

# schoolnews

Issue 03 | Term 1 - 2017 | \$12 Inc GST

The Essential Management Guide for Education Industry Professionals [www.school-news.com.au](http://www.school-news.com.au)

## Special Report:

Are these the children of the learning revolution?

## Profile:

St Pius X College – Boxercise proves a knock-out for mental health

Essential Reading for Principals • Department Heads • Teachers • Professionals

**SHARP**  
simply better business



MANAGE  
YOUR  
STUDENTS'  
RECORDS  
WITH EASE...





# 3 ways to save on a new car

**1** Get a great discount

You save  
**\$3,093\***  
on the car's purchase price, using our buying power

+

**2** No GST to pay

You save  
**\$3,104\***  
as there's no GST to pay on the car's purchase price

=

+

**3** Enjoy great tax savings

You save  
**\$12,828\***  
in income tax over 4 years

**Save**

**\$19,025\***

Over 4 years on a new Mazda CX-5 Maxx Sport valued at **\$37,918\*\***



Save thousands with a novated car lease.  
Get an obligation free quote today.

1300 150 275 | [www.leaseandsave.com.au](http://www.leaseandsave.com.au)

 **smartleasing**

\*Savings example is indicative only and is based on the following assumptions: living in NSW 2123, salary: \$70,000 gross p.a., travelling 15,000 kms p.a., lease term: 48 months. The purchase price discount represents a typical saving and is compared to the manufacturer's on-road price of the new vehicle. All tax savings calculations include budgets for fuel, servicing, tyres, maintenance and re-registration over the period of the lease. These calculations also include comprehensive motor insurance, 2 year extended warranty and gold aftermarket pack, which includes window tint as part of the offer. The total amount saved is a comparison to financing the purchase price of the vehicle over 4 years and paying for all running and maintenance costs out of your post-tax earnings. Your actual savings will depend on your income tax bracket, the GST processing method nominated by your employer, administration fees payable under your employer's salary packaging plan, the negotiated Smartleasing discount on your chosen vehicle and your personal circumstances. \*\*The vehicle price stated for CX-5 Maxx Sport 2.5i AWD is correct at the time of print and may be subject to change. Vehicle price stated includes all NSW on-road costs and government charges, and excludes gold aftermarket pack.





adventure +

# creative play equipment for schools

**adventure+** has been specialising in school play equipment for over 30 years. Specify all your wants, needs & dreams and we'll create a solution to suit you. Whether it is a space or budget constraint, or a particular architectural look that you require (or all of these), we've been there, done that!

**Contact us to start your play project!**

adventure +

**Brilliant Play Innovations**

@ [sales@adventureplus.net.au](mailto:sales@adventureplus.net.au)

☎ 1300 237 587

🌐 [adventureplus.net.au](http://adventureplus.net.au)



# Inside

Term 1, 2017 - Issue 3

## news

### 05 News Round-up

## education

- 10 **Principal Speaks:** Learners thrive in a culture of choice
- 12 **Special Report:** Are these the children of the learning revolution?
- 16 **Oh captain my captain:** An inspirational teacher
- 17 **BYOD:** BYOD, done right, could transform learning
- 18 **Technology:** What's in store for the children of the tech revolution?

## teachers's desk

- 20 **Teacher PD:** Teacher PD the only way forward?

## profile

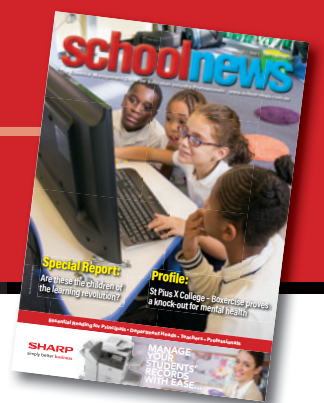
- 23 **St Pius X College:** Boxercise proves a knock-out for mental health

## what's hot

- 26 **What's Hot**

## teaching resources

- 28 **Literacy:** Crack the code for young readers with phonics
- 30 **Music:** Music education: 'discover, experience, create'
- 33 **Book Reviews:** From history to comedy: what's new with books?
- 34 **NAPLAN:** NAPLAN Online: challenges and opportunities
- 38 **Radio Broadcasting:** School radio: confidence, creativity and collaboration



## administration

- 40 **Fundraising:** School fundraising for the future
- 43 **Library Management:** How to engage digital natives in library research

## external learning

- 45 **Capital City Tours:** Canberra: so much more than Parliament House
- 48 **Capital City Tours:** 2017: a year of commemoration and learning

## sports & recreation

- 51 **Sports Tours:** Sports tours on track for adventure

## food & beverage

- 54 **Healthy Snacks:** Childhood nutrition is everyone's business

## health & safety

- 56 **First Aid:** First class first aid for schools

## property

- 58 **Innovative Learning Environments:** Furniture for a brave new world
- 62 **Furniture:** Design the cornerstone of a progressive learning space
- 62 **Fencing:** Do fence me in!
- 66 **Communication Systems:** Which PA system fits your purpose?

## Editor's Note

This year marks the 50th anniversary of the 1967 Referendum to include Aboriginal and Torres Strait Islander people in the census, and the 25th anniversary of the Mabo decision. The 2017 Canberra pilgrimage will provide deeper understanding and a sense of context and perspective to young students about the issues around Aboriginal and Torres Strait Islander (ATSI) peoples, histories and cultures.

As NAPLAN results continue to disappoint, phonics experts extoll the power of helping kids crack the code of reading, and preparation for NAPLAN online and future tech trends is also covered.

We hear about the power of music to unlock creativity, and the benefits of getting kids on air with school radio.

In our special report, we hear from Professor Sugata Mitra, famous for the 'Hole in the Wall' research that led him to create the 'School in the Cloud'. The passionate and sometimes provocative orator predicts how our "immense connectedness" will transform teaching as we know it.

If our society wants to transform teaching and learning in this country, investing in teacher PD could be the only way forward. We examine what's out there and just how transformative investing in teachers can be for the whole school community.

Futurism in the classroom means student-directed learning, and

innovative furniture to support new-world education.

Wayne Haworth of Mt Alexander College says vertical curriculum, self-designed learning programs and a flexible timetable means when students are in class, they want to be.

Even fundraising got a twist this issue, with ideas from gardening and food production to creating a hall of fame with pavers at your school.

For the body, a healthy snack revolution, school sports tours that get kids back in action, and kitting out your first aid room for anaphylaxis and sport induced cardiac arrest. For the mind, St Pius College share the journey from tragedy to a culture transformed through boxercise.

We've got school property covered with perimeter fencing, making your PA system work for you, BYOD tips and just how do you woo students away from Google to the library?

This issue is packed with insight, enthusiasm and people exhibiting pluck!

Enjoy, and until next time – noli cedere cognoscere (don't stop learning).



**Suzy Barry**, editor,  
*School News*  
[editorial@school-news.com.au](mailto:editorial@school-news.com.au)

### Key - For easy perusal

- ▲ Commercial supplier profile or supplier case study ● Supplier information or content
- ★ Suppliers share their views in one-off, topical pieces ■ General editorial. Case studies and features may cite or quote suppliers, please be aware that we have a strict 'no commercial content' guideline for all magazine editorial, so this is not part of any commercial advertorial but may be included as relevant opinion. Happy reading!

# schoolnews

## EDITORIAL

Suzy Barry - [editorial@school-news.com.au](mailto:editorial@school-news.com.au)

## PRODUCTION

Richard McGill - [r.mcgill@school-news.com.au](mailto:r.mcgill@school-news.com.au)

## CONTRIBUTORS

Warwick Clarke, Meg Dunley, Mei Lin Low, Melanie Merlino, Deb Sexton and Kathryn Wright.

## ADVERTISING

For all advertising enquiries please call us on 07 5440 5322 or contact us by email [advertising@school-news.com.au](mailto:advertising@school-news.com.au)

## SUBSCRIPTIONS

1 x 4 issues for \$44 Inc GST  
5 x 4 issues for \$154 Inc GST - **SAVE \$16.50!**  
10 x 4 issues for \$220 Inc GST - **SAVE \$55.00!**

Please call 07 5440 5322 or [subscriptions@school-news.com.au](mailto:subscriptions@school-news.com.au)

*School News* welcomes editorial contributions and images on relevant topics for features, new product profiles and news items. Please email copy to [editorial@school-news.com.au](mailto:editorial@school-news.com.au). Images should be in high resolution (300dpi) JPEG or TIFF format.

## INDEMNITY

Advertisers, Editorial Contributors and their Agents (Contributors) warrant to the publisher that any advertising or editorial material placed in *School News* is in no way an infringement of any copyright or other right and does not breach confidence, is not defamatory, libellous or unlawful, does not slander title, does not contain anything obscene or indecent and does not infringe the Trades Practices Act or other laws, regulations or statutes. Moreover, Contributors agree to indemnify the publisher and its agents against any claims, demands, proceedings, damages, costs including legal costs or other costs or expenses properly incurred, penalties, judgements, occasioned to the publisher in consequence of any breach of the above warranties.

## DISCLAIMER

Any mention of a product, service or supplier in editorial is not indicative of any endorsement by the author, editor or publisher. Although the publisher, editor and authors do all they can to ensure accuracy in all editorial content, readers are advised to factcheck for themselves, any opinion or statement made by a reporter, editor, columnist, contributor, interviewee, supplier or any other entity involved before making

judgements or decisions based on the materials contained herein. *School News*, its publisher, editor and staff, is not responsible for and does not accept liability for any damages, defamation or other consequences (including but not limited to revenue and/or profit loss) claimed to have occurred as the result of anything contained within this publication, to the extent permitted by law.

## VIEWES & OPINIONS

The views expressed in *School News* do not necessarily reflect the views of the publisher, editor, staff or associated companies. The information contained in *School News* is intended to act as a guide only, the publisher, authors and editors expressly disclaim all liability for the results of action taken or not taken on the basis of information contained herein.

© 2017 No part of this publication may be reproduced without written permission from the publisher.



**Multimedia**  
Pty Limited

*School News* is proudly published by Multimedia Pty Ltd  
ABN 77-126-017-454

Ph: (07) 5440 5322 Fax: (07) 5604 1680  
PO Box 1080, Noosaville BC Qld 4566  
Email: [mail@multimediapublishing.com.au](mailto:mail@multimediapublishing.com.au)



# Education news from around Australia

## Students with disability underfunded: report

More than half of students with disability who need funded support at school are not getting it, new data released by state and federal governments has shown. "The Federal Government has known about this data for over a year and done nothing. It is time to act and deliver children with disability the funded support they need to succeed at school," AEU deputy federal president Maurie Mulheron said.

"Every year we delay is another cohort of students with disability who will miss out on vital support and the chance to benefit fully from their education." The most recent research from the Productivity Commission found that only 5.1 percent of all students (and 6.3 percent of public school students) received funded support for their disability in 2014.

"This means over 270,000 students who need funded support are not getting it," Mr Mulheron said. "The Federal Government went in to the 2013 election promising to fund all students with disability from 2015. "Now we are being told that this funding will not be delivered until 2018 at the earliest."

## Numeracy and literacy test

In addition to the year one phonics test, which was purchased from the UK and will be implemented across Australia, the federal government is taking steps towards further testing in numeracy.

An expert group of principals, teachers, speech specialists, academics and researchers will progress the staged implementation of this nationwide phonics assessment and the development of a numeracy check.

The numeracy checks will require that children undertake tasks such as simple counting, recognising numbers, naming shapes and demonstrating basic measurement knowledge.

"Importantly, this skills check is not expected to be a confronting test but rather a light touch assessment that ensures teachers, parents and schools know at the earliest possible stage if children aren't picking up reading or counting skills as quickly as they should, enabling them to intervene rapidly," the minister advised.

"These highly regarded academic, health and education experts will drive these reforms, and establish an implementation plan including an initial pilot to be scaled up to an early years' skills check for all Australian students. They will consider the frequency, timing and core skills to be assessed prior to reporting by mid-2017.

Minister for education and training Simon Birmingham said the short assessments of year one students' literacy and numeracy skills are backed by evidence and will provide early identification of those students who are behind so they can be targeted with interventions before the achievement gap grows.

## Schools receive bomb threats

Seven south-east Queensland schools were required to put emergency procedures in place, after receiving multiple bomb threats. Some of the schools were evacuated and all were acting on police advice to deal with the threats, a Department of Education and Training spokesman said.

The schools were Miami State High School, Keebra Park State High School, Cleveland State School, Camp Hill State Infant and Primary School, Bracken Ridge State High School, Tullawong State High School and Calamvale Community College.

Dozens of schools in NSW, Canberra, Victoria and Queensland have received the same automated phone message warning of a device on school grounds. Schools across NSW were also evacuated, including schools on the Central Coast and a Sydney northern beaches school, Mona Vale Public.

Authorities are reassuring that the calls come from overseas and are more likely to be a hoax designed to generate publicity than an actual safety threat.

Four schools were also closed in the Northern Territory, an NT police spokesman said.

## New South Wales

### New syllabus for NSW

New syllabuses for HSC English, maths, science and history were released on February 20, updating the knowledge and skills students will develop for the workforce and further study.

Feedback from more than 7000 teachers, students, professional associations, industry representatives and academics overwhelmingly support the new syllabuses.

The 19 new stage-6 syllabuses will be taught to year 11 students from 2018 and to year 12 students from 2019.

The calculus-based maths syllabuses have been released in final draft to allow for further, targeted consultation.

New life skills syllabuses have been developed for English, mathematics, science, ancient history and modern history to ensure the content and skills in all syllabuses is appropriate for students with special education needs.

NESA CEO David de Carvalho

said: "The syllabuses are designed to equip NSW students with the skills they will require after they leave school, for further study, work and life."

The syllabuses have not been updated since the current HSC was launched nearly 20 years ago.

Aspects of the math syllabus are yet to be finalised, with consultation continuing over calculus teaching after negative feedback from teachers and academics.

"The major shift is towards greater depth, rigour, and mastery of content learning." NESA chair Tom Alegounarias said.

## High school students pilot Mars mission

The Zero Robotics competition, created by University of Sydney's former NASA astronaut Professor Greg Chamitoff and top tech school Massachusetts Institute of Technology (MIT), is a global robotics challenge where high school students have the opportunity to utilise the International Space Station as a laboratory to test their programming on NASA robots known as SPHERES. (*Synchronized Position Hold, Engage, Reorient, Experimental Satellites*)

"You program stuff in space - how much cooler can you get?" said Luke Tuthill, a member of Gosford High School's team who recently finished Year 12 and hopes to study Computer Science at university this year.



The SPHERES in action on the International Space Station-Image courtesy NASA





Year 11 Social and Emotional Learning class at Darwin High School.

"Through Zero Robotics, students not only gain valuable skills in engineering, maths, physics, robotics and coding, but they're also given the chance to put those skills to the test in an incredible and exciting out-of-this-world environment – on the International Space Station," Professor Chamitoff said.

As part of its STEM outreach activities, the University of Sydney mentored 20 high school teams in Zero Robotics across NSW.

After months of preparations an impressive five teams – Barker College, Fort St High School, Gosford High School, James Ruse Agricultural High School and North Sydney Boys High School – made the finals in January this year at the University of Sydney.



Luke Tuthill and James Wright from the Gosford High School team

This year's fictional premise placed the SPHERES in orbit around Mars and saw the students program the robots to assemble surveying satellites to scout out the best locations to

support humans on Mars. During the competition, the Australian teams developed alliances with high school students from other countries, including the US, UK, Italy and Romania, to successfully progress in the game.

"We had a ball with the international team," said Gosford High student Aaron Maynard, whose team formed an alliance with two US teams.

### "The greatest job a minister can have": outgoing minister

**Mr Piccoli has declared the NSW education portfolio "the greatest job a minister can have" as he leaves the role after almost six years, having been dumped in the recent cabinet reshuffle.**

"Education has the power to transform lives; that's why I think it is the greatest job a minister can have. I can look back over my time as minister satisfied with what I have achieved." Mr Piccoli said he was proud of NSW being the first state to sign up to the Gonski education funding reforms.

He is replaced by former planning minister, Rob Stokes, who has said he is "no expert in matters of education", though he received a vote of confidence from outgoing minister Adrian Piccoli, who said his heart was in the right place. Minister Stokes stated his focus as "the unresolved issues of funding the balance of the Gonski

agreement reached [with the federal government]".

## Northern Territory

### Social and emotional learning for Darwin High

**This year Darwin High School has introduced a Social and Emotional Learning program (SEL) to its curriculum. SEL is a mental health and wellbeing initiative that aims to improve the overall mental health and wellbeing of students.**

Darwin High School principal, Trevor Read said: "wellbeing is a huge priority here at Darwin High School for both students and staff. The mental health of students affects all aspects of the school community, from student engagement and academic achievement, to social adjustment and staff morale."

Teachers will be working with students to develop positive mental health strategies such as organisational skills, stress management and how to build relationships through respectful and assertive communication.

SEL classes will run every Monday for forty minutes between lessons three and four. The mental health of students is a key value of Darwin High School and one of the foundations for its success.

### Visual arts an important part of curriculum

**Artwork by some of the Territory's most creative year 12 students of 2016 will be showcased at the Museum and Art Gallery of the Northern Territory (MAGNT) as part of the annual *Exit Art* exhibition.**

Officially opening the 24th *Exit Art* exhibition, Education Minister Eva Lawler, said visual arts formed an important part of the school curriculum. "All children and young people have a right to access a high-quality education and visual arts forms part of a high-quality education system," Ms Lawler said. The exhibition features 56 pieces created by year 12 students who completed Visual Arts as part of their Northern Territory Certificate of Education and Training in 2016.

"There are many employment pathways in the creative arts industry, so by featuring in *Exit Art* students develop a portfolio that demonstrates their capabilities to universities and potential employers," Ms Lawler said.

"I would like to commend the teachers who have supported our talented students to create their incredible pieces." This year's artworks have been produced by students from government and non-government schools from Darwin, Palmerston, Tennant Creek, Alice Springs and the Tiwi Islands. Works from *Exit Art* are available for purchase and will be on show at MAGNT February 9 until June 4.

## Queensland

### Class sizes capped in QLD

**Tough new guidelines in the Queensland teachers' enterprise bargaining agreement stipulate that classes should only exceed the specified targets in "exceptional circumstances".**



If there is a possibility that classes may exceed the maximum size, staff must be consulted. The target class size for Prep and years 1-3, and years 11 and 12 is 25 students per teacher, while for years four to ten; 28 students per teacher.

## Prep now first compulsory year for Queensland students



The 2017 group of 48,000 preppies are the first prep grade to be undertaking a compulsory year of schooling. Major education reform for 2017 has seen the official introduction of Prep as the first compulsory year of school.

Education minister Kate Jones said the introduction of compulsory Prep would give young Queenslanders the best possible introduction to their schooling. "Importantly, this move does not lower the age of compulsory schooling, which will remain at six years and six months but it does ensure that a child's first year of formal schooling will be prep."

## Back to school with a smile for Wujal Wujal students

Queensland ministers were met with smiles by Wujal Wujal students, handing over 101 backpacks and school supplies during a visit to the far north Queensland community.

Staff from the Department of Science, Information Technology and Innovation chose to forgo 'secret Santa' gifts last year and instead collected school supplies for students in Wujal Wujal."

More than 1000 exercise books, 336 erasers, 89 lunch boxes, 250 glue sticks, 156 pencil cases, 247 packets of highlighters, 195 packets of pencils, 154 packets of pens, 101 backpacks and more than 100 drink bottles were delivered.

"There are around 100 school-aged children in Wujal Wujal – from kindergarten through to Year 12. Apart from the kindy, there are no schools in the community and children travel out of community to attend classes," minister for innovation, science and the digital economy and minister for small business, Leeanne Enoch said.

## Increased guidance for Queensland students

Ms Jones said Queensland students would continue to benefit from more teachers and guidance officers in 2017 as the Palaszczuk Government delivers extra frontline staff in state schools.

"We're employing an additional 290 teachers and 15 guidance officers in 2017," she said. "This is part of our Extra Teachers election commitment to hire up to an extra 2,500 teachers and 45 guidance officers between 2016 and 2018.

## South Australia



## New intersex policy allows students gender choices

New South Australian policy for transgender and intersex students will allow students to use the toilets of their self-

identified gender; be called by their preferred name and allowed to wear the uniform of their identified gender.

Education Department spokesperson Ann-Marie Hayes said the policy was necessary and indicated it was hoped to alleviate the higher rate of bullying experienced by transgender students. "We're just ensuring that our schools and particularly our principals, our school counsellors and our parents understand that there are particular ways that they can enact this policy and procedure," she said. Ms Hayes said the new policy was mandatory for all schools.

## SA feeling the chop

Dozens of public high schools in South Australia may be forced to cut staff and subjects as funding shortfalls leave them short of money for such basic needs as maintenance, cleaning and utilities.

Recent figures compiled by the SA Secondary Principals Association (SASPA) show that an alarming 54 of 79 high schools and combined primary/secondary schools were working with balances of less than \$1 million in their SA Schools Investment Funds at the end of 2015, up from 40 in 2014. The association's president, Peter Mader, wrote in a recent bulletin of the challenges facing the hard-up schools. "It is these 54 schools that SASPA sees as having to manage the risk of cutting their HR profile

and curriculum provision to fund the shortfall between the revenue provided for liabilities... and the actual expense," Mader wrote. These 'liabilities' include breakdown maintenance, cleaning, electricity, IT costs, sewerage and water, and relief teachers.

## Tasmania

## Outside school hours care crisis tipped for Tassie

A booming economy in southern Tasmania and more parents working is leading to growing waiting lists for before and after school care, according to childcare providers. They also expressed concern that plans to lower the school starting age would further drive demand and a lack of space at schools would lead to more parents missing out on accessing care.

Ms Ros Cornish, chief executive of childcare provider Lady Gowrie' was concerned the Government's plan to lower the school starting age in 2020 would make it more difficult for parents to get OOSH care for their children. "I think then there will be more demand because many of those children will want the wraparound care - after school care, before care, and vacation care, so I think there will be pressures coming later on," she said.



## ◀ Tasmanian teachers to hold RWVP

From January 1, 2017, all Tasmanian teachers are required to hold Registration to Work with Vulnerable People (RWVP) (also referred to as the Working with Children check) with the Department of Justice, Tasmania.

