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Term 2, 2023



Inside



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Cheaper Child Care



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ARTWORK BY MATT OTTLEY

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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.

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Who is Missing Naplan?

By David Knuckey

Primary student participation in NAPLAN has been relatively stable since the tests began, however, secondary students' participation has been in persistent decline.

Participation rates among students from priority equity groups are much lower, and declining faster, than average. This poses a significant challenge for monitoring equity gaps in Australia's schools.

Low-performing students are more likely to miss NAPLAN tests. This undermines efforts to lift the outcomes of these students.

In 2022, there was a sharp decline in NAPLAN participation, with approximately 20,000 extra students missing the tests. This was largely due to disruptions related to COVID-19.

Impact of Covid

NAPLAN was cancelled in 2020, but 2021 participation rates reflected historical trends, despite Covid lockdowns and isolation. However, 2022 saw a sharp decline in participation.

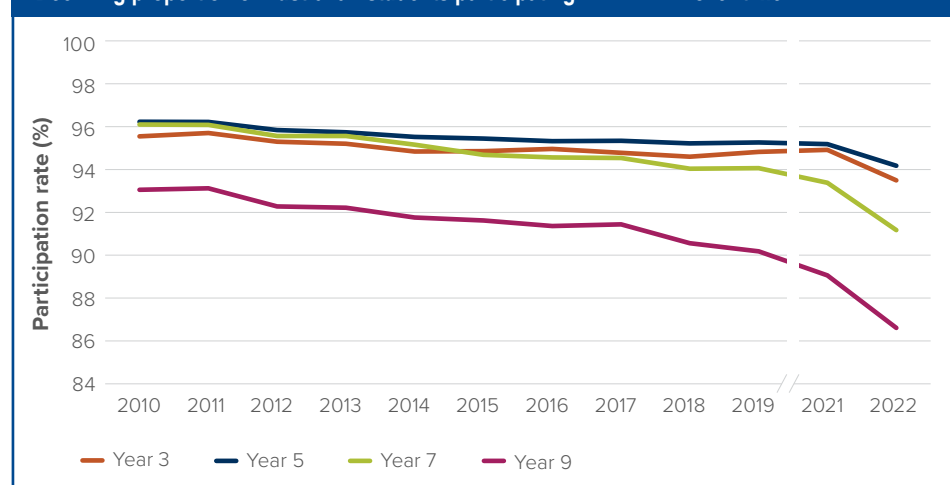
Participation by Different Groups

Those students at risk of lower education success are more likely to have participation rates below the national average.

2022 saw even fewer of these students sit NAPLAN.

Over the last 7 years, participation by Indigenous children has dropped 10% and participation by very remote students has dropped 15%.

Declining proportion of Australian students participating in NAPLAN over time

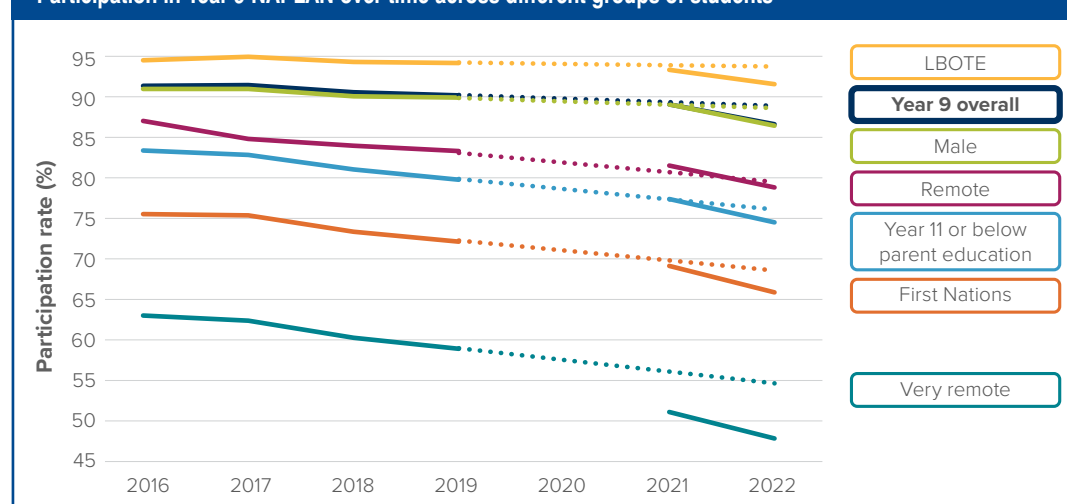


Students who perform lower in NAPLAN are less likely to continue to sit the tests as they progress through school. There are also lower participation rates for children whose parents had low levels of education.

“Those students with both low parental education levels and low performance in previous NAPLAN tests had particularly low participation rates.” ■

Source: Lu, L., Williams, L., Groves, O., Wan, W., & Lee, E. (2023) *NAPLAN participation: Who is missing the tests and why it matters*. Australian Education Research Organisation (AERO).

Participation in Year 9 NAPLAN over time across different groups of students



“Over the last 7 years, participation by Indigenous children has dropped 10% and participation by very remote students has dropped 15%.”



Celebrating 100 years of SAASSO!



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Right Bite - Update

By Faye Williamson

Schools play a critical role in creating, promoting and modelling healthy eating behaviours.

Approximately 40% of a child's daily energy intake occurs at school and data suggests that students access the canteen at least once per week.

Providing healthier food options in schools helps to create a positive food culture, leading to improved health outcomes which can have a lifelong impact on children and young people.

The Department for Education has revised the Right Bite Food and Drink Supply Standards in support of the new Wellbeing SA food and drink classification guide for schools. The revised standards replace the previous Right Bite Manual, released in 2008.

