should have access to the sort of opportunities that are happening here?' which gave me pause for thought and raised many questions. The foremost of these was: how would one go about making a big school behave like a small school – given all the advantages I had noticed in the latter?

This was the impetus to consider the idea of Learning Communities, which is the concept around which I based my interview for the role. It is worth noting that this idea is by no means original and we have been able to research a number of schools that had already implemented a Communities structure, with outstanding outcomes.

Originally, we considered trying to have students taught mainly by the teachers in their own Learning Communities, but after visiting Templestowe College in Victoria, we were persuaded away from that idea by a very open timetable structure that was having an amazing impact on student engagement. This, however, is another story and underpins the next phase of our change agenda. Instead, we decided that the main benefit of Communities was the continuity the same Community Leader and Community Manager could provide our young people over the five years we care for them, rather than having a further two transition points from leader to leader over that period. The knowledge each Community Leader then gained about students, from students themselves and their families, over a more extended time period would enable much more informed decision-making around

learning programs and teacher methodology.

In essence, this is all our shift to Communities has been about – instead of our Executive Leadership Team looking after levels (Year 8s and Year 9 girls formed one level; Year 9 boys and Year 10s the next and Year 11s and 12s the last one) we each look after 180 students from Years 8-12. In itself, this change causes very little difference in the day-to-day lives of students and teachers. Community Leaders, however, are really enjoying the changed nature of their roles, especially around equity in the focus on behaviour management, which is generally much more an issue in the junior secondary years. Thus they have time to be much more proactive in their outlook for the benefit of all students, but especially those in their own Community.

We have also been heartened by the increased opportunities we now have to celebrate student success – Community assemblies can be short and frequent, unlike Whole School Assemblies which take a lot of organisation. The Community I lead has regular assemblies to celebrate student success – Commitment Awards; Academic Achievement Awards; Citizenship Awards and a positive focus on attendance have all been the subject of assemblies and students have had the opportunity to perform musical items at these as well. This increases the number of performance experiences our young people can have and role models very positive behaviour for our younger students. Likewise, we have run various Community Challenges – quizzes, hacky sack filming and knitting, to name a few, that have increased student involvement in school life. These are also much easier to manage on a smaller scale.

The main challenge has been that we brought in a number of other changes at the same time as moving to a Communities structure and, for students who did not engage with discussions around the change last year, this has been confusing, meaning our shift to Communities has resulted in some negative feedback. The most significant focus of this is our experiment around vertically-grouped homegroups. After considerable success with some vertically grouped classes, our Cutting Edge Education Committee was keen to test vertically-grouped homegroups. In hindsight, it is clear that students needed much more lead-in time before we undertook this initiative.

It is too soon to see whether or not our shift to Communities will have the intended outcomes and, to be honest, the huge change agenda our school is committed to means that we will never really be 100% sure which of our initiatives will be responsible for the changes we hope to see. For now, though, the energy that has been generated among our staff through conversations about why we do what we do, what our goals are and how we are prepared to spend time on the cutting edge of education to achieve them, has definitely made this first stage worthwhile.

Fleur Roachock
Principal, Grant High School Mt Gambier

PETER LIND
REGISTRAR, TEACHERS
REGISTRATION BOARD OF
SOUTH AUSTRALIA



BECOMING A TEACHER IN SOUTH AUSTRALIA

Similar to lawyers, nurses or accountants, teaching is a profession that requires its members to meet certain standards, participate in induction and mentoring, engage in ongoing professional learning, and demonstrate successful professional practice. And like any professional, a teacher must meet certain requirements to register as a member of the professional association that regulates their profession and allows its members to practice.

To become a teacher in South Australia, an individual must gain teacher registration with the Teachers Registration Board of South Australia (TRB). The first step to achieve this is to complete an initial teacher education (ITE) program. This could be either an approved undergraduate teacher education qualification of at least four years' (full time) which includes a sufficient supervised teaching practice component, or it could be an approved postgraduate teacher education qualification of two years (full time) which includes a sufficient supervised teaching practice component together with a non-teaching undergraduate qualification of at least three years (full time).

The Australian Institute for Teaching and School Leadership develops and maintains rigorous Australian professional standards for teaching and school leadership in part through the implementation of an agreed system of national accreditation of teachers called the Australian Professional Standards for Teachers (APST) <https://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>. The APST make explicit the elements of high quality teaching, and as a teacher develops in their career they may progress from Graduate, to Proficient, to Highly Accomplished and finally to Lead Teacher.