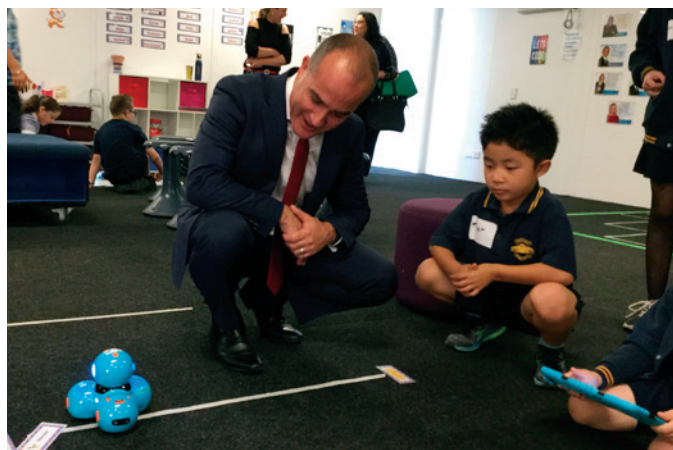
If teachers hold current teacher registration (with an expiry of 31/12/2017 or later) and they have not yet applied for RWVP, or it is still being processed, teacher registration will be suspended until RWVP is approved. Teachers can provide their RWVP application number (once photo ID and payment have been processed by Service Tasmania), and should allow five days, then submit their application number only into their TRB Online account. This information will be automatically updated overnight when RWVP is granted. More information available at [www.trb.tas.gov.au](http://www.trb.tas.gov.au)

## Victoria

### Victorian teachers continue to dominate national awards

Eleven outstanding teachers who have made an impact in their local communities throughout Victoria have been honoured with ASG National Excellence in Teaching Awards (NEiTA).

They are among 60 state and territory recipients to be awarded the prestigious honour selected from almost 1350 community nominations. Now in its 22nd year, ASG NEiTA gives parents, grandparents, school boards and councils and committees of management the opportunity to formally thank and recognise outstanding and dedicated teachers, who are passionate about encouraging students to reach their potential.



Students from Taylors Lakes Primary School showed Education Minister James Merlino their Dash robot.

### Free eye-care for primary school kids

An unprecedented new government initiative in Victoria will see 30,000 primary school children receive free eye testing and glasses.

2017 will see the continuation of the program, which was launched in late November 2016. Glasses for Kids program will benefit 250 schools in need.

Undiagnosed vision problems in children can lead to difficulty concentrating, poor results and bad behaviour, with many families reluctant to undertake eye testing because of the costs involved.

### Public servant swindled school funding

A former Department of Education official will face court over his alleged involvement in a corruption ring that swindled more than \$6m from Victorian state schools.

The department confirmed that no employees involved in the corruption still work with the department.

### STEM funding boost in Victoria

The new Victorian curriculum includes a strong focus on science, technology, engineering and mathematics (STEM) skills. One of the new learning areas, Digital Technologies, focuses on developing students' thought processes in order to unravel problems, and then design and generate digital solutions.

The Taylors Lakes Primary School's new Coding and Technology space will be used

by students and teachers from Taylors Lakes Primary and surrounding schools to hone their digital coding and critical thinking skills.

The Government is also investing \$125 million to create 10 Tech Schools, which will provide a shared campus for students from neighbouring secondary schools to access leading edge technology and resources for STEM subjects.

The STEM Catalysts initiative is training 60 teachers across 30 secondary schools to become experts who help fellow teachers bring science, technology, engineering and maths alive for Year 7 and 8 students.

Minister for education James Merlino said: "the Digital Technologies curriculum will enable students to become confident and creative developers of digital solutions through computer coding and other advanced skills."

From this year, all Victorian students at government and Catholic schools will learn

coding as part of the new Digital Technologies curriculum.

## Western Australia

### New School to focus on whole child

More than 200 excited students of Baldivis Gardens Primary School were greeted by foundation principal Jayne Ebsworthy when the doors opened for the first time this week.

Ms Ebsworthy's 36-year career in public education has put her in good stead for establishing and leading the new Independent Public School.

"We've created a school where the focus is on the whole child," Ms Ebsworthy explained.

"Parents can be assured of our unrelenting teaching of literacy and numeracy, with our students' physical, social, emotional and mental health also a priority."

With students from kindergarten to year six, the new school has expert staff leading specialist programs in music, physical education and STEM (science, technology, maths and engineering). ■



Baldivis Gardens Primary School principal Jayne Ebsworthy with specialist science teacher Kym Raphael, and students Aric Chea and Isabel Fortuna





**expressions**  
the tea towel company

## Tea Towel, Bag & Apron Fundraisers



Easy to run, everything is supplied  
and everybody loves them!



Your **FREE**  
Coordinator's Kit  
includes everything:

drawing cards, pens,  
posters for marketing,  
prepaid return postage  
& bags for easy  
distribution



"A win for everyone, at every stage of the process – projects are easy to run – organisations raise valuable \$\$\$ – parents adore the products – children love seeing their own artwork in print – our customers return year after year – completing what I like to call our circle of happiness."

Emma Glynn, Expressions Founder

Ask for your **FREE** Sample  
[www.expressions.com.au](http://www.expressions.com.au)  
[info@expressions.com.au](mailto:info@expressions.com.au)  
**1300 855 509**



# Learners thrive in a culture of choice

**"One size does not fit all, and neither should education. I believe student choice and voice is important in empowering students to learn," is the view of Mr Wayne Haworth, principal of secondary school, Mount Alexander College in Flemington, Victoria.**

In Wayne Haworth's first role as a principal at Mount Alexander College (MAC) in 2015, he sought out Peter Hutton, principal of Templestowe College, as his mentor.

Wayne was interested in delivering an innovative approach to secondary education. His first step as a principal was to observe and consult with the school community (students, staff and parents) to understand what they wanted from the school. The next step was to implement dramatic changes.

Since this shift in focus, enrolments from students seeking more from the education system increased across all year levels. A surprising aspect of the increased enrolments, is that many students are enrolling across all year levels, and throughout the year.

When students seek enrolment at MAC, they usually report that the traditional school system is not working for them, and they have heard that MAC delivers education in an alternative way.



*Principal, Wayne Haworth with four of the new year seven students*

## So what is so different about the education at Mount Alexander College?

Principal Wayne Haworth described some of the changes that he, and the leadership team, have made:

"Traditional school students are grouped according to age. At Mount Alexander College, we empower our students with their learning through vertical classes and subject choice.

We believe in developing creativity, critical thinking skills, and the ability to work independently. We have no bells, use the public announcement system minimally, but follow a structured timetable of a ten-minute mentoring session, and four 75 minute periods. The school also offers a 'Period 0' and 'Period 5' that can be negotiated between the students and the teachers. All students have course counselling to help them plan their future and guide

them in their subject choice. "Our vertical curriculum enables greater subject choice no matter the year level, which in turn develops a deeper love of learning in students. We removed the reference to year levels, instead refer to entry level (year seven), above entry (years eight to ten) and graduate (years 11 and 12).

The absence of arbitrary division according to age allows students more control of their learning, through individual learning plans. Students select subjects from



*The newly built cafe in the Resource Centre allows students to prepare their food and socialise during breaks*



*The newly created outdoor classroom was a student initiative in 2016*



over 100 electives allowing them to follow their passions, as well as attending to the key learning areas: literacy and numeracy. Students are placed in an English or maths class appropriate to their learning needs.

"Many visitors comment on how calm our school is. Allowing students to select their own study path means that when they are in class, they actually *want* to be there. This creates a classroom climate quite distinct from most secondary schools."

"It is the quality of the teachers that make a great school. Over the past 12 months, I have recruited many outstanding teachers, and placed a high priority on professional learning across the school in order to build the capacity of all staff.

"The school is as cosmopolitan as greater Melbourne, and I believe that there is no better place to learn about the customs and traditions of other cultures than at school. Cultural diversity is one of our strengths, with over 40 different nationalities represented. Some of the countries represented are: Brazil, PNG, South Africa, Bosnia, England, Sweden, Ethiopia, China and Thailand."

Wayne elaborated on the culture of the school: "Whether you are an entry level student, graduate, teacher, principal or parent, everyone deserves respect. No one has the right to disrupt or



*Multi-age students examining coral in a vertical classroom*

interfere with someone else's learning. We have zero tolerance of bullying of any kind, smoking, alcohol, illegal drugs or violence, and instil in our staff and students a sense of respect for self, others and the environment.

"Our students have access to a wide range of student wellbeing resources, as I believe that student wellbeing is the foundation of academic success. These include study and social skills, resilience programs, student leadership development, positive school-wide behaviours, mentor programs, house structure and a dedicated wellbeing team.

"I consider endeavour as important as excellence. All of our students are able to be their best by being empowered to take control of their learning; encouraged to follow their passions while having fun and being challenged; and are supported along the way," he concluded.

There is a quiet hum at the school now that the students have returned after the summer break. They have returned to find more work completed to the buildings and grounds. There is fresh carpet and paint. A café has been built in the Resource Centre. The newly created outdoor classroom's plants have grown over the break, and the finishing touches have been added to the new sound proofed music room and the new MAC lab. After listening to student voice, new features have been added to the uniform, including better sports shirts, jackets and a skort. There are new people to meet in all year levels, including local and international students.

This year, following feedback from 'year seven' students and their parents in 2016, the entry level students have an additional innovative program called 'Quest'. Quest is taught by the same teacher six periods a week. Quest is an integrated subject

with a qualified English teacher who works collaboratively with the students on novels, guided inquiry-based learning, and projects such as archaeological investigation of the fall of civilisations. It is also expected that this teacher will play a significant role in the pastoral care needs of the students in the Quest class. There will also be certain times of year where the inquiry module will span across the thought provoking 'greening the apocalypse': a science subject that focusses on sustainability and climate change.

There is a sense of calm as the school settles into the new year. After a very busy year of many new changes in 2016, 2017 is set to be a year of consolidation, while still moving forward to improve student outcomes. This is reflected in the higher levels of confidence in students and staff, and seeing them taking initiative to make positive contributions to the school, ensuring their school environment is a place they want to be.

The students understand now that their voice is of the utmost importance and that they are not just responsible for their learning; they are empowered with their learning. ■

*By Meg Dunley*



*Four Year 7 students work collaboratively*



*Our sports program encourages all students to participate*

# Are these the children of the learning revolution?

**We don't know what skills and knowledge this generation of learners will need to thrive in the future. That's why educationalists and futurists are suggesting we let them discover how to learn things for themselves instead.**

At FutureFest in 2013, futurist Mark Stevenson described "school systems that are creating a belief in rote learning when most of the kids are going to have to invent their own jobs". What did he mean? The answer might lie in his view on the infirmity of the status quo, "which is organised around hierarchies".

In a YouTube clip on 'The future of work', he said: "The future of work, (and millennials understand this), is much more about networks of collaboration, where you don't lead by having power over people, you lead by giving power to people to co-create something, rather than being told to create something by someone else".

In 1993, William Gibson said: "The future is here and all around us, it's just not evenly distributed yet." However, Mark Stevenson has predicted, "the future is coming faster than you think".

Sir Ken Robinson, who needs no introduction to this readership said: "Our task is to educate their whole being, so they can face this future. By the way — we may not see this future, but they will. And our job is to help them make something of it."



*Children in the Gocharan SOLE, India*



*Photo: Hole in the Wall Education*

So how do we do this? According to Ken Robinson, "we have to go from what is essentially an industrial model of education, a manufacturing model, which is based on linearity and conformity and batching people. We have to move to a model that is based more on principles of agriculture. We have to recognise that human flourishing is not a mechanical process; it's an organic process - and you cannot predict the outcome of human development. All you can do, like a farmer, is create the conditions under which

they will begin to flourish." In a 2010 TEDx talk, Professor Sugata Mitra, whom many will know for his 'Hole in the Wall' research, shared an interesting observation. He suggested that our current system of education is derived from the British Empire's far flung territories requiring management - after all, 'the sun never did set on the British Empire' in the 18th century.

This gargantuan organisational task had to be managed without computers, so a 'human bureaucratic machine' was employed. The moving parts of this 'machine' were bureaucrats; they needed to be homogenous and interchangeable. They needed neat handwriting, as all records were hand written; they needed to be able to read, and do mental arithmetic. Perhaps this is the stimulus for his often-divisive assertion that "schools as we know them are obsolete".

## How Mitra linked self-organising systems to education

Mitra explains it in his 2010 TED talk 'The child-driven education': Interested in the role internet access could play in levelling the field for all learners, Professor Mitra conducted his first 'Hole in the Wall' experiment in 1999 in a slum in Kalkaji, New Delhi.



*Professor Sugata Mitra*

He began with this hypothesis: "The acquisition of basic computing skills by any set of children can be achieved through incidental learning provided the learners are given access to a suitable computing facility, with entertaining and motivating content and some minimal (human) guidance."

For those unfamiliar with the 'Hole in the Wall' research or Sugata Mitra, computers with high-speed internet were placed in locations where computers and the internet were often unknown.

One notable project was in a Tamil speaking South Indian village, where children learnt biotechnology from two English websites, with no explicit teaching, and only encouragement from a friend who encouraged 'like a grandmother' does. ►



*A SOLE in action, Greenfield Community College, UK*



# Great leaders support teacher wellbeing

**Teaching is a rewarding and positive career choice; it can be one of the most rewarding professions in the community. The influence a teacher has on helping to shape the future of so many young people is often profound. But at times, teaching can also be extremely challenging,**

More than 1 in 4 Australian teachers suffers from emotional exhaustion after starting their careers and expect to leave the profession within the first 5 years of teaching. One of the major reasons for higher levels of stress and burnout includes tougher emotional conditions than they expected, coupled with a lack of wellbeing support and preparation.

Mental health conditions arising from stress in the workplace have become an increasingly important concern for employers, and workplace claims have far-reaching impacts within schools, even beyond the budget bottom line.

"Supporting teacher wellbeing is a valid and appropriate activity for the profession as it enhances the capacity of schools to not only meet the needs of their students, but to positively impact on the whole school community,"



said Paul Geyer, Chief Executive Officer, Principals Australia Institute. "According to a WorkCover Australia report in 2014, teachers make more mental stress claims than any other profession. The education sector represents 16% of all mental stress claims made to WorkCover"<sup>1</sup>, he said.

Principals Australia Institute (PAI) understands the importance of teacher health and wellbeing and the impact this has on the everyday interactions with students. That's why it has developed the Teacher Wellbeing workshop. The Teacher Wellbeing workshop

helps teachers to recognise that it is ok to look after themselves – that their own wellbeing is important, in fact critical to positive student outcomes. PAI's Teacher Wellbeing workshop will give teachers a shared understanding of what wellbeing really means and strategies to support them to take immediate action, as well as plan for the long term.

To find out more visit the PAI website [pai.edu.au](http://pai.edu.au) or telephone 08 8394 2100. ▲

<sup>1</sup> WorkCover Australia Report 2014

## Great leaders support teacher wellbeing



Principals Australia Institute's (PAI) Teacher Wellbeing Workshops provide strategies and practical solutions to assist teachers achieve a positive approach to their work.

The workshops provide a quality evidence-based approach to achieving a resilient mindset and problem-solving strategies for dealing with the practicalities and complexities associated with the teaching profession. PAI is well placed to help school leaders achieve positive outcomes for their staff and schools.

To find out more, contact PAI on **08 8394 2100** or visit our website **[pai.edu.au](http://pai.edu.au)**.

[pai.edu.au](http://pai.edu.au)

**Principals  
Australia  
Institute**  
*Learning. Leading.*

◀ Mitra subsequently published the research and cited results indicating students managed to master browsing and access information about topics such as biotechnology, without any explicit teaching.

## Criticism and comment

Critics have accused him of being superficial and unrealistic in his approach, and over-simplifying education. Other critics are concerned about his funding sources. There has been extensive criticism about his suggestion that to solve teacher shortages, we can “take teachers out of the equation”. As most SOLEs now operate in schools, and generally teachers are involved, teacher obsolescence has not materialised.

In an article titled ‘Cloud schooling: why we still need teachers in the internet age’ published on The Conversation, University of Melbourne’s John Quay noted Mitra’s lack of educational training and pointed out that the sites chosen for a major experiment were designed by educators to ‘teach’ molecular biology.

Quay’s article purports that the role of the teacher is not obsolete, rather morphing, into the encouraging granny, or the designer of the educational programs that Mitra loaded on that computer: “Mitra’s work then doesn’t imply that teachers are obsolete. In fact, it means education needs good teachers who are much more than knowledge experts. These teachers are designers and they are Grandmothers.”

## Self-organising learning environment (SOLE)

In 2013, Sugata Mitra was awarded the \$1million Global TED prize, which he used to launch the School in the Cloud – an international organisation that supports the establishment of SOLEs around the world (including Aberfeldie Primary School and Belle Vue Park Primary School in Melbourne).

SOLEs involve a small group of students, a computer with the internet, and posing ‘a big question’ to students. The group collaborates, negotiates, and self-organises with the internet as a resource, and a volunteer granny as a cheerleader. The learning organises itself within the structure of the process, rather than being mapped onto the learning experience from an external source, such as a teacher, or the curriculum.

Through the work with the ‘Hole in the Wall’ research, Mitra had noticed that learning often resulted from apparent chaos and “scarcely resembled the orderly learning environment provided by a school classroom”.

“Children invariably worked in groups, interacting constantly with each other, in a somewhat chaotic way,” he wrote in his 2014 paper titled, ‘The future of schooling: Children and learning at the edge of chaos’.

“Our observations led us to suspect that their learning was the outcome of a self-organising system. I use this term here in the same sense that it is used in the physical sciences or mathematics: a self-organising system is a set of interconnected parts, each unpredictable, producing spontaneous order in an apparently chaotic situation.”

***I managed to connect with Sugata Mitra around some engagements in Australia and New Zealand and ask him a few questions.***

**Professor Sugata Mitra, is the future of education just about technology, or is this just a carrier for a different kind of evolution – one of collaboration and self-initiated energy transfer?**

*The future of education is closely connected with the*



*future of learning. Technology will play a role in these futures, but technology is not the most important game changer anymore (it used to be). The Internet is the big game changer. Not just for education and learning, but for everything else – our lives and the future of our species on this planet.*

*We have transitioned into a ‘complex dynamical system’, where we are all connected to each other and, increasingly, to machines. All the time. In that world, we will see spontaneous and unexpected order appear out of chaos. All of humanity becomes a ‘self-organising system’. My ‘Hole in the Wall’ experiment of 18 years ago was pointing at this, but I failed to see its implications then.*

*We have created a world where learning manifests as spontaneous order out of immense connectedness. This is why children in SOLEs show abilities in excess of what we expect from them.*

**How long do you think it will be before the old-school format is replaced? What would it take?**

*I used to think it would be a slow and painful change. I don’t think so anymore. Today, we can tell when someone (for instance, a learner) is consulting the internet, because he or she will be with a device that can be seen. In a few years’ time (three?), this will no longer be the case. The internet will be accessed through devices that are tiny; they would be invisible. Maybe inside our ears, maybe inside our eyes, maybe even inside our brains.*

*When that happens, it will no longer be possible to tell whether a person ‘knows’ what he is saying*

*or is just accessing someone else’s web content.*

*This will destroy the examination system as we know it – along with the schools and teachers who cater to this system. We will have to redefine ‘cheating’. Looking at your watch to tell the time is not cheating, is it?*

*We won’t need to know – until we need to know. Sometimes not even then, because of machines that remove the necessity for us to know. Teachers will need to prepare learners to find and solve their own problems, quickly, accurately and discerningly. The teacher’s job will be unimaginably different from what it is today, but we, (teachers), can prepare for this from now – if we want to.*

**What is worth keeping in your opinion?**

*What is worth keeping will be our memory of an incredibly primitive past, when we were not connected continuously. Children will scarcely believe such a world existed.*

**Can you tell me more about your comment: knowing is obsolete?**

*Our education today is mostly about knowing things just in case we ever need that knowledge. It is a ‘just in case’ education – the kind that needs to reside in our heads because we might be stranded on a deserted island with no technology or internet. That kind of world does not exist anymore. We need to change to a ‘just in time’ education, where we have the capability and the means to know when we need to. Knowing in advance would be a luxury not worth having. ■*

**By Suzy Barry, Industry Reporter**



# VISIT THE LARGEST EDUCATION EVENT IN THE SOUTHERN HEMISPHERE!



📍 **Sydney International Convention Centre**

🕒 **8 - 9 June 2017**

**FOR ALL SCHOOLS, UNIVERSITIES, LIBRARIES & RTO'S**

- ✓ Earn Professional Development Hours
- ✓ Largest education & technology exhibition in the Southern Hemisphere
- ✓ 220+ world-renowned speakers
- ✓ Subsidised registration fees for all congress delegates
- ✓ Plus... WIN A CAR!!

**We want you  
at EduTECH!**

**REGISTER ONLINE**

Hear from  
**ASTRONAUT**  
Greg Chamitoff



[www.edutech.net.au](http://www.edutech.net.au)

**BOOK YOUR EDUTECH TICKETS  
TODAY!**

Use 'SNW10' for a special 10% discount  
before 21 March 2017



# Teachers who make you feel like saying "Oh Captain My Captain"

Although we may have lost Robin Williams, that phrase from *Dead Poets' Society* will never die. "Oh Captain My Captain" will forever echo in the minds of educators around the world.

Last issue, *School News* published the work of Baneen Moosawee from Holroyd High in NSW, and this issue we have another deserving winner from Brigidine College in Queensland!

**"It taught me that I should never be ashamed with who I am, and when I meet new people, which I do a lot in grade seven, that I should not try and imitate other people who I think are perfect, but that I should just be myself."**



- Gabby Jackson, year seven, Brigidine College, Indooroopilly, Queensland.

## What is a teacher?

What is a teacher? Is a teacher someone who tells students their homework or someone who cares but does not teach? Can you even get a perfect teacher? My inspirational teacher is not perfect and I did not choose her because she teaches us exactly what the Australian curriculum says. Don't worry, she does this, but she teaches more than just social science. She teaches much more. At our first lesson, she said very openly that she is a dork. She literally said the words: "I am a dork". Then she followed on that she watches *Twilight* and she can't do small talk.

