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The essential industry guide

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# Singapore Music Tour 4 July 2020

Including a Combined Schools Concert at The Singapore Chinese Cultural Centre Auditorium

This program's main focus is on the exchange between the Singapore and Australian schools. Apart from school visits, in-depth music and cultural exchanges are further facilitated with joint performances with local schools that will be held in the **The Singapore Chinese Cultural Centre Auditorium**. It also provides a **Multi-Cultural Program** which allows students to learn and gain a deeper understanding of Singapore's multi-faceted society which gives it a vibrant and diverse culture.

## Proposed Itinerary

### Day One

- Depart Australia • Arrive Singapore • Transfer to your hotel • Hotel Check-in
- Duck Tour • Buffet Dinner in Hotel

### Day Two

- Breakfast in Hotel • Gardens By the Bay • Lunch in Food Court • Back to Hotel
- Depart to School • Interaction and Performance Rehearsal

### Day Three

- Breakfast in Hotel • Depart to School • Master Class / Performance Rehearsal
- Lunch in School • Interaction and Performance Rehearsal

### Day Four

- Breakfast in Hotel • Lunch • Kingston International School Multi-Cultural Programme
- Singapore Zoo • Plaza Singapura • Back to Hotel

### Day Five

- Breakfast in Hotel • Performance Rehearsal • Packed Lunch • Performance Rehearsal
- Packed Dinner • Concert at The Singapore Chinese Cultural Centre Auditorium

### Day Six

- Breakfast in Hotel • Universal Studios Sentosa • Dinner in Arches Songs of the Sea

### Day Seven

- Breakfast in Hotel • Hotel Check-Out • VivoCity Shopping Mall • Collection of Luggage Back to Hotel • Depart Singapore Changi Airport

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### Kieran M Hurley - Director of Music Guildford Grammar School (WA)

The tour included trips to the Gardens by the Bay, Sentosa Island, Universal Studios as well as plenty of time for exploring Singapore via markets and eateries.

The concert itself was brilliant. It was a great venue in which to perform, and gave us a chance to listen and learn from all the other ensembles, before joining together with our partner school to perform some items together. This was not only the first time that many of our students had been overseas, but also the first time that most of our Indigenous Students had been 'off country'. Morcombe Travel did everything that they could to make all students, staff and parents feel comfortable and enabled us to have an amazing tour.

I thoroughly recommend that you do this tour!

**The Concert Hall** - At The Singapore Chinese Cultural Centre Auditorium [www.singaporeccc.org.sg](http://www.singaporeccc.org.sg)

The 530 seat concert hall is an ideal venue for general music performances as well as for symphony orchestra concerts. Sound reflectors above the stage allow the acoustic height of the room to be adjusted for different performances.

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# Public schools deserve better

## School News went to print this term during election week.

We heard from several public school teachers about their disappointment. With three more years in government, the Liberal party will plough ahead with their school funding plan. This means that the *National School Reform Agreement* will continue to make sure private, but not public, schools reach 100 percent of their funding targets.

Over the last ten years, the government has funded an extra \$2 billion into schools yet private schools somehow won 80 percent of it. The latest ACARA *MySchool* data found that public schools educate the vast majority of students from disadvantaged backgrounds, but Independent schools have 40 percent more net recurrent income than public schools and Catholic schools have four percent more.

The Australian Education Union revealed that in Victoria, the



**Rosie Clarke,**  
Editor, *SchoolNews*  
editor@school-news.com.au

Catholic system is projected to receive more state and federal government funding per student than public schools by 2020 if recent funding growth is maintained. AEU federal president Correna Haythorpe said: "The Morrison Government cut \$14 billion from public school funding, and has refused to reverse these cuts. Providing Catholic schools with more total government funding than public schools fails any notion of fairness or equity."

"These figures don't even take into account the \$4.6 billion Mr Morrison handed to private schools last year."

Meanwhile, public schools are outperforming private schools, in spite of funding inequality. According to SCU adjunct associate professor, David Zyngier, "Those who argue in favour of public funding for private schools claim private schools are more efficient and academically outperform public schools."

