



school^{post}

Term 3, 2022



Inside



Chief Executive Q&A



Positive Parenting Program



Life Behind Screens

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The South Australian Association of State School Organisations Inc. (SAASSO)



SAASSO is the parent association for public schools in South Australia.

A volunteer organisation, SAASSO has been supporting the role and rights of parents in the education of their children since 1923.

SAASSO is the school Governing Council association for SA's public schools.

SAASSO supports and advocates for the parent-led Governing Councils in their role as the governing body in our public schools.

SAASSO's Vision

All schools are different, with different needs. Local Governance is your school community making the decisions; in the best interests of your children. Research shows that Governing Councils produce better education outcomes because parents & the local community:

- are more committed to their members than central bureaucracies are to their clients
- understand their problems better than a bureaucracy
- are more flexible and creative than bureaucracies
- are cheaper than bureaucrats, leaving more dollars for actual service delivery.

SAASSO's Services

Training

SAASSO provides training to Governing Councils to assist them perform their vital roles in our public schools:

Advice

Members can access expert, independent advice on their roles, rights & responsibilities.

Email info@saasso.asn.au

Call our advice line on (08) 8223 2266

Education Update

SAASSO's Education Update gives members an uncensored wrap-up of the week's education news.

Bulletin

SAASSO's bulletin delivers the latest education research to parents and Governing Councillors.

SAASSO Surveys

SAASSO conducts online surveys collecting the opinions & perspectives of public school parents and staff.

www.saasso.asn.au

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(08) 8223 2266

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Life Behind Screens

By David Knuckey

Children in Australia report the second highest rate of cyberbullying in the world – behind only the US.

- 24% of Australian children have been cyberbullied – compared with 17% of children globally.
- Australian children and parents both say that posting on social media can lead to bullying and abuse at a rate 9% higher than the global average.

“Responses from girls were the strongest, as were responses from teens aged 15 and up.”

Australian children use mobile devices at an early age just as children in other nations and they continue to increase their smartphone usage largely in step with the rest of the world.

Australian smartphone use, at a young age, actually trails well behind the international average.

Concern and Frequency of Cyberbullying

- Globally, 57% of parents worry about bullying and abuse – while 49% of children hold the same worry.
- In Australia, 66% of parents worry about bullying and abuse – while 58% of children hold the same worry.

Gender Protection Bias

Globally, girls receive more protection and oversight online – markedly so in Australia – yet boys experience more online threats.

- On computers, 45% of Australian girls have parental controls, compared to 35% of boys.
- On mobiles, 34% of girls are protected, compared with 25% of boys.

“This is most notable for girls aged 15 to 16, their parents are more likely to check their calls and texts at 31%, with boys at 28%. Checking on the websites and apps their child visits or uses showed bias as well at this age. 51% of parents said they do so for girls and only 42% for boys.” ■

Source: Life Behind The Screens Of Parents, Tweens and Teens. The 2022 McAfee Connected Family Study – Australia.



“Australian smartphone use, at a young age, actually trails well behind the international average.”



**Celebrating
SAASSO's
99th
Anniversary**

**...Supporting parents, volunteers and public education
for 99 years!**

Q&A with Education Department Chief Executive, Martin Westwell



Thank you all for your questions, and the opportunity to talk about some important topics. I look forward to having this opportunity again in the future. I would remind all parents and carers that they are encouraged to discuss specific issues with their child's school directly. We are welcoming and supportive of having an engaged school community.

Q *My child is now doing year 7 in high school. I'm nervous about bullying and violence. Is the department keeping tabs specifically on what is happening to the well-being of these children? Will we be told?*

A Much planning went into the move of year 7 to high school, including how to help these students transition and feel comfortable in their new school environment. The wellbeing of this cohort, and all of our students is monitored directly by teachers and staff and the department's annual Wellbeing and Engagement Collection. This Collection is designed to measure the wellbeing of large groups of students and schools are encouraged to share their results with parents, students and governing councils, where appropriate. Additionally, schools are required to have a bullying prevention policy and can also develop a bullying prevention plan. A range of resources have been developed to help prevent and respond to bullying. These resources include professional development for school staff, guides for parents about cyberbullying and online safety, and lessons for students about the laws related to bullying and cyberbullying.

Q *A neighbour school has great stuff going on. Morning exercise for the whole school. Gardening. They have a 'wellness dog'. How do we get this? When we raise it with the school all we get in response is an eye roll!*

A Since starting as CE, I've heard of a lot of creative and exciting programs that schools and preschools have introduced that cater to the needs of their group of students. The school community can suggest initiatives via the governing council. There is no guarantee that every idea can be implemented but the council meeting is a great forum for discussion. If the school community is passionate about something, a representative could seek approval to attend the governing council meeting to present detailed information and benefits directly to the council. They may even be able to arrange a visit of a provider to a council meeting (e.g., wellness dog rep) and could attend to discuss and answer questions about benefits, costs and implementation. If the school is not sure about a long-term commitment to something, they may agree to a trial and survey / collect and evaluate data at the end of the trial.

Q *Kids are coming to school starving. The current breakfast programs aren't enough. We need breakfast, lunch and afternoon snacks. This is more important than toilet doors. What will you do to feed these hungry children?*

A Studies show the importance of breakfast for learning of children, which is why these programs are supported by department funding. The wellbeing and welfare of each child is paramount and where children do not have adequate food teachers often identify this and raise it with school leaders who can provide assistance such as through school canteens or support of external organisations. At times breakfast programs are also providing sandwiches or other foods for students to take with them for their lunch later in the day. If there is concern about any specific students that a school is not already aware of, it needs to be brought to the attention of school leaders.



Q *I read about searches to stop vaping. Are teachers allowed to search my child's bag or person?*

A Schools take a number of approaches to address vaping concerns in schools. This includes requirement to comply with the department's smoke-free policy in all department sites, vehicles and activities; vaping specific materials for teachers as part of curriculum delivery; provision of vaping education resources; access to private providers for preventative education tailored to schools' needs and wellbeing and mental supports for students. If school personnel have a reasonable suspicion, based on facts, that a search is required if illegal substances or weapons are suspected there are a number of steps that need to be taken outlined in the policy. A police officer is the recommended person to search bags or lockers.

Q *The previous CEO said governing councils should be doing more than looking at budget reports and should have a greater say in the running of their schools. Do you agree?*

A Governing council plays a vital role and, along with the principal, is responsible for the governance of the school. Council participates in the development and monitoring of the school strategic plan, site improvement plan and other broad directions for the school. Principals lead the development of department-driven policy and may consult with the governing council to provide a school community view. At times, the department will delegate the authority to governing councils to be involved, and in some cases the Act and/or regulations will specify that a governing council has the authority to approve. Examples of governing council approved policy include the school's pick up and drop off policy at the beginning and end of school, and policies for the operation and management of governing council services (such as a school canteen and OSHC).