Now, that did not teach me that she binge-watches *Twilight*, nor did it teach me that I should never try to small talk with her. It taught me that I should never be ashamed with who I am, and when I meet new people, which I do a lot in grade seven, that I should not try and imitate other people who I think are perfect, but that I should just be myself. After she said that, nobody laughed at her but instead I reckon that there was a sense of respect for her after that.

I do not think that the name of this teacher needs to be said, because all you really need to know is that she is a quality teacher, not because she is perfect but because she teaches us quality lifelong lessons. As for the competition's sake, I will say her name - Mrs Johnson the mystery inspirational teacher from Brigidine College, Indooroopilly.



Mrs Sophie Johnson, Brigidine College, Indooroopilly, Queensland

## To enter...

Please send all entries to: Suzy Barry at [s.barry@multimediapublishing.com.au](mailto:s.barry@multimediapublishing.com.au), entries must include:

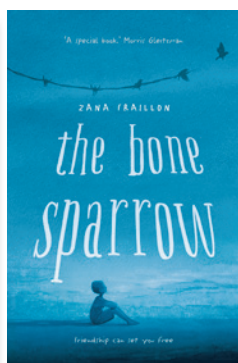
Composition of no more than 500 words

A photo of student and teacher (not necessarily together)

Student name, age and year level

School name and contact details

Sponsored by







## BYOD, done right, could transform learning

**Most readers will be aware that 'bring your own device' or BYOD models refer to arrangements where students bring their own electronic device to school for educational purposes.**

The arrangement gained traction in recent years with proponents citing benefits of related to the vast educational potential of the internet; student comfort and confidence with a familiar device, and a way to allow for family preference. Think the Apple versus PC debate.

BYOD enthusiasts also emphasise the benefits of passing that cost on to families, bypassing the need for funding and getting down to business. However, the validity of this argument assumes that families have the resources to provide these devices.

This gives rise to ethical issues regarding the divide between those with, and those without the funds to facilitate such a scheme. Not only creating inequity among students, it can be frustrating for teachers. With half the class with, and half the class without devices, teachers must therefore create differentiated lesson plans to suit both circumstances. One thing does seem clear; BYOD is

not going anywhere, so making it affordable for all seems the next course of action.

### Why is a personal device better?

There are circumstances where educational use of personal devices has scope and reach that traditional teaching just can't match.

#### Flipped learning

The flipped classroom means the theory is done at home, and the practice is undertaken in the group setting. The method requires technology, as often teachers will record a lecture for students to work through at home, and then allow for their natural proclivities towards interaction and collaboration to occur in class time. Why challenge students with the distraction and temptation of their classmates when you want them to focus on you?

#### Collaboration

Another key feature of contemporary learning (and working) is that idea of real-time collaboration. The class Wiki, the student forum, and the collective blog all provide opportunity for students to practice collaboration,

giving and receiving feedback and opportunities to participate online in a safe and controlled environment.

#### Digital citizenship

This controlled environment is vital for educating our young people in positive digital citizenship. Considering digital trends, a strong case exists for a high level of exposure - with supervision and opportunity for critique, review and deep ethical (not to mention legal) learning.

#### Project-based learning (PBL)

As the future of teaching and learning moves in the direction of project-based and self-organised learning, student work will become more autonomous. The use of BYOD devices allows students to consolidate their efforts, thoughts, ideas, and achievements (their intellectual property) and carry it on their backs. BYOD arrangements allow students to prepare for what is predicted to be a project-based future economy.

#### Uninterrupted exploration

Access to a personal device that can be used at home and at school also provides the means for a student to pursue a line of

enquiry that the educator hadn't intended.

This all sounds wonderful, doesn't it? It's a yellow brick road paved with rich ideas and firing creativity! And it is, provided families can afford to purchase a device for each of their children. The performance of a \$2000 laptop differs greatly from an \$80 tablet, and that tablet for personal use far outstrips using the school computer labs when you can. It is this inequity that validates the social justice concerns voiced by many.

A government subsidy to level the playing field could improve this, but while we wait for Godot, schools are working on leasing agreement deals with providers to assist parents in meeting these costs. Teaming up with a supplier for bulk rates is also an option, and the level of need in your school will determine your involvement.

One thing does seem clear. If some children get to learn this way, then all must have access to this new world education. If we fail to democratise BYOD access, we risk deepening the chasm between those who are privileged and those who are not. ■

*By Suzy Barry, Industry Reporter*

# What's in store for the children of the tech revolution?

**With curriculum planning complete for the start of the academic year, technology and the role it's expected to play is high on the agenda for educators. Like all industries, the education sector is experiencing rapid change, driven by the impact of new technologies and what's often referred to as 'digital disruption'.**

Yet, while change is exciting, it seems there are still significant challenges to be addressed, if recent 'report cards' are anything to go by.

According to ABC News article 'Australian schools are in 'absolute decline globally', the latest Programme for International Student Assessment (PISA) 2015 findings highlighted gaps within the Australian education system. Dr Sue Thomson from the Australian Council of Education Research collected the Australian data and said local academic performance was in "absolute decline" stating that students' ability to apply their mathematical and scientific knowledge to real life situations is falling not only relative to other countries but also in an absolute sense. According to another ABC News article titled, 'PISA Australia ranks poorly, but what can we learn', PISA results also suggest that equitable funding of schools, including redistribution to schools serving disadvantaged communities, remains a significant policy issues in Australia.

Polycom also recently undertook its own Education 2025 study within ANZ to gain insights into technology needs within the education sector. Perhaps, not surprisingly, the findings found that educators still see a need for more professional development when it comes to using new technologies. It also found that funding, the curriculum not keeping pace with future workforce needs and the lack of government support, were all seen as inhibitors to creating a more positive education future.



## A guide to the top 2017 edu-tech trends expected to make an impact

As we know, schools and colleges are under increasing pressure to deliver technology enhanced learning. Here are my thoughts on what technologies we should expect to see more of during the next 12 months:

### 1. Virtual reality

Delivering deeper engagement than a traditional textbook, virtual reality inside the classroom promotes content rich learning and social interaction. It provides context in learning because the visual element of virtual reality enhances the relationships between concepts and information much better than reading alone. Tools like Google Cardboard are both a platform and a product to experience and encourage interest in virtual reality.



### 2. Augmented reality

Witness the cult like popularity of Pokémon Go. Augmented reality, which superimposes digital content including hologram images onto a user's view of what they see is still relatively new. Unlike virtual reality, it allows the user to 'maintain control' of their environment by seeing the real world around them. Improvements in the performance and cost of solutions like Microsoft HoloLens (think first generation iPod versus latest iPod) will help drive this technology into the mainstream.

### 3. 'Learn from anywhere, teach from anywhere' mobile devices

While smart devices like tablets and smartphones are not new in themselves, they continue to gain in popularity as learning tools for students and educators. Offering 'learn from anywhere'

Mei Lin Low



accessibility, smart devices are also expected to play a significant role in bridging the education inequalities highlighted by PISA. However, the flip side to widespread availability is increased user familiarity and therefore a higher expectation of 'what can I do'. To drive user adoption, smart devices and supporting apps will need to adapt to this 'learn from anywhere, teach from anywhere' mindset.

### 4. Collaboration technology

The nbn™ aims to have all schools (with priority given to country schools) connected to high speed broadband by 2020. Faster broadband speed will also enable access to ultra-high definition video. When this happens expect enormous changes in the way education is delivered for students, particularly those outside of urban areas. Improvements in equity of access will mean more learning opportunities, including the ability for remote based students to receive the same education as their city based peers. Having access to ultra HD 4k video content inside and outside the classroom is expected to become a popular way for students to engage with content, experts and each other.

### 5. Gamification

Computer games are continuing to reinvent themselves as credible education tools. Popular games like Minecraft are teaching creativity, collaboration and problem solving. Gamification of learning is an educational approach to motivate students, bringing game design and elements into the learning environment.

For example, gaming accessories like Osmo convert any iPad into a learning device that enables children to discover and explore a wide range of subjects from mathematics to coding, art instruction to critical thinking.



## 6. Coding

Coding continues to grow in popularity as the curriculum catches up with education innovation. Learning coding skills helps children to develop critical thinking skills and problem solving processes that are not only important in computer science, but also in life. Teaching them how to look at the bigger picture, and to break down big challenges into smaller and more manageable tasks. More emphasis is expected on areas like coding and programming to ensure students understand how to program and interact with technology.

## 7. Evolving learning spaces and styles

Using a mix of cloud, mobile and desktop collaboration apps is already common in technology enabled schools. Tomorrow's technology needs the flexibility to meet the demands of different learning styles and collaboration requirements ranging from personal and group learning through to idea generation and teacher training. Traditional physical learning spaces will be transformed to accommodate the needs of technology and learning preferences. A video enabled classroom must accommodate the needs of the children physically present in addition to those joining from remote locations.

## 8. The maker movement

This refers to the students who will be the creators and inventors of tomorrow. Already they are using technology as tools to bring their innovative concepts and ideas to life. The availability of 'maker tools' such as 3D printers and Raspberry Pi motherboards is playing a key role in driving this movement. It allows children to take what they've learned at school and test their theories by making prototypes or real-life models of their vision. The maker

movement also supports critical thinking during the creation phase – sequence of production actions, workflow and failure! Learning to fail and earning from failing is important to kids.

As the above 'edu-tech trends' indicate, the way we learn, teach and collaborate as educational professionals is set to change significantly.

I recently spoke with Polycom education partner, Ben Newsome, Managing Director of Fizzics Education. Ben and his team deliver virtual science learning experiences to schools throughout Australia and New Zealand. Here's a Q&A from that discussion:

1. Based on the latest PISA results, do you believe technology has a role to play in helping to address some of the issues raised by the findings including income-inequality? Technology certainly has a role to play in helping address some of the inequities in access to education. For example, using video collaboration, regional and remote students can participate in live virtual excursions to science centres, galleries and museums without the expense of transport and accommodation inherent to student travel. This extends beyond students too; teachers can connect with leading global educators at conferences in real-time from their own school plus share digital resources during collaborative lessons with isolated classes.
2. According to a new report out by the Research Australia Institute and the nbn™ on the 'future of work', Australian kids are going to face a radically different work environment from what we see today. What's your POV view on this?

Educators make an enormous effort in preparing students to

communicate, collaborate and think critically. This will extend into the digital environment as access to collaborative technologies increases. Becoming familiar with how to use video and web conferencing systems in everyday lessons is essential for educators to prepare students for the future workplace. Once familiar with the functionality of these systems, teachers can explore a myriad of learning opportunities; for example, creating challenges that require remote teams to solve problems using multiple devices or incorporating live video streams into project-based learning scenarios that simulate real world issues.

3. There is a lot of buzz around the cool new technologies expected to turn heads in the edu-tech industry in the coming 12 months. Are there any emerging technologies that you are expecting to see have a significant impact in 2017?

Virtual reality (VR) headsets, augmented reality and immersive spaces will continue to gain popularity amongst students and teachers alike in 2017.

The cost of VR headsets, robotics and smart devices will continue to reduce on the back of increased adoption and other technologies such as 3D printing and wearable technology will become more mainstream.

The increased emphasis on coding has benefits beyond learning a programming language; through coding students learn to deconstruct complex problems into simpler components and improve their ability to communicate solutions in team environments.

The renewed focus on STEM will continue to provide opportunities for schools to engage with their communities via maker spaces and technology fairs.

4. Do you think the traditional desk based classroom environment will still be relevant in the classroom of the future?

The traditional desk-based environment is slowly being replaced by more fluid environments with less fixed structures. Classrooms are beginning to emulate the collaborative workspaces found in modern workplaces. Flipped classrooms and BYOD is driving student-centred learning with teachers acting more as facilitators of learning rather disseminators of information. Video enabled classrooms are an essential part of this environment, whereby teachers can produce learning sequences that give opportunities for students to directly interact with subject matter experts from around the globe. Continued adoption of collaborative technologies in schools and utilising these devices in everyday lessons will put young people in a fantastic position to function effectively in modern and future society.

## Looking ahead - 2017 and beyond

While no one can ever predict the future with absolute accuracy, we can plan for likely outcomes. Assessments like PISA show there are significant challenges to be addressed but as Ben Newsome indicated there are also massive opportunities to embrace the potential of new and emerging technologies within education. There's no denying that the ability to deliver accessible education for all, that is meaningful and relevant to the future workplace, will be crucial. ■

*Mei Lin Low is a technologist and advocate for business transformation in industries, through video, voice and collaboration tools. She is director at Polycom Asia Pacific for education and healthcare industries.*



# Teacher PD the only way forward?

**In a paper titled 'The quality teaching movement in Australia', published in the Australian Journal of Education, Professor Stephen Dinham of the University of Melbourne's Graduate School of Education (MSGSE) wrote: "Concerns about teacher competence have abounded for decades. In Australia, there has been, on average, one major state or national inquiry into teacher education every year." Teachers are expected to do better with what they have, or as Professor Dinham pointed out in the same article: "The message is clear: do better with less."**

Research shows that teacher professional development (PD) improves learning outcomes for students. In their 2007 paper, 'Reviewing the evidence on how teacher professional development affects student achievement', published in *Issues & Answers Report*, Yoon et al. cited meta-analyses that indicated "average students would increase their achievement by 21 percentile points, if their teachers participated in quality professional development".

In 2011, the Scottish government

released a report called *Teaching Scotland's Future: Report of a review of teacher education in Scotland*, in which it was asserted that "long term and sustained improvement, which has a real impact on the quality of children's learning will be better achieved through determined efforts to build the capacity of teachers themselves to take responsibility for their own professional development, building their pedagogical expertise, engaging with the need for change, undertaking well-thought through development and always evaluating impact in relation to improvement in the quality of children's learning. That is the message from successful education systems across the world."

Laureate Professor John Hattie wrote in his 2009 book, *Visible Learning* that the single greatest determinant of student success within the school environment is the teacher. Politicians are adamant that spending on education is greater than ever before...and yet, improvement in students' results hasn't only stagnated; we are in decline.

I'm sure Professor Stephen Dinham is not alone in his



Associate Professor Helen Cahill teaching the subject, *Promoting Student Wellbeing*. Image supplied by the Melbourne Graduate School of Education.

assertion that "professional development is one of the biggest levers we have in terms of school improvement". "I don't think it is possible to change a school without professional development - that is changing what teachers know, can do and even value or believe," the Melbourne professor told *School News*.

If the single biggest determinant of student success is their teacher, and schools can't change without teachers changing, it seems curious that teachers struggle to obtain the support they need to undertake PD. It could be argued that all the money that has reportedly gushed into schools in recent years has been ill-spent - unless it has been spent on providing time, space and resources for teachers to undertake PD, but we all know it hasn't.

In a study conducted by the Grattan Institute, called *Making time for great teaching*, Dr Ben Jensen and his team worked extensively with six schools which were all aiming to make

time for extra professional development for their teachers. "Ideally," Dr Jensen wrote, "teachers would have at least three extra school periods a week" for professional development programs. "Most of the time can be found by reducing the time teachers spend on ineffective professional development, staff meetings, school assemblies, extra subjects and extra-curricular activities."

Educationalists are calling for more timetabled support for teachers to complete PD. In an article on *The Conversation* with a rather self-explanatory title; 'Australian teachers get fewer training days than in other countries and turn to online courses for support', MSGSE research fellow Anna Dabrowski, wrote: "Interestingly, Australian teachers have fewer professional development days each year than in many other nations. And many are turning to online courses to fill the gap." This is presumably due to the need to complete their PD in their own time, that is, at night after work.



Master of Instructional Leadership graduate, Danielle Toon. Image supplied by the Melbourne Graduate School of Education.



# World leading scheduling software backed by a team of experts



**Edval Timetables is the leading scheduling company in Australia and has been expanding worldwide thanks to its powerful and easy to use software developed and supported by a team of dedicated scheduling experts. We offer products and services that are critical to a school's operation and our goal is to maximise efficiency whilst improving educational outcomes.**

## Services

**Training:** quality, structured training, fully accredited and by far the best valued training available in the market.

**Consultancy:** experts in this field, our team have seen it all and can work with any structure or curriculum model.

**Timetabler-in-Residence:** an exciting new model for schools, completely outsource the timetable generation and year-long upkeep of the schedule. Take back months of time and stress and let the experts handle it all.

## Products

**Edval:** timetables, staffing, curriculum modelling, resource allocations, elective lines.

**WebChoice:** online subject selections, prefect voting, sport choices, integrated timetables, mobile friendly.

**EdvalDaily:** daily organisation, exam timetables, room booking, extras, in-lieus and underload tracking.

**EdvalPTN:** a game changer in parent teacher night events, powerful algorithms scheduling events.

## Integration

We integrate with all the best SIS and LMS vendors and are SIF operational.

*Contact us today to find out more about Edval Timetables.*

**“We empower  
leaders to reach  
better outcomes  
for their schools  
through quality  
and creative  
solutions”**



◀ Dabrowski also stated that, while “97 percent of Australian teachers participate in professional development activities, they have an average of nine days of professional development activities each year. That is just over half of the number reported by teachers in other countries”. Our teachers reportedly work “873 hours per academic year in primary school, compared to the OECD average of 790 hours,” the article continued.

While the sector waits for policy-makers to increase support for vital professional development, teachers will continue to squeeze their PD hours into their already bulging sack of tasks.

### So, what's out there?

Eligible subject areas for PD are as diverse as the skills



Associate Professor Helen Cahill teaching the subject, *Promoting Student Wellbeing*.  
Image supplied by the Melbourne Graduate School of Education.

required to teach effectively in an Australian school. There is considerable choice for school leaders, and plenty for teachers, including ‘teacher identified PD’, which covers formal and informal training, courses, workshops,

seminars and activities you might attend either in or outside of working hours.

Eligible activities might include reflecting on teaching practice; planning for the delivery of professional learning; observing a colleague in action; or attending an education related talk or seminar at a museum, university or art gallery.

Formal course content ranges from self-organisation and lesson planning, to enhancing student wellbeing, courses in music education, or single practical skills like effective use of an interactive whiteboard. In many cases, university based courses can be claimed as eligible PD activity, either through teacher identified PD, or as a professional learning unit. State requirements do vary, however, so your state department is always your first step.

Often PD requirements can be satisfied by selecting single courses from education degrees at various universities. This approach allows teachers to upskill in areas that may not even have existed when they completed their initial teacher training. As universities are at the centre of research for these new developments, they represent a valid starting point.

Professor Stephen Dinham revealed that MGSE courses “are very much demand driven”. “We seek to meet the needs of

educators, schools and systems. Delivered by world leading researchers, our courses have a strong evidence base and are research intensive.”

The objective is simple: “To provide educators with the knowledge needed to transfer cutting edge research into real world workplace skills,” Professor Dinham outlined.

As online learning proliferates, institutions are mastering the finer points of online delivery, and their research is informing the content offered. The options are many and varied, and range from student wellbeing, to phonemic awareness training and new approaches like clinical teaching. Specialisations such as working with students on the autism spectrum, behaviour management techniques, and recognising the requirement for early intervention can begin as a PD enquiry, and subsequently lead to a full-blown career change.

Whichever the topic, whatever the content, the goal of professional development is to keep on learning. As research continues to support the benefits of PD for entire school communities, the continued call for increased allocation of time, space and resources for professional development seem justified. ■

By Suzy Barry, Industry Reporter

## Master of Clinical Teaching



Learn the latest evidence-based teaching methods.

Applications now open

[online.unimelb.edu.au/clinicalteaching](https://online.unimelb.edu.au/clinicalteaching)



MELBOURNE GRADUATE SCHOOL OF EDUCATION

Shaping minds, shaping the world



# Boxercise proves a knock-out for mental health

St Pius X College is a Catholic boys' college located in Chatswood, in Sydney's northern suburbs. A decade ago, the school received the most tragic wake-up call imaginable; they lost a student to suicide. "It really made us take stock and look at how our boys were connecting within the school community," school counsellor, Rick Russo told *School News*.

Following the tragedy, they "decided to go through a cultural change". Rick Russo said, "we needed to explore other ways of promoting health and wellbeing to students to keep them connected."

This concept of connection is important to Mr Russo, who concurs with Dr Justin Coulson of the Positive Psychology Institute, whose view is that 'screen time' is creating division and isolation for young people. "Kids are too dependent on devices, and less willing to talk to people," Mr Russo has observed. He worries that they miss out on opportunities to be surrounded by people and have fun with people in real life. "Gaming is isolating, opposite to connection, and it creates a disconnect from reality." The school counsellor sees resulting behaviours such



Father Son Boxercise before RUOK Day. Rick Russo, far left second row.

as avoidance, difficulty with or reluctance to face reality, poor communication and anxiety.

St Pius Catholic College engaged with MindMatters to implement a stress management plan to support the school community in the wake of the tragic loss, but also to ensure the students were well supported in the future - and to remedy some of this disconnectedness Mr Russo described.

The school's inclusive culture of care extends to the teachers and staff. Programs for staff have included regular massage once a term, workshops in tai chi, laughter and boxercise and staff have regular opportunities to make use of the school gym.

Mr Russo is emphatic in his stance on exercise as a therapeutic antidote for mental health issues and stress. "I suffered depression for 20 years and I can tell you there are three things that help." Mr Russo cited medication as something that was suitable for him, but the other two universals were "connection to someone who can help you move forward, and physical exercise". As the school counsellor, he provides the latter two services, and boxercise has been embraced by the boys as a powerful self-help tool, and surprisingly, a motivating force that even gets teenagers out of bed at the crack of dawn.

## 'From little things, big things grow'

The boxercise program was launched ten years ago "with a seedling grant from the NSW government" designed to fund schools efforts in promoting

health education and student wellbeing. "To apply, we just had to come up with a program that would bring about an improvement in student health and wellbeing. St Pius was one of many schools to receive a grant of \$1000 and with that grant; we initiated the program by buying the gear," Mr Russo recounted.

A decade on, the program endures, and is wildly popular, with students ranging from year five to year 11 arriving at school 90 minutes before school begins, and some before 7.15am to set up the equipment. While the grant initiated the program, Mr Russo said, "we now get complete and continued support from our Parents & Friends Association".

The benefits are by no means isolated to the physical body. "The boxercise program has become a student empowerment activity," Mr Russo enthused, promoting self-esteem and providing opportunities for students to exercise responsibility, leadership and cooperation.