On successful completion of an approved ITE course an individual has achieved the Graduate career stage of the Standards, which in broad terms means they are capable of creating learning experiences that support the achievement of all students and are classroom ready. They are then eligible to apply for provisional registration with the TRB. A provisionally registered teacher may also be called an early career teacher.

All teachers in South Australia enter the classroom as provisionally registered and will begin to acquire, practise and refine their teaching skills as they move to the Proficient career stage. In order to assist their transition into the profession, new teachers are guided and supported through induction and mentoring from suitably experienced teachers, and work as part of a

teaching team. These supports provide the new teacher with an introduction to a school community and teaching environment, and assist them to augment and apply the skills and education developed during their ITE training.

- 1 Decide to become a teacher. Enrol into an initial teacher education program.
- 2 On successful completion of an ITE program you meet the Graduate teaching standards and become provisionally registered. Undertake induction and mentoring while teaching.
- 3 Once you meet the Proficient teaching standards apply for (full) registration.

Steps to becoming a teacher

In South Australia it is a condition of provisional registration that a teacher will move to (full) registration as soon as possible. To move to (full) registration a teacher must have completed one year of full time (or part time equivalent of 200 days) satisfactory teaching service in Australia or New Zealand within the previous five years. A teacher can only remain on provisional registration for a maximum of two periods of registration, a total of six years. This is to ensure that teachers move along a continuum of professional growth as they gain experience in their profession and move from the Graduate to the Proficient career stage.

In order for a teacher to transition from provisional to (full) registration they must demonstrate that they meet and can successfully apply the APST at the Proficient career stage. This is done through the sharing of evidence of their teaching practice and learning with an evaluator who works with them at an education site. An evaluator is an experienced teacher who holds (full) registration and is sufficiently familiar with the provisional teacher's teaching practice thereby allowing them to make an informed holistic judgement about the teacher's eligibility for (full) registration. Once a teacher has met all the requirements of (full) registration they may apply to transition from provisional to (full) registration.

The expectations on the teaching profession is no different to any other profession where members are expected to meet and maintain certain levels of education and learning in order to progress through their career, and the learning and development of teachers does not end once they reach (full) registration. All teachers in South Australia are required to undertake 60 hours of professional learning during each three year term of registration as it is essential that teachers continually update their professional knowledge and improve their practice.

High quality, effective teaching has a powerful impact, not only on student learning and outcomes but also on a teacher's professional integrity and it is entirely reasonable that the community, parents and carers trust that those assigned the responsibility of teaching our children can demonstrate up to date knowledge, expertise and competence in their chosen profession.

SUPPORTING TEACHERS IN OUR SCHOOLS

Most of us can remember a teacher who brought a subject to life and made it exciting to learn. As parents and carers, we want our children to experience that feeling every day so they are fully engaged and have the opportunity to be their best. At the Department for Education and Child Development (DECD) we are making that happen by ensuring passionate and highly qualified people choose to teach in our schools.

Research tells us that of the in-school factors, teaching quality and preschool and school leadership have the greatest impact on child and student engagement, achievement and wellbeing. Our Teaching for Impact strategy aims to attract, retain, develop and recognise quality teachers.

The latest phase in this plan is the \$12.5 million Early Career Teacher program. DECD has around 650 Early Career Teachers each year, and this program will ensure they have a thorough induction that will target their development as teachers. It will build their capacity, expertise and effectiveness in the classroom and help them move from the 'graduate' to the 'proficient' career stage of the Australian Professional Standards for Teachers, setting them up to apply for full teaching registration by the end of the two year program. Within this program, early career teachers receive mentoring support from an experienced teacher, extra release time to attend face to face workshops and access to a suite of targeted learning opportunities and resources.

Susan Close, Minister for Education and Child Development, announced the program in January this year and already we are receiving excellent feedback from principals and teachers.

Encouraging teachers to continue to develop their skills as their careers progress and rewarding them for doing so is a key element of our overall employment strategy.

Within the latest Enterprise Bargaining Agreement we created two new employment categories which attract additional remuneration for those teachers who have been certified as Highly



MARDI BARRY
DIRECTOR EMPLOYEE RELATIONS,
DEPARTMENT FOR EDUCATION AND
CHILD DEVELOPMENT

Accomplished Teachers or Lead Teachers against the Australian Professional Standards for Teachers. This is an important step because it helps us recognise, reward and retain great classroom teachers who also have a positive, proactive influence on their colleagues.