Q *If all SA schools opt for a 'counsellor' instead of a chaplain, do we have enough counsellors to go into schools? I'm in favour of changing, but we don't want to lose our chaplain then find out we can't get a counsellor.*

A The national chaplaincy program is a Commonwealth funded initiative. An evaluation of the program is underway, and we are awaiting details of any future program. The requirements of 'student welfare officers' as named by the Commonwealth have not yet been confirmed. We'll provide schools with more detail when we have them.

Q&A with Education Department Chief Executive, Martin Westwell *continued*

Q *Are we getting two years of preschool? Will it be compulsory?*

A South Australia already provides two years of preschool to Aboriginal children and children in care. The new state government has committed to expanding access to preschool to all three-year-olds, with a roll-out from 2026. The state government will hold a Royal Commission to investigate the best model to deliver preschool to three-year-olds as well as examining services and supports in the first 1000 days of a child's life and ensuring that OSHC works for all families in both school and preschool. Further details on this are expected shortly.

Q *What's happening with the change to school hours? Will parents have a voice in the decision?*

A Parents absolutely have a voice when it comes to changes to a school's hours of operation. While schools are required to set aside at least 26 hours, 15 minutes to 27 and a half hours over the course of a 5-day school week for instruction, the start and finish times of a school day is a local decision. Principals are responsible for ensuring school hours reflect the best interests of their students and their local circumstances, for example, alignment with local bus timetables and before and after school care arrangements. Any change to a school's hours of operation requires consultation with the school community, which includes parents, staff, students, and relevant service providers and must be endorsed by a school's governing council to ensure such changes reflect the school community's needs.

Q *Funding has been cut in recent years for support staff for students with a diagnosed disability and schools usually self fund extra SSO support for students who don't meet the criteria or haven't been officially diagnosed with a disability. Will you provide a better system for funding to help with this?*

A Over the past 3 years, the department's funding to schools and preschools for students and children with disability and complex needs has increased by around \$80m. This additional funding has supported more students and children than ever before. We are currently piloting a new approach in 22 schools to streamline the process for schools to access funding for students with a disability or complex need.

Q *Why are ACEOs funded according to the number of Indigenous children attending a school - but their job role extends to supporting the whole school community? Shouldn't their hours/allocation be based on the size of the school, not just the number of Aboriginal children.*

A Supporting Aboriginal students is the primary role of Aboriginal community education officers (ACEOs). Cultural and community responsibilities that ACEOs take on are with the aim of improving the education outcomes of these Aboriginal students. ■

If you have a question for the Chief Executive email us at info@saasso.asn.au

Teen Suicides Fall After Same Sex Marriage is Legalised

By David Knuckey

An American study has found legalising same-sex marriage leads to a drop in teenage suicide rates. ‘The impact is seen not only on those who identify as LGBTQ, but all teenagers alike’.

The study investigated how same-sex marriage laws in 32 US states affected the suicide rate of 760,000 students between 1999 and 2015 – when the US Supreme Court struck down same-sex marriage bans.

This data was then compared to the 15 states that had not legalised it.

Researchers found teen suicide fell by 7% among all students and 14% among gay students.

“These are high school students, so they aren’t getting married anytime soon, for the most part. Still, permitting same-sex marriage reduces structural stigma associated with sexual orientation. There may be something about having equal rights – even if they have no immediate plans to take advantage of them – that makes students feel less stigmatized and more hopeful for the future.”

Suicide is currently the second leading cause of death for people aged 10-24 in the US and gay students are staggeringly overrepresented:

- 29% of LGBTQ students report attempting suicide in the last year
- 6% of heterosexual teens report attempting suicide in the last year.

“It is thought that the negative attitudes towards LGBTQ people are the driving force behind this, putting teenagers identifying as LGBTQ at an increased risk of violence compared to straight teenagers.”

The researchers are unclear whether the decline in suicide rates was a direct result of the policy itself, or the accompanying media campaigns, which may have helped teens see that they are not alone.

In 2004 same-sex marriage was legal in just one US state. By 2015, this had spread across all 50 states and on June 26, 2015, the US Supreme Court struck down individual state bans, bringing marriage equality.

Same-sex marriage became legal in Australia on December 9, 2017. ■

**As a report on an American study, the LGBTQ acronym, used in the source material, is used in this article.*

Source: *ifscience*. Originally published in JAMA Paediatrics.



Positive Parenting Program - Triple P

By Faye Williamson

Australian parents will soon have access to new tools to better support the mental health and wellbeing of their kids, as part of a \$40.6 million Australian Government funded Parenting Education and Support grant.

Minister for Health and Aged Care, Greg Hunt, said the program will be available nationally and address different parenting needs as children progress through key development milestones.

“A recent study found 65% of Australian parents were not confident they could identify signs of social or emotional problems in their children, and a similar percentage didn’t know where to get help,” Minister Hunt said.

“... which provides free, universal, easily accessible and interactive online resources.”

Positive parenting educator, Triple P, will deliver this support through their Triple P – Positive Parenting Program which provides free, universal, easily accessible and interactive online resources.

Triple P was developed here in Australia and ranks number one on the United Nations’ list of evidence-based programs. It is used in more than 30 countries and has been shown to work across cultures, socio-economic groups and in many kinds of family structures.

The Triple P program also delivers specialist supports for parents of children with a disability, parents of children with health concerns, parents going through separation or divorce, and for both culturally and linguistically diverse and First Nations parents.

The program will be supported by a national media campaign to promote parenting programs as a normal, proactive parenting option and to reduce the stigma of parents and carers asking for help.



What is positive parenting?

Positive parenting is simply an approach to parenting that gives parents tools and strategies to raise their child in an environment that is safe, loving and predictable. Triple P's positive parenting allows parents to decide what is important to them. It doesn't tell parents how to raise their children, but gives them the confidence and skills to build good relationships with their child, set boundaries and rules, and follow up with consequences that aren't harmful.

What kind of Triple P should I do?

You can either speak with your local Triple P provider to help you decide which program is best for your needs and your family or you can use their online 'Triple P Selector' to see what might suit best.

As a rule of thumb, if your child has minor behaviour problems, Seminar, Primary Care, Discussion Group and Group Triple P will help. Group Triple P is also helpful if your child has more serious behaviour problems. All of these programs are available for parents of teenagers as well.