"We have a year-ten group running the session at the moment, so they dictate how the session goes," Mr Russo explained. There is no set year







group running the sessions over the years, "it just falls to those who show enthusiasm and dedication". "We have around 100 boys participating, and some kids come at 7.15am, giving up their sleep to set up, it's self-motivating; kids love it so they want to be there." Mr Russo said the program is "self-perpetuating" and is audibly proud of the students' dedication. "There have always been kids who have stepped up and wanted to show initiative and be there for the younger kids."

The motivation crossed institutional (and gender) lines in term four last year, when students from Mercy Catholic College joined the boys for a morning of boxercise. The program is set to repeat, providing opportunities for cross-college peer connection, "so boys and girls can meet, in a safe and supportive environment, and focus on their health and well-being," Mr Russo added.

### A culture transformed...

"We have a welcoming and inclusive school community," Mr Russo reported, "and the students feel great pride in their college". Visitors to the school report "a positive vibe" and "an inclusive

sense of camaraderie" between students of all ages. "Kids are taking more control" and exhibiting proficiency in "help-seeking skills," Mr Russo was happy to announce. "Kids now understand that mental health is a normal part of life."

The students find comfort in knowing that someone is available to work through problems with them, although this support keeps Rick Russo busy. With triple the number of students seeking counsel, a part-time counsellor role was insufficient, and Mr Russo's role is now full-time and supported by two part-time counsellors. The busy counsellor is seeing fewer students at the high-risk end of the support process however, because more boys are coming to talk about their problems earlier. The students' issues range from crisis moments for kids at risk and grief counselling, to providing general emotional support. Students need support with processing emotions around problems such as relocations or the death of a pet as well as family relationships or romantic break-ups.

With underlying beliefs within our broader cultural context providing less space for males



to express their feelings (though many individuals and associations are working hard to remedy this), this school is fostering emotional literacy in male students.

According to Mr Russo, they are providing an environment," in which vulnerability is allowed, and the vulnerable are supported. In time, let's hope this focus contributes to a world where the words, 'boys don't cry' are relegated to the annals of history.

"The culture allows the boys to be far more open about their feelings, in a trusted safe environment," Mr Russo told *School News*. "Boys self-refer, but there's also been an increase in co-referrals", with emotional support finding its place in 'mateship'.

Mr Russo's most significant source of pride? The culture of mentoring younger students at



the school. "For the last 5 years, we've had a peer mentoring program where older kids volunteer to mentor younger students."

The program entails fun activities such as paddle-boarding and rock-climbing, and a special 'buddies not bullies' bushwalk – all designed to build camaraderie and resilience. The culture of helping and supporting each other has resulted in something quite special. At St Pius, they have *normalised* boys seeking help about their feelings. "We

want them to know that it's ok to struggle."

The school is dedicated to suicide prevention, and keeping students connected, with avenues of support is vital to that charter. Mr Russo reflected that when the school community suffered the tragic loss of a student to suicide, it was completely unexpected. "The student was on nobody's radar, that can't happen again."

### Advice to other schools?

Mr Russo emphasised that for project success you need "a

driver"; someone to take on the project, to keep showing up and take responsibility for it. For St Pius, that was Rick Russo, but according to Mr Russo, it was principal, John Couani who embodied the "catalyst that was needed".

Mr Couani has said: "young people today give me a lot of hope." I would wager that their dedication to teaching boys to 'expect to feel happy and seek help if they don't', might just have returned the favour. ■

*By Suzy Barry, Industry Reporter*

## Great leaders support teacher wellbeing



Principals Australia Institute's (PAI) Teacher Wellbeing Workshops provide strategies and practical solutions to assist teachers achieve a positive approach to their work.

The workshops provide a quality evidence-based approach to achieving a resilient mindset and problem-solving strategies for dealing with the practicalities and complexities associated with the teaching profession. PAI is well placed to help school leaders achieve positive outcomes for their staff and schools.

To find out more, contact PAI on **08 8394 2100** or visit our website **[pai.edu.au](http://pai.edu.au)**.

**[pai.edu.au](http://pai.edu.au)**

**Principals  
Australia  
Institute**  
*Learning. Leading.*

# WHAT'S HOT

## THE LATEST TRENDING EDUCATION INDUSTRY PRODUCTS



### MULTI AWARD-WINNING WING CHAIR

The new collective chair WING, with a vintage style design, is useful for any environment, both indoors and outdoors, responding to the technical and aesthetic needs of the new trends in education and space, thanks to its design, colour and finishes. Winner of the Red Dot and IF Design awards, it's a piece of proportioned and balanced shapes, light but robust, with comfortable geometry. WING is made of polypropylene with fibre glass; this ensures the durability of the chair and makes it 100% recyclable. WING is stackable up to six chairs and is available in six different colours.

**C** Resource Furniture **P** 1300 577 267

**E** [design@resourcefurniture.com.au](mailto:design@resourcefurniture.com.au) **W** [www.resourcefurniture.com.au](http://www.resourcefurniture.com.au)



### AXIOM VIOLINS

Axiom Music founder David Hines started playing violin at the age of five, eventually achieving an honours in 7th grade AMEB. Violin has thus been a lifelong passion for him and when he founded Axiom Music four years ago violins were the first line of instruments he designed and imported. The Australian market has been flooded with very cheaply made instruments. David designed the Axiom range of violins to incorporate quality fittings such as ebony pegs, all metal tailpieces and high quality tonewoods, all of which go to produce an instrument which, whilst no more expensive than the cheap products on offer, is a quality and long lasting violin for the beginner.

**C** Axiom Music **P** 1800 602 580 **W** [www.axiommusic.com.au](http://www.axiommusic.com.au)



### HEALTHY VENDING HAS ARRIVED!

Bring health & happiness into your school with GniBl's high tech, touch-screen snack machines. GniBl offers a dietitian-curated range of nutritious snacks to supplement your school canteen. Products are selected by an Accredited Practising Dietitian to ensure they meet guidelines and help students meet their recommended major food group needs. We inspire kids to make smarter choices by offering an exciting, ever-changing & genuinely healthy range of snacks, along with clear educational messaging to empower their choices. No space for a machine? Our range is available for supply direct to your school canteen. Get in touch and let's make a difference together!

**C** GniBl **P** 1300 818 088 **E** [nick@gnibl.com.au](mailto:nick@gnibl.com.au) **W** [www.gniBl.com.au](http://www.gniBl.com.au)



### KOMBI VAN DAISY GROW KITS

What was Old is New Again - Hop Aboard! Fun travels in your pink, red or blue kombi van. Each grow kit includes a hand painted ceramic van, blue flowering daisy seeds, a soil pellet (just add water to make enough soil for you van pot) and full growing instructions. Make it a project with all the family and experience the magic of sowing seeds and growing your own pretty daisies in this unique little pot. Choose your favourite colour or collect all 3!

**C** Seed Creations **P** 02 4571 6240 **E** [enquiries@seedcreations.com.au](mailto:enquiries@seedcreations.com.au)  
**W** [www.seedcreations.com.au](http://www.seedcreations.com.au)





## THE BEAN BAG ALTERNATIVE. FOAM IN, BEANS OUT!

KloudSac's are the perfect alternative to that tired old bean bag sitting in the corner of your Library, Classroom or Open Learning Area. No Beans means no filling, no refilling, no noise, and no Ben Bag Explosions! Complete with Foam Filling and your choice of machine washable cover, a KloudSac is the perfect form of alternative seating that can accommodate up to 12 students. Also ideal as a resource to help integrate students with Autism, anxiety, and challenging behaviours. Made to last, and available in 7 different sizes, join the hundreds of schools across Australia proudly using a KloudSac to help their students, relax, focus and learn.

**G** Kloudsac **P** 0411 681 876  
**E** management@kloudsac.com.au **W** www.kloudsac.com.au



## SCHOOL PLAYGROUND ASSESSMENTS

In addition to a full range of play equipment, adventure+ offers playground assessments for schools. Playground operators have an on-going duty of care to maintain a safe and compliant play space and regular inspections are vital, with formal inspections required at least once per year. With over 30 years' experience in the playground industry, adventure+ has both the experience and qualifications to provide reliable and accurate playground assessment reports. Carried out by qualified Level 3 Auditors, two levels of assessment are available, starting with the Level 1 basic safety check or the Level 2 full Australian Standards compliance audit.

**G** adventure+ **P** 1300 237 587  
**E** sales@adventureplus.net.au **W** www.adventureplus.net.au



## INTRODUCING THE JASWIG STANDUP DESK

We all know that keeping a classroom full of children focused, on task and energised is a challenge. A standing desk, used for short periods, by different students throughout the day can change that. Introducing the Jaswig StandUp Desk. Designed in Belgium and made in Australia, the StandUp Desk is quick and simple to adjust (no tools required) for the perfect standing height. Available in two sizes to suit preschool or high school classrooms.

**G** CAP Furniture **P** (07) 3392 6649 **E** sales@capfurniture.com.au  
**W** www.capfurniture.com.au



## EDUCATE AND FUNDRAISE WITH MUSHROOMS

Education and early adoption of healthy habits is at the core of Life Cykel's purpose. We are thrilled to be ditching the chocolate box fundraising drives to connect Aussie youngsters to growing the freshest gourmet mushrooms. Due to demand, now we also support schools to undertake lessons about growing mushrooms. For information on our lesson plans please inform the age of your school group by email to ryan@lifecykel.com.au

**G** Life Cykel **P** 0432 978 631 **E** ryan@lifecykel.com.au **W** www.lifecykel.com.au

# Crack the code for young readers with phonics

**The divide over teaching children how to read has long existed between those who support the 'whole language' approach and proponents of the 'phonics' approach.**

The 'whole language' approach refers to exposing learners to language in context and letting the context guide. The 'phonics' approach takes a view informed by phonetics and phonology, and is aimed at mapping the relationship between phonemes (the smallest units of speech sound) and graphemes (the letters - graphic representations - of the sound).

Between 2000 and 2006, Australia, the UK and the US all conducted studies into literacy teaching, and subsequently advocated for inclusion of systematic phonics in literacy teaching practice. In the UK, the edict was stronger. Systematic phonics was advocated, and schools were directed to implement a synthetic phonics approach.

Synthetic phonics refers to the process of creating a whole from its parts, like a synthesiser blending elements to create music. Phonemes are blended to create words, which are then used to construct meaning.

We have reached consensus; phonics matters, but discussion continues about how to teach it. Opinions vary: synthetic phonics, analytic phonics, a mixture of both. Are tricky words lists ok? Should we use decodable readers? Many educators are proponents of a mixed approach, but as John Hattie would say, "it must have an impact on the learning lives of students".

For some perspectives from the field, read on...

## Industry Views

### Codify great teaching and make an impact

Get Reading Right co-founder Jo-Anne Dooner told *School News* she is passionate about teaching children to "read well".



Photo: The THRASS Institute

She says oral language should be developed before a child arrives at school, because "to read well, children need robust oral language first". Literacy teaching is made up of oral language, reading and writing. Reading is made up of phonological awareness, phonics, fluency, vocabulary and comprehension. Each element is equally important, but the emphasis on each skill shifts, depending on the age of the child.

Australian schools are embracing synthetic phonics, and Dooner suggested that the recent movement is due to a new generation of teachers who may themselves have been failed by the sight word and picture cues system - and have not been adequately trained in how to teach phonological awareness and phonics. These teachers are seeing results and they are excited. "Students make immediate progress and teachers are blown away by the success. It doesn't matter what your theory about reading is," she added, "as an educator, if you see success, you want more!".

*Looking for meaning (cues) in the picture, what's the problem?* The concern is that the message is contained within the word, not the picture. Dooner said searching for meaning in the picture is like playing 'Where's Wally'. "You can graduate year one using picture cues, but what about when you get to year four and the pictures disappear?"

"Our language is an "alphabetical principled language," she said.

"We have phonemes that are represented by various combinations of 26 letters; there is a code, it just needs to be taught. The words contain the message."

**Decodable books:** Ms Dooner explained that a decodable book is one that a child can decode completely, with the tools they have; that is with the phonemes they already know. "We don't expect novices of other areas to operate at expert level, so why are we doing this with our reading students?"

While "some experts say, 'decodable words only'", Dooner favours inclusion of carefully

selected high frequency words that the children have been taught, and are keen to use, such as 'the' and 'was'.

**Making an impact:** A supporter of John Hattie style 'teaching for impact', Ms Dooner is concerned about "slippage in schools", where things are done, not because they have an impact, but because they have always been done that way. Dooner insists, "all reading teaching must have a measureable effect". Students must acquire deep knowledge of the alphabetic code; spelling capability, and the ability to decode new words to get meaning from what has been read.

The Australian Professional Standards for Teachers underpin Dooner's work, and she noted that "while many teachers see it as another hoop, I see it as a way to 'codify' great teaching".

"You don't need expensive resources to teach children to read well, you just need knowledge about how the language works, and to be a great teacher."



### The rules of engagement for learning

According to teacher, teacher trainer and author of THRASS Denyse Ritchie, literacy programs must be engaging to learners, and "as phonemic awareness is the undisputed predictor for reading and writing success, it must provide for excellent phonemic awareness teaching".

A reading program "must immerse learners in the sound system of the language they are learning". In the case of English, this must "provide access to the all 44 sounds of spoken English".

"The rules of engagement in learning require that what is taught is both correct and sustainable for future learning. It should also allow for differentiation within the same teaching process."

Ritchie expressed concern at "a call for a 'back to basics' phonics approach where initially the letters of the alphabet are taught as sounds or are assigned a specific sound".

"Good phonics teaching does not teach letters as sounds but teaches letters by name. This allows the teacher to explain spelling choices in words, for example, the 'oo' in moon or the 'ue' in glue." Ritchie said that without teaching the letter names, the teacher lacks the shared vocabulary labels to indicate the different grapheme composition of these phonemes.

Adamant that a good program should include "no tricky words, sight words or learning left to chance", Ritchie said we write to express our feelings and thoughts, and to communicate information. Comprehension and spelling are

vital so that "written language can mirror oral language".

Ritchie's view on decodable readers is that they are restrictive when they do not include real and extension words for reading students. She said all reading material is decodable, "otherwise we wouldn't be able to read". "This contrived restrictive language hinders the development of comprehension skills," she concluded. Ritchie also issued a caution on the teaching of 'rules' for spelling: "English spelling does not have rules but conventions, which is why so many words break common rules."

Ritchie said, "the best thing a teacher can do is to not use worksheets, but instead get children to write whole words and whole sentences using exercise books".

"To learn to write, spell and construct sentences requires practice. Filling in missing parts of words or sentences is counterproductive to this process. To understand punctuation requires learners to construct sentences from the beginning to the end."

Ritchie said assessing writing is "easier than people like to make out". Her parting advice? "Look at learners' writing samples. They are gold. The spelling choices learners make, their attempts at constructing words, the language they use, their attempts to use grammar and punctuation; and reading back their work, will give teachers an in-depth understanding of a learner's language acquisition and development." ■

*By Suzy Barry, Industry Reporter*

## Get Reading Right™

### the tools to read and spell

**Synthetic Phonics has proven to be the fastest and most efficient way to teach early reading and spelling.**



We offer a range of phonics resources to help teach all 44 phonemes in the English language explicitly and systematically.

Visit our website or contact us directly for more information about our range of phonics resources!

(02) 8003 3885 [info@getreadingright.com.au](mailto:info@getreadingright.com.au)  
[www.getreadingright.com.au](http://www.getreadingright.com.au)

# THRASS®

## Explicit, Systematic, Synthetic Phonics.

[www.thrass.com.au](http://www.thrass.com.au)



# Music education: 'discover, experience, create'

*"I would teach children music, physics and philosophy, but more importantly music - for in the patterns of music and all the arts, are the keys to learning." - Plato*

Music matters, so why has it slipped from focus? Why are many concerned that participation is becoming reserved for those whose families can afford to pay? That's because in many cases, it is.

In 2003, Robert Stevens, a fellow of the Conservatorium of Music noted in his report titled, 'National Report on Trends in School Music Education Provision in Australia' that as few as 23 percent of state schools can provide their students an effective music education. In the private system, it's close to 88 percent.



Students enjoying a concert by Tigramuna ensemble. Photo: Music Viva Australia

## MUSICA VIVA IN SCHOOLS

Bringing live music programs direct to schools  
 Suitable for general classroom teachers and music specialists  
 Supporting teachers with accredited professional development

[musicaviva.com.au/education](http://musicaviva.com.au/education)



Considering our current obsession with leading the PISA charge in STEM subjects, it's worth noting the keen focus on the arts in those countries who are on top. This knowledge should assuage any concerns that increased funding to the arts will distract us from 'more important things' like numeracy.

What are the benefits? How should music education look? To answer these questions, and more, *School News* called on industry experts: David Hines of instrument supplier Axiom Music, and Michael Sollis, artistic director of external learning provider, Musica Viva Australia.

### Industry Views

Michael Sollis began with this: "The opportunity to see live music, experience it with their own eyes, ears, and feel it with



Students enjoying a concert by Taikoz ensemble. Photo: Music Viva Australia

their entire bodies, provides a tremendous transformative opportunity in children's lives."

David Hines pointed to the role of music in cognitive development, "as well as providing an outlet for personal expression and creating an environment for interaction with other creative students". That sounds compelling; so what about equipment?

Mr Hines advised: "low cost instruments are important, as many parents have limited resources." Yes, we all know of dazzling violin careers that lasted six months. The music industry veteran emphasised that access to a variety of instruments students actually want to play is vital, advising that not all musical instruments need to be

prohibitively expensive. "Offering low-cost instruments is important for first-time players, who may go through a few false starts before they settle on their instrument," he granted. Mr Hines informed *School News* that one year's rental of an elite brand will cost roughly the same as purchasing an instrument priced for the novice musician.

# AXIOM

WHEN YOU'RE READY TO PLAY

Axiom Instruments are designed right here in Australia and manufactured in the best possible factories in Asia to offer beginners a quality, low cost instrument covered by a full 2 Year warranty.

Our range covers all kinds of instruments from Brass and Woodwind to Violins, Electric Guitars and Drums.

We are an Australian company with over 40 years experience in the industry. Our mission is to offer a quality, affordable alternative to the "big brands".



**ELECTRIC GUITARS**  
From \$199



**VIOLIN OUTFITS**  
From \$89.95



**GUITAR PACKS**  
From \$79.95



**TRUMPETS**  
From \$179



# AXIOM

**AXIOM MUSIC**  
PO Box 1078  
MIRANDA NSW

**1800 602 580**

[www.axiommusic.com.au](http://www.axiommusic.com.au)





Students enjoying a concert by Taikoz ensemble. Photo: Music Viva Australia

- Instrument choices are numerous and schools now dabble with everything from classical piano to bongos and the marimba. "Brass and woodwind instruments remain very popular, but other instruments are providing opportunities." Mr Hines added that "the ukulele has proven a cheap, easy to learn instrument".

#### Discover, experience and create

From a pedagogical perspective, Michael Sollis emphasised that music education must allow students to "discover, experience and create".

Leading an organisation which performs to over 300,000 students each year, Mr Sollis has come to understand "there are many ways to learn and experience music". Resources and musical culture will vary between schools, with some enjoying a dedicated music teacher, while others do their best with what they can. Common principles permeate successful music instruction, which can be applied by anyone.

**Experience:** "Experiencing live music at a young age has the unique power to unlock a child's creativity, which can be applied to any part of their lives, not just music."



Photo: Axiom Music

**Discovery:** "It's also about discovering each experience with your unique perspective," he continued.

**Creative engagement:** Even without a dominant "performance culture with school bands", schools can find ways to allow students to 'do' music, and don't forget diversity! "Our media-rich world really speaks to that diversity; it's very easy for teachers and students to hop online and access a variety of resources," he encouraged.

#### For successful in-house music programs, the music director has this advice:

- Let kids see and hear someone sing or play instruments; it makes it feel

more possible for them to do it.

- Music programs should allow students to create; music is not just a language to know; it's a thing to do.
- Encourage a child to listen first - don't explain how things sound, let them listen.
- Ensure they understand social cultural aspects of performance, how to respond (clapping, engaging).

#### Musical magnetism

"If presented the right way, a musical program can incentivise and engage students who otherwise do not feel connected to the school program," David Hines supplied.

"Last year, I visited Nhulunbuy Primary School, in North East Arnhem land; they had a great lunchtime music program for students who had been identified as disengaged," Michael Sollis noted.

#### Music for music's sake

Music is not merely a conduit for developing pathways for literacy and numeracy: "Music is valuable on its own terms," Mr Sollis declared. "If you just view it as a tool for something else, it won't be the most rich and engaging music experience possible," warned the passionate performance artist.

Many passionate (and wise) teachers understand that music has some serious pull, especially with older students. "Music such a fundamental part of people's world. Just try and find a teen who doesn't love music!"

"To give students the opportunity to discover creative response will always be a winner. Music is vital for enjoying a rich and engaged life," he spurred. All I could think was: 'I hope he turns up at my kids' school soon'... what a galvanising force a creative artist can be. ■

By **Suzy Barry**, *Industry Reporter*



# From history to comedy: what's new with books?

## Shield Maiden

By Stuart Hill

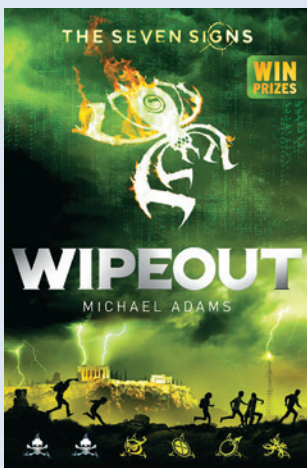


Not sure if anyone else has caught it, but I have the Vikings fever. So does my 11-year-old, but he's too young to watch it and *The Last Kingdom* series is beyond him. *Shield Maiden* was the perfect solution. Steeped in mystique, with that age-old narrative voice of a remarkably intelligent child, the story is a less gory ride through the Viking invasions of the late ninth century. King Alfred the Great retreats, then returns from his marshy swamp where he is 'king of nothing', to lay the foundations for the eventual unification of England. The story is fast, enlightening and frequently amusing. An engaging history resource, with action that doesn't spare the horses!