"The conservative side of politics believes there is no equity problem to address in Australian education. The current federal government relies on conservative researchers' evidence denying any causal link between socioeconomic status and student academic outcomes."

However, his analysis of *MySchool* data and *Victorian Certificate of Education (VCE)* results between 2014 and 2018 indicated that public schools have similar, or even better, results than private schools with similar rankings of socioeconomic status (oh, and these public

schools achieve the results with far less funding per student).

Writing to *The Conversation*, Grattan Institute school education program director, Peter Goss commented: "States can use accounting tricks such as depreciation to meet their Gonski commitments. With depreciation, states can claim the up-front cost of school buildings, which can't be used to hire teachers, as part of their contribution towards operating costs."

"While all three school sectors will get funding increases under the Coalition, current policy settings won't reverse the effect of the past decade, when nearly all the extra resources went to private schools."

It's frustrating to think that the next three years will be a continuation of the last 18 months. But if we can amplify the voices of those pushing for change, perhaps it will come a little bit sooner.

Share your story: write to **School News** and tell us the change you want to see in our education system. ■

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# Autism awareness: flexible techniques help school success

**Autism Awareness Day was this term! Author of *The Everyday Autism Series* and mother of two, Monique Cain revealed how teachers can be more aware of autism spectrum disorders.**

*First, she explains why inclusion and interaction matters for children with autism in our schools...*

From a very young age it was clear that my daughter Madi was different. She was unable to connect or engage with others and seemed trapped in her own world. Things like mainstream kinder were extremely difficult for her. It was easy for other kids to build relationships, participate in concerts or excursions, learn and follow rules, but Madi really struggled to co-exist and became quite isolated at times as a result.

My son Thomas has also been diagnosed with autism. He too experienced similar difficulties in mainstream settings. After many questions from other kids and teachers and experiencing these scenarios, I began writing to explain my children's behaviour.

In a classroom setting, ASD kids often interact better in smaller groups because too many people can be overwhelming. Ideally, you want to provide a quiet place where a child can escape and take a break from all the chaos, if they need. One-on-one learning time with an aide or teacher where possible is extremely beneficial.

My children's mainstream school has enthusiastically put things into place to help our children cope, feel comfortable and be free from distraction. Allowing the kids to have fidget toys, noise cancelling headphones, special seats and employing relaxation techniques when necessary have been tremendously successful.

Madi's grade teacher recently told me that most of her class are at different levels academically, so she already caters for each individual. There are so many new



## 8 teacher tips when interacting with autistic children

1. Keep saying, "Hi," everyday even if you don't get a response back.
2. Sit next to them when you eat your snack or play a game. Persevere even if they don't seem to respond.
3. Give them a high five or ask if you can join in their play. One day they might just respond or join in with you.
4. Play alongside them so that they get used to you and become more comfortable.
5. Be careful not to invade their personal space, especially if you have not been invited.
6. Be patient (as much as you can be at the time). Keep asking and approaching them, whether it's in five minutes, the next day or next week, keep trying with them!
7. Speak very slowly, clearly, simply, and not too loudly. In a classroom or playground there are a lot of other noises to contend with, which makes it hard for children on the spectrum to concentrate or focus on one particular thing.
8. Try not to have an over cluttered classroom with too much to focus on or distraction.

and improved learning and teaching techniques being used in schools, from songs to interactive iPad programs, that it's all about adaption to the student.

Having an ASD child's profile on file to review for a relief teacher and to pass on to future teachers and assistants would be a helpful resource! A detailed

list of likes, dislikes, triggers, helpful calming techniques and outlining a basic successful routine followed in the classroom will help awareness, change and comfortability.

I believe all teachers should be educated about ASD. The techniques learned may be helpful for all children across the board. The more

educated anyone is, the greater equipped to handle a potential situation. The more a teacher understands my child, the better relationship they will have and the further progress can be made. Understanding the need for a break, the inability to sit still for too long or the classroom noise being too loud can make a huge difference. ■

## Melbourne primary school launches world's largest mindfulness initiative



### Seventy-five percent of Australian primary school students suffer from anxiety about school life, a new survey reveals.