If you are having serious problems at home, Standard, Enhanced and Pathways Triple P are intensive programs that may meet your needs.

Stepping Stones Triple P is for parents of a child with a disability. Family Transitions Triple P is for parents going through divorce or separation.

Triple P Online is an eight-module web program that can be done at home.

“Positive parenting is simply an approach to parenting that gives parents tools and strategies to raise their child in an environment that is safe, loving and predictable.”

Lifestyle Triple P is for parents who want a healthier, more active lifestyle for their children.

How do I find a Triple P provider?

Many thousands of professionals around the world have been trained to deliver Triple P to parents. They work for many different organisations, agencies and governments. There is a search tool on the Triple P website to help find a provider close to you. Otherwise you can access Triple P Online.

Can I do Triple P in private?

Yes, you can do Triple P with a provider on your own (or with a partner). You can also do a Triple P course online or with their self-help books and videos.

For more information visit, <https://www.triplep-parenting.net.au/> ■

What parents say...about Triple P

EMILY, MOTHER OF 1

“I feel like I'm equipped with the knowledge and tips and tricks to manage tantrums and day-to-day challenges”.

GREG, FATHER OF 2

“You know you're learning to be a better parent, so I was happy to do [Triple P Online]. I didn't find it hard; it was for a good cause”.

NICKY, MOTHER OF 2

“At first I was reluctant to do a parenting program. I have learned so much [from Triple P Online] and the behavioural change is much greater if you stick with reinforcing the positives with your child”.

Flu Vaccine for Children: Parents' Plans for 2022

By Faye Williamson

The influenza (flu) vaccine is recommended for babies and children every year, from the time they are six months old. It is free in Australia for all children aged under five years. The 2022 seasonal flu vaccine has been available for children in Australia since April this year.

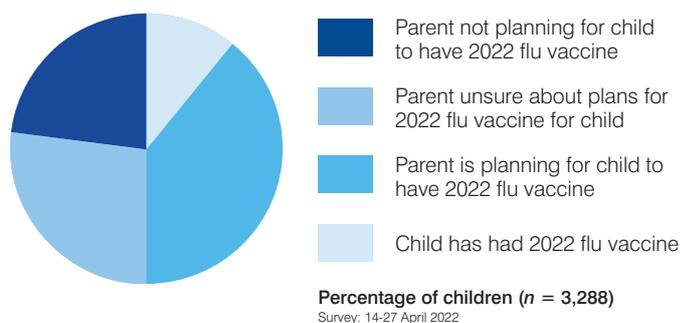
In April 2022 The Royal Children's Hospital Melbourne surveyed a nationally representative sample of Australian parents of children aged between six months and 17 years about their uptake of the flu vaccine for their children this season.

Parents were also asked to rate their level of agreement with statements about the benefits and safety of the flu vaccine and how their views and plans may have been affected by Covid-19.

Key findings

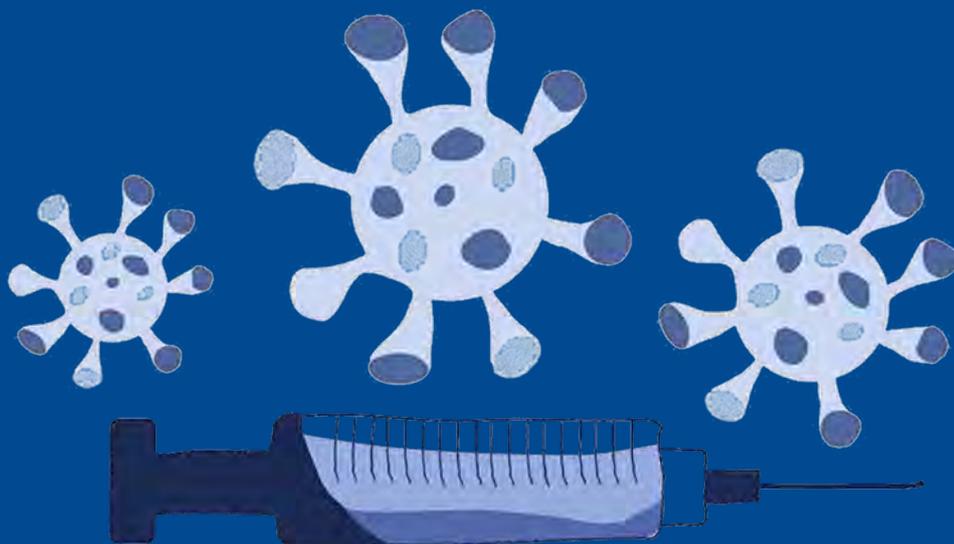
- According to parents, half of Australian children (50%) will be vaccinated against the flu this season, with planned uptake highest among children under five years of age (55%).
- Among parents who said their child had the flu vaccine in previous years (45%), the majority (80%) intend for their child to have the flu vaccine again this year.
- One in four children (27%) have parents who are unsure whether to vaccinate their child for flu.
- One in three parents (37%) are not aware that healthy children can get seriously unwell from the flu.
- Just under half of parents (43%) think the flu vaccine is not as important for children as the Covid-19 vaccine.

Plans for flu vaccine uptake in children in 2022, as reported by parents



- Cost is a potential barrier to uptake of the flu vaccine for one in three families (27%).
- More than half of parents (53%) don't know it is safe to have the flu vaccine and the Covid-19 vaccine at the same time.
- Parents from higher socio-economic backgrounds were more likely to report a higher level of intention to vaccinate (57%).
- Male parents were more likely to indicate uptake for their child (55%) than female parents (44%).
- There was no difference in intention to vaccinate based on the age of the parent, level of education, country of birth or language spoken at home.

For more information visit, <https://www.rchpoll.org.au/> ■





www.myfuture.edu.au



Information for parents and carers

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

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

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

Using myfuture your child can:

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

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

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

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

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

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

There are tips, suggestions and detailed descriptions to highlight important resources. They will encourage your child to uncover information and career options they may not have even thought of before. We are here to help, so contact us if you have an issue: careers@esa.edu.au.





Governing Council Training

“ Good session, clear and informative. ”

“ Thank you for running this session. ”

“ Thank you for your time and clarifications. ”

“ Excellent presentation. Very informative, learned a LOT, thank you! ”

“ Thank you, very informative and I appreciate the handouts! ”

“ Excellent info. Very knowledgeable. ”

“ Great session – thank you. Good pace – relevant. ”

“ Very interesting, thank you! ”

“ Excellent presentation! ”

“ Very engaging and informative. Thoroughly enjoyed the presentation. Thank you. ”

Enquire about SAASSO training sessions today!