Bloomsbury  
For readers 9+

## Wipeout

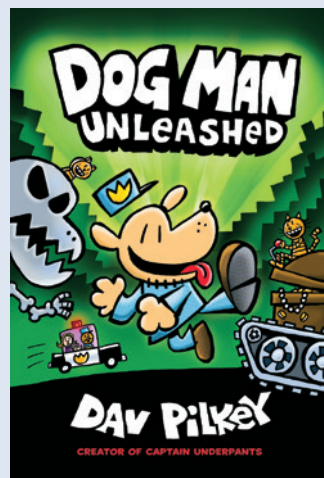
By Michael Adams



Book 3 of The Seven Signs Series has arrived as quickly as promised. This age-scaled dystopian fantasy has the action and excitement of the first two in the series. Andy and Dylan fight fire with fire, while the girls mastermind the day to outthink the Signmaker. One step ahead is the only way to stop the next attack.

Scholastic  
For readers 10+

## Dog Man Unleashed



By Dav Pilkey

In a hotly anticipated sequel, *Dog Man* is still learning a few tricks of the trade, if only the Chief would throw him a bone. An encounter with a feline foe might just spell the purrfect crime, unless this canine crime biter delivers justice for all. Heavily illustrated chapter book presents high appeal for the reluctant reader and a giggle for anyone listening.

Scholastic  
For readers 7+



## Clover Moon

By Jacqueline Wilson

Always eagerly anticipated, Jacqueline Wilson's books explore real-life issues such as life, death, sickness and abandonment.

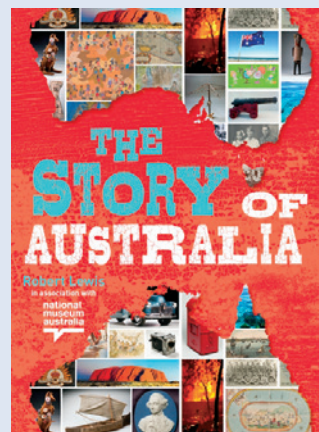
Wilson takes a historical journey with *Clover Moon* and explores the issues of the time; the poverty and hardship that broke so many, and threaten to break Clover.

When personal tragedy plunges her into a world of grief, Clover realizes that everything she loved about the place she called home is gone. Clover hears of a place she could run to, but where will she find the courage – and the chance – to break free?

Penguin  
For readers 8+

## The Story of Australia

By Robert Lewis



From the enduring cultures of Australia's Indigenous people, European exploration and colonisation, and the tragic impacts of two world wars, *The Story of Australia* concludes with the exciting fast-paced development of the last decades

of the 20th century.

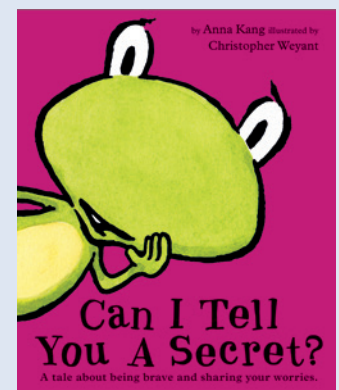
Produced in partnership with the National Museum of Australia, *The Story of Australia* draws on the museum's rich collection of objects, photographs and artefacts. Entertaining, colourful and inviting,

*The Story of Australia* is the essential history resource for every school library.

Penguin  
For young historians

## Can I Tell You a Secret?

By Anna Kang, illustrated by Christopher Weyant



In an endearing unfolding of truth, Monty inches closer and closer to telling his parents that he needs help with something. Our little friend confides in us first. We cheer him on as he gathers courage, then falters, then resolute, he announces his big secret. He can't swim! No big deal? Well, Monty's a frog... Charming and fun, with a lesson about sharing the load and facing fear.

Hachette  
Hodder Children's Books  
For readers 4 to 8

**schoolnews** welcomes editorial contributions and images on relevant topics for features, new product profiles and news items.

Please email to [editorial@school-news.com.au](mailto:editorial@school-news.com.au). Images should be in high resolution (300dpi) JPEG format. All Editorial queries should be directed to the editorial department (07) 5440 5322.

# NAPLAN Online: challenges and opportunities

**A national approach to measuring educational outcomes is being adopted through the ACARA NAPLAN Online initiative which commences in 2017. Each state and territory will determine their individual implementation schedule for all schools: government, independent, catholic – primary and secondary over a two-to-three year period. It is expected that most schools nationwide will transition to the new NAPLAN Online by 2019.**

There is a strong rationale for its implementation across all schools in Australia. However, careful planning is required by principals and teachers to maximise the benefits and to mitigate the problems. While there are challenges in adapting to digital processes, there are significant opportunities to enhance the educational experience.

The immediate challenge is to ensure that NAPLAN Online is primarily a measure of students' literacy and numeracy performance. However, there is the prospect that the students' computer literacy competencies may skew the results. Schools will therefore plan to build students' digital capacities through regular usage of the processes in the regular classroom teaching and learning context. Many schools have already incorporated ICT as an integral part of the learning program, and the adaptation to online assessment will be a relatively easy adjustment. However, there are some assessment features that will require student practice to build confidence and capacity in the NAPLAN Online process.

The ACARA research showed that many students coped well with online testing, and motivation was enhanced. But schools will vary in their access to the required technologies. Consequently, provision is made to allow schools to stagger the testing times so that the entire cohort is not required to sit the test at the same



time. A range of devices and platforms can be used, including tablets and iPads. Furthermore procedures are being developed to support BYOD (bring your own device) and the necessary security arrangements are being investigated. Where internet access is unreliable other ways to deliver the test in a non-real time environment are being explored (eg, portable servers).

In my opinion, there is little doubt that if the potential of digital assessment and learning is harnessed the benefits will ultimately outweigh the challenges of the transition. From a purely practical standpoint, administering the exam will be much simpler and cheaper as paper copies will no longer need to be printed, distributed, collected and marked. It also puts the Australian education system on the cutting edge and therefore better positioned to make advances in the future. The digital competency development may address some of the concerning trends in Australian performance revealed in the recent PISA and TIMMS international rankings.

The benefits of online

assessments include the opportunity to broaden the scope of assessments to provide for varied stimuli and responses. The question designs include a variety of interactive and multi-media questions that go beyond the conventional multiple-choice questions in the paper test. Question types might include drag-and-drop, clicking on images or words and even listening to audio instructions. While this adds a new level of complication, it creates an opportunity to gauge student performance in a wider range of problem solving contexts.

For students, online testing means that the tests can be adapted to the students' achievement level. A foundation set of questions are used to determine each student's potential, and then students can be automatically directed to question sets that are appropriate to their individual capacity. This provides for differentiated assessments, which ultimately provide more detailed information on student performance. The diagnostic information can then be used to design curriculum

more differentiated curriculum, providing students with a more satisfying experience.

For teachers, the important diagnostic information is marked automatically, and returned quickly, to facilitate informed decisions about the learning program in that calendar year, rather than waiting months for the data. Remedial action can be undertaken immediately, and this adds credibility to the NAPLAN testing process.

There is also the opportunity to utilise online assessment instruments during the learning program. Consequently workload is reduced. These assessment instruments can replicate the digital assessment process and provide automated marking and immediate report generation. The data-collection and accountability processes can then be managed during the learning program, providing ongoing diagnostic and performance information.

The digital assessments for learning provide students with the opportunity to gain confidence in digital assessment and learning experiences.



*"At last we have easy access to a huge flexible database of assessments FOR learning and OF learning. The automatic marking and immediate report generation is a huge benefit."*

*"I loved getting the diagnostic information so quickly and then easily designed a differentiated learning program. My workload has REDUCED! Amazing wizard"*



*"Phew! I now feel confident with online NAPLAN testing. I loved the immediate feedback and support. I am in control of my learning."*

*"I am relieved that I can now support my child and get regular feedback on progress. Congratulations school!"*

For an immediate trial  
**[www.naplanonlinewizard.com.au/trial](http://www.naplanonlinewizard.com.au/trial)**

☎ 1300 669 810 ✉ [contactus@educationresearch.com.au](mailto:contactus@educationresearch.com.au)



Intel Inside®.  
Extraordinary Performance Outside.  
Intel® Core™ Processors



Do Great things

# HP BYOD

Building customised online stores, delivering learning devices direct



## What is HP BYOD?

Firstly, HP's BYOD program helps schools select the right devices for their IT environment, maximising learning outcomes for students. Secondly, the program enables parents to purchase, school approved devices, direct from HP via a school branded online BYOD store.



## What is BYOD?

Student bring your own device (BYOD) is a program being adopted by K-12 institutions that allows students to use a personal laptop, endorsed by the school, for day-to-day educational requirements. BYOD is importantly driving technology rich class rooms, new ways of learning and an increase in student engagement.





## Why HP BYOD?

### Trusted Partner:

Over the past 4 years, HP has successfully managed BYOD programs for over 40 educational institutions, delivering thousands of PCs to students across the country

### BYOD Specialists:

HP's team of BYOD specialists will work one-on-one with you through the BYOD roll-out and beyond. Our team specialise in product selection, online store creation, teacher and parent information nights, and product training coordination for teachers and students.

### Ease of Purchasing:

In addition to a customised online BYOD store, HP provides a call centre team to help parents choose the right device, FREE delivery Australia-wide and a 14-day change of mind return policy. Interest free financing options are also available. T&C's Apply.

### Latest Technology Direct:

Buying direct from HP guarantees the school and ultimately students from K-12 access to HP's latest learning devices at affordable prices. All devices meet prescribed education standards and come with enhanced three year onsite support.

Junior (Year 7-9)  
**Starting from \$499**



Senior (Year 10-12)  
**Starting from \$1,193**



Media/Graphics  
**Starting from \$2,551**



ChromeBook  
**Starting from \$320**



## We can help you, in just 3 steps



**Step 1:** Our BYOD experts will work with you to understand your school and students requirements. We will then

identify the best devices to help maximise learning outcomes for both teachers and students.



**Step 2:** We'll design a custom BYOD online store. Plus we will participate in parent information nights, and assist school and

parents on what to purchase, how to purchase, and the benefits of each learning device.



**Step 3:** We'll deliver all learning devices FREE to the chosen delivery address. HP in-conjunction with Microsoft can

also offer training to both students and teachers on how best to maximise the device for optimal learning outcomes.

## BYOD key dates

### March 2017 – July 2017

Define schools BYOD policy, product selection, build customised BYOD portal, teacher briefings, parent information nights

### December 5th 2017

Last day of ordering to ensure laptops are delivered prior to Christmas

### January 10th 2018

Last day of ordering to ensure laptops arrive before start of school year

GET THE RIGHT ADVICE AND SOLUTION FOR  
YOUR STUDENTS TODAY

Phone : +61 417 116 226 | Email : [byod.edu@hp.com](mailto:byod.edu@hp.com) | Visit : [www.hpshopping.com.au/BYOD](http://www.hpshopping.com.au/BYOD)



## School radio: confidence, creativity and collaboration

### Operating a school radio system has far-reaching benefits, and applications for achieving educational outcomes across various key learning areas.

The scope for learning and development is especially significant when using industry standard technology that offers professional tools, but in a format that is simple and accessible to presenters of all ages.

#### What are the benefits?

##### Communication skills:

Writing scripts and programs

for broadcasting develops communication skills, and provides authentic and rewarding application for creative writing. Program writing also develops students' ability to commit thoughts to paper.

##### Confidence building:

Confidence is increased through speaking over the air-ways and working within a team. Being part of a radio allows students to be in the public eye, facilitating self-expression.

##### Creative thinking:

Students practice thinking creatively,

through scriptwriting, program development and effective communication.

##### Awareness of current affairs:

Students become aware of current socio-economic and political issues, as they research their program material.

##### Keeping people informed:

Schools can keep their school community informed using lunchtime broadcasts via their school radio station. This can be transmitted via a school intranet on connected PC speakers, or using public address (PA)

speakers placed in key areas throughout the school.

##### Supplementary lessons:

Programs can be recorded and saved to the hard drive of a PC to give students extra teaching. Play them back over the school PA or intranet system, or play them back over the internet, so students can access the tutorials after school.

##### Live debating and chat

**shows:** Broadcast live, with both interviewer and interviewee present in the studio. Or why not facilitate classes or other schools

◀ This occurs in a manner that enhances the learning program, without adding extra workload for teachers. The development of digital learning competencies can create new opportunities for enhanced independent student learning and differentiation of the learning program.

It is clear is that students will need various opportunities to practise the skills of online testing in order to maximize their NAPLAN performance. Fortunately, some commercial products are already appearing on the market that help schools build

student capacity and provide valued learning and assessment experiences. Products using online assessments and applying them as learning tools. This process turns assessment of *learning* into assessment for *learning*. In this method, students are given immediate feedback as they answer each question in a stress free, online experience. Students set their own pace; understand immediately when they've made a mistake and learn how to correct their errors as they go.

The strategy of providing students

with immediate feedback is also useful in helping students complete the NAPLAN test more generally. Analysis of student responses to past NAPLAN questions shows that in many cases, students have simply misread the question or assumed information about the question without reading the question fully. Immediately making students aware of these errors helps students to avoid similar mistakes in the NAPLAN test.

Therefore, thoughtful planning is required to identify the issues, to meet the challenges and to

capitalise on the significant opportunities that arise.

On the one hand, the new *NAPLAN Online* provides the opportunity for a richer profile of Australian literacy and numeracy and a powerful diagnostic tool.

On the other hand, it raises questions about the role that computer literacy will have on the results and represents a profound technological challenge for our schools, teachers and students. ■

**Dr Warrick Clarke**, expert,  
*NAPLAN data analysis*



interacting with the studio via the internet or telephone.

#### Podcasts for school website:

Make your presence, ethos and ideals known by generating podcasts for your site. Having regular podcasts keeps staff and students informed. It also allows you to promote all areas of learning to pupils and parents. Promote special school events on-air live or over the internet. Clear positive communication about the progress and status of their school helps to build pride and encourage engagement in the school.

Radio broadcasting requires dedicated team work and can be fun for all involved. It can generate an atmosphere where the shy find their inner strengths, self-worth and self-confidence. All this creates an enjoyable, inclusive atmosphere.



Being part of a broadcasting team certainly helps students with a view to a career in journalism. However, radio broadcasting has applications that prepare all students for the future, by developing skills in researching, interviewing, creative thinking and collaboration.

What a great opportunity to be

a member of a broadcasting team. Students can learn the benefits of working together in a busy and exciting environment, and can plan operation of the studios, all the time learning the benefits of teamwork. Motivated by their peers, students learn IT and broadcast technology quickly - surrounded by the

latest audio products used in professional radio broadcasting. With today's students so well versed in advanced technology, they find such items as mixing consoles, recording software and music playouts systems easy to master. ■

*Dr Deb Sexton, Agile Broadcast*



**35 YEARS AUSTRALIAN INDUSTRY EXPERIENCE  
IN ALL TECHNICAL DISCIPLINES OF RADIO BROADCASTING  
– FROM MICROPHONE TO ANTENNA.**



#### Services Include:

- Cost Effective School Broadcasting Packages
- Wide Range of Broadcasting Accessories from Trusted Brands
- Audio & Broadcast Equipment Installation Australia Wide
- Remote Monitoring of Hardware & Services
- Custom Development
- Technical Consulting
- Maintenance & After Sales Support

**AVT** Audio Video Technologies

davicom

digigram

StudioHub+ Vexpro

**DEVA** BROADCAST

MNC software Wheatstone

**sales@agilebroadcast.com.au – 1300 656 958 – www.agilebroadcast.com.au**

# School fundraising for the future

**Cake stalls, sausage sizzles, the classic lemonade stand: while the old faithful fundraising approaches endure, there is plenty on offer for schools who want to shake it up a bit.**

Saturday morning car-wash can impress your local community with its sustainability plan. Granny's sugar-laden lemonade recipes might be replaced with a pop-up lemonade stands, and why not use coconut sugar and cold pressed organic lemon juice, poured over a biodegradable cup with artesian ice cubes? Entertaining extremes aside, the trend is positive, and the choices endless.

Multimedia has also marched onto the fundraising stage with all the aplomb of any master of entertainment, and with an educational benefit to boot. Contemporary fundraising could include students making promotional videos presenting their cause or event; older students engaging in social media marketing, and setting up GoFundMe campaigns have become commonplace. Students not only collect required funds, but also real-life marketing and fundraising experience, not to mention accolades for



their initiative. Incorporation of merchandise such as the iconic glow-ware products, or a high use consumable can add a fundraising opportunity to any school event.

Arts and crafts ideas can range from recycling old plates for

mosaic-style pieces, to making paper by hand. As sustainability is front and centre in many school communities, ideas involving gardening and food production gain traction. A mini farm production selling eggs out of the agricultural department has boundless potential.

While the primary purpose of a fundraiser is to 'raise funds', educational outcomes are varied and extensive. Aside from the obvious mathematical applications of dealing with money, there are business applications. Financial projections and budgets; advertising and marketing campaigns; public relations and publicity; and operations decisions all feature in school fundraising when students are involved at the foundation stage. There is learning about forming committees as well as allocating and fulfilling roles.

For a generation that will need all the innovation they can muster, and whose lives are more 'managed' than any other generation, another benefit exists - an opportunity for autonomous industry, with the backstop of adult guidance. Fundraising can bring a school community together across generational lines, all the while fostering skills and attitudes in planning, creativity, and that critical ingredient for success... follow-through. ■

**By Suzy Barry, Industry Reporter**

# For a school fundraiser where Everything Glows!

**Everything Glows! has been importing glowing items and servicing Australian and New Zealand schools for nearly 20 years.**

*"We understand the challenges,"* Paula House, the company's general manager assured, and Everything Glows! offers school groups the opportunity to purchase directly at the 'real' wholesale price".

Opting for a special something from their large range of flashing keepsakes eliminates allergy

concerns often associated with food-related fundraising products. An exciting, fun and child-friendly fundraising option, Ms House suggested, framing a photograph of children adorned in flashing products “makes for an amazing photograph for the school website or journal”.

Ms House told *School News*, "Everything Glows! provides material data sheets for all products; checks all products for compliance with Australian Safety Standards, and will advise clients about any



restrictions that may be relevant for schools". Schools require flexibility, and "Everything Glows! delivers it, by offering

payment flexibility, advice on excess stock, custom printing, or bespoke stickers for that special event," Ms House concluded. ●



## Engraved bricks create school 'hall of fame'

**Richard Newbold of Signature Engraving told School News that educational institutions are experiencing increasing pressure to develop their own sources of income.**

"Engraved bricks and pavers are one very effective method of achieving high profit margins for fundraising – typically greater than 100 percent," he advised.

With no upfront cost or minimum order requirement, the fundraising campaigns are flexible and straightforward to administer. "Some customers run their campaign over a few weeks or a term, while others campaign for a year," Mr Newbold expanded. With growing concern about childhood nutrition, and food allergies on the rise, many schools seek alternatives to



'chocolate-drive' fundraising. Engraved bricks offer a safe universal option that won't be forgotten. Naturally, design preferences vary, so Signature Engraving offers a broad range of engraved bricks, pavers and tiles for any taste or setting. The bricks have a 'hall of fame' appeal: "They provide permanent recognition to donors, are a permanent installation; and create no waste, providing an environmentally friendly fundraising option with lasting appeal," Mr Newbold concluded. ●



# EVERYTHING GLOWS!

Australia's leading  
**WHOLESALE GLOWING EXPERTS!**



Contact us on 03 9553 0972  
[sales@everythingglows.com.au](mailto:sales@everythingglows.com.au)

## CREATE LARGER PROFITS FOR YOUR FUNDRAISER

### WITH ENGRAVED BRICKS AND PAVERS

## SIGNATURE ENGRAVING

**6%  
DISCOUNT  
AVAILABLE**

GET A FREE SAMPLE PAVER, INFORMATION PACK & DISCOUNT  
VOUCHER SIMPLY BY QUOTING 'SCHOOL NEWS' WHEN  
ORDERING AN INFO PACK OVER THE PHONE OR VIA THE WEBSITE

PROVIDE PERMANENT RECOGNITION OF EACH DONORS SUPPORT  
ON-SELL YOUR UNIQUELY ENGRAVED BRICKS OR PAVERS FOR 100% PROFIT OR MORE  
NO UPFRONT COST, MINIMUM ORDER OR RISK  
HUGE RANGE OF BRICK AND PAVER COMBINATIONS AVAILABLE  
A PROVEN FUNDRAISING SUCCESS  
ALL FROM AUSTRALIA'S OLDEST AND MOST EXPERIENCED MASONARY ENGRAVING COMPANY

CONTACT US TO RECEIVE A FREE INFORMATION PACK 1800 074 289 | [www.signature-engraving.com.au](http://www.signature-engraving.com.au)

## Flowers of tomorrow are in the seeds of today: Indian Proverb



**Today's children will inherit custodianship of the earth, and fundraising with Seed Creations encourages kids to delve into the wonderful world of gardening.**

"With schools embracing the joys of gardening, schools and childcare centres want products that encourage kids outdoors, and promote learning about positive food habits," explained avid gardener and Seed Creations sales manager, Karen Jones.

Seed Creations provides growing kits for children to grow their own plants from seed. There are seasonal offers including Easter chicks,

Mother's Day Garden Gems flower pots, Santa, Rudolph and snowman plants, and even zombies for Halloween. "The grow-hair kits are complete with seeds, soil, instructions - everything you need to start growing, and they're very cute," Karen added.

Seed Creations is "not so much in the business of fundraising; more in the business of helping kids experience growing a plant, starting from a small seed," Karen clarified, "and if there is fun and magic and the opportunity to raise funds along the way, even better". ●

## Sustainable fundraising for the new world



**If you're ready to ditch the chocolates and choose a sustainable and delicious fundraising program, read on. Schools and clubs across Australia are raising money in a sustainable and educational way.**

Ryan Creed, founder of Life Cykel told *School News* that "kids love and learn" from nurturing their own mushrooms and watching them grow. "It's bringing

that food curiosity back into their lives," he enthused. The company provides fundraising options that allow children to grow gourmet oyster mushrooms right out of the box in 10 to 14 days. "Just spray, eat and repeat," Mr Creed elaborated. "Let nature do its thing, with love and care the mushroom crop will continue to yield multiple times," he confirmed.