The standards give advice about the:

- types of food and drink that should be sold
- conditions in which food and drink is sold or provided.

The revised standards use a traffic light system to classify food and drinks into 4 categories:

1. Green: best options
2. Amber: choose carefully
3. Red 1: limit
4. Red 2: should not be supplied.

Right Bite standards are recommended as best practice for all public schools and OSHC. They should be applied to all food and drinks sold or provided to students, such as canteens, breakfast programs, excursions and camps, fundraising events, sports days, OSHC, celebrations, rewards and giveaways.

The standards do not apply to:

- food and drinks brought from home for personal consumption
- food and drinks supplied in preschools, children's centres and long day care
- coffee, cakes and pastries supplied for educational purposes as part of Vocational Education Training (VET) courses.

How do the standards apply to Governing Councils?

Schools provide students access to food on a regular basis. This could be through:

- canteens, including any canteen service provided by a third party (onsite or external)
- out of school hours care (OSHC)
- breakfast programs
- fundraisers
- whole of school events, celebrations or sports days
- camps
- vending machines.

Governing councils should become familiar with the Right Bite Food and Drink Supply Standards including the traffic light system and should understand that:



- The standards have a target of 60% green category foods, no more than 40% amber category foods, limited red 1 and not supplied red 2 category foods.
- Red 1 food and drinks can only be sold or provided up to twice per term. This can be as a celebration, whole of school event or fundraiser. These foods can be sold through a canteen but needs to be coordinated across the school to make sure this does not happen more than twice.
- OSHC may offer red 1 food and drinks up to 8 times per year, independently to whole of school events.
- You may need to negotiate with external suppliers of food and drinks to prompt them to meet the standards, whether a once off or ongoing basis.
- There are additional standards related to advertising, waste and food safety.

You can find out if your food and drink products are classified as green, amber or red, by using [Wellbeing SA's FoodChecker](#) - they also have tips and actions to support your school to demonstrate a positive food culture.

Canteen and OSHC menus

Adjusting a canteen or OSHC menu to meet the Right Bite standards can take time and will take support from the school community.

You can support the canteen or canteen provider by:

- helping the canteen to understand the standards and use Wellbeing SA's FoodChecker to see if the menu meets the standards
- reviewing the menu against a FoodChecker report, such as seasonally or annually, and work together to implement any changes
- helping to promote menu changes
- considering ways to positively promote healthy food and drink choices to the school community.

Other things to consider when you provide food and drink

You must also consider food safety and packaging. This is for any event, celebration or fundraiser relating to food and drink supply, including external providers or canteens.

Make sure food and drinks are being prepared and stored safely. See food safety for food and drink provided in schools.

Understand that there are laws that affect schools use of some types of packaging and single use plastics.

Understand roles and responsibilities where alcohol is included within catering at events or as fundraising. ■

Source: <https://www.education.sa.gov.au/>

Food and Drink Supply Standards for South Australian Schools
www.education.sa.gov.au/rightbite

best options

Offer and promote a **variety** of **green** food and drinks

green foods and drinks should make up **60%** of options

choose carefully

Offer **smaller portions** of **amber** food and drinks

limit **amber** foods and drinks to **40%** of available options

limit to twice per term

red 1 foods and drinks should be limited to twice per term, for example as part of a whole of school celebration or fundraising event

should not be supplied

red 2 foods and drinks should not be supplied, provided or sold to students

The Wellbeing SA Healthy Food Environments Hub
Tools and resources are available to support you in meeting the revised Right Bite standards. Use the Wellbeing SA FoodChecker to assess products, recipes and menus.
www.wellbeing.sa.gov.au/foodenvironments

“Right Bite standards are recommended as best practice for all public schools and OSHC. They should be applied to all food and drinks sold or provided to students, such as canteens, breakfast programs, excursions and camps, fundraising events, sports days, OSHC, celebrations, rewards and giveaways.”

Gamified Education Key to Boosting STEM

By David Knuckey

New research from UniSA shows that gamified education could be key to boosting STEM capabilities in primary school students – improving spatial reasoning and shaping positive attitudes toward STEM and design thinking.

The study found that regular use of Makers Empire can improve spatial reasoning skills in up to 85% of children. Makers Empire is a 3D design and technology program used in over 500 Australian schools and over 50 countries worldwide.

Spatial reasoning is the ability to understand relationships between objects; how they interact and look from different perspectives and environments. It is a key skill for jobs in STEM – science, technology, engineering and maths.

Lead researcher, Associate Professor Simon Leonard says, “The number of students studying STEM subjects in high school is still far too low, so it’s essential that we continue to encourage younger students to develop a keen interest and capability in these key areas.”

“By engaging children with the Makers Empire program, we not only showed improvements in students’ spatial reasoning skills, but also that the growth trajectory was greatest among students who were struggling in this area.”

The study assessed the use of Makers Empire for one 45-90-minute lesson each week, over 10 weeks. Both boys and girls showed significant increases in three spatial reasoning skills: mental rotation, spatial orientation, and spatial visualisation.

Importantly, the program also boosted girls’ beliefs and abilities to master these spatial reasoning skills, lowering the gender gap from 3.5% to 1.9%.

In Australia, women make up only 28% of the STEM workforce with the gender gaps particularly high in some of the fastest-growing and highest-paid jobs of the future.

STEM Stats

- The number of students studying STEM in Year 11 and 12 has flat-lined at around 10% or less.
- Australia is slipping down the international ranking tables as other countries improve. In 2003, 4 countries significantly outperformed Australia in PISA maths. In 2018, 23 did.
- Around 40% of Australia’s Year 7 to 10 maths classes are taught without a qualified maths teacher. ■



My School Update

By Faye Williamson

The My School website has been updated for 2023 with new profile information on schools and the latest school-level NAPLAN data.