St. Peter's Catholic Primary School in Sunshine West joined thousands of Australian primary schools in kicking off the world's biggest mindfulness class this term, promoting strong mental wellbeing among young people.

The initiative by classroom education app, *A Mindful Moment*, saw students from across the world set aside 15 minutes of their day to take part in a range of mindful activities, learn relaxation techniques and breathing exercises, and raise money for organisations that support mental wellbeing. The classroom communication app recently carried out a survey in Australia with primary school teachers and parents around mental wellbeing and mindfulness.

The survey revealed that 75 percent of parents say their child has experienced anxiety about school, 98 percent of teachers say some of their students have experienced anxiety about school life. Higher than both the UK and US according to the survey.

St. Peter's teacher Maegan Howden said: "After attending a recent professional development with a focus on wellbeing, I have been experimenting with a range of strategies for teaching wellbeing in the classroom. "I intend to keep experimenting with wellbeing teaching strategies."

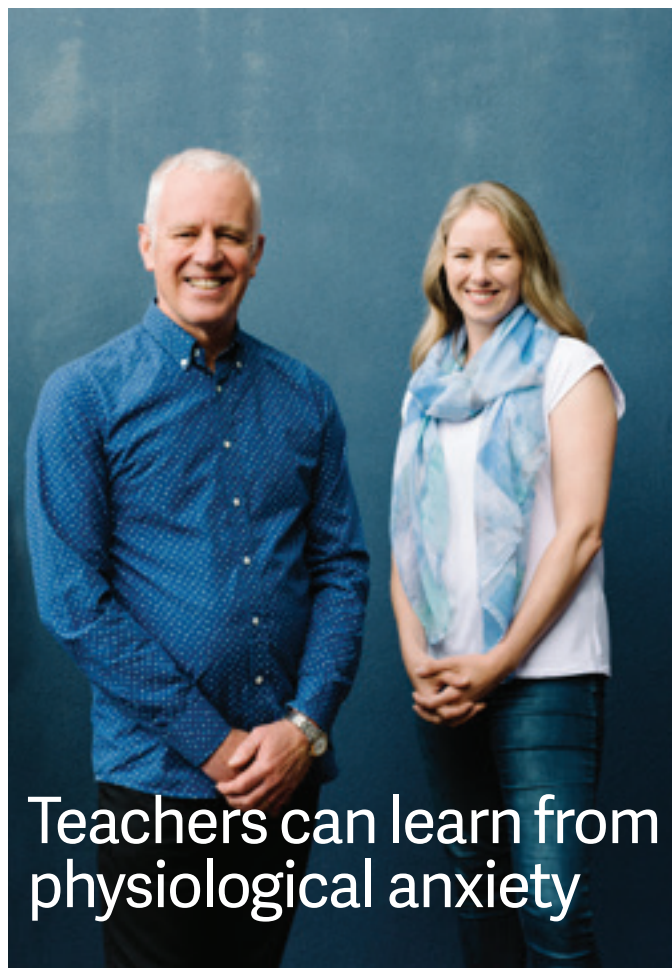


Around 500,000 students in Years' 3 and 5 sat their NAPLAN tests for literacy and numeracy the following week (May 14–16). Mindfulness is known to promote good mental wellbeing and help children to feel better about themselves whilst also encouraging them to be more positive about their learning.

"Practicing mindfulness can help children (and adults) to improve their focus, reduce stress levels, regulate their emotions, increase their sense of optimism and demonstrate more compassion towards themselves and others," added Maegan.

*ClassDojo* surveyed 1,047 families and 891 teachers in Australia and found that:

- 75 percent of parents and 98 percent of teachers say students experience anxiety during the school day
- 63 percent of parents and 64 percent of teachers say learning how to manage feelings of anxiety is now equally as important as school work
- 31 percent of parents and 32 percent of teachers say it's even more important
- 67 percent of parents practice mindfulness with their child at home
- Of those who do, 96 percent say it has been beneficial for their child.