Call SAASSO on 8223 2266 or email admin@saasso.asn.au to discuss your council's training needs.

Introduction to Governance

As a governing councillor, you determine the strategic direction of your school, develop policies, approve and monitor its budget and run its OSHC and Canteen.

This session provides an introduction of the role of your Governing Council.

Session covers:

- Governance vs. management
- Council members
- Meeting rules
- Governing Council roles
- Policies
- Site Learning Plan
- Criminal History checks
- Committees



OSHC

The Governing Council is the legal operator of an OSHC service in a public school. As such you are also the employer of all staff at your OSHC.

Whether you are considering starting an OSHC or already have one in your school, this session will help you deliver a service that meets the needs of your community.

Session covers:

- Role of the Governing Council
- Role of the Principal
- Role of the OSHC Director
- OSHC Committee
- Financial Management
- Quality Assurance
- National Standards
- Employment
- OHS&W
- Criminal History checks



Meeting Procedures

Do you know when to call a “point of order”, or the difference between substantive and procedural motions? If not, this program is for you.

Regardless of how informal or formal your meetings, this session will help your meetings run smoothly, deal with the business at hand, satisfy legislative requirements and guarantee every voice is heard.

The session also covers your Annual General Meeting and Code of Conduct.

School Budget

The Governing Council sets the School Budget.

Session covers:

- Revenue
- Expenditure
- Budget Development Process
- Materials & Services Charge
- Role of Treasurer
- Role of Finance Advisory Committee
- Governing Council Report
- Annual Reporting

*Fees apply.

WORLD SPACE WEEK 4-10 OCTOBER 2022

SPACE AND SUSTAINABILITY



世界空间周 10月4号到10号

SEMANA MUNDIAL DEL ESPACIO, 4-10 OCTUBRE
SEMAINE MONDIALE DE L'ESPACE 4-10 OCTOBRE

الاسبوع العالمي للفضاء 4 - 10 اكتوبر

ВСЕМИРНАЯ НЕДЕЛЯ КОСМОСА, 4-10 ОКТЯБРЯ 2022

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World Space
Week OCTOBER 4-10

Artwork by Arnie Kazarjan and Valeriya Koval

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Little Aussie Eyes Report

By Gino Amato

In 2022, the Little Aussie Eyes survey focused again on Australian parents, surveying more than 500 about their child's vision and eyecare. The impacts of COVID19 on children's vision was investigated, as well as a focus on perceptions of children's eyecare and eyecare professionals.

It is estimated that 1 in 5 children has an undetected vision problem.

Impact of Covid-19 on children's vision

According to parents, COVID19 has impacted the eyecare of more than 1 in 4 (26%) Australian children who have vision issues and see an eyecare professional.

This was largely the result of delayed and cancelled appointments and the impacts of lockdowns and restrictions.

Children in regional areas were harder hit. While 22% of kids in the major cities were impacted, this balloons out to 32% for their regional counterparts.

Children with more serious eye conditions were more impacted - over 1 in 3 children (36%) that see an ophthalmologist had their eyecare impacted by COVID19.

Barriers to eyecare appointments

Almost half of parents (46%) said they had barriers to attend appointments - the main issues were not being able to bring children or partners to appointments due to restrictions and appointments being delayed by the clinician.

Just over 1 in 10 parents were offered a telehealth appointment for their child, in the absence of face-to-face appointments.

Perception of eyecare appointments

89% of all parents feel supported in their child's eyecare treatment. 89% of parents feel well informed about their child's eyecare condition and treatment.

Perceptions around children's vision testing

More than 1 in 4 Australian parents believe there is no recommended age for children to have their first eye test.

Optometry Australia recommends children should have an eye exam before they start school.

More than half of parents believe yearly eye tests are recommended for children.

Worryingly, more than 1 in 10 parents believe children should only return to the optometrist should a problem arise or the child complains.

Optometry Australia recommends a vision check-up for children every 2-3 years.

Barriers to treatment

55% of parents had barriers getting their child to wear their glasses. The top two barriers were the cost of glasses and the child refusing to wear glasses.

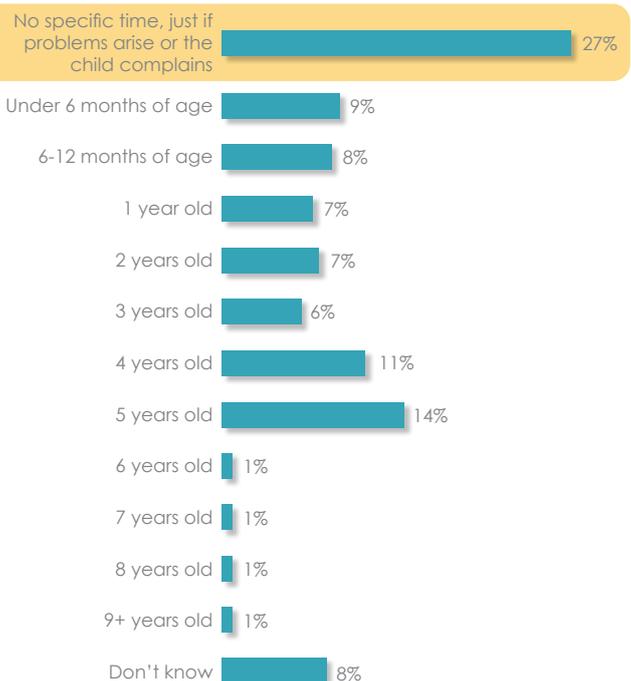
More than 1 in 5 parents have difficulty in finding frames that fit their child correctly.

78% of parents said they had some challenges getting their child to wear their patch.

More than 1 in 9 kids experienced teasing from patch wearing, which impacted on their compliance with the treatment. Costs associated with patching was an issue for almost 1 in 4 parents.

For more information visit, www.kidseyegear.com.au ■

AGE PARENTS BELIEVE CHILDREN SHOULD GET THEIR FIRST EYE TEST



Early Learning Strategy Report Card - Year 1

By Faye Williamson

The Department for Education has invested an initial \$50.1 million over the first 4 years of their 10-year Early Learning Strategy to better support parents and their children in the early years.

The purpose of this investment was to:

- expand the reach, frequency and number of child development checks including a new touch point at 12 months and 3 years
- give parents easy access to tips and resources to support their child's development
- provide teachers with new resources to build on the high-quality learning and development in every public preschool
- provide strategic vision and direction across the early years system through the new Office for the Early Years in the Department for Education.

The strategy forms part of the department's broader reforms to achieve world-class education in South Australia under the Strategic Plan – Towards 2028.