Thirty eight certified teachers are currently in Highly Accomplished and Lead Teacher positions this year and we will announce vacancies for 2018 shortly. Our more disadvantaged schools and preschools, special schools and country sites will be given priority for these positions, to ensure that our best teachers are appointed to schools where they will have the most impact.

Complementing this program is the department's Masters for Teachers scholarship program. The Government has set out an aspiration for all new South Australian public education teachers to have a high level qualification, including Masters, that will expand their curriculum and teaching expertise.

To support this we are providing 240 scholarships, up to the value of \$20,000 each, for existing teachers to undertake Masters studies. These scholarships will be offered over six years, until 2019.

Scholarship recipients commit to continue teaching in a South Australian public school for three years upon completion of their Masters qualification.

More than 100 scholarships have been offered since 2014, with recipients studying Masters degrees in subjects such as Education, Information Technology, Aboriginal Studies, Special Education, Literacy and Languages. We recently invited applications for the next round of scholarships and over 50 are available.

Ultimately our aim is to establish clear and well supported professional pathways for our teachers. Achieving that will go a long way to ensuring that students are fully engaged in their schooling and ready to grasp the opportunity to be their best.

AMSI CHOOSE MATHS

MATHS ADDING UP TO BRIGHTER FUTURE FOR SA STUDENTS

A new national careers campaign is helping South Australian schools put the spotlight on opportunities with maths. Now in classrooms across Australia, the campaign is part of the Australian Mathematical Sciences Institute's (AMSI) five-year Choose Maths project with BHP Billiton Foundation.

With an emphasis on women, it features a poster series centred on the stories of inspiring Australians working in maths. Case studies that place maths into a 21st century context highlight its many possibilities.

As female participation continues to fall, only 6.9 per cent of Australian year 12 girls participating in advanced maths compared to almost 13 per cent of boys in 2016, Director of Choose Maths and AMSI Schools Program Manager, Janine McIntosh, believes the campaign sends a powerful message to girls. 'This campaign and the stories of the featured ambassadors show maths is available to everyone and is a powerful gateway to pathways you never imagined' says Ms McIntosh.

According to Year 9 Salisbury High School Student, Ebonie Bung, confidence is a major issue. 'Girls and women can feel shy or think maths is 'uncool', but if you enjoy it, you should be honest because the opportunities with maths are amazing.'

As rollout continues, additional classroom and multimedia resources are planned, with students and teachers also able to

access existing AMSI careers tools, including popular careers guide and website mathsadds.org.au.

The campaign's early success is unsurprising given the impact and response to the Choose Maths project, which is proving an effective platform to address mathematical capability in and beyond the classroom.

Delivered by AMSI with support from the BHP Billiton Foundation, the initiative continues to work with Australian schools, teachers and communities to strengthen mathematics teaching and student engagement and careers awareness, particularly amongst girls.

In South Australia, AMSI Choose Maths outreach officers are currently working with parents, teachers and students across 12 schools in the Port Augusta and Roxby Downs regions.



Choose Maths at the National Careers Advisor Conference
(photo supplied by AMSI)



Choose Maths at the Tertiary Careers Expo
(photo supplied by AMSI)

With out-of-field teaching at 26 per cent years 7-10 maths classrooms (AMSI Discipline Profile 2016), teacher confidence and ability to engage students remains a priority. As well as one-on-one, Choose Maths outreach officers have been working on the ground in schools to deliver group personal development and training, for teachers and school support officers. With school support officers or SSOs a continuous presence in classrooms, equipping them is vital to achieve long-term success.

Regional industry is also on board. Taking the role of maths champions at student outreach events such as Girls Enjoy Maths (GEM) days, they are proving a vital force in highlighting demand for maths skills across local business. The next event is in September, with industry and university maths leaders to engage with students from catholic schools in Port Augusta, Port Pirie and Whyalla.

Schools across the state have also been actively involved in other project components, including our Choose Maths Awards

recognising student and teacher excellence. With almost half the total number of student attendees, the South Australian Choose Maths screenings of the hit film, Hidden Figures were among our most popular.

The response to this and other Choose Maths initiatives in South Australia and stories of reengagement like Ebonie's, affirm we can change Australia's maths culture and build the maths workforce needed for the future.

Maths is everywhere. The language of science, industry and innovation, it is the future. The opportunities for careers in maths will only grow and it is up to all of us to ensure tomorrow's workforce is up for the challenge.