The 2023 My School update includes:

- 2022 school profile and population data
- 2022 school attendance data
- 2022 NAPLAN results for schools
- 2021 school financial information, including capital expenditure and funding sources
- 2021 post-school destinations data.

“My School provides data on schooling right across Australia, helping parents, carers, schools and governments to understand the performance of schools,” says ACARA CEO, David de Carvalho.

Student progress data for 2020–2022 is not available following the cancellation of NAPLAN in 2020 due to the COVID-19 pandemic; however, parents can still view NAPLAN performance

data relative to socio-educational advantage by school on the NAPLAN results page.

My School’s Index of Community Socio-Educational Advantage (ICSEA) indicates the average educational advantage of each school’s students. It is calculated using information about parents/ carers’ occupations and education, school geographical location and the proportion of Indigenous students.

A school’s ICSEA value is provided to encourage taking socio-educational advantage into account when comparing school achievement.

“It also provides teachers with important insights into school performance, supporting and driving improvements across the nation.”

The My School update shows a decline in students’ attendance during Semester 1 (Term 1 and 2) and Term 3 2022, but this can be attributed to the impacts of COVID, high influenza outbreaks and floods experienced in some regions of Australia during that time. ■



Mission Australia - SA Report 2022

By Gino Amato

Last year marked 21 years of Mission Australia's Youth Survey.

Nearly 19,000 Australians aged 15-19 participated in 2022. In SA, 63% of respondents were female, 30% were male and 5% were gender-diverse:

- 5.7% were Indigenous Australians
- 7% live with a disability
- 19.7% speak a language other than English at home
- 21.1% live with a mental health condition.

82.4% were studying full-time, while 45.4% work.

In the past year:

- 13.3% were worried about having a safe place to stay
- 2.9% had no fixed address or lived in a refuge or transitional accommodation



- 8.9% needed financial help from family, friends or charity
- 9.4% said they or their family could not pay bills.

17.6% of SA youth held spiritual or cultural beliefs – below the national average of 20.2%.

63% of those who felt they needed help sought support for mental health.

In the last year, 9.7% of SA's young people spent time away from home because they felt they couldn't go back.

“More than a quarter of SA young people report feeling lonely most or all of the time.”

More than a quarter of SA young people report feeling lonely most or all of the time, in the past 4 weeks. 30% are lonely some or the time and 30% are lonely a little of the time. Males are twice as likely to report that they are lonely none of the time.

SA Youth's Biggest Challenges

School Challenges – 39.8%. Academic pressure, high workload, challenges with teachers, learning difficulties, general school challenges.

While 62.4% were satisfied or very satisfied with their studies, 50.7% said there were barriers to achieving their goals. Top barriers were mental health, academic ability and financial difficulty.

Mental Health Challenges – 30.6%. Low mental health, stress, anxiety, depression, low self-esteem or self-harm.

33.8% had high psychological distress (scoring between 13 and 24 on the Kessler 6). 27.1% felt lonely all or most of the time. 47% were extremely or very concerned about coping with stress.

Relationship Challenges – 19.3%. Death, abuse, challenging relationships with family, friends or significant others.

27.4% said their family's ability to get along was poor, while 79.1% said friends were their top source of support.

“Close to 1 in 3 said nothing more could help, or they were unsure what could help with their challenges....”

SA Youth's Top Issues of Concern

SA's youth provided a worrying list of issues they were extremely or very concerned about, which include some stark differences between genders.

On the list of 17 issues of personal concern:

- females scored higher than males on 16.
- females scored higher than the SA average on 13.
- females scored higher than the national average on 16.

	SA%	Female%	Male%
Coping with stress –	47	56.4	24.9
Mental health	42.4	48.3	26.1
School problems	42.2	47.9	30.0
Body image	35.2	43.6	14.6
Climate change	27.2	30.5	15.6
Covid	25.5	29.3	16.4
Physical health	20.6	22.8	14.6
Financial security	19.3	21.8	14.5
Family conflict	19.2	20.9	12.6
Suicide	16.6	16.6	12.4
Discrimination	14.6	14.4	9.4
Bullying / emotional abuse	14.1	15.4	8.3
Social media	13.8	16.8	6.6
LGBTQIA+ issues	13.0	12.1	5.5
Personal safety	12.4	13.2	8.5
Domestic / family violence	8.8	10.2	4.4
Alcohol & drugs	8.0	7.3	8.3

“On the list of 17 issues of personal concern females scored higher than males on 16.”

Barriers to Accessing Professional Mental Health Support

Again, females experienced significantly greater barriers than males.

	SA%	Female%	Male%
Stigma or shame	42.2	43.4	34.4
Concerns about confidentiality	40.3	42.2	26.9
Don't know where to go for help	36.0	36.4	25.4
Cost	30.6	32.9	24.5
Distance / location	13.2	15.0	6.0
Operating hours	7.8	8.1	6.0
There were no barriers	13.2	14.5	13.4

School

In SA, 82.4% of 15-19 year-olds are studying full-time, with another 7.9% part-time and 9.6% not studying at all.

62.4% of SA youth is satisfied or very satisfied with their studies – equal to the national average.

96.1% plan to complete year 12 – just below the national average.

Half of SA's youth believe there are barriers to them achieving their study / work goals.

Girls scored higher than boys in all but one of a list of 15 barriers – physical health. SA girls scored higher than the Australian average on all but two of the barriers. ■

“62.4% of SA youth is satisfied or very satisfied with their studies.”