The implementation of the Early Learning Strategy is well underway, with 100% of the 36 actions 'on track' or 'completed' and 12 future actions to commence in the next 2 to 5 years.

Achievements so far

- A new Children's outcomes framework has been developed with Children's Centre directors and partner agencies and was launched in June 2022.
- 2009-18 Australian Early Development Census (AEDC) data is now available on Location SA (<https://location.sa.gov.au/viewer/>), newly released 2021 data upload pending.

- Partnered with the Local Government Association of South Australia (LGASA) to provide grants and support for local councils to increase the proportion of children developmentally on track. 12 successful community grant recipients notified in April 2022.
- Established a two-year grant funding agreement with Playgroup SA in 2021 to deliver new universal (rather than targeted) community playgroups, as well as upgrading the quality of existing playgroups.
- Established a two-year grant funding agreement with Raising Literacy Australia in 2021 to build an early learning coalition of government and non-government providers to develop clear and consistent early childhood development messages and resources to families in the 0-3 years space.
- Established and recruited a new dedicated Quality Preschool Leadership Team, which is engaging with sites and local education teams on early years instructional leadership.

Key actions to commence in the next 2- years

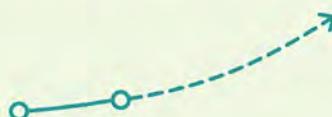
- Educate families about multiple referral pathways where accessible, including private providers, National Disability Scheme (NDIS), community and hospital- based services.
- Identify and reduce barriers to early childhood education and care services for children and families with complex needs.
- Strengthen professional development for preschool staff, including in educational programming and delivery, and for leaders of integrated sites.
- Develop and roll out supporting resources to enhance teaching and learning practices in preschools in line with the approved national learning frameworks.

KEY ACTIONS

Of the 48 actions over the 10 year life of the strategy:



**6 actions
are complete**

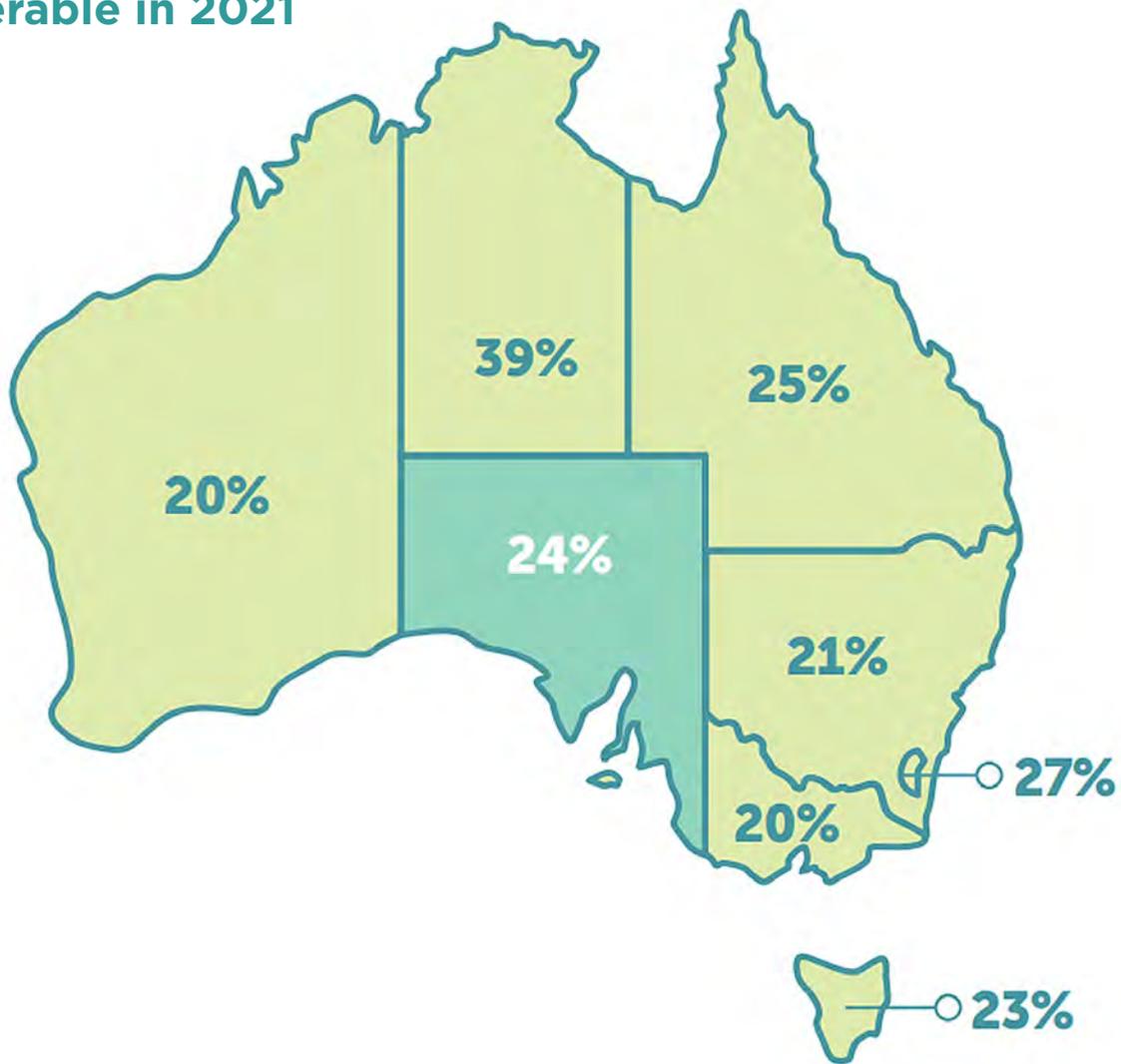


**30 actions
are on track**



**12 future
actions**

Percentage and number of children developmentally vulnerable in 2021



- Develop system-wide strategic guidance on continuity of learning for children transitioning into preschool and school.
- Design and establish a system of local review for preschools.
- Agree and implement practice evaluation tools for preschools and local education teams to enable shared understanding of preschool process quality, for example Early Childhood Environmental Rating Scale (ECERS) or Classroom Assessment Scoring System (CLASS).
- Design and deliver professional development for leaders of preschools, local education teams and departmental.
- Share learning tools between government and non-government service providers.
- Develop resources for supporting children with diverse needs and backgrounds, with a focus on opportunities to build on the strengths that they bring.
- Explore solutions and new models of governance and administrative management support, such as fee for service.
- Develop system-wide process guidance on children transitioning into preschool and school, including between government and non-government sectors.