To find out more about Choose Maths, the Careers Awareness Campaign and outreach events in your region, visit <http://choosemaths.org.au>.

**Laura Watson, Media and Communications
Australian Mathematical Sciences Institute**



The Careers Awareness ad image features Karin Ditchfield (photo supplied by AMSI)



Cassie Pennicuik addresses students at a Hidden Figures screening (photo supplied by AMSI)

HARVEST FESTIVAL HOSTED BY LOXTON NORTH SCHOOL

Loxton North School hosts the annual Harvest Festival which is in its 29th year. It occurs at the school, Balfour-Ogilvy Rd, Loxton North to celebrate the end of the grape harvest, and is held on a Friday night in late March or early April. It's a fantastic way for the whole community to come together to sample local food and wine, and celebrate with the traditional 'Great Stomp'.

The Harvest Festival started back in 1988. It came about when a group of block owners whose children attended the school were relaxing together with a drink at the end of a long, hard grape harvest. They came up with the original idea for the festival and in 2013 we were honoured to have them attend the 25th anniversary of the event they created.

The Harvest Festival comes together from the hard work of the school committee which comprises parents and staff from the school convening stalls, organising donations of fresh produce and merchandise, entertainment, promotions and of course organising the 'Great Stomp'. The tireless hours that go into organising the festival begin at least six months prior when planning gets underway. The Harvest Festival has been loyally supported by local businesses for many years, with the sponsor of the Junior Stomp, Schlein's Quarries supporting us since its inception.

The Friday evening begins with a range of food stalls – traditional roast, yiros, hamburgers, fried foods, amazing homemade desserts and food from local caterers. Whilst eating dinner with family and friends patrons can taste a range of beverages from local producers including Arnold Brothers, Banrock Station, Wilkadene Brewery and Dominic Wines. This local cuisine and beverages highlight the delicacies of the Riverland.

Children love the 'kids' alley' which sees students from the school running their own game sideshows such as putt putt golf, jaffa bash, face painting, nerf gun targets, jumping castle and more. The local police continually support the event by showing the police car and simulated goggles for people to wear whilst completing a range of coordination activities. In between these activities children play in the nature play areas around the school and kick a footy or two on the large oval. There is a range of fun to be had by all.

The main event throughout the evening is 'The Great Stomp'. The community make teams of three - two people stomp grapes in a barrel whilst the other person collects the juice and races to a table where they pour the juice into a wine bottle, competing for a cash prize. This is a messy but fun experience and encourages participation by teams formed by local businesses, sporting groups, other schools, organisations and families across the Riverland. It is very competitive and records are held and broken each year. Of course there is the lure of prize money involved which is donated by local businesses but the greatest honour is bragging rights for the year. The stomp is for the young and old! It's also a great crowd pleaser as onlookers watch the strategies of teams to stomp the fastest and make the most juice in the least possible time. It's a sticky experience but great to watch.

Throughout the night there is music, market stalls and a major raffle with prize money and holiday packages donated from around the Riverland. It is such a great buzz to see a small school supported by the local Loxton community and Riverlanders across the region. Over 500 people attended this year's Harvest Festival, including past students from many years ago who continually attend the annual event. It is a great way to catch up



with friends and family and reminisce. Many years after leaving the district one past student even chose to have her 'doe show' at the Harvest Festival as the night held such special memories for her.

This event sees a significant amount of funds raised for the school which are used to provide equipment and resources the school may otherwise be challenged to afford. To date profits have allowed the development of a mud kitchen, nature play space and a huge playground, as well as white boards, computers and even

subsidies to assist parents to pay for school camps.

2017 was my first year at the school and I was amazed at the commitment and dedication by the school community to host an event of such calibre. The uniqueness of the whole experience was seeing a whole community unite to support a small school of 70 students. Next year sees our 30th Harvest Festival which is sure to be a special vintage!

Vanessa Wainwright
Principal, Loxton North School



SAASPC... THE BEGINNING

This year our annual parent conference is being held in Berri, in acknowledgement of the foresight of the members of the River District Welfare Association who were instrumental in the establishment of our state body, the State Association of School Welfare Clubs and which, in 1976 become the South Australian Association of School Parents Clubs, and in 2016 the South Australian Association of School Parent Communities.

The SAASPC history book *On behalf of children...* by H J Lewis, and published in 1988, details how SAASPC came to be established and states that 'SAASPC arose from the common bond between parents of children at school and for the purpose of working together on common aims and providing a forum for parents' voices at both state and national levels'. And while much has changed in the past 60 years, those reasons for SAASPC's existence remain true today.

