



### This week's stories from the media

- Bans to lift on sports formals, camps, excursions & parents
- Teachers urged not to rush through maths
- A little bit of sweat helps the mind excel
- Disadvantaged students may have lost 1 month of learning
- International students up to 30% of population in some suburbs
- Number of vulnerable children set to double
- Call for \$1.25b pupil catch up package

### Don't Rush Through Maths

Maths experts have warned that, as students return to school after COVID-19, rushing through content to catch up will only exacerbate learning losses.

The paper contends it is possible there will be pressure to make up for lost time.

The researchers believe teachers' time would be best used rebuilding classroom relationships, avoiding the temptation to rush content missed in lockdown.

Serendipitously, they argue the COVID-19 pandemic has produced a "greater opportunity between parents and teachers, especially where parents have become more hand-on in their children's education".

As many students might have fallen behind, a temptation to cover a lot of ground quickly will exist. "But this would be a grave mistake," the researchers say.

"This is unlikely to be productive and might even have negative effects on long term learning."

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### Bans To Lift On Sports, Formals, Camps, Excursions & Parent Helpers

**Almost all restrictions on schools will be lifted from the end of the month.**

All school sport competitions, formals, excursions, class photos, camps within South Australia and school assemblies are among activities allowed from Monday, June 29.

"It is great news for SA families that we are able to lift the restrictions on these school activities, and it is because of the great work of our public health officials that this has been able to happen," Education Minister John Gardner said.

"Staff, students and families alike will welcome the return of many of these activities from Term 3, which will provide a sense of school returning to normal."

The relaxation of bans will apply from the last week of this term in preparation for Term 3, which starts on July 20.

Parents, volunteers, departmental support and other service providers will also be able to enter school and preschool grounds again, providing health advice is followed.

Other activities to be resumed include sports days, including inter-school competitions, inter-school choirs, bands and other performing arts, socials and discos, playgroups and occasional care.

With all SA borders set to open on July 20, the Education Department will consult with SA Health regarding interstate camps and provide further advice to schools.

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**“Parents, volunteers, departmental support and other service providers will also be able to enter school and preschool grounds again....”**

### A Little Bit Of Sweat Helps The Mind Excel

**Research has found a link between school students' levels of exercise and academic performance.**

“Until recently, children’s bodies and minds were often divided as separate entities in relation to thinking,” says Dr Brendon Hyndman of Charles Sturt University.

“However, there is more and more research endorsing the link between physical activity and a range of benefits to cognitive, psychological, academic and educational outcomes.”

The book makes clear that physical activity and brain function may prove more fundamental than first thought.

Researchers focus on the potential role of epigenetics in the ability to cope better with stress, focus more intently and improve memory.

“There is emerging evidence linking movement with improvements in children’s academic outcomes, in memory, in problem solving, in planning and in self-regulation.”

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### Disadvantaged Students May Have Lost 1 Month Of Learning

**Despite massive efforts by teachers and schools during the remote learning period, many students are likely to have learnt less than they would have in the classroom.**

Most of these students will recover without too much trouble, but disadvantaged students will need extra help.

A new report shows the achievement gap between disadvantaged and advantaged students widens at triple the rate in remote schooling compared to regular class.

Even if remote learning worked well, disadvantaged students are likely to have learnt at about 50% of their usual rate. This means they would have lost about one month of learning over two months of remote schooling.

Around one in four students will need help to catch up on their learning. This includes students from low socio-economic families, Indigenous backgrounds and remote communities, as well as students experiencing poor mental health.

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### International Student Population

**International students made up 30% of the population in some Australian suburbs, before COVID-19.**

The mapping highlights how international students have become intertwined in Australia’s social fabric.

Not only do they contribute A\$38 billion to the economy annually and support 130,000 jobs, they are also important members of local communities.

City areas and suburbs close to university campuses have the most international students.

Of 1.6 million international students who started courses between 2001-14, 16% were granted permanent residency and a pathway to citizenship.

[Full Story](#)

### Vulnerable Children Set To Double

**750,000 children may suffer family employment stress as a result of COVID-19.**

This is on top of around 615,000 children whose families were already dealing with employment stress, whose situation may have worsened.

The stress facing parents who have lost their jobs, coupled with social isolation and educational disruption, are likely to put many children at a significantly higher risk of poorer education and health outcomes.

Socio-economic status is the biggest influence on education opportunities in Australia.

Research shows children from struggling families are 10-20% more likely to miss educational milestones.

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### Call For \$1.25b Catch Up Package

**Just over a third of NSW teachers were confident their students were learning well at home during the enforced school closures during the height of COVID-19.**

The survey of 5,000 teachers found only 15% felt assured of progress among disadvantaged schools.

In a new report by the Grattan Institute, it calls on Australian governments to introduce a \$1.25b package to help disadvantaged children catch up with their schooling over the next six months.

The package will be aimed at one million disadvantaged students, and include the cost of sending a battalion of 100,000 tutors into schools between now and Christmas.

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