	SA%	Female%	Male%
Mental health	55.6	59.7	32.0
Academic ability	34.3	36.4	33.6
Financial difficulty	27.1	28.3	20.8
COVID	21.8	23.0	19.2
Admission/job requirements	16.9	20.2	9.6
Lack of information	16.9	18.6	14.4
Family responsibilities	16.7	20.7	8.0
Where you live	16.5	17.8	11.2
Lack of jobs	15.5	15.4	13.6
Transport	15.3	15.4	12.0
Physical health	12.5	12.6	12.8
Lack of school support	12.0	15.4	3.2
Lack of family support	10.0	12.0	2.4
Discrimination	6.5	5.0	4.8
Cultural responsibilities	3.3	3.4	3.2

Source: Mission Australia Youth Survey 2022 South Australia.

Climate Change & Mental Health

By David Knuckey

In a 2022 survey of 18,800 young Australians, 51% identified the environment as 'one of the most important issues in Australia today'.

These findings are not surprising considering in the last three years, record-breaking climate catastrophes have impacted large parts of Australia.

Impacts of Climate Concerns

Those who reported being more concerned about climate change also reported:

- higher psychological distress and poorer mental health
- lower personal wellbeing
- more negative future outlook.

Who is Affected Most

Stronger links between climate concerns and poor mental health among those who identified as:

- gender diverse
- indigenous
- living in outer regional/remote locations

This suggests that for young people in these marginalised groups, climate change can impact more significantly on their psychological distress and/or future outlook.

Details

67% of young Australians are concerned about climate change, with 26% very or extremely concerned.

Young people who are very or extremely concerned about climate change were more likely to:

- Identify as gender diverse (47%) or female (29%) as compared to male (16%).
- Live in major cities (27%), as compared to those who live in inner regional (23%) or outer regional, remote or very remote areas (21%).
- Report having experienced financial difficulties in the past year.

Those who reported higher levels of climate concerns were also likely to be older, non-Indigenous, not studying or studying part-time, and from areas with higher socioeconomic status.

Close to two in five young people with strong climate concerns reported they were experiencing high psychological distress, while over one in five had a negative outlook about their future.

Young people who had reported feeling very or extremely concerned about climate change were also more likely to have sought support for their mental health, as compared to those not at all concerned about climate change. ■

Source: Climate Concerns And Young People's Mental Health. Findings from the 2022 Mission Australia Youth Survey.



“With regards to my climate anxiety, I struggle being able to mediate that and often cannot read the news without panicking.”



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Governing Council Training

“ Very knowledgeable and helpful. ”

“ Well worth the time! ”

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

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

“ Clarified many issues for me. ”

“ Highly recommend this training. ”

“ Well done! Thank you from all of us! ”

“ Very Worthwhile! ”

“ Helpful in the understanding of our roles on Governing Council. ”

“ Would recommend. ”

“ This was my third time doing training. Very well presented and explained. ”

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.



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myfuture is targeted and tailored to the education community, providing users with free access to trusted, impartial and reliable career information based on research and evidence.

myfuture's tools and resources have been designed to support you to have better, more-insightful conversations about career pathways with your child.

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ATAR'S Rising Relevance

By David Knuckey

The Australian Tertiary Admission Rank (ATAR) is a rank given to secondary school students on a range from 0 to 99.95 – it shows how students performed compared to other Australian year 12 students.

'For more than a decade there has been an ongoing debate around ATAR's suitability and future, and in particular, its role in university admissions criteria. This debate is especially relevant today when more school leavers are failing to finish their university degree on-time (completion) or are dropping out of university entirely (attrition).'

A new study shows ATAR is still the dominant pathway to university for school leavers and has a higher completion rate than other avenues.

Almost 75% of school leavers use ATAR to gain university entry

- 60% use solely ATAR
- 14% use ATAR in conjunction with other criteria.

The share admitted on a non-ATAR basis has grown from 15% in 2016 to at least 25% today.

Low ATAR students (scores of 0-60) drop out at rates about three times that of high ATAR students (80-100).

Non-ATAR admissions are almost twice as likely to drop out of university in their first year.

Completion rates for non-ATAR students are falling faster than any other ATAR form – dropping by about 5% over the last decade ... more than twice the drop for all other school-leavers.

If completion rates for non-ATAR students increased to those admitted on via ATAR basis, an extra 3,800 students would finish their degrees each year.

'Despite rhetoric around non-ATAR pathways being 'fairer' or more 'equitable', in practice universities appear to be using this method as an opaque way to admit low-ATAR students, without commensurate increases in support needed to complete their degrees.' ■

Source: Exploring admission standards and the falling completion rates of school leavers at Australia's universities. Rob Joseph. The Centre For Independent Studies. Analysis Paper 44 February 2023.



ATAR Cut-Off Scores 2023

Listed below are some of the Cut-off scores for the University of Adelaide for 2023.

Bachelor of Science	65
Bachelor of Commerce	72
Bachelor of Maths and Computer Science	65
Bachelor of Media	65
Bachelor of Laws	95
Bachelor of Environmental Policy	65
Bachelor of Nursing	70
Bachelor of Mathematical Sciences	80
Bachelor of Languages	65
Bachelor of Criminology	65
Bachelor of IT	65
Bachelor of Podiatry	80
Bachelor of Pharmaceutical Science	72
Diploma in Arts	55
Diploma in Business	65

Relationship & Sex Education - Australian Parent Survey

By David Knuckey

In November 2021, 2,427 respondents completed the survey – 56.5% were female.