For more information visit: <https://www.education.sa.gov.au/departments/strategies-and-plans/early-learning-strategy> ■

Periods - Impact on School Students

By David Knuckey

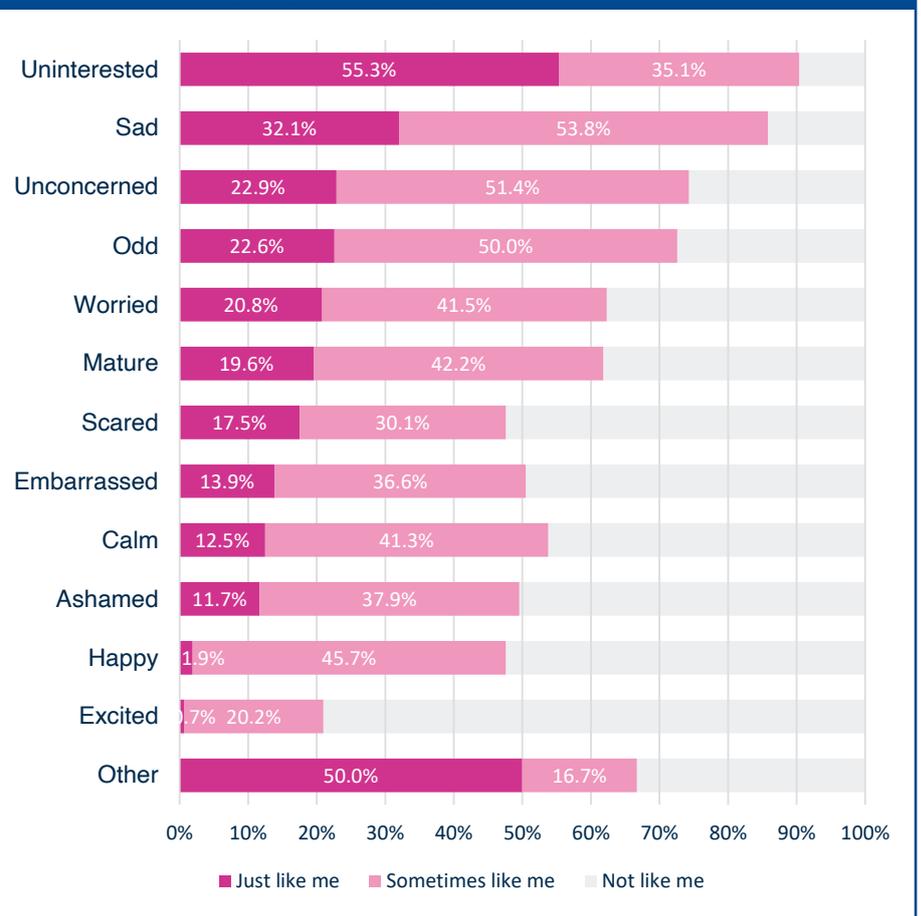
A new report from the Queensland University and Share the Dignity, reveals the impact of periods on high school student’s mental and emotional health, relationships, attendance and performance.

Key Findings

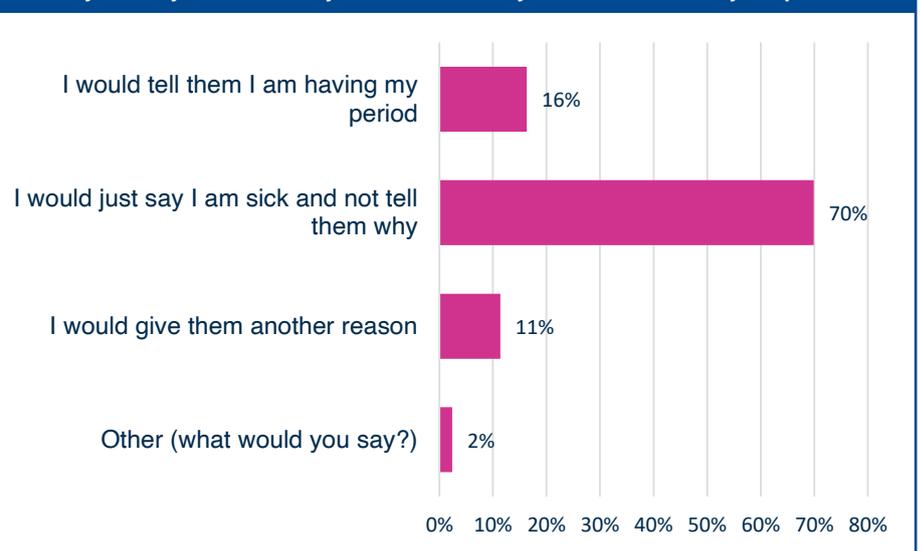
- 70% of high school students say if they stay home because of their period, they tell their school they are ‘unwell’. Only 16% tell schools it is period-related.
- High school students have the most difficulty buying period products every month.
- Due to the cost, 30% of high school students often ask someone to purchase them for them – while 21% often wear a tampon or pad longer than the recommended four hours.
- 37% of students say they often or sometimes ‘make do’ with tissue, cloth or paper instead of pads or tampons.
- 19% of high school students and 14% of tertiary students often or sometimes stay home due to their inability to afford pads and tampons.
- 98% of high school students believe having free pads and tampons at their school is important.
- High school students said having free period products at school means they change their pad more regularly (91%), stay at school (82%), feel less embarrassed (85%) and anxious (76%) and more confident (74%).

“98% of high school students believe having free pads and tampons at their school is important.”

Generally, how does your period make you feel?



Would you tell your school if you wanted to stay home because of your period?



- Free period products at school means 61% of students feel their school cares about them.

Recommendations

To reduce period stigma, period poverty and poor menstrual health there needs to be policies and practices concerning menstrual equity and dignity.