Life Cykel has met the market, accommodating all scales and styles of fundraising activity. Tailored solution with zero start-up cost: "we provide personalised order forms and can work around the selling process you want to use. We have no minimum order quantity, and you can pay after your supporters have paid," he concluded. ●



**Seed creations**  
A fun way to grow



Seed Creations offer a comprehensive range of garden products for fundraising providing unique and fun ways to earn funds that promote growth and healthy living. Our low priced garden gift novelties are perfect for drives, stalls and events.

Look out for our mini garden pots and new Ocean Sea Creatures swimming your way!  
Great service - Mostly \$5 each and nothing over \$6.00

**For more information phone 02 4571 6240  
Visit: [www.seedcreations.com.au](http://www.seedcreations.com.au)**



**HUGE  
40%  
PROFIT**

**Ditch the chocolates and choose a sustainable and delicious fundraising program!**



Quick Contact Ryan Creed  
[fundraising@lifecykel.com.au](mailto:fundraising@lifecykel.com.au) +61 432 978 631



# How to engage digital natives in library research

**Library management systems of the 21st century: What should they offer? What will help librarians facilitate learning in an increasingly digital environment? How do schools engage students who put the library catalogue into the 'too hard' or 'too slow' or "so yesterday" basket?**

*School News* interviewed Colin Bell of Concord Infiniti to understand more deeply the implications of technological advances, and how they can serve the students who use school libraries.

## Industry View

Mr Bell said library systems should be easy to use for librarians and engaging for students. "A library management system should also have mechanisms to track reader



activity and usage, and produce stats on the data."

He said, "running these reports can show which resources are heavily-used, even overused", and signal the need to purchase more copies.

"Software should allow librarians to generate digital lists, which can include physical resources as well as digital." Modern software should also allow students to generate their own research 'playlist', and have them stored in their individual account

on the library management system.

The history of library systems has seen a shift from the card and catalogue systems of yesteryear, through a series of incremental stages of automation and technological advancement.

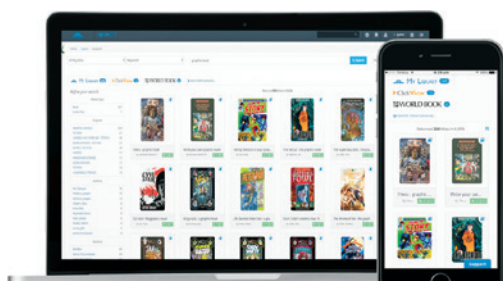
Automated library management systems were initially developed for in-house school servers maintained by an IT-specific employee. The next stage is where many schools are now, having moved from maintaining an in-house server to placing the database into "a hosted environment".

"We decided to build in the cloud from scratch, creating what is termed a Cloud-native solution," Mr Bell told *School News*.

## Want to engage your students while improving library staff productivity?

The Infiniti Cloud Library Management System, trusted by hundreds of school libraries worldwide, engages students more than 1,000,000 times every day.

### Infiniti Cloud Library Management System



- ✓ **Cloud-native**  
> Significantly reduce your costs.
- ✓ **Customisation**  
> School branding, personalised student portals.
- ✓ **Responsive design**  
> Access anytime, any where, on any device.

**Contact us for a FREE demonstration today!**

Phone: +61 7 3721 2600 or email:  
solutions@concordinfiniti.com  
www.concordinfiniti.com



◀ He says the fine difference between Cloud-native and Cloud-hosted is related to digital infrastructure. With Cloud-hosted solutions, the entire environment for your database must be uploaded along with the database. When vendors run updates or back-up procedures, they must access and repeat the process with each environment, individually.

Conversely, if the infrastructure is Cloud-native, one update will affect all environments, resulting in fewer service hours: "This is why Cloud-native solutions are always more cost-effective."

Mr Bell said the speed is also a factor. With only data to import, set up is swift: "Within 72 hours of receiving a database from anywhere in the world, we can have that school up and running, having converted their data and configured their new library system."

### Data sovereignty

Australia is not alone in its insistence on having school databases stored in Australia. Canada requires it, as do the US and the UK.

"To address the issue of data sovereignty with ease, we have engaged Amazon Web Services." Due to Amazon's international scope, a new environment can be established in the desired country in about an hour.

### Engaging the Google babies

Colin Bell speaks to librarians "all the time", and librarians are primarily concerned with encouraging students to use the library catalogue.

"Most kids these days will go straight to Google, which has 10million resources on the topic they've chosen," Mr Bell noted. However, without library curation, the material may not be age-

appropriate or suitable for their year level, or the curriculum's aims. "They have access to a vast amount of information, but it's a vast amount of useless information." According to Mr Bell, the challenge for the librarians is to re-engage students with the library system and its data - resources which have been curated against the curriculum, against assignments, and student reading capabilities. This way, he says, "kids get a positive learning experience out of research, not just 10 million hits".

Colin Bell advocates 'turning things on their heads' with regard to library management system design: "Instead of focussing on what the librarian wanted and then thinking about how the kids might look at it, we looked at how the kids would interact with it."

Feedback has been encouraging. "One teacher-librarian told us that 'her Google babies thought it was just like Google'. It's about putting

in front of kids an experience that they want to engage with." With rewards for all library stakeholders, Mr Bell says it's worth checking in every two to three years for changes in what's out there, and he's not alone.

At the Librarians Knowledge Sharing Workshop 2017, Singapore, keynote presenter, Brad Tyrrell of Scotch College in Perth urged schools to avoid complacency, and not get blinkered because you have a system that works, and that other opportunities for your students are out there.

The internet is the gateway to the new world. Librarians must court their young researchers with the same wily ways as the world-wide web. "To re-engage kids, you have to look like Google, smell like Google, and feel like Google," Mr Bell concluded. If you build it, perhaps they will come. ■

**By Suzy Barry, Industry Reporter**





# Canberra: so much more than Parliament House

**Students have been embarking on voyages to the national capital for decades, and every year, Canberra hosts around 165,000 school groups. The Parliament and Civics Education Rebate (PACER) is a subsidy payable (on a sliding scale) to schools located between 150 and 4000km from Canberra.**

Eligible trips must include the core attractions: Parliament House, Old Parliament House and Australian War Memorial, but can include other sites of cultural and historical interest while in Canberra. More information at [www.pacer.org.au](http://www.pacer.org.au).

To gather more information on the iconic Australian excursion, School News sought some expert views from industry operators in the nation's capital.

## Industry Views

Carolyn Bradley of JC School Tours has been involved with the industry for around 13 years and said school requirements have stayed quite constant in one respect: "Schools begins with PACER, and if they have preferred accommodation venues, we work on that, and then look at organising other attractions."

Garry Watson of National Capital Educational Tourism Project (NCETP) told School News that while many destinations remain unchanged, the experience for kids these days is quite different. "There are more things to do than ever with educational merit, and it's all done much better."

Booking ahead is advised to ensure you don't miss out. "Accommodation venues are now taking bookings for 2018,



Photo courtesy NCETP.

2019 and 2020," Carolyn Bradley informed.

In the current political climate, some travellers might feel nervous, but both Carolyn Bradley and Garry Watson emphasised existing security measures make for a low-risk excursion. Schools are understandable safety-conscious, but all government venues have high-level security and rigorous OHS policies.

Canberra is better than ever. All attractions now have engaging educational programs, and

everything is linked to the national curriculum on numerous areas: STEM, history, civics and citizenship, or the arts.

"30 years ago, when you went to Parliament House, the old guide was so grumpy I used to challenge kids to ask a question. Most didn't; they were frightened into submission," he recalled. Now with education officers providing high quality programs, students can observe parliament in session from a glass chamber, while a guide explains proceedings. ►



## We can help organise your school's next National Capital Tour

**JC School tours have been in the industry approx. 14 years. We can arrange the flights, air conditioned coaches, accommodation and attractions including PACER.**

We also meet and greet your school party at the airport (Canberra only). Should you fly into and out of Sydney we will organise to meet you at an attraction.

We are based in Canberra so can be on the spot should the school require anything e.g. doctor, dentist, hospital etc. We work with your school to arrange an itinerary that suits your school.

**P: 02 6299 9898**

**F: 02 6299 9252**

**[tours@jcenterprises.com.au](mailto:tours@jcenterprises.com.au)**

**[info@jcenterprises.com.au](mailto:info@jcenterprises.com.au)**





Museum of Australian Democracy at Old Parliament House. Courtesy NCETP. Photographer: Steve Keogh

“A healthy democracy has an open parliament,” Garry insisted. Students can now even participate in a mock-style parliamentary education office program and pass a bill together, apparently, along with a meet and greet with their elected members of parliament.

The programs are so engaging these days, there’s not time for kids to get distracted, and Garry jokingly remarked that any untoward behaviour generally comes from the parliament floor, not the glass chamber.

He continued that learning about government processes doesn’t only happen at Parliament House: “You can go to the High Court and learn about the justice system, and at the National Electoral Education Centre, they take students through a mock election, to teach students how important their vote is. At Old Parliament House, students witness historical debates to educate on how democracy has developed.”

Carolyn Bradley added that “popular attractions also include the National Museum of Australia, the National Gallery of Australia, Australian Institute of Sport, the National Film and Sound Archive.”

This year marks the 50th anniversary of the 1967



National Electoral Education Centre. Photo courtesy NCETP. Photographer: Steve Keogh

referendum, and 25 years since the Mabo decision, resulting in a deepening focus on Aboriginal and Torres Strait Islander (ATSI) peoples, histories and cultures. A unique opportunity exists for students to commemorate this event in Australian history and examine its implications at various cultural institutions and attractions in Canberra.

Canberra already houses a number of Aboriginal and Torres Strait Islander people’s collections, including the First Australians Gallery at the National Museum of Australia, and a large

collection of Indigenous art at the National Gallery of Australia.

Schools also visit the tent embassy, and while the visits may be informal and not always predictable, they provide an opportunity for students to join the conversation about Australia’s history with exposure to ATSI perspectives. “Both formal and informal learning goes on in the national capital – this would be the informal learning,” Garry confirmed.

With 2017 shaping up to be a special year of learning, we

concluded by asking for each operator’s idea of a ‘stand-out experience’ for Canberra tours.

“Questacon seems to be a highlight of the tour, and D-Zone at the Australian War Memorial is also popular,” Carolyn Bradley indicated, though booking ahead is vital for these attractions.

Garry Watson viewed it holistically: “It’s Canberra itself, with lots of little elements working together that make for one great educational experience.” ■

By Suzy Barry, Industry Reporter





# YHA GROUP ACCOMMODATION

EXCURSIONS • EVENTS • GET TOGETHERS

YHA are the leading provider in affordable group accommodation. Visit our website today to start planning your perfect group getaway.



SAFE  
AFFORDABLE  
QUALITY

→ [YHAGROUPS.COM.AU](https://yhagroups.com.au)

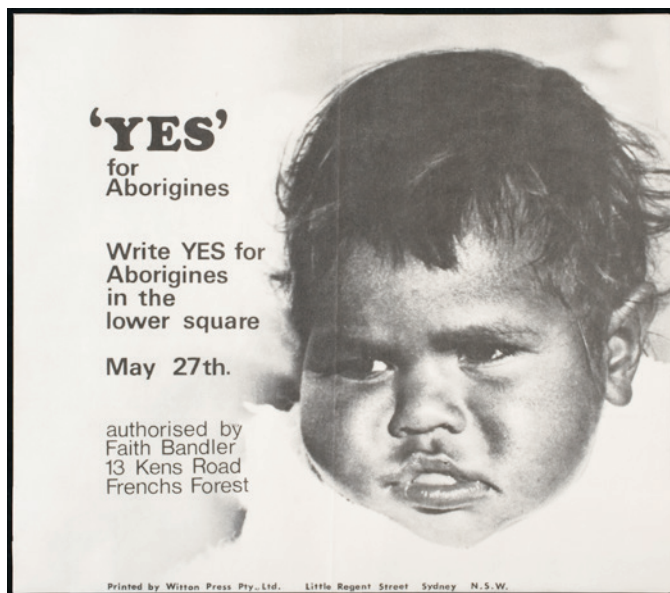
# 2017: a year of commemoration and learning

**2017: a year of momentous anniversaries giving cause to reflect on the past and present fight for the rights of Aboriginal and Torres Strait Islander peoples.**

2017 marks the 50th anniversary of the successful 1967 Referendum to include Aboriginal and Torres Strait Islander people in the census, and the 25th anniversary of the landmark decision by the High Court of Australia in *Mabo v. Queensland (No. 2)* that reversed the principle of *terra nullius* and resulted in the recognition of native title. These two dates mark the beginning and end of National Reconciliation Week; an important week to reflect on our shared histories,

cultures and achievements and to explore how each of us can join the national reconciliation journey.

A trip to the national capital is a great opportunity to build your students' understanding of Aboriginal and Torres Strait Islander histories and cultures — a cross-curriculum priority within the Australian Curriculum. Iconic institutions like the High Court of Australia, Old Parliament House and the Aboriginal Tent Embassy are inextricably linked with the discussions and decisions that paved the way for the recognition of the rights of Aboriginal and Torres Strait Islander people in Australia. Come and experience these institutions first-hand, gain a deeper understanding of the



Poster for the Indigenous referendum, 1967. National Museum of Australia

issues through an education program, exhibition, tour or get involved in a special event.

## Understanding history

At the National Museum of Australia, students explore

Aboriginal and Torres Strait Islander dynamic living cultures, contact histories, and the fights for rights and freedoms, using objects, discussion and ICT. Programs are available for students in all year levels.

## Accommodation: how to plan for a smooth stay

**YHA Canberra hosts around 160 school groups per year, and manager Arthur Lee says that as the tours become more popular, pressure on occupancy rates has climbed.**

"We can only ever take as many groups as we have ensuite rooms for teachers and drivers, so we are building eight more rooms to accommodate teachers," he reported.

Canberra tours are tailored to education and schedules can be arduous: "Teachers can be quite stressed when they come here, so we try to keep

things moving smoothly for them." "The biggest issue we see in accommodation here is capacity, with schools booking around the same time of the year."

Advising schools to book 24 months in advance, and incentivising out-of-season bookings, YHA hopes to encourage teachers to change their planning schedule, and book in a quieter period. "It allows for more flexibility in their itinerary as well," he added.

YHA has a long history in educational tourism. Founded

by a German teacher, Richard Shermann, 103 years ago, the international association has at its core a desire to remove the financial barrier to travel.

To provide teachers with peace of mind, YHA has restructured facilities to provide separation between independent travellers and the school group. "We have also realigned our menu to suit the kids," he added.

The manager suggested teachers would benefit from visiting Canberra prior to the school trip: "It makes such a difference to their confidence in

making decisions." The hostel offers eight-share or four-share rooms, and facilitating easy supervision for teachers is key when allocating rooms. "We are flexible, and allocate rooms based on the needs of the teachers."

Meal provision is the norm, but arrangements have been made for self-catering when budgetary issues were present, Arthur explained.

"Young people learn through travelling; how much money you have should not limit your ability to see the world." ●





# DISCOVER YOUR NATIONAL CAPITAL

The National Capital attractions offer a diverse range of exciting education programs covering civics and citizenship, history and heritage, art, science, the environment and culture. They use a range of engaging educational techniques along with interactive displays, hands-on activities and role plays.

Find out more on planning a Canberra excursion at

**CANBERRAEXCURSIONS.ORG.AU**

**FIND** information on the education programs at these attractions:

- ★ AUSTRALIAN INSTITUTE OF SPORT
- ★ AUSTRALIAN NATIONAL BOTANICAL GARDENS
- ★ AUSTRALIAN WAR MEMORIAL
- ★ COCKINGTON GREEN GARDENS
- ★ CSIRO DISCOVERY CENTRE
- ★ CANBERRA DEEP SPACE COMMUNICATION COMPLEX
- ★ GEOSCIENCE AUSTRALIA
- ★ HIGH COURT OF AUSTRALIA
- ★ IAN POTTER FOUNDATION TECHNOLOGY LEARNING CENTRE
- ★ MUSEUM OF AUSTRALIAN DEMOCRACY AT OLD PARLIAMENT HOUSE
- ★ NATIONAL ARBORETUM CANBERRA
- ★ NATIONAL ARCHIVES OF AUSTRALIA
- ★ NATIONAL CAPITAL EXHIBITION
- ★ NATIONAL ELECTORAL EDUCATION CENTRE
- ★ NATIONAL FILM AND SOUND ARCHIVE
- ★ NATIONAL GALLERY OF AUSTRALIA
- ★ NATIONAL LIBRARY OF AUSTRALIA
- ★ NATIONAL MUSEUM OF AUSTRALIA
- ★ NATIONAL PORTRAIT GALLERY
- ★ NATIONAL ZOO AND AQUARIUM
- ★ PARLIAMENT HOUSE AND PARLIAMENTARY EDUCATION OFFICE
- ★ ROYAL AUSTRALIAN MINT
- ★ QUESTACON – THE NATIONAL SCIENCE AND TECHNOLOGY CENTRE

**COLLECT** pre-visit information from the direct links to the National Capital Attractions' websites.

**DISCOVER** information and helpful excursion planning tips.

**CHECK OUT** coach and tour operators who will assist in the planning of your itinerary.

**PREVIEW** student accommodation options.

**DOWNLOAD** newsletters with information about the latest offers, events and exhibitions.

**LEARN** more about things to do at night, where to eat, and recreational activities.

**ACCESS** public liability and risk assessment documents provided by the attractions.  
[canberraexcursions.org.au/public-liability](http://canberraexcursions.org.au/public-liability)

**APPLY** for a Teacher Pass.

**DONT MISS** upcoming teacher programs.

**REQUEST** a copy of the *National Capital School Excursion Planner*.

**CANBERRA**  
EXCURSIONS.ORG.AU 



◀ In the museum's primary program, *A Living Culture*, students explore how Indigenous peoples lived in Australia before European settlement, and the ways in which Indigenous cultures have adapted and evolved since 1788. In the museum's secondary program, Indigenous Rights and Freedoms, students learn about key Indigenous and non-Indigenous people involved in the struggles for civil and land rights.

In 2017, the Museum of Australian Democracy joins with the Australian Institute of Aboriginal and Torres Strait Islander Studies to present a special exhibition in the Living Democracy exhibition space to mark the 50th anniversary of the 1967 Referendum. The exhibition uses artefacts, objects and audio-visual material to showcase the issues, the key people, and how they made their voices count in our democracy.

### See original records

At the National Archives of Australia, students can explore original records documenting Aboriginal and Torres Strait Islander people's struggle for recognition and land rights in the *This is our Land* education program, or find Indigenous ANZACs' war service records online at [www.discoveringanzacs.naa.gov.au](http://www.discoveringanzacs.naa.gov.au).



Participants in the National Indigenous Youth Parliament

The National Library of Australia is home to the Mabo case manuscripts that include the papers of Edward Koiki Mabo (1936–1992), the leading plaintiff in the case. In 2001, this collection was inscribed on the UNESCO Memory of the World Register. Give your students the opportunity to engage with Mabo's epic battle for land rights, and its legacy, by viewing original material on permanent display in the Library's Treasures Gallery.

### Exploring Aboriginal and Torres Strait Islander histories and cultures through art

Visit the National Portrait Gallery to see Eddie Koiki Mabo in a powerful portrait by Gordon Bennett that boldly combines image and text. The portrait reveals Eddie Mabo's persistence, patience and positivity in working to achieve recognition of Native Title through the long process that ended in the High Court decision of June 3, 1992.

Many of the Aboriginal and Torres Strait Islander peoples who have made their mark on Australian history, creativity, identity and culture are here too.

They include those who worked towards equal rights and many who campaigned for the 1967 referendum including Oodgeroo



*Oodgeroo Noonuccal at Moongalba 1982*, by Juno Gemes (b. 1984) selenium toned, gelatin silver photograph. Collection: National Portrait Gallery, Canberra. Purchased 2004

Noonuccal, Charles Perkins and Faith Bandler.

Take a guided walking tour of nearby Reconciliation Place to explore the public artworks. Led by the National Capital Authority's knowledgeable guides, tour topics include the 1967 Referendum and the Mabo decision, set in the context of our shared journey. Students are invited to experience the artworks through both touch and interpretation.

### Military service

From March 2017, the National Archives of Australia presents *Facing Two Fronts: the Fight for Respect* examining Indigenous war service and the fight on the home front for recognition. *Indigenous Australians at war from the Boer War to the present*, is a touring exhibition from the Shrine of Remembrance and is on display at the Archives in Canberra from March 23 to July 16, 2017.

Explore Indigenous military service in times of war and peace in the Australian War Memorial exhibition, *For Country, for Nation*,

showing until September 20, 2017.

### Get involved

The third National Indigenous Youth Parliament (NIYP) will be held in Canberra from May 23 to 29, 2017. NIYP is run by the Australian Electoral Commission in collaboration with the YMCA and the Museum of Australian Democracy, and brings together 50 young Indigenous people from across Australia for a week-long leadership program.

The program includes training in how government works, how laws are made, and public speaking; and promotes active community leadership and democracy. The centrepiece is a two-day simulated parliament in the historic House of Representatives Chamber in Old Parliament House, the perfect platform for the passionate debates by these young Indigenous Australians on matters of importance to them. The public is welcome to attend the parliament on May 27 to 28. ■

By Kathryn Wright, NCETP





A group enjoying a Jet boat ride in New Zealand. Photo: Horizons Sports Tours

## Sports tours on track for adventure

**Incorporating a sports tour into your physical education program has benefits that far exceed the joy of an overseas adventure, or the novelty of playing on a foreign field.**

Sports tours provide a preview of life as an elite athlete, with tours and playing away from home a constant feature. For the more ambivalent sports students, the appeal of the planned tour might just propel those languishing teens back onto the cricket pitch, netball court or football field.

In a society plagued by low-mobility related disorders, where a major health risk facing our children is obesity, the benefit of increased sport engagement is obvious.

Educational travel offers benefits of exposure to different cultures; building resilience, and developing skills like cooperation and flexibility. Couple this with the health benefits of enhanced engagement in physical activity, and you have a winning formula.

With the benefits clear, School News took to the field for some intel on logistics, options and how



The Kings School after their training session with the Dallas Mavericks Academy. Photo: Horizons Sports Tours

to make sure the adventure runs smoothly from kick-off to the final whistle.

### Industry Views

#### Why book a sports tour?

The purpose of sports tours ranges from elite competitions, and high-level training pathways

to engaging and motivating the wider school community to participate in sport.