Most had a child enrolled in a public school (67.8% primary and 57.8% secondary).

89.9% of parents strongly agreed or agreed that relationships and sexual health education (RSE) should be provided in schools.

Females (91%) were more likely to agree than males (88%).

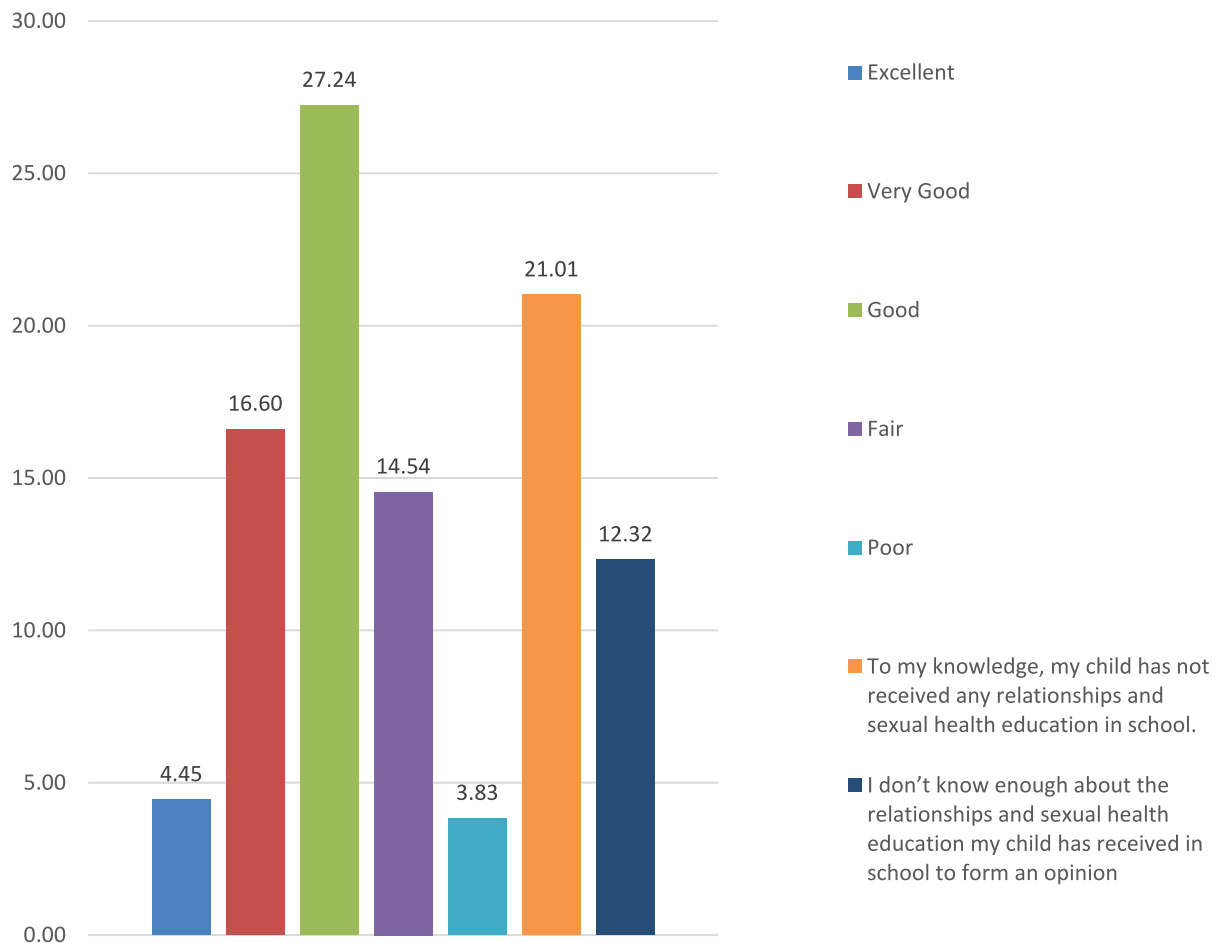
Parents with no religious affiliation were significantly more likely to agree. Those who considered religious affiliation as very important, were significantly less likely to endorse the teaching of RSE in schools. Conversely, those who indicated that religion was not at all important were more likely to support RSE.

Separate analyses were conducted for parents who identified as Catholic, because this group is represented by its own school sector. There was no association between the strength of an individual's affiliation to Catholicism and their attitude towards school-based RSE.

“...those who indicated that religion was not at all important were more likely to support RSE.”

Those affiliated with the Labour Party were more likely to, while those who voted for other parties were significantly less likely to show support RSE in school.

Parents response (%) to “Overall how would you rate the quality of the relationships and sexual health education that your child/children have received in school?”



There were 40 listed RSE topics. The majority of parents felt 7 topics should first be addressed during primary school grades: bodily autonomy and personal boundaries (e.g., a child's body belongs to themselves); the correct names for body parts, including genitals; personal safety (e.g., abuse prevention); body image; self-esteem and personal development; changes associated with puberty (e.g., physical, biological, psychological, emotional, social); and communication skills.

“The majority of parents rated the quality of RSE in their child’s school as good...”

Most parents then felt that the remaining 33 topics should first be taught in grades 7 or 8.

The majority of parents rated the quality of RSE in their child's school as good – as opposed to very good or excellent.

More than 20% did not believe their child received any RSE in school.