## Teachers can learn from physiological anxiety

### School News spoke exclusively with former teacher, expert on managing anxiety in the classroom, and author of *Anxious Kids: How children can turn their anxiety into resilience*, Michael Grose.

On pedagogy that could assist teachers navigating anxiety in the classroom: "The whole area of psycho-education would be immensely useful for teachers dealing with stressed, anxious kids as well as managing their own stresses and anxieties. This includes understanding how the flight-fight response works, the physiological impact of exercise, sleep and breathing and also the impact that lifestyle factors such as nutrition, recreation and play has on the mental health."

There are several things he advised teachers not to do in response to anxiety. "Avoid reacting emotionally to students when they become anxious. Rather, stay sober. Stop yourself, stay calm rather than react emotionally. Observe and see what's going on with the student. What may have led to an outburst, avoidance, refusal

to come to school? Look at how they are reacting note their breathing, their posture, their body language. Breathe - takes some deep breaths to relax yourself. Expand -expand your focus. When dealing with anxious kids our focus can narrow to just their behaviour. Broaden your focus to take in all that's going on. Respond - figure out the best way to move forward with the student.

"Misconceptions about anxiety include, 'You have something wrong if you are anxious', 'anxious kids are wimps', 'anxious students can't succeed', 'anxiety must be somehow changed'." Grose also offered suggestions for relief teachers who are not going to be aware of individual student needs.

"Understand more about how anxiety shows so you know what to look for. Don't see all poor behaviour as misbehaviour - it can often mask deep anxieties. Be aware of not backing kids into a corner either verbally or psychologically as this will trigger the flight (they'll ignore you) or fight (they'll argue with you) response to protect themselves. Being open to the possibility that you will have anxious kids in every classroom you enter." ■



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# Preparing students for a post-ATAR education

By Jonathan Walter,  
Principal, Woodleigh School

**has always been on the leading edge of educational innovation and this year we have taken another creative step toward ensuring that our educational system is placing students' needs first and preparing them for their futures, not our past.**

Right across our school, we see students achieving at the highest levels over a wide range of skill and interest areas, not just those measured by ATAR.

ATAR is a tool that was designed to allow universities to easily sort and select students. However, it has since evolved



to have a much broader remit – with many now viewing it as the key way of measuring a child's level of success as they graduate from school. The reality is that ATAR measures only a small set of skills and knowledge, information which

presents an important part of the picture about a child, but not the whole story. My own inclination is that no child's education should be diminished to a single number as a measure of their success. To this end, work needs to be done to

reimagine the senior secondary pathways so that we are able to celebrate the broader set of skills and talents students develop over their journeys.

*"Only one in four domestic undergraduate students were admitted to courses based on their ATAR in 2016, down from one in three in 2014. This is at odds with the message reinforced by schools, families and the media – that the ATAR is everything."*

**- Mitchell Institute, March 2018**

In Term 1, 2019, we created an opportunity for educators from both the government and independent sectors to come together to reimagine a better pathway for senior secondary students.

ReimaginED involved more than 80 participants in a generative







dialogue punctuated by provocations from a range of local and international experts who gave their time and expertise to be a part of this exciting forward-thinking discussion.

*ReimaginED* brought this group of educators, entrepreneurs, business and thought leaders into a space that was generative and collaborative. Sessions were set up in order for all people involved to have a voice and an opportunity to contribute to the future direction. We look forward to this being the start of a change which will result in not just a tweaking of the system but reimagining what education can and should be to best prepare our students for the future.

While the development of independent, creative and compassionate young people has long been an area of strength for Woodleigh, the challenge is for the school to find authentic ways of capturing and communicating student growth and achievement in relation to these critical 21st century capabilities.

As part of our move toward a post-ATAR system, last year



Woodleigh became a member of the *Mastery Transcript Consortium*. The MTC is an international collective of secondary schools that is working together to develop alternative models of assessment and accreditation for graduating students. The aim of the collective is to build improved ways of capturing the scope of progressive

secondary schooling, and create new platforms for supporting student transition into further study and/or future work. Our MTC partnership aligns us with a strong international lobby group that is currently working with universities worldwide to change the admissions process for the betterment of students.