Below are extracts from the book which outline how SAASPC's existence came about.

...by 1931 there were 21 [welfare] clubs in the Upper Murray Districts alone, which combined to form the River Districts Welfare Association. The enthusiasm of the River Clubs knew no bounds, and in 1950, 34 members representing 15 clubs

from the area visited Adelaide to further their knowledge of education. The trip was organised by Mrs Thelma Hallam of Barrera School Welfare Club, who was a popular and highly respected person in the River Districts. The program, arranged by Inspector Ruth Gibson, which included visits to numerous places of educational importance, made a strong impact with the visitors.

An extract from the Minute Book of the River Districts School Welfare Association dated 22 February 1952 states

In view of the growing importance of school welfare clubs, we consider the time has arrived when a State Conference becomes necessary. So far we have employed ourselves as adjuncts of the schools, assisting with or conducting functions, the purpose of which is to raise money for purchasing that equipment which makes the running of the school easier and more satisfactory and the school life of the children and teachers happier and more beneficial.

It was believed that individual clubs or associations did not have sufficient power to influence the Education Department on matters needing attention, but that a statewide conference could achieve that aim.



Ladies from River Districts visit Adelaide 1950

L to R: Mesdames J Shiel, Berri; W Pedler, Renmark North; Ellis, Loxton; Agnes Dunhill, Renmark West; Eva Hall, Renmark West; T Hallam, Barrera

In the event, Mrs Eva Hall of Renmark West sent hand written letters to every welfare club in South Australia asking if they would be interested in attending a conference in Adelaide. A positive response resulted in the first conference of metropolitan and country clubs at the Adelaide Teachers College in August 1952. The conference was chaired by Mrs Hallam and attended by 39 delegates from the River Districts; others came from nearly all parts of the state, and in all, 130 clubs were represented.

This conference must be regarded as crucial, for although there was, at the time, no statewide association to pass resolutions, the framework was laid for the formation of such. The enthusiasm aroused by this first conference resulted in following city gatherings in 1953 and henceforth.

In 1953 an Executive Committee comprising presidents and secretaries of associations was formed, with those appointed being Mesdames Hallam (River Districts), Knight (Mount Lofty District), Stirling (South Western Suburban), Rose (Northern

Yorke Peninsula), Moulds (North East District) - presidents, and Mesdames Hall, Wakefield, Collins, Starks and Hancock - secretaries. A resolution was passed that the next conference be held in 1954 with the organiser being Mrs Stirling. Further conferences were held in 1955, 1956 and in 1957 it was decided that the time had come to form a State Association of School Welfare Clubs and the first annual conference of this association was held in 1958 with the acronym of SAASWC.

The first four conferences, presided over by Mrs Stirling, were held at the Adelaide Teachers College, for which no charge was made for the hall, common room or gymnasium; typing and duplicating were also free, so that the expenses of the first conference amounted to £26, which amount was almost covered by a collection at the door. The early conferences were always marked by the attendance of a bus load of members from the River Districts who were accommodated at Miethke House, Kent Town.



River Districts ladies again visiting Adelaide 1952

CHILDREN'S UNIVERSITY

I'd like to tell you about my participation in the Children's University program. I attend Golden Grove Primary School. So far I have completed 27 hours not including this article.

I started the project with Earth Hour Australia. It was very interesting to read and re-write about. I didn't realize that it has been a movement for a century.

I have a Labradoodle called Teddy so I was very excited when I looked on the website and saw there was a learning subject for your pet.

I have taken part in all of these projects: About My Pet , Art Gallery SA, Strange Plants at the Botanic Gardens of Australia , Bunning's, Central Markets Market Trail, Bounce, Home Fresh Cooking experience, trails and walking at the Tea Tree Gully Library, The University of Adelaide Autumn Challenge, Hills Volunteering , Aroma Sensory Lecture, Touchstone Trail and my weekly Jazz, Tap and Lyrical Dance lessons at TK Studios.

In the school holidays I went to the Art Gallery SA and we were super excited when we heard that the whole family could enjoy making tin foil figures.

Strange Plants took us two hours and me, my dad and my brother had so much fun but sadly my mum was at work. We saw bamboo banana trees and different types of figs.

I loved doing the Central Markets Market Trail as I saw Jesse

from Married at First Sight. It was also great because I got to taste lots of different foods.