- Education for students and women about how to manage their period confidently.
- Clean and appropriate toilet facilities.
- Supportive school and workplace policies that encourage good menstrual health and period care. ■

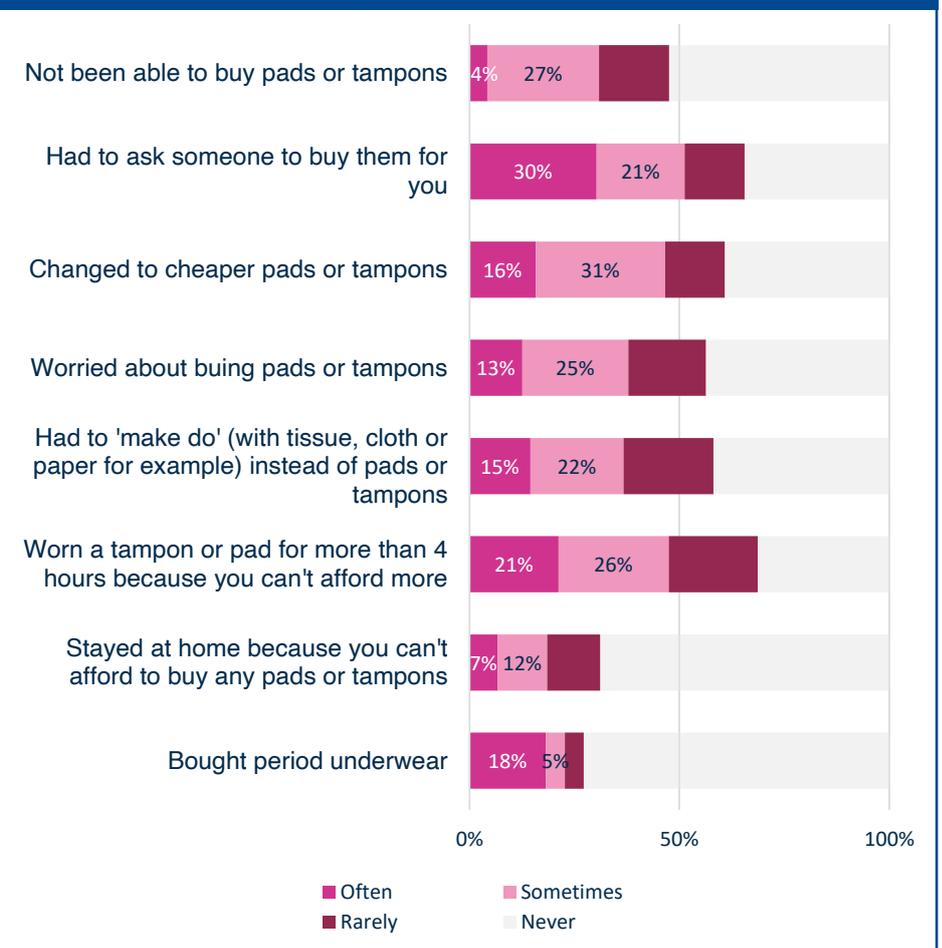
Source: *Periods: How They Impact Our Lives. Preliminary results of an Australian Study.* QUT The Australian Centre for Philanthropy and Nonprofit Studies & Share the Dignity.

Has your period ever made you...



“To reduce period stigma, period poverty and poor menstrual health there needs to be policies and practices concerning menstrual equity and dignity.”

Thinking about the cost of buying pads and tampons, have you ever...



Voice of Australian Educators 2022

By David Knuckey

The 2022 study surveyed 1,005 educators from 460 schools around Australia. The 2022 report was heavily influenced by the ongoing impact of Covid-19.

Major Challenges by Role

- School leadership: Ensuring the wellbeing of staff and students (60%)
- Teaching and learning: Too little non-classroom time for planning, PD, marking and other tasks (52%)
- School administration: Ensuring the school community receives relevant communications (39%)
- Teaching and learning leadership: Managing covid related disruption (46%)
- School management: Managing and supporting staff (38%)
- Technology: Managing security risks (55%)

“School leadership: Ensuring the wellbeing of staff and students (60%)”



Top Priorities by Role

- School leadership: Ensuring the wellbeing of staff and students (57%)
- Teaching and learning: Improving workflow to reduce workload (47%)
- School Administration: Streamlining administrative tasks (50%)
- Teaching and learning leadership: Consistently embedding best-practice across the school (61%)
- Technology: Improving integration between systems (57%)

Top Priorities for Schools

Overall, student and staff wellbeing is the top priority ahead of academic outcomes – 72%

- Student and staff wellbeing – 72%
- Academic outcomes – 60%
- Parent and community engagement – 43%
- Individualising learning – 37%
- Teacher and professional development – 26%
- Upgrading technology and resources – 24%
- Financial sustainability – 22%

New COVID Work Practices You'd Like to Keep

Respondents noted that these were no longer new work practices, after implementing many of the options in 2020.

- Online learning platforms for online or blended learning in class – 48%
- Technology enabling students to submit work online – 38%
- Online assessments – 30%
- Phone or online student / parent engagement – 29%
- Greater focus on individual student wellbeing – 27%
- Giving students options to show evidence of their learning – 26%
- No – 16%

What Would Make Remote Learning Easier

- More access to technology and devices
- More training on systems for teachers, parents and students
- Better parental engagement
- Having shared resources to reduce each teacher or school having to create their own
- One system or reduced systems that integrate with one another and are easy to use
- More time to prepare

Transition to Remote Learning

When asked how prepared their school was for remote learning, 91% felt 'fairly prepared' and above.

Teachers reported the lowest preparedness, with 14% selecting below 'fairly prepared'. However, this disparity with other staff was less than the previous year.

91% most respondents felt 'Fairly prepared' and above. An increase of 21% from 2020.



What is Most Challenging About Remote Learning

Overall, the changes in responses from 2020 – 2021 reflect that while people were more experienced and prepared, engaging with students was still a challenge.

	2021	2020
Keeping students engaged with learning	54%	N/A
Staying connected with students learning remotely	38%	51%
Tracking the level of student engagement	28%	N/A
Supporting students with pre-existing or emerging mental health concerns, behavioural challenges or disabilities	28%	34%
Delivering learning to students with limited internet access	26%	38%
Ensuring all learning abilities were catered for	26%	37%
Delivering engaging remote learning content	24%	N/A
Upskilling on new technology	19%	36%
Communicating effectively with students and parents	17%	25%
Tracking how teachers were delivering the teaching and learning program	10%	11%
Safety concerns for students (home environment / online safety)	7%	9%

“IT managers found the transition the least difficult, with 0% giving a rating of ‘very difficult’, compared with 7% of teachers.”

When asked how difficult the transition to remote learning was, the responses indicated less difficulty than in 2020.



IT managers found the transition the least difficult, with 0% giving a rating of ‘very difficult’, compared with 7% of teachers. ■

Source: 2022 School Survey report. The voice of Australian educators.

SAASSO Surveys



SAASSO's surveys collect the opinions & perspectives of SA's public school parents & staff on a variety of education and child wellbeing topics.

The immediacy of online surveying, enables SAASSO to capture parent / educator feedback as issues occur; facilitating genuine community input into decision making.

Have a topic you think we should survey?