A second strategic partnership with Deakin University is focused

on micro-credentialling and the development of capabilities for living and learning. Through the partnership, Woodleigh students will be able to earn globally recognised credentials in relation to areas such as leadership, communication and problem solving by completing the rich learning programs already on offer at the school.

Complementary to qualifications gained through the completion of a VCE or VETiS course, the micro-credentials will provide an externally verified way of measuring and recognising the skills and capabilities for which Woodleigh graduates have long been known.

It's encouraging to know that there is a strong community of educational leaders who are dedicated to changing the system.

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# I shadowed a student for a day

**By Brendan Corr,**  
Principal, Australian  
Christian College

**The idea of participating in the *Shadow a Student Challenge* was raised at an opportune time.**

Our school has been adapting to new management structures, implementing new technology to support learning, and incorporating new strategies in our teaching, including the identification of intentional learning outcomes in lessons in our secondary school. We have also been intentional in understanding the experiencing of our disengaged students.

Australian Christian College is a Kindergarten to Year 12 school, which is committed to transforming young people spiritually, academically and emotionally. We are always looking for ways to enhance

On Monday, March 4, I put on the school uniform and set off to meet Will, bright and early at his bus stop

”

a child's learning and improve their experience of school. As a school that provides not only on campus education but also online distance education, we aim to engage students who are well known, well loved and well taught.

With its four scaffolding steps (prepare, shadow, reflect and act) the *Shadow a Student*

*Challenge* gifted us with an opportunity for an innovative and informative process that could provide a supportive journey in which we could genuinely empathise with students, put some of our new practices to the test, and see what was working well from the perspective of our students as equally as from that of the teachers.

During the preparation phase of the challenge, the executive team created learning goals describing what we wanted to achieve from the experience and considered which student group and which individual student would embrace the experience and provide the right insights. My key goals were to increase my knowledge of how the school day flowed for students and what in that helped or hindered their engagement in learning, and to gain a better understanding of the students' experience of learning in the classroom.

After numerous discussions with students, teachers and families it was decided that I would shadow Year 8 student Will Patrick. On Monday, March 4, I put on the school uniform and set off to meet Will, bright and early at his bus stop. I soon faced the practical realities of student life...



*Having missed the first bus, I wait until the second one arrives. Now a little stressed about being out of schedule I realise I have forgotten my 'bus pass' and have to negotiate with the driver (who's not a little suspicious). Throughout the day, I follow Will to each of his classes including Mandarin, maths, science and music, and join him and his friends for recess and lunch. It was a pleasant surprise to find how quickly the other students feel comfortable with me being in their classes and how happy they are to think of their school Principal as 'one of the pack'.*

Reflecting on the challenge, I came away with a number of insights: some quite practical and others more conceptual.

One very functional insight the experience provided was the ease, or lack of it, of getting to and from lockers. While I had observed this at a distance, standing with Will waiting to get books in a congested locker area and the delay it meant for moving around the campus

and to class emphasised it as something that really needs to be addressed. The issue of having limited shade was also highlighted when it was lunchtime, the hottest part of the day. I also learned how tiring a school day is for students; meeting the relational, physical and cognitive demands of the day was something I found quite draining and I was noticeably weary at the end of the day, even before I started any homework.

More abstractly, through the experience I saw first hand the quality of the work the teachers had done in the roll-out of our new LMS, a major project for the staff.

I was also able to observe the depth and the quality of the relationships between teachers and students in a way that would not have been possible were I in the class at the back of the room as an 'official' observer with a clipboard.

A key conceptual take away I learned from the day was the importance for students of clear and explicit

communication by teachers about expectations. Clearly communicated expectations about standards of behaviour; clearly communicated expectations of what we were to actually do in a learning activity; and also clearly communicated expectations about what we were to learn from that activity. This insight has reinforced the work we have been engaged in as a teaching community in our shared professional learning around 'scaffolding' and about explicit 'learning intentions' and 'evidence of learning' statements.