These results did not differ significantly by state. ■

Source: Jacqueline Hendriks, Katrina Marson, Jennifer Walsh, Tasha Lawton, Hanna Saltis & Sharyn Burns (2023): Support for school-based relationships and sexual health education: a national survey of Australian parents, Sex Education, DOI: 10.1080/14681811.2023.2169825

% of parents agreeing each topic should be delivered in school				
	Australia	SA		Australia SA
The impact of peer pressure	99.53	98.71	Safer sex methods	95.98 95.42
Self-esteem and personal development	98.96	98.08	Emotional components of sexual relationships	95.72 96.13
Communication skills	98.95	98.06	Popular language related to relationships and sexual health	95.59 94.84
Personal safety (e.g., abuse prevention)	98.71	98.73	How power differences such as age, gender, socioeconomic status, race, or unequal positions impact relationships	95.59 94.12
Puberty changes	98.54	98.72	Understanding & appreciation of different cultural approaches to relationships & sexual health	94.92 91.45
Decision-making skills	98.45	98.73	Sexuality & communication technology (sexting)	94.81 96.75
Supporting and helping peers	98.32	97.44	Media literacy skills related to sexual content in advertising, TV, pornography etc.	94.77 98.01
Correct names for body parts	98.08	98.08	Reasons to engage or not engage in sexual activity	94.50 94.74
Body autonomy (a child's body belongs to them)	98.07	98.72	Sexual behaviour	94.35 95.45
Sexually transmitted infections, including HIV	98.06	98.06	Sexual problems and concerns	94.34 94.74
Non-violent conflict resolution in relationships	97.98	97.39	Attraction, love, and intimacy	94.30 93.46
Reproduction	97.86	97.40	Sexuality and disability	93.03 93.84
Healthy and unhealthy relationships	97.65	98.71	The influence of sexually explicit media	92.63 93.51
Sex and the law	97.18	97.44	Gender roles and stereotypes	91.96 89.54
Prevention of sexual exploitation	96.97	97.39	Sexual orientation	88.81 88.39
Body image	96.86	96.77	Information about masturbation	86.81 84.42
Sexual and gender-based violence / harassment coercion	96.77	94.23	Abstinence	85.87 87.41
Sexual consent	96.71	97.42	Gender identity	85.78 83.55
Contraception	96.71	96.13	Sexual Pleasure	83.51 83.22
How to access sexual and reproductive health services	96.43	96.05		
Dealing with pressure to be sexually active	96.10	96.73		

Cheaper Child Care

By Faye Williamson

From July 2023, the Australian Government will be increasing Child Care Subsidy (CCS) rates for families.

The changes are aimed towards making child care more affordable and inclusive for Australian families. These changes are in addition to the increased Higher Sibling Subsidy the government introduced in early 2022.

To get Child Care Subsidy (CCS) you must:

- care for a child 13 or younger who's not attending secondary school, unless an exemption applies
- use an approved child care service
- be responsible for paying the child care fees
- meet residency and immunisation requirements.

Child Care Subsidy Changes

From 10 July 2023, the income limit for CCS is increasing from \$356,756 to \$530,000. If your family earns under \$530,000, you'll get increased Child Care Subsidy (CCS).

The maximum amount of CCS is increasing from 85% to 90% for families earning up to \$80,000.

“If you have more than one child aged 5 or under, you can still get a higher rate for one or more of your children.”



In most cases, you don't need to do anything to get the increased rate. If you get CCS now, Centrelink will apply the changes to your CCS automatically from 10 July 2023.

If you earn over \$80,000, you may get a subsidy starting from 90%. This will go down by 1% for each \$5,000 of income your family earns. The CCS percentage you're entitled to depends on your family's income.

If you have more than one child aged 5 or under, you can still get a higher rate for one or more of your children.

Use the Child Care Subsidy calculator on the Starting Blocks website to see what you may be eligible for from 10 July 2023.

How Much Will I Save?

The table below shows an estimate of the new CCS rates, and savings per income band (based on an example average daily rate).

Family income	Current CCS%	New CCS % from July 2023	Possible savings at \$120 fee per day
\$70,000	85.00%	90.00%	\$6.50
\$80,000	82.50%	90.00%	\$9.01
\$90,000	79.20%	88.00%	\$10.61
\$100,000	75.80%	86.00%	\$12.21
\$120,000	69.20%	82.00%	\$15.41
\$140,000	62.50%	78.00%	\$18.61
\$160,000	55.80%	74.00%	\$21.81
\$180,000	50.00%	70.00%	\$24.00
\$200,000	50.00%	66.00%	\$19.20
\$220,000	50.00%	62.00%	\$14.40
\$240,000	50.00%	58.00%	\$9.60
\$260,000	48.90%	54.00%	\$6.10
\$280,000	42.30%	50.00%	\$9.30
\$300,000	35.60%	46.00%	\$12.50
\$350,000	20.00%	36.00%	\$19.20
\$400,000	0.00%	26.00%	\$31.20
\$450,000	0.00%	16.00%	\$19.20
\$500,000	0.00%	6.00%	\$7.20
\$530,000	0.00%	0.00%	\$0.00

***Please note, this table is a guide only and changes to centre fees, the law, policy or your individual circumstances may mean that any Child Care Subsidy you are entitled to differs from the amount shown.*

Paid Parental Leave Scheme Changes

The Paid Parental Leave scheme is changing from 1 July 2023. If your child's birth or entry into care is on or after this date, these changes will affect you.

If you're a birth mother or the first adoptive parent you can claim up to 3 months before your child's birth or adoption. However, other parents must wait until 1 July 2023 to claim under these changes.

“On 1 July 2023, Parental Leave Pay and Dad and Partner Pay are combining into one payment.”

On 1 July 2023, Parental Leave Pay and Dad and Partner Pay are combining into one payment. It will increase from 90 days (18 weeks) to 100 days (20 weeks). A combined family income limit will apply.