Home fresh experience cooking is a fun and enjoyable experience. I love cooking at home so mum booked me in during school holidays. I asked for it to be included in the Children's University then other people can also enjoy it and put it towards their graduation. We made pasta and wedges.

I especially enjoyed doing Hill's Volunteering. My mum works with a lady who is a volunteers for Moving Paws, a dog rescue organisation. It was interesting to find out what Michelle does with dogs that need rehoming or ones they can't rehome. These become sanctuary dogs. When the dogs die they go to Rainbow Bridge.

As part of the BIG family weekend, I went to the Aroma Sensory Lecture. It was very interesting to hear about how our senses affect things we smell and taste. I especially liked the end when we got to taste a lolly with our eyes closed so we couldn't see what flavour it was. I said raspberry and blackberries when it was strawberry.

I can't wait to take part in more activities and things I wouldn't usually do.

Milly Tiller
Student Golden Grove Primary School

Children's University provides extracurricular learning opportunities to children aged between 7 and 14, and volunteer opportunities to 15 to 18 year olds; the aim being to engage children in learning in its broadest sense and to provide the scaffolding for children to develop self efficacy, confidence and aspirations. Each child is issued with a Children's University Passport to Learning in which the hours of activity at each Learning Destination are recorded, until they reach the hours needed to graduate from the Children's University. The activities are practical, fun based and voluntary and could range from after school clubs, community activities, and learning at museums and theatres, businesses, in parks and galleries, at television stations, electricity companies, restaurants.... the possibilities are limitless! For more information see <http://childrensuniversity.com.au>.

CONGRATULATIONS TO...

140 years

Norwood Primary School which opened in 1877 as the Norwood Model School

Salisbury Primary School which opened in 1877 as the Salisbury Public School incorporating grades 1 to 7

Moonta Primary School (later Area School) which opened on 10 October 1877. Moonta High School began in 1907 as a 'Contin-Watson' class at the primary school. It was one of the first of such classes to be established. This class continued until 1910 when the Moonta District High School opened. Both the Moonta Primary School and the Moonta District High School were closed on 31 December 1977 with the foundation of Moonta Area School on 1 January 1978

Willunga Primary School which opened in 1877

100 years

Suttontown Primary School which opened in 1917 on the northern boundary of Mt Gambier and has gone from being a small rural school to currently having 100 students at its site

OFFICERS

President	Jenice Zerna
Metro-Vice President	Ruth Lenton
Country Vice President	Jenny Polley
Secretary	Leanne Sheard
Assistant Secretary	Judith Bundy AM
Treasurer	Jenice Zerna

PROJECT CONVENORS

Magazine	Judith Bundy AM
Network Liaison/ Merit Selection	Gwen Secomb OAM

SAASPC EXECUTIVE MEETINGS 2017

26 September, 28 November (All Tuesdays)

All parents are welcome, meetings held at the Australian Education Union (SA Branch) building, 163 Greenhill Road, Parkside (corner Porter Street)

AFFILIATIONS 2017

Affiliations for 2017 became due and payable from 1 January 2017. All fees are GST inclusive.

Pre-Schools	\$40.00
Schools	
1-200 students	\$50.00
201-600	\$70.00
601-1000	\$90.00
1001 & Over	\$110.00

Single site based on student enrolment at the preschool or school
Combined preschools and or schools at same location based on total student enrolment

Combined schools at different locations separate affiliation based on the student enrolment for each school

Private Membership \$55.00

Private Subscription to Parents Say \$16.50 per annum
SAASPC Handbook is \$5.50 per copy

For these publications forward cheques to the Treasurer.
Cheques are to be made payable to:

“SA Association of School Parent Communities Inc”

And forwarded to: The Treasurer, GPO Box 2126, ADELAIDE SA 5001

Parent groups are encouraged to affiliate with SAASPC. NB: if your preschool or school does not have a Parent Group, the Management Committee or Governing Council is welcome to affiliate.

TERM DATES 2017

Term 1	30 January - 13 April
Term 2	1 May – 7 July
Term 3	24 July– 29 September
Term 4	16 October – 15 December

2017 PARENTS SAY DEADLINES

18 October

Is your child's future important to you?
We know meetings can sometimes be boring
but... WE NEED YOU so why not join our
Executive Committee?

You may be surprised about what you learn.
For more information, contact SAASPC.

Telephone 1800 724 640



SAASPC

Freecall 1800 724 640

Phone (08) 8272 4640 Fax (08) 8522 4084

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