I also learnt about some other things I hope we can improve for students. I was struck by how much of a student's day is determined by the choices of others; the timetable, the teacher, the group. It felt that you seldom had control of what you did or where you were.

On top of this, I found that the pace at which work was covered was largely set by those around me, which sometimes meant I was being

rushed to finish or was waiting to move on to the next.

As a result, I am planning to work with our teaching team on ways we can build into our model of education more students choice, increased differentiation, and greater flexibility even in regular lessons while preserving the necessary constraints and boundaries students' need and resources allow.

This experience has provided me, and in many ways the whole teaching team, with an opportunity to be immersed in the students' experience and to look at scenarios in ways we would have otherwise never noticed. Not only was it a great experience to take a step back and observe the school in motion, it also allowed me to celebrate my teachers and build on my relationships with them and the students.

It is something our school will continue to do and I wholeheartedly recommend other educators take part in a shadow a student experience. ■



# Quality yearbooks have more photos, less worry

## Yearbooks are one of the most versatile high school keepsakes.

In fact, middle schools and primary schools are starting to take part in the yearbook trend as they are particularly effective in branding for a school, on top of packaging nostalgia and memories for students. Like any other big school project though, planning a yearbook should begin as soon as possible. Depending on the size of the yearbook, it can take as little as two months to put together, but students and the yearbook committee should begin collating photos from the beginning of the school year.

Deciding on a printer early will take some of the headache out of archiving photos because many yearbook businesses offer software or archiving systems through which to store images for easy access. Of course, the most important part of putting a yearbook together is making sure you capture those milestones and special moments throughout the school year. With so many people owning high-quality phones, the quantity of images available is unlikely to be a problem; however a photographer will be able to provide consistent quality at different school events and cooperate with your yearbook designer and/or supplier.

Yearbook design decisions include everything from the size and shape of the book, paper thickness, whether printing colour or black-and-white, cover artwork, page layout, and font type. Hiring your own graphic designer can be expensive because they often charge by the hour, including time spent on alterations and fixing mistakes. A number of software programs are more user-friendly while specific yearbook software programs offer templates that allow users to drag and drop photos and text into boxes.

All-in-all, yearbook providers offer choice when it comes to design options, catering to different budgets and each school's level of design expertise.



Images courtesy of OBH

## A word on yearbooks from an industry expert...

*OBH representative David Lock takes us through some school yearbook trends, new and evolving.*

We are certainly seeing the 'less is more' design trend, as schools have determined that the yearbook is really about moments in time and parents wanting to 'see' their children. The design has moved to more quality images, more white space and less downloading of information. There has been

extensive research undertaken within the readership cohort of school yearbooks, with parents and graduating year 12s clear on what they want: "Great photos and clear layouts that make it easy for us to navigate and find what is relevant to us." More student-driven content is also a popular and well-received trend.

Paper stocks are shifting, with growth in uncoated stocks and fair sourced paper that guarantees the entire procurement, production and manufacturing process is ethical, sustainable and environmentally responsible.



With each school having a unique requirement and budget, the use of quality yet simple and value-driven templates has grown while there has also been considerable growth in the bespoke high-end.

The yearbook creating process really begins with 'thinking with the end in mind' defining a clear picture of what the yearbook will communicate, to whom and what the school's goals are in producing the yearbook. When commencing the process, it is best practice to start by determining a release date and then reverse engineering the stages from there; think content, school events, persons responsible for the content, and the all-important collation and editing of content. Some schools will have the resources and capability to undertake all of this work whilst others will need much more support. The creation of a wonderful yearbook that is worthy of being the reflection point of the year that was is really not that difficult, collaboration and consultation between designer, printer and school are the cornerstones of success.

With quality images being the hero of the yearbook, ensuring photos are print suitable is critical. Modern smartphones have excellent cameras; however, the file transfer size is paramount. Avoid unnecessary and excessive word counts and try to minimize any information downloads. Use the yearbook as a printed celebration of the student's journey and the school's success and values.