Carina Hinse of Exchange Me Sports Tours told *School News*: "some schools take their top players to compete in International European tournaments, or play some of the best local teams in their country

of destination, while others are interested in a mix of cultural activities, sightseeing and playing the sports they love."

"The most attractive component is usually meeting local teams of the same age, playing against each other and socializing, to get to know the other culture," she continued.





Photo: Exchange Me Sports Tours

◀ Michael Edwards of Horizons Sports Tours contended that while the primary goals were usually skills development and competition, “there was opportunity for personal growth through challenges encountered while travelling”.

“We are also seeing more schools use it as an instrument to grow and elevate sports programs within their school by including various levels,” he added.

#### Which sorts of sports tours are available?

There was consensus that most students participate when aged between 14 and 17, though Mr Edwards added that some younger students are enjoying trips to closer destinations, such as Fiji and New Zealand.

While Carina Hinse mentioned a “special soccer program for ‘players between six and 14 years old, where parents are invited to come along and participate in a customised ‘supporters’ itinerary”.



A tour group after a training session and tour of Lord's Cricket Ground.  
Photo: Horizons Sports Tours

“Sports like rugby, soccer, cricket and basketball continue to be the most popular sports we encounter,” reported Michael Edwards, noting an increase in netball tours.

Mr Edwards has observed a trend among aspiring elite athletes to work with high level organisations or coaches. His examples included: “training with the likes of Real Madrid or Barcelona FC, Toulon Rugby, Dallas Mavericks,

or training at venues like Lords.”

With a specialisation in European destinations, Carina Hinse’s report that soccer was the most popular sport didn’t astonish. “We take not only school groups, but also many soccer clubs to different countries across the continent.”

“We have also had a great interest in water sports, such as water polo, swimming and rowing.”

#### What are the highlights?

“Playing local teams is definitely a highlight; they are usually very excited about it,” Ms Hinse qualified.

“They discover not only European culture, but also the European way of playing sports, which can be very different from the Australian sporting culture. At Paul Agostino’s Soccer Camp in Germany, kids can train with the ex-Socceroo and other international soccer stars.

“After a match, we usually organise dinners for both teams, so they can better get to know each other and communicate with kids with a completely different culture, lifestyle and language.”

Michael Edwards said sports tours can be “a once in a lifetime experience”. “Training at Lords (the home of cricket), or at the Staples Centre (home of the LA Lakers) - and being mentored by coaches from football clubs like Barcelona or Real Madrid,” Mr Edwards marvelled.



### On a practical note

Tours are usually booked 9 to 18 months in advance and due to bulk rate advantages, booking with a tour company represents little or no extra expense than booking it yourself, both informants agreed.

Both informants highlighted clear advantages for engaging an agency. "We know our destinations inside out, and know the exact location and features of each hotel we use. As a licensed travel agency, we are able to hold flights, and these fares are a lot more flexible than those people can book online," Carina Hinse explained.

Schools will have their own supervision policies, but Carina Hinse recommended a ratio of one teacher to ten students, and assured that a permanent bilingual tour guide is allocated for the duration of the trip.

Michael Edwards insisted that support is critical for ensuring a smooth and enjoyable tour: "we see one of our main roles as providing additional support in managing logistics, by ensuring we look after the little but important details, like booking or recommending restaurants that can seat 20, 40 or 50; ensuring the group is all seated in a block on their flight; and having hotels pre-cut keys for the groups arrival."

### Safety, security and the unexpected

Carina Hinse cautioned that sports tours carry a real risk of injury and "all students must have comprehensive insurance specifically for sports tours". A clear communication plan is vital: "If something happens and a student calls home without knowing the details of the situation, it can cause a huge wave of rumours and panic."

She acknowledged that the current political situation in Europe calls for "additional precautions", such as careful selection of hotel location, and



Photo: Exchange Me Sports Tours

conducting tours only in countries marked as 'overall safe' by the Department of Foreign Affairs and Trade.

Michael Edwards reasoned, "ensuring that we only use quality suppliers (airlines, coach companies) with impeccable safety records, and accommodation with appropriate safety management plans provides our clients with further assurance that all issues are covered".

Alas, weather cannot be controlled nor predicted. "Groups have been affected by extreme weather. One group was caught in a hurricane on the US East Coast, resulting in the group being in lock down in their hotel and the cancellation of a game." Eventually, the clouds dispersed and the game was rescheduled, and the trip resumed, relatively unhindered.

Exercise, adventure and cultural enrichment might just be the trifecta your school community needs to get your sports teams back on track. ■

*By Suzy Barry, Industry Reporter*

## FEATURE TOURNAMENTS







## FEATURE PARTNERS











## Horizons Sporting Events

Delivering custom made **SPORTS TOUR EXPERIENCES** to all corners of the globe. **HORIZONS** can connect you with **COMPETITION, TOURNAMENTS** and once in a **LIFETIME EXPERIENCES** in Europe, Asia, Africa, North and South America. To get the ball rolling on your next sports tour contact Horizons on **(02) 9764 3421** or [enquiry@horizons-sport.com.au](mailto:enquiry@horizons-sport.com.au)

**Mention this ad with your next tour enquiry and receive a \$1000 Gift Voucher that can be redeemed for your next International Group Tour.**





# Childhood nutrition is everyone's business

**Concerned parents scour supermarkets for healthier ways to pack lunches, governments move towards healthier canteens, and teachers are calling for proper nutrition on school mornings. There is consensus on one thing: food matters.**

Schools have embraced the importance of a healthy tuckshop, but healthy snack options continue to elude many families. The government's National Health School Canteen framework (NHSC) (while certainly improving the nutritional profile of schools' offerings) has some gaping holes, and probably needs further examination to solve questionable inclusions, like categorising sugar-laden strawberry-flavoured milk as a green-light food.

Australian students spend at least 30 hours of their waking (and eating) hours at school. Parents can't do it alone, especially with older children and teens. If the



school food service is awash with junk food, resistance is tough for a stressed-out teen, and what goes on at home just can't balance it out. Wherever kids congregate, the onus should be on us to provide a balance of positive options that support their bodies. Childhood nutrition is everybody's business.

Government programs such as

NHSC do provide frameworks within which canteen coordinators can develop menus, and there is improvement in the information being released to school students around what constitutes a balanced diet.

While meal options at school canteens have vastly improved since the pie and sauce days, snacking still confounds many.

What are the options? What can schools do to provide healthy snack options to their students?

*School News* called on former Biggest Loser producer and Gnibl snacks founder, Nick Volpe, to learn what sorts of snack solutions will cut the mustard at your school.

## Industry View

In his former incarnation as a TV producer, Mr Volpe was moved by just how difficult it was for kids (and adults) to snack well: "Finding time to prepare a healthy snack is often impossible, and knowing what to prepare can be confusing."

The internet abounds with advice on how to resist snacking; praise for French children who never snack; advice about resisting carbohydrates; and articles with titles like; 'why you can't resist a snack when you're tired'. Snacking is a problem for many







people. Mr Volpe advised: "Since snacks make up 30 percent of our calorie intake, controlling intake quality is vital".

Passionate about healthy living, Mr Volpe is convinced that "recognition of the worsening worldwide crisis caused by unhealthy eating" is growing. "The call for a sugar tax in Australia made headlines," he maintained, "and so did the International Diabetes Federation call for world leaders to address preventable diseases arising from excessive sugar intake ahead of the G20 conference in November 2016".

He quoted some worrying statistics, however: "63 percent of Australians are overweight or obese, and one in four children (under 17) is overweight." According to Mr Volpe, "the issue of healthy versus unhealthy food now involves an ethical issue that cannot be ignored".

### Re-framing healthy choices

Providing nutritious snacks for purchase in canteens works well when these snacks are not pitted against chocolate ice cream or

a donut. Kids will be kids, and it doesn't seem fair to lay the weight of such decisions on their shoulders. When Jamie Oliver's campaign to reform school dinners had parents passing food through the fence at Rawmarsh School in England, many called his ideas 'food oppression'... so nobody is suggesting that making changes is always simple. However, with methodical programs including education, giving families fair warning, and replacement with healthy and delicious options, schools can go junk-free.

Nick Volpe told *School News*: "To effect meaningful change, there needs to be an integrated approach with a consistent message about healthy eating in the whole school environment. Students need to see the same healthy options where ever they are – in the vending machine, in the canteen, at sporting events and so on."

Some schools are fortunate enough to enjoy extensive parental input into school canteen, while others are struggling to retain one or two volunteers. As with all school-

based solutions, it's about finding a shoe that fits. Some schools incorporate their kitchen-garden program into food production, and have participating classes, along with their parent volunteers, produce snacks for sale - while others just need a set-and-forget solution.

### Healthy fast food: is it possible?

Nick Volpe thinks so. G nibl provides healthy snacks to existing canteens, or via vending machines: "Vending machines can run 24/7 which means they can reduce on staffing costs in school canteens for times outside of the main food service times," Mr Volpe explained, adding that boarding students can especially benefit from access to healthy options on campus.

In the interest of removing the nutritional 'guess-work', Nick Volpe reported: "The touch-screen menu provides nutritional information on products as well as caters to specific dietary requirements like gluten-free, dairy-free, no sugar added or protein source."

Expecting a backlash when you

overhaul the menu? Don't. Mr Volpe said customer feedback indicates "delight at discovering just how delicious and interesting healthy convenience foods have become".

Simple to use: "The machines incorporate high tech cloud-based software enabling us to track vends and stock levels in real time and refill before you run out," he reported. "We also produce reports which enable us to fine-tune the range in consultation with the school over time." With plans for in-school education programs in the pipe-line, Nick Volpe articulated: "Workshops need to be inclusive, hands-on, fun, and relate to specific issues faced by parents and kids today."

Nick Volpe hopes awareness about the importance of healthy eating continues to grow: "We still tolerate junk food far too casually. The chronic diseases associated with bad eating don't simply happen of their own accord. We know their causes and we tolerate them at the risk of our own demise". ■

**By Suzy Barry, Industry Reporter**

# First class first aid for schools

**Schools have been dealing with scraped knees, sprained ankles and the occasional broken bone for as long as children have played running games and climbed trees.**

While legislators have reigned in many of these childhood activities, students still find ways to get hurt, despite the best efforts of the school's risk management team.

A school will better manage these needs with a dedicated space for students to recover from a fall, or perhaps to assuage a dehydration-triggered headache. So, we need a room, but what sort of supplies and equipment will be required?

Kitting out your first aid room requires a risk assessment, including a survey of medical conditions within your school community, and an assessment of needs versus resources. Beyond the general first aid supplies, like antiseptic solutions, anti-histamines, icepacks, bandages, tweezers and soothing ointments, requirements may vary due to climate (stocking electrolysis products for hotter locations), or surrounding threats such as (prevalence of paralysis ticks in your region). Do you have any students with anaphylactic reactions? There will be state regulations governing how your school prepares for health emergencies affecting these students.

In Victoria for example, any school that has enrolled a student at risk

of anaphylaxis must by law have a school anaphylaxis management policy in place, which will include an EpiPen, and staff members trained as school anaphylaxis supervisors.

Due to contamination risks, Queensland's education department website recommends that "liquid rather than cream-based antiseptic solutions (diluted 1:10) be used". State department education websites are the first port of call for updates on regulations, recommendations and requirements.

## Cardiac Arrest not just an issue for high-risk groups

According to Red Cross first aid trainer, Anthony Cameron: "While an actual 'heart attack', where a diseased, narrowed or blocked artery disrupts blood flow to the heart is rare in children, a cardiac arrest is far more common."

Cardiac arrest involves the sudden, unexpected loss of heart function, breathing and consciousness. It occurs when the heart's electrical impulses suddenly become chaotic, causing the heart to abruptly stop pumping blood effectively - known as ventricular fibrillation. The victim becomes unresponsive, has no detectable pulse and stops breathing.

It can and does affect people of all ages and can occur in children due to drowning, choking, receiving an electric shock or from respiratory related medical conditions such as asthma and



anaphylaxis, trauma, poison or congenital abnormalities.

A 2014 paper published in medical journal *Heart Rhythm* titled, 'Incidence of sudden cardiac arrest in high school student athletes on school campus' included the release of research results conducted by Drezner et al. The article reported: "The incidence of SCA in high school student athletes is higher than previous estimates and may justify more advanced cardiac screening and improved emergency planning in schools."

## What is a Defibrillator or AED and when it is needed?

Kerry Packer made the defibrillator more available, after one famously saved his life when he suffered a heart attack, and was revived by the crew of an ambulance, which had been fitted with a defibrillator. In response he offered to "go 50/50" with then premier Nick Greiner to equip every ambulance in NSW with a defibrillator. Nick Greiner accepted, and they are now colloquially known as 'Packer Whackers'.

An automated external defibrillator (AED) is a portable, computerised device which is used to deliver an electrical shock to the heart (defibrillation) of a person who is experiencing the most common cause of sudden cardiac arrest, according to Anthony Cameron.

## Who can use an AED?

Mr Cameron said anyone can. "From first responders to

untrained bystanders, anyone can use an AED to respond confidently and appropriately during an emergency."

"When used properly and with appropriate precautions, AEDs are very simple to operate and pose no risk to either the rescuer or the victim. They are designed to deliver an electrical shock only when it detects it is required."

## Learn CPR

Mr Cameron indicated that "early CPR is an integral part of providing lifesaving aid to people suffering sudden cardiac arrest because it helps to circulate oxygen-rich blood to the brain".

He explained that after delivering a shock most AEDs will prompt the operator to begin CPR while the device continues to analyse the victim, and instruct the user on how to perform CPR using audio or video instructions.

"While this is helpful, Red Cross recommends that already having CPR skills will increase a person's confidence and minimise panic when responding to an emergency."

With much to consider when equipping the school first aid room, the ideal first step is to refer to state education department websites. The state sites are replete with both stipulated regulations, and helpful recommendations for first aid practice, policy and paraphernalia.

Call 1300 367 428 to book into a First Aid course with Red Cross or visit [www.redcross.org.au/firstaid](http://www.redcross.org.au/firstaid) ■

**By Suzy Barry, Industry Reporter**







# Project Defib

## Defibrillator grants for Australian schools.

**All schools should consider purchasing a defibrillator as part of first aid.**

### Apply for a Defib Subsidy

Red Cross provides every school in Australia the opportunity to access a \$1600.00 subsidy to put towards the defibrillator package.

There is no limit to the number of subsidies that any eligible school can receive. Your location may require more than one device depending on the distance and time it takes to retrieve a device. If you purchase 3 defibrillator packages, you will receive 3 x \$1600 subsidies.

### Program inclusions

#### Topics included in the course:

- ▶ Lifeline View Defibrillator
- ▶ 2 x Adult pads
- ▶ 3 way sign Signage
- ▶ Facility stickers
- ▶ Wall bracket
- ▶ Carry case
- ▶ Preparation kit
- ▶ Ongoing technical support
- ▶ Online familiarisation
- ▶ Web based management system
- ▶ A user demonstration (metro areas only) supported with access to an online workbook
- ▶ 24 hour service replacement

Call **1300 367 428** to book into a course.  
Visit [redcross.org.au/firstaid](http://redcross.org.au/firstaid)

the  
power of  
humanity



TRAINING  
SERVICES





## Furniture for a brave new world

*Sit-stand tables help with Friday afternoon wiggles, and assist collaboration. Photo: CAP Furniture*

**Modern learning environments, flexible learning spaces or innovative learning environments (ILE); these are not buzz terms, but topics of considerable research and movement across both Australasia and the world.**

### Learning and place

What does a learning place look like? In many cases, it looks as it did 70 years ago, and innovators in education are calling foul. What does a room full of desks in rows prepare students for? A 1950s-factory scene, or a typing pool. As integration of technology into pedagogy steps up, and futurists scramble for solutions to slipping outcomes, learning spaces must accommodate new modes of instruction, and (dare I say it?): 'Move with the times'.

Picture this. In one zone, there is a small group of three students, shoes off, faces relaxed – one student who dreams of architecture is teaching the other students how to design a house in a drafting app. A bookshelf separates this cluster of beanbags

from the reading nook, where soft seats with a rotating base cradle high-energy readers wearing headphones. They are listening to a classmate read a story, as they follow along with the book in their hands, spinning occasionally. Soon they will record their own reading for the next group, in one of the soft furnishing 'quiet pods'. Two students have elevated their own desks so they can stand; it's Friday, and sitting down feels hard today. They are deep into their creative writing, one of them repetitively taps her stockinged foot on the soft floor coverings, while the other shuffles from foot to foot. Everywhere you look, engaged students are learning.

A teacher with all the pedagogical dynamism in the world can't create this scene without a suitable space. The world has changed, technology has made it more immediate, and all the dangers of that aside, not a single one of today's students will enter the workforce of the previous generation. It no longer exists. If we resist, we risk preparing them for obsolescence.

Today's workforce is one where agile employers have long since liberated their workers from the hives of cubicles, and many work from the comfort of their homes. Qualities that are valued in this evolving workplace are the 'soft skills', like interpersonal proficiency, critical thinking and creativity. Existing curriculum in New Zealand covers soft skills in HPE - socio-ecological perspective, and from this year forward, Australian schools will be expected to teach 'soft skills'. These will include critical and creative thinking; empathy, intercultural awareness, and ethics. So how do we prepare the physical environment to facilitate new-world thinking and learning?

### Versatility is key

In a 2009 OECD report titled, 'Optimal Learning Spaces: Design Implications for Primary Schools', authors Professor Peter Barrett and Dr Yufan Zhang indicated: "Well-planned pathways, open access to equipment and supplies, ease of moving furniture and creating interesting and engaging spaces are all

ergonomic considerations." They also advised that each "individual learning space should be an architecturally well-designed 'activity pocket' with all the furniture, equipment, storage and resources necessary for that learning activity contained within".

Researcher Wesley Imms emphasised in Melbourne University's *Pursuit* magazine that students need flexibility to occupy spaces as "private cubby holes" for independent research, or group-work spaces for collaboration. Students need places to be autonomous learners, they need spaces to comfortably interact with educational content, and as lower primary teachers will be aware, they need to move.

### Let the children bounce

For some children, sitting still requires a monumental effort that could be better allocated to learning and doing. Research shows that the opportunity for movement enhances concentration, improves student wellbeing, consequently



producing better learning outcomes.

In a 2003 *American Journal of Occupational Therapy* article titled 'Stability Balls and Students With Attention and Hyperactivity Concerns: Implications for On-Task and In-Seat Behavior', researchers concluded: "Such an intervention could be one effective means of improving the attention and behavior of children who are formally diagnosed with ADHD or who are perhaps exhibiting ADHD symptomatology."

## Industry Views

### What's in a space?

To determine the type and style of furniture that best supports ILEs, School News accessed expert input from the industry. The consensus? Comfort, practical elements (like storage), versatility and aesthetics.

Mr Higgins of CAP Furniture, Australia urged that bright colours



Flexible soft furnishings provide deep pressure sensory input. Photo: Kloudsac

and a natural look such as timber will promote mental stimulation. Richard Jenkins of Woods Furniture NZ agreed, articulating that the importance of colour, light and acoustics can sometimes be underestimated. "There is a lot of research available to suggest colour has a direct effect on learning behaviours," he said. Acoustics also play a major role: "We recommend using sound absorbing fabric on ottomans rather than vinyl for this reason."

### To stand or to sit?

A bit of both. Mark Higgins said,

"furniture for an ILE should have sit-stand functionality, to encourage good posture and allow for activity". He explained that traditional seating can result in either lethargy from inaction, or distraction due to discomfort.

"There is also research that suggests students are less territorial when standing which can therefore promote more creative discussion," Richard Jenkins informed *School News*.

### A soft place to fall

For students on the autism

spectrum or with anxiety disorders, considerations might include the availability of bean bags or crash mats for deep pressure calming. Shane Tricarico, manager at KloudSac said, "the deep pressure sensory input a child receives when they sink into our foam filling helps relax students, which in turn, helps them focus and learn". He said teachers integrating students with special needs find soft furnishings a fantastic resource to relieve anxieties that can otherwise prevent integrated learning.

Flexible furnishings with soft fillings are also becoming a feature of open learning areas, and ILE- adapted classrooms. Mr Tricarico told *School News* that schools often select foam bags that are long in shape and suitable for use by several children at once. "We love to see them full of students collaborating with others, reading by themselves, or having some computer or iPad time."



# JASWIG

Adjustable Standing Tables for Children & Young Adults



- European Designed
- Australian Made
- Easy – No Tool  
– Height Adjustment

Perfect for flexible learning spaces, keeping students focused and energised.

[www.jaswig.com.au](http://www.jaswig.com.au)  
[www.capfurniture.com.au](http://www.capfurniture.com.au)  
 or call CAP Furniture  
 on (07) 3392 6649



Australian Made Furniture Since 1980



## Kloudsac

FLEXIBLE SCHOOL FURNITURE

## Foam Filled Kloudsacs

### No Beans, No Mess, No Noise & No Bean Bag Explosions

Upgrade from a Bean Bag, and discover the foam filled benefits.  
Made to last, with a huge range of machine washable covers.

Enhance your Open Learning Environments and watch your students relax, focus and learn. Recommended by Occupational Therapists for special needs students also. Join hundreds of schools nationwide enjoying the benefits of a Kloudsac.



Pictured: Mondo Kloudsac

Email us at [management@kloudsac.com.au](mailto:management@kloudsac.com.au) for discounted school prices!

**[www.kloudsac.com.au](http://www.kloudsac.com.au)**

(Click on "Schools" tab)





A Lundia install at Kahurangi School in Wellington, New Zealand. Photo: Lundia NZ

◀ For versatility, schools creating ILEs “prefer products that can be used both indoors and outdoors with an option of water resistant canvas covers,” he added.

What flexibility can you bring into your classrooms?

### “One space – many possibilities”

“One space – many possibilities,” noted Richard Jenkins. “Flexibility means having a choice of learning area possibilities”, and being able to convert the space with minimum fuss. “The space should be capable of ad hoc configuration.”

Mark Higgins concurred. “Our school clients require furniture solutions with flexible designs.

They need them to be easy to reconfigure, to allow for different activity formats, but also for resource sharing. They want simple classic design, with versatility.”