Email us today - info@saasso.asn.au

www.saasso.asn.au/services/surveys

“ 84% of respondents believe schools should be able to choose between a chaplain and a professionally qualified student welfare officer. ”

“ Several comments expressed concern over available funding for such a student welfare officer. ”

“ 89% of school staff are in favour of schools having the choice between a chaplain and a professionally qualified student welfare officer. ”

“ When asked if Australia should outlaw corporal punishment at home, 40% of all respondents voted yes. ”

“ 37% of school staff would also like to see corporal punishment at home outlawed. ”

“ 58% of Principals want to see digital writing added to the curriculum. ”

“ When asked if digital literacy should be added to the curriculum, respondents questioned the additional pressure this would have on teacher workload and raised concerns over the amount of online time our children have. ”

**Look out for SAASSO
emails to take
part in our next
survey!**

SACE Update

Introducing the Capabilities and Learner Profile

Every student is unique, and it's often difficult to assess what the best post-school pathway is for them.

If only we had a crystal ball, or something similar that could point students in the right direction towards the perfect career or further education pathway that would maximise their chances of success.

Enter the Capabilities and Learner Profile – a vital innovation that is being developed by the SACE Board.

As part of their Strategic Plan, the SACE Board is delivering the Capabilities and Learner Profile project, one of several strategies designed to help students thrive in our fast-paced global society.

What is the Capabilities and Learner Profile project?

The project is committed to showcasing the knowledge, skills and capabilities of the whole student and turning this information into a visual profile that will help them to better match with tertiary or employment pathways following their SACE completion.

Why is it needed?

Recent national and international trends in education have identified that the development of capabilities partnered with

deep knowledge is highly beneficial for students, setting them up for future success.

The assessment and certification of student capabilities is the beginning of a significant shift in the way schools, students and the community measure educational achievement and success. The Learner Profile will provide valuable information for students so that they can make better decisions about their post school pathways.

The result of developing and recognising student capabilities as part of the SACE certificate will be more equitable outcomes for all young people.

How did we get here?

The work leading up to the development of the profile has been extensive, including how to assess and determine a student's capabilities.

Assessing student capabilities is a complex process so the SACE Board worked closely with the Assessment Research Centre at the University of Melbourne, as well as contributing to the Australian Government's project into the introduction of a national senior secondary learner profile.

To ensure that what was developed was relevant and useful, the project team consulted with employers, universities and TAFE, as well as engaging with Industry

Skills Councils. All have provided positive feedback, recognising the value of the data captured in the Learner Profile and its potential use.

Important insights came out of focus groups with students to help to refine the profile and keep it meaningful to students. The final result was a prototype that identifies and assesses student's capabilities and represents them in a format that includes information and visual data.

The project team is also working with university admissions to test the Learner Profile data for the 2023 entry process into a limited number of further education courses.

Next steps

The Capabilities and Learner Profile pilot continues in Semester 2 of 2022, working in partnership with over 30 pilot schools and 100 teachers from all sectors across South Australia, Northern Territory and SACE International.

Following the completion of the pilot, the project team will assess and evaluate the results to determine the next stage of development. ■

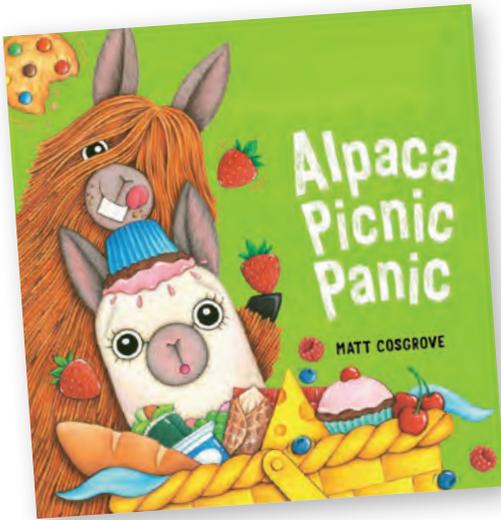


Book Reviews

By Faye Williamson

Alpaca Picnic Panic

By Matt Cosgrove
Scholastic Publishing
Ages 3-7

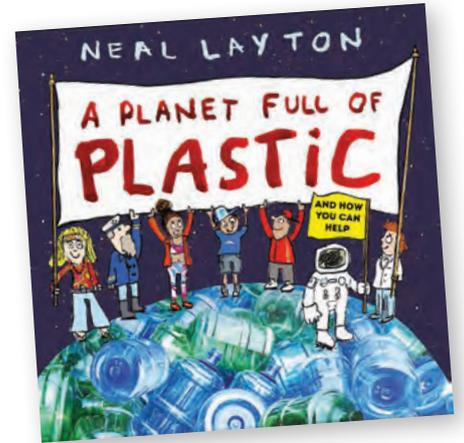


The latest addition to the Macca the Alpaca series!

“Macca the Alpaca and his best-pal, Al, have been waiting for the perfect day to go on a picnic. But when the sun finally comes out, will their picnic go as planned or turn into an al fresco fiasco?” ■

A Planet Full of Plastic

By Neal Layton
Scholastic Publishing
Age 5-7

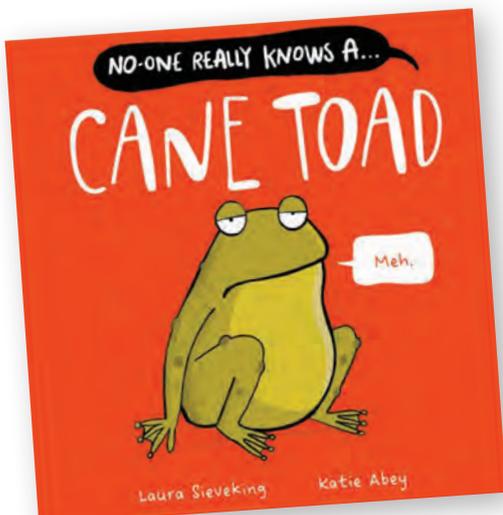


Award-winning author-illustrator Neal Layton is here to explain where plastic comes from, why it doesn't biodegrade, and why that's dangerous for animals and humans alike.

“Everything is made of stuff. Some things are made of paper, like this book. And some things are made of PLASTIC. If you look around you, plastic is everywhere. Even in places where it's not meant to be. If it drops to the ground, it doesn't rot away – it sticks around forever. Our world is drowning in plastic, and it's a big problem.” ■

No-One Really Knows A Cane Toad

By Laura Sieveking
Scholastic Publishing
Ages 3-12



A hilarious book about cane toads, like you've never seen them before.

“Cane toad. Brain toad. Riding on a train toad. If you think you know cane toads, then think again!” ■



South Australian Association Of State School Organisations Inc.

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School Post - term 3



SAASSO Brochure



SAASSO member's brochure.

SAASSO Training



SAASSO Governing Council Training

SAASSO Bulletin



SAASSO Bulletin – mid-year intake.