If you don't meet the individual income limit of \$156,647, Centrelink apply the combined family income limit of \$350,000 instead. This will happen even if you're single or partnered.

Parents can use Parental Leave Pay until a child turns 2. Parents can share their Parental Leave Pay with each other and they can even take days at the same time. This can be at the same time as paid leave, and between periods of paid work.

The birth mother or first adoptive parent must give approval to share any Parental Leave Pay days.

Part of Parental Leave Pay will also be reserved for each parent to use. Any unused portions of Parental Leave Pay days will be lost if not used before a child turns 2.

There are more proposed changes to Parental Leave Pay which are subject to legislation passing. The proposed changes include the total Parental Leave Pay available to families increasing to 26 weeks by 2026.

For more information visit: www.servicesaustralia.gov.au ■

Food Hunger Report

By Faye Williamson

The Foodbank Hunger Report series has been released annually since 2012, dedicated to shedding light on the lived experience of food insecure Australians. The 2022 Foodbank Hunger Report presents the latest results from the research series.

The latest research was conducted between 11th and 28th July 2022, through an online survey of 4,024 Australians.

In the past 12 months, over 2 million Australian households (21%) experienced severe food insecurity, which means they ran out of food because of financial limitations and at worst went entire days without eating.

“In the past 12 months, over 2 million Australian households (21%) experienced severe food insecurity...”

Households with children were even more likely to experience severe food insecurity, with 32% reporting that they were severely food insecure – 1.5 times greater than the national average (21%). Food insecurity has been on the rise over the last 12 months, with 23% of Australian households perceiving that they now struggle financially to access food more often compared with last year.

Again, those with dependent children were more likely to have felt the pressure than those without.

The main reasons reported for experiencing severe food insecurity in 2022 were:

- Increased/high living expenses (64%)
- “Reduced/low income or government benefits” (42%)
- Change of household living arrangement (24%)
- Natural disasters (19%).

Food insecurity is impacting a diverse range of households.



However, some were more susceptible to experiencing food insecurity than others, such as:

- Households with dependent children (52%)
- Those with young adults 18-24 years old (60%)
- Those unemployed/looking for work (52%) or,
- Households currently renting (45%).

Over half of food insecure households (54%) had someone in paid work and nearly a third of households with mortgages (30%) have experienced food insecurity in the past year.

The diversity of those experiencing food insecurity is likely to increase due to the range of external factors impacting households which may never have experienced food insecurity before. These factors include the increasing cost of living, the frequency and severity of natural disasters and the ongoing challenge of COVID-19.

There is need to support more food insecure households - only two in five (38%) households experiencing food insecurity reported having received food relief help from a charity or community organisation over the last 12 months.

There continues to be a variety of barriers that food relief service providers need to address. These range from practical factors such as people being unaware of where to get help and lack of access or eligibility to convenient, local services to psychological barriers such as a sense of shame and lack of entitlement or a desire for more empathetic services. ■

Source: Foodbank Hunger Report 2022

“Households with children were even more likely to experience severe food insecurity, with 32% reporting that they were severely food insecure...”

FEEDING SA'S CHILDREN



Government
of South Australia

As part of the State Budget, the Malinauskas Labor Government will deliver more than a million additional meals through school breakfast programs.

The schools breakfast program will receive a \$6.5 million boost – the largest investment of its kind in the state's history.

It will see more than 1.4 million meals provided to South Australian children through breakfast programs at schools across the state over the next four years.

The breakfast initiatives are provided free of charge in a range of schools through two organisations, KickStart for Kids and Foodbank SA.

They will further support this initiative with a grant program available to public schools with the most need. Funds will be available to support schools establishing things such community gardens, buying kitchen equipment for student or parent cooking classes that promote healthy and low-cost meal options and other associated activities.

Resources, including training and specialist advice, will also be provided to public schools to address concerns in relation food security, nutrition and body image issues.

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

New Teachers

By David Knuckey

It is commonly assumed that experienced teachers are more proficient than beginners ... Our analysis of 990 lessons, taught by 512 primary teachers in New South Wales during 2014–15 and 2019–21, found no significant differences in pedagogy across the experience range.

A new study of NSW primary teachers, published in the Australian Educational Researcher has found that a recently graduated teacher can teach at the same level as a teacher with decades of experience.

We canvass two possible explanations: that initial teacher education performs better than is typically assumed; and / or that experience, including ongoing participation in many forms of professional development has minimal impact on pedagogical quality.

Over the past 40 years, there have been more than 100 inquiries into teacher training, in Australia (and around the world) – resulting in numerous reforms of course content, standards and classroom ready assessment.

It is often assumed, without robust evidence, that declining student outcomes stem from declining teacher quality and, further, that to improve student achievement, nations must, by necessity, raise the quality of new teachers.

This study analysed the lessons of 512 teachers ranging from those in their first year of teaching to those with more than 24 years experience, using the Quality Teaching Model.

Our analysis of nearly 1000 lessons found no significant differences between experience categories across the range, from teachers in their first year to those teaching for more than 24 years.

The authors state that evidence is showing that 'newly qualified teachers, on average, demonstrate a level of teaching quality commensurate to that of experienced teachers in a variety of contexts'.

No significant differences were found for overall QT score or among the dimensions of Intellectual Quality, Quality Learning Environment, and Significance by experience category.

New teachers certainly do face difficulties as evidenced by the high level of beginning teacher attrition.