Karen Hansen of New Zealand supplier Lundia has observed an influx of schools adopting ILEs in classroom spaces, as well as auxiliary locations around school. Shelving is especially important for a library, “but even in classrooms it’s become more popular to have the resource material like books and picture books on easy display fixtures to encourage children to read and study,” Ms Hansen told *School News*.

“Shelving island units are now

better suited (with castors) to create learning spaces on demand.”

“Mobile shelving systems provide flexibility, and are easily adaptable to the changing environments essential for ILE’s,” she continued. Other popular features include “exterior panels fitted with magnetic and writable surfaces as a tidy way to finish the units off, while providing teaching aids” as well as “useable floor areas.”

Richard Jenkins has watched the ILE movement in Australia and New Zealand “mature” in its approach to the design and implementation. These days, he said, “schools first establish a vision of what teaching and learning should look like, and then

apply technology and furnishing around this to further support this pedagogy”.

Our current students are the worker bees of the future, whose hives will resemble a maze of shifting job roles, innovation and progress. If the current trajectory continues, future citizens will not only engage in several careers, their careers could morph as new technologies expunge the need for existing jobs and generate new ones.

One thing is for certain, they don’t need us to impart information in old lecture-style classrooms: ‘The times they are a’ changing’... ■

**By Suzy Barry, Industry Reporter**





RESOURCE  
FURNITURE  
workwise environments

## Learning through design and innovation

We strive to inspire staff, teachers and students by facilitating collaboration and improved learning outcomes through innovative design and products. We achieve this by:

- Designing and sourcing products that adapt with changing technology.
- Considering the health and wellbeing of staff and students.
- Planning and configuring spaces that encourage teachers to visibly learn from one another, support collaboration between students and facilitate reflective activities.





## Design the cornerstone of a progressive learning space

*Breakout soft seating at 'Paideia' at Cornerstone College. Photo: Resource Furniture*

**Research and experience reveals that there is a divide between what is known about the learning experience, and the spaces that are built to support them. This has prompted the exploration of new approaches to designing spaces that better support the learning experience.**

While more progressive institutions are enthusiastically jumping on board the Innovative Learning Environment (ILE) train, there are still too many taking a cookie-cutter or slapdash approach to the design of learning environments. The time is ripe to break this mould, but schools need to understand the critical

elements of an effective learning environment and how to achieve the best result for their spaces and ultimately, their students.

Cornerstone College is an excellent example of a school adopting a more progressive approach to education. Resource Furniture was involved in

the design of their \$8 million middle school learning centre, which was the feature of a 2014 *InDaily* article titled, 'Designing "progressive" schools'. Also referred to as "Paideia", the centre was described as featuring "alternative furniture, wide open spaces, flexible, interconnected classrooms and a 'reading tree'".

Comments made by Julie Sampson, learning director at Cornerstone College indicated a view that the role of the classroom is fast moving in the opposite direction of past assumptions.

"Traditional teaching ... in some respects, is about spoon-feeding the kids," she said, and suggested that "feeding them information" and having them "regurgitate" it for an exam hardly encourages critical thinking.

"There's a shift in education [where] teachers are not the holders of all knowledge anymore, because kids have got access to the internet."

As such, the impact of everything from technologies, pedagogies, and yes, furniture, needs to



*Flexible learning spaces at 'Paideia' at Cornerstone College. Photo: Resource Furniture*





*Focus and collaborative desk design at 'Paideia' at Cornerstone College. Photo: Resource Furniture*

be examined when tackling the design of a new learning environment.

Often, in a rush to meet deadlines, schools will purchase furniture on a whim and find that they are left with a hodgepodge collection of products, which don't suit their space or meet the future needs of the school. Hence, space planning is perhaps the most important stage of the process, no matter the size of the project. A carefully considered approach is essential to the success of any new education space.

Designing a new learning environment without due consideration and planning can make teachers' jobs even more difficult, leaving a sour taste in the mouths of educators. For example, implementing open

plan teaching spaces without considering the impact of acoustics may result in teachers needing to raise their voices to be heard in class. By considering the space and its peculiarities, poor outcomes can be avoided. In some cases, a mix of traditional and progressive design may work best rather than an extreme approach.

An effective learning space will be versatile and flexible enough to support different modes of teaching and learning, for both individuals and groups. The days of teachers lecturing to classes seated at rows of desks are fast becoming outdated. Although this approach may always play a role in the overall mix, it will not be the only mode of teaching. For example, research has shown that combining a mix of flexible

desking options and breakout soft seating is effective because it allows classes to adapt their layout to accommodate both a lecture-style configuration and a group collaboration layout. As such, desks that nest together to form interesting and functional work spaces, yet also pull apart to support individual work, are ideal.

Breakout spaces are another increasingly popular trend in progressive learning environments. A central breakout space is removed from the main classroom and allows students to meet informally and work on projects collaboratively. This type of space is proving to work as well in offices as it does in schools. Furniture plays a big role in creating comfortable and inviting breakout spaces and soft seating systems can provide plenty of

colour, comfort and flexibility.

You could say that we are stifling children's creativity by teaching them in mundane spaces. To develop the entrepreneurial and problem-solving skills of our younger generations, and to prepare them for a world with jobs that don't even exist yet, "we need to break away from the traditional and strive to design spaces that are more flexible, encourage collaboration and adapt with changing technology", says Scott Reed, Resource Furniture director.

The primary goal should be to create environments with features that support the learning needs of this generation, now and into the future. ■

**By Melanie Merlino,**  
Resource Furniture





High screen chain link fence with black powder coating at Brighton Grammar. Photo: Lee Brothers Group Fencing

## Do fence me in!

**Remember the days in the old schoolyard? Well, schoolyards are still around, and while they may contain more interesting play equipment, they are still an area of land with a perimeter, requiring a fence.**

The level of security required by each school will depend on factors such as school location

and surrounding features, as well as the population of the student body and their range of ages.

Contingent on a school's surroundings, security issues could include anything from graffitiists or other more dangerous intruders, to a wandering bull or a crocodile! With so many considerations requiring specialised knowledge,

we invited an industry expert to outline the 'pros and cons' of different fencing options, and the 'dos and don'ts' in school fencing for various applications.

### Industry View

With vandalism frequently reported in the media, a secure perimeter fence protects property after hours when

security is minimal or absent. While students and staff are present, the focus is on student and staff safety, and the rationale for this is two-fold. It's about keeping intruders out, and students in, but it's also about visitor management.

According to Annette Jebb of Lee Brothers Fencing Group: "A perimeter fence with a clearly







Custom timber panels with galvanised tubular steel and weld mesh.  
Photo: Lee Brothers Group Fencing

marked entry point directs all visitors to the main entrance of the school, where entry can be controlled and monitored."

Another role in the boundary fence portfolio is curbing foot traffic of another kind; students leaving the school grounds without permission. "Perimeter fencing helps teachers manage student supervision when on yard duty, as children are contained," Ms Jebb indicated, and certainly with many school populations tipping a thousand, keeping track of a sea of uniform-clad youths presents a significant challenge.

When teachers are not keeping

students in, they can be seen performing death-defying leaps to deliver hero-style appropriation of poorly aimed footballs...or maybe not, but without suitable fencing, they are charged with retrieving them. Ms Jebb told *School News* about a new government school in Point Cook (a growing suburb of Melbourne). "We installed a 1.2m high rod top tubular steel fence with a 6m high screen chain wire fencing as part of the perimeter fencing, specifically to keep footballs in."

#### Choosing the right material

Chain wire fencing, weld mesh, tubular steel, or perhaps just

'building a wall' might be employed to keep intruders out. Factors like style of architecture in the school, location, number of students, total area to be enclosed, and of course budget will influence selection of materials. "Inner city and suburban schools generally have much higher and heavier duty security fencing," Ms Jebb advised, "compared to less densely populated areas where schools still opt for a lower perimeter fence".

#### Security issues on the rise

Schools are requiring levels of security unprecedented in prior decades: "We have been providing fencing to pre-schools, both primary and secondary schools; and other educational facilities for many years." As security concerns deepen, those fences are getting higher. "Traditionally schools installed pool like fencing that was 1200mm high; now fencing is much higher with heights over 2100mm for standard perimeter fencing," Ms Jebb reported.

#### Beauty and brawn

The school fence contributes to first impressions. For schools located on main roads, countless cars will pass the fence. What will they see? What does your fence say? Prison camp or picket fenced cottage, or somewhere in between? Our informant told *School News* that a perimeter fence need not be an eyesore. Integrated design can harmonise with the school's design principles and add to your school's charm. It's all about choice of materials, design blending, and good planning.

Ms Jebb outlined how the key considerations of aesthetics and performance combine. "Perimeter fences need to blend with the environment and not detract from the aesthetic appeal of the school. Previously, fences were finished in galvanised steel but now they are usually powder coated in a black finish to blend with the surroundings."

#### The planning stage

Planning is vital in designing and commissioning your school perimeter fencing. With fencing a considerable investment, it should last, and it should be fit-for-purpose; that is, your individual purpose. "We work with schools to tailor fences to their individual requirements. Considerations include sporting activities, vehicle and pedestrian access, neighbouring sites and security."

Examples of such considerations might include the notorious right foot of a future football star, or the next Sir Donald Bradman sailing a ball straight into oncoming traffic. "Perimeter fencing may need to include some high screens to prevent balls from going over the school fence," Ms Jebb cautioned.

#### Access and thoroughfare

Another important consideration is access. Where will you allow access, and where do you need to place gates, for both pedestrian traffic and vehicular access? "There may need to be additional gates that can be opened for drop off and pick up times – but locked at other times," Ms Jebb suggested.

#### Final checklist for schools

"Your school perimeter fence should provide a clear barrier around the school and create a safe place for students and teachers. It should direct visitor traffic to the main entrance, and protect the school when unattended," Ms Jebb concluded.

No school wants to commission an expensive mistake, so Annette Jebb provided us with some parting advice, which included: assess your situation and make sure your fence fits requirements; avoid low quality products that won't last; and work with a reputable company with expertise in education fencing. ■

By Suzy Barry, Industry Reporter



Fencing with various height requirements at City Rd School.  
Photo: Lee Brothers Group Fencing

# Which PA system fits your purpose?



**Testing, testing 1-2-3: The screech of feedback from the public address (PA) system features in most school memories, not to mention those times students managed to commandeer the PA for deviousness or nascent political activism.**

These days, feedback screeches are uncommon, and security around access is probably more sophisticated, so those moments may be a thing of the past.

The PA system is an electronic sound amplification and distribution system with a microphone, amplifier and loudspeakers, which projects sound over a greater area than a simple 'mic plus amp' set up. Some PA systems may also include a mixing console, as well as loudspeakers and amplifier arrangements suitable

for music as well as assembly announcements.

With options a-plenty, your intended purpose for your PA should be your starting point. Is yours a school of more than a thousand students with the desire to project the morning announcements, (or a morning meditation or prayer) to every classroom? Is yours a small school? Or subject to frequent power failures? For many school communities, a combination of portable and integrated systems will best suit requirements.

## Integrated PA systems

Integrated PA systems are fixed systems installed by technicians, and have multiple speakers that are often used to project communications into every classroom simultaneously.



## Australia's leading PA & alert evacuation supplier.

Choose Redback for your schools public address requirements - the local supplier & manufacturer with over 40 years experience. Backed by an industry leading 10 year warranty.

Your local audio partner.

Redback® is manufactured & distributed by Altronics.  
[www.redbackaudio.com.au](http://www.redbackaudio.com.au)

Australian Made  
 Since 1976.





These systems are often fitted with security features like a built-in lock-down system for events such as fire, security issues and duress. They can also be linked to a visual component.

The system selected will depend on the circumstances of the school: location, size of the student body, and of course the area across which you hope to project your transmission.

### Portable PA systems

Portable systems that can either be wired plug-in-and-play models or wireless models for times when power cables might be a trip hazard. Their flexibility provides a portable unit to corral students during intrepid adventures.

Frequently, schools will employ a combination of both integrated

and portable PA systems: integrated for the every-day morning announcements, and portable for outdoor events, school camps, concerts and parades. Even when schools have advanced integrated systems with a lock-down system, portable PAs come to the fore to marshal students during emergency situations where power supply has been affected.

PA systems are a necessary tool for everyday communication in schools, effective projection to large audiences at events, and rapid dissemination of urgent messages in times of duress. The range of options is extensive, so working with your desired purpose, and matching the system to your school's circumstances is advised. ■

*By Suzy Barry, Industry Reporter*



## COMPACT & PORTABLE SOUND.

The new 80W lightweight Okayo® PA system offers an instant sound solution for assemblies, sports carnivals, meetings, Q&A, debates and PD days.

#### Featuring:

- » Easy to move - in-built handle & wheels
- » Two wireless microphone receivers.
- » Bluetooth audio streaming.
- » Up to 8 hour run time from internal batteries.
- » Sets up in minutes, no expertise required!

Just one of our many happy Okayo school customers...

"Very easy to operate and provides excellent sound on an oval that can be very windy. The headset is the most practical one I have used as it is hands free so that I can teach and demonstrate skills. It also recharges overnight and does not require expensive batteries"

– Kris, Phys. Ed Teacher, Newborough PS.



# ALTRONICS

1300 797 007 [www.altronics.com.au](http://www.altronics.com.au) [education@altronics.com.au](mailto:education@altronics.com.au)  
Ask about our instant 30 day accounts for all schools & educational institutions.

# Portable PA systems: versatile and reliable

**Simon Walsh of Talk Audio Visual has spent the better part of two decades supplying audio solutions for schools. "We work closely with the manufacturer PROMIC and have designed the portable PA systems especially around the education market, he told School News. "We import straight from the factory and do all servicing and warranty in-house for schools across Australia."**

Portable public address (PA) systems allow schools to effectively communicate to an often-large audience, outdoors and well as indoors.

Anything from morning assembly, sports carnivals, fetes and Christmas concerts, to marshalling students for emergency evacuation during a power failure can be an occasion when only a battery-operated portable PA system will do.

Mr Walsh said cost is a primary driver for schools to purchase a portable PA system, as "they are relatively inexpensive compared to other fixed audio systems".

"There is no installation, and the unit is delivered directly to the school within a couple of days with no installation cost, and no training required."

With a maximum sound output of around 200 Watts, a portable PA system is suitable for indoor and outdoor applications.

Accessorising can enhance this flexibility, with "various microphone options, protective covers, speaker stands, and extension speakers available," the industry veteran added. An integrated media player allows users to play music and other audio. "CD and USB a are the most popular, as well as streaming music from a smartphone via wireless Bluetooth," Mr Walsh noted.

Portable PA systems suit schools because they don't take up much room, and don't require ongoing maintenance - other than charging the unit when required.

"If anything goes wrong they can be repaired quickly without too much downtime," Mr Walsh noted.

## Flexibility is a key benefit

Several portable PA units in an arsenal can be deployed for different purposes. Certain functions are better suited to smaller units, for example playground duty or after school traffic management.

For larger events, Mr Walsh suggests a more powerful system may be in order; one that can be linked to additional speakers: "Talk Audio Visual offers a range of models from a small lightweight unit under 2kg to larger 200W units on wheels with retractable pull up trolley handle to address schools' diverse needs."

**Ensure you assess factors like the size of the audience and the area you want to project across, so your portable PA system works efficiently and is fit-for-purpose**



Photo: Talk Audio Visual

## Check your frequency

Microphones will be either corded or wireless, with most allowing for one or two wireless microphones. Mr Walsh cautioned that selecting a wireless microphone that operates on the correct frequency is vital for use without risk of interference from TV and radio services.

"The most important aspect to consider is the geographical location in which the wireless microphone is to be used. The most common frequency range used by wireless microphones is 520 - 694 MHz, while only the 520 - 526 MHz range is both nationally available and not shared with digital TV." Schools

can check frequency availability in their local area using the frequency finder at [www.acma.gov.au/theACMA/channel-finder](http://www.acma.gov.au/theACMA/channel-finder).

Other factors to look out for include inclusion of accessories in the principle layout, and post purchase warranty and support. Working with a company with experience in the education market is advised, to ensure that your provider is clear on the applications desired when making recommendations.

Ensure you assess factors like the size of the audience and the area you want to project across, so your portable PA system works efficiently and is fit-for-purpose. ●

**TALK AUDIO  
VISUAL**

**VR  
SOUND**

**Promic Portable  
PA Systems**



Call us for advice on 1300 55 22 90 or visit [www.talkaudiovisual.com.au](http://www.talkaudiovisual.com.au)



# PA system integration: truly 'fit for purpose'

**With more than 40 years' experience in schools and college PA systems, Chris Dodds of The PA People explained the process.**

Chris firmly believes in the value of having an experienced integrator involved in the design and deployment of any comprehensive audio/pa solution. In negotiating the vast amount of choices that need to be made in any technical project, Chris' company, The PA People believe it's vital to keep the customer's needs, aspirations and practical realities at the forefront of their thinking.

"These are the things that drive our product selection. They are what drive us to provide longevity and certainty to our customers by developing long-term relationships with our suppliers," Chris explained.

The PA People has a history of finding often-unique solutions to live production and installation challenges, which means they are aware of many pitfalls that may not be obvious at the outset of a project. "An intelligent approach is to know what you don't know," Chris observed. "An intelligent design is one that states a system's goals, the volume required, its intelligibility and the area it must cover, without specifying one particular solution. That is truly understanding design and capturing what the customer needs."

The ability to find the perfect balance between utility, quality, serviceability and attainability is a skill only learned through years of real-world experience. "Fundamentally, 'Fit for Purpose' is an engineering approach," Chris confirmed. "It's all about what's best for the job."

## Schools need the best available advice

Capable sound system solutions, which support the needs of the curriculum, must be designed and tailored to the needs of modern learning facilities. Schools need to



provide progressive and capable tools and technology, to enhance traditional teaching methods; to support progressive learning processes; and to encourage collaboration and interaction. A company with experience in schools, colleges, and multi-use education facilities will understand the changing needs of educators and their students.

Distance learning, video and audio conferencing, networked media storage and retrieval, large screen projection and 'voice lift' systems are new technologies taking hold in educational facilities. Technology that has historically been the centre of commercial and government audio visual systems is spreading into the learning environment. Schools with multi-use facilities now host a range of education sessions, forums, seminars and in-service training programs for various audiences - requiring capable technology in simple-to-use options which allow for a range of users and operators. Having completed works in

and independent schools and colleges, PA People can provide a customised and flexible solution designed for the

specific needs of each learning space; offering experienced advice and fit-for-purpose solutions. ●

## The P.A. People 40 years' experience in schools & colleges!

Experienced advice and solutions for all  
your audio visual needs.



Experience | Independence | Assurance

P. (02) 8755 8700 / E. sales@papeople.com.au / 9-11 Leeds St, Rhodes NSW 2138

[papeople.com.au](http://papeople.com.au)

# Experience imperative in PA installation and maintenance

With PA systems such a common element across all schools, James Ord-Hume, director of Ontec Solutions, says surprisingly few companies can maintain and install them. "We frequently hear from our new customers that they have struggled to find a contractor that understands PA".

Schools often have older PA systems that call for a precise knowledge of PA equipment, and the problems do not always require a wholesale replacement.

Sometimes the problem can be minor and simple to remedy. "It is only with the correct testing equipment that we can identify shortfalls, faults or problems with a system.

Carrying the right testing



equipment and understanding PA fundamentals is crucial in this process."

"We routinely upgrade and troubleshoot systems. Many don't need expensive upgrades,

they may simply require fault finding and rectification of poor cabling, cabling shorts or defective speakers creating a high resistance on a circuit which in turn overload the amplifier.

"Modernisation of older PA systems is commonplace and we can offer everything from simple to use school timers and tone generators, through to sophisticated campus wide PA Systems using a fibre backbone



[www.ontec.com.au](http://www.ontec.com.au)

## Ontec specialise in PA systems and we provide the latest solutions for the education sector

Our range of public address systems and products is endless and we can offer anything from standard 100v line analogue systems through to cutting edge digital systems that can be integrated with EWIS or fire systems.

We supply a range of amplifiers and audio equipment including Bosch, Quest, RCF, Redback, JDM, Australian Monitor, Dynacord and TOA.

**Servicing:** School Public Address Systems • Evacuation Systems • Commercial Audio • Alarm Systems



## Why choose us?

- We conduct our work with pride, professionalism and integrity
- We'll work with you to provide the best solution for your requirement
- We build long term relationships with our customers
- We have a national contractor base allowing reach throughout Australia

**Ontec solutions**

5/40 Wright Rd, Keilor Park, Vic 3042 | Ph: 03 9310 5914 | Fax: 03 9310 4515 | [sales@ontec.com.au](mailto:sales@ontec.com.au)

**1300 066 832**



for connection between buildings."

Schools can request anything from single horn speaker through to cutting edge digital PA systems. Several high-end PA systems offer flexibility in call routing, pre-programmed tones and the ability to use inbuilt logic to mute zones for exams via the press of a button. "Many schools interface these systems to fire systems so that in the event of a fire, the PA can broadcast evacuation tones."

Mr Ord-Hume told School News he is regularly consulted on the best way to implement evacuation and lockdown at schools, "as standards for lockdown procedures are somewhat vague within the education sector".

"With the increasing threat of unwanted intruders and a focus on campus security, lockdown and evacuation have become priorities for most of our customers." Catering for these requirements can include customised audio, for lockdown scenarios, with a focus on not alerting potential intruders.

With industry experience vital for correctly diagnosing and addressing system issues, as well as matching solutions with need, Mr Ord-Hume advised that schools have become Ontec's most important sector. "We enjoy working with business managers to fulfil particular needs to keep school days running smoothly." ●



# www.school-news.com.au

**Subscribe to our weekly e-newsletter and catch up on essential education industry information sent direct to your inbox every Thursday or visit our website...**

## schoolnews

Like us on Facebook  
schoolnewsAU

The Essential Management Guide for Education Industry Professionals [www.school-news.com.au](http://www.school-news.com.au)

**SHARP**

# MANAGE YOUR STUDENTS' RECORDS WITH EASE...

Sharp can offer innovative workflow solutions for educational environments.

Sharp offers students and teachers convenient, flexible access to mobile printing from devices such as tablets and smartphones. Sharp can also help institutions adopt Bring Your Own Device (BYOD) and 1:1 Learning initiatives through innovative applications and scanning solutions.



**Call 1300 552 552**

Visit [sharp.net.au](http://sharp.net.au)

simply better **business**