Create a responsibility matrix: who, for what, and by when. This helps break the significant task of an impactful yearbook down into clearly defined and manageable actions. Set controls around wordcounts, proofreading, image quality, and have a designated go-to person or 'editor in chief' wherever possible. Your design and print partner is, or should be just that, your partner in the process so don't be afraid to lean on them and ask for advice. ■





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# Are you well-versed on school management systems?

By Rosie Clarke, Editor

## Is your school management system doing a good job?

It should be meeting all your school's unique needs and legal requirements, collecting and storing information effectively. It should be easy-to-use, compile and access student information. It should help you provide parents and friends with clarity when needed.

A good software system is specifically designed to streamline paperless administration and can maintain student records, academic history, and other essential student information as well as manage information regarding teachers, administrators, office staff, and other school personnel.

Most importantly, it can store and retrieve information

It's not rare for schools to fall out of love with a management system

instantaneously now and into the future.

It's not rare for schools to fall out of love with a management system. Whether it's because of ongoing glitches, lack of training, user unfriendliness, lack of functionality, or simply aging technology, it's a shame more schools haven't realised that help exists.



and ask as many questions as you like about their software. If schools aren't clear about what they need, or what issues they have with their current system, it's a tough ask for a supplier to provide a good solution. Ask if they offer training, have a helpdesk and what hours you can get ongoing support. Ask about backing up your CCMS database and what the process is when upgrading your software product or transitioning to another software provider.

Remember, changing or selecting your provider is probably one of the most important management decisions you will ever make, so seek recommendations from other schools. You must be able to comply with all your record-keeping obligations; therefore, if you have any concerns you should raise those with any providers you enter into talks with.

The Australian Government Department of Education and Training website provides assistance when you need it to choose the best registered Child Care Management System (CCMS) Software Provider or to update your current package.

### It is important to:

Communicate with your current or potential software provider





## Expert views from the industry...

*Compass representative Jon Mooney said that schools should first consider what they need their school management system to do.*

A small, regional school with 80 students will have different requirements to an inner city public school. Working out these requirements is the first step, but it's one only part of a bigger picture. You might find a great school management system that meets your school's needs for that time, but which is not regularly updated and doesn't evolve. In that case, you may be looking to upgrade it in only a few years' time. You might really like the advanced functionality of another school management system, but find that they don't offer ongoing support or training, so your staff are left wondering how to operate it. It's these long-term things that are also very important to consider.

Regarding the different types of information that can be collected and collated, this depends entirely on the school management system. One may simply collect data relating to attendance, meaning that you'll need another system to collate information on wellbeing, for example. On the other hand, some systems are capable of collating a range of different types of information, and integrating this within the one system. This is beneficial for teachers because it means not requiring multiple logins for different systems.

All mobile devices can access the SMS message in a beneficial way, providing the mobile device has reception. Providers of school management systems are aware that different schools have different needs, and should always take this into account. After all, the difference between a public secondary school in Victoria and an independent primary

school in Western Australia would be huge, but a good school management system should be able to operate in both, meeting the very different needs of each. Tailoring the school management system to suit the individual school's needs is an important part of the implementation process.

## How can the management system simplify communication between schools, parents and students?

First, by going 'paperless'. Important information does not need to be mailed out, or handed out to students to get lost at the bottom of their bags. It's available in seconds by email, push notification or SMS. Second, because this process can be automated. If a student is missing from class a message can be sent to their parent and their parent can respond to explain their absence, a member of administrative staff does not need to chase up this information. Taken together this means that information is more easily communicated to parents, with less action required from schools.

Good providers should ensure that training and support isn't just available when a new system is installed, but as an ongoing process. This does not just have to be in-person training or on-site training, though of course this is hugely beneficial; it can also include online articles sharing knowledge of how operate the school management system, or even webinars.

Support should always be available, knowledgeable and responsive, and accessible through a variety of channels - whether that is a phone call, webchat, or email. There are plenty of global providers of school management systems so make sure you are going to get good quality local support. ■



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Billanook College, photo courtesy of Raeco

# Refurbish your library into a wonderland

By Rosie Clarke, Editor

**Innovative spaces tempt people to explore and discover new wonders.**

A magnificent library should offer a flexible design, use

natural light effectively and have an appropriate distribution of space for a variety of users and activities. It should be accessible and designed according to a well-researched library strategy but most of all it should be visually striking, fun, imaginative

and comfortably furnished for study. That enviable wow factor can be achieved even with a moderate refurbishment.