The important lesson from this study, however, is that the continual positioning of beginning teachers and ITE as deficient is unwarranted and, instead, we should focus on providing teachers with access to high-impact PD throughout their careers. ■



Source: Jennifer Gore, Brooke Rosser, Felicia Jaremus, Andrew Miller¹, Jess Harris. *The Australian Educational Researcher*

SACE Update

Capabilities and Learner Profile Project

We previously introduced an innovative project, the Capabilities and Learner Profile, that the South Australian Certificate of Education (SACE) Board of SA is undertaking to support the development and recognition of valued capabilities in young people.

Recognising individual strengths that are not included in regular school reports is a ground-breaking project to prepare students for their next steps in life.

Schools who engaged with the pilot in 2022 tested teacher-centred approaches to recognising and evidencing capabilities and representing these in a Learner Profile visualisation.

At the end of the year a significant number of students from participating schools received a Learner Profile with their SACE results.

“Recognising individual strengths that are not included in regular school reports is a ground-breaking project to prepare students for their next steps in life.”

Pilot students and teachers tested approaches to developing and capturing evidence of capabilities within SACE subject classrooms.

Early learnings were that it was challenging as it is a new frontier to explore, and it proved successful.

Rich learnings around capability development within the SACE and opportunities for students within the curriculum were captured to inform future developments of the profile.

As part of pilot 1, data was successfully used to consider how a ‘matching approach’ may be developed with tertiary institutions to select suitable courses, or ‘match’ job specifications and pathways to the strengths of individual young people.

By the end of the pilot, teachers successfully evidenced student capabilities within their classroom settings.

Next steps...

This year, the SACE Board will commence the next pilot, which will focus on a student-centred approach to developing and demonstrating capabilities.

“By the end of the pilot, teachers successfully evidenced student capabilities within their classroom settings.”

This year’s pilot will also include a focus on areas outside of the classroom that students choose to be included in the data.

This could be from extra-curricular activities, or other endeavours students participate in.

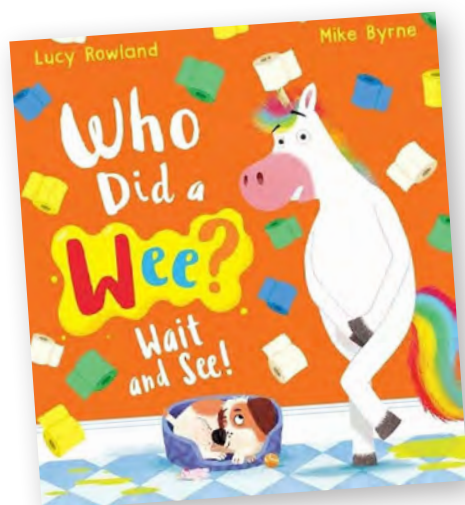
Look out for future updates once pilot 2 is underway as we are excited to continue sharing updates on SACE’s innovative projects with you. ■

Book Reviews

By Faye Williamson

Who did a wee? Wait and see!

By Lucy Rowland
Scholastic Publishing
Ages 3+

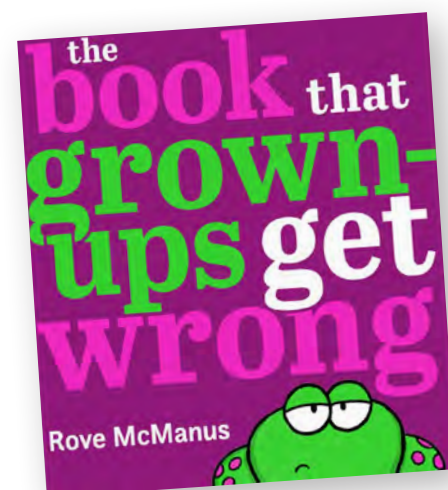


When a little boy steps in a puddle that's most definitely wee, he starts imagining who might have done it. Was it ... a dinosaur? A tiger? A princess? A unicorn?!

"This morning I got in a terrible muddle. I walked in the kitchen and stepped in a puddle. A puddle quite yellow?! Oh no! Could it be?! A puddle I'm ever so certain was WEE!" ■

The Book that Grown-Ups Get Wrong

By Rove McManus
Scholastic Publishing
Age 3+

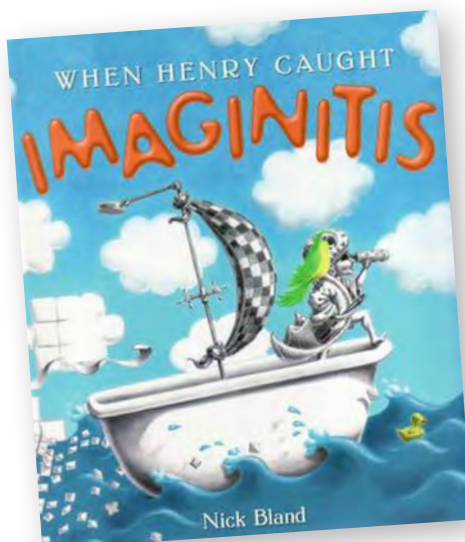


An entertaining read for children and adults alike!

"This is the book that grown-ups get WRONG. Which is awkward because there's one reading it to you right now, isn't there? I know it's all going well so far, but trust me. They always, always get it wrong eventually. Watch ..." ■

When Henry Caught Imaginitis

By Nick Bland
Scholastic Publishing
Ages 3+



A story about the power of imagination by the brilliant Nick Bland, award-winning creator of The Wrong Book and The Very Cranky Bear series.

"Henry was a very serious boy. He never daydreamed or played with toys. He preferred doing sums and straightening things that were wonky. Until one day Henry had a thought that didn't make any sense at all ..." ■



South Australian Association Of
State School Organisations Inc.

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SAASSO Brochure



SAASSO member's brochure.

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SAASSO Governing Council Training

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