Specialised designers can take schools through what might otherwise be a complex,

demanding task. Gathering ideas from other gorgeous spaces can sow seeds of inspiration and become a catalyst for creating an innovative library design that will suit your school's present and future needs.

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## So, we went scouting for ideas, speaking to schools and expert suppliers...

Paul Sheldon, from Fry Library and School Supplies, shared some of his thoughts and suggestions with **School News**.

New trends in libraries have been slightly leaning towards making the area feel like home, so there is more of a relaxed environment that feels welcoming. When designing a library, schools should make sure money is not wasted on power points as they can get in the way of new shelving installations.

In relation to space in the library, I recommend not using up the wall space for pin boards or putting up posters, as putting shelving along walls clears space for the middle of the floor. Bay end pin boards can be used instead as this will create more space, together with mobile shelving, that can easily be wheeled aside if more space is required. Try and reserve the wall space for shelving where possible.

Raeco marketing manager, Dean Parker told us about some of the trends to look out for in library refurbishment.

We're seeing the traditional library model, rows and rows of tall shelves, being replaced by lively, community centres that are clearly divided into zones. These zones are not divided by walls but by colour and furniture placement. Story time zones include low shelves with plenty of room for displaying books with their cover showing, as these appeal more to children than rows of book spines. Often, soft cushions are scattered throughout the reading zone. These furnishings form part

of the zone where kids use them and move them every day. Sometimes these are used as seats, sometimes as stepping stones. These story telling zones are more than the name suggests. Many libraries invite third party specialists to run 'rhyme time' sessions. These group activities include music, dance and storytelling.

Reading zones enable the creation of areas that can be adapted to provide readers with their own space, or take in views often afforded by generous window design. Study and collaboration zones with bay seats and tables enable users to work solo or in collaboration. The availability of device power and charging ports fosters long-term study sessions.

As libraries are becoming more of a community space, shelving is readily available on wheels so spaces that could only ever be used for one purpose, browsing books, can now be opened up for special events, presentation and community functions – further increasing usage and appeal of libraries. In keeping with today's, clean, open design of libraries, old, static, high book shelves are being replaced with low line, movable bookshelves. The design of today's book shelves also enables book covers to be displayed. The low height of popular book shelves helps opens up library space and enables the eyeline to scan across the entire library. While collections of non-fiction books have reduced over recent years, fiction books collections are holding their own, and still form the "heart" of many libraries.

Retail style merchandising spinners are now a feature in many libraries, especially at entrances and in high traffic areas. ►



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Glenorchy Primary School, photo courtesy of Raeco





**Kingswood College**, photo courtesy of VEF Furniture

◀ These further showcase books, CD's and DVD collections and give a more user friendly feel to the library environment. The winners of the 2019 *Australia Library Design Awards* incorporated many of these design features. Bunjl Place Library in Melbourne's east, and Centenary Library in Brisbane were both design award winners. Both centres optimise modern library design. They feature low line shelving that enhance the open design, flexible spaces and zones. These combine to enable a wide use of activities including reading, study, collaboration and more.

*VEF spokesperson, Kellie Griffith emphasised the importance of nature in new designs.*

The latest trend in library refurbishment is biophilia as we

start to better understand the connection between people and nature. We're learning more about how people interact with their environment and seeing the benefits of bringing nature indoors to reduce academic stress and inspire learning. Shelving heights are being reduced to 1.2m to allow natural light to extend further throughout the space, plants are being introduced into educational spaces and the adoption of sustainable finishes lead us towards healthier lifestyles. The end result is fresh and inviting.

Involving students in the early stages of library planning ensures that the design caters to their needs as both a group and as an individual and addresses both their academic and

social needs. To foster student wellbeing libraries can consider adding a café or additional lounge space and extending their opening hours to provide a space to socialise and relax before and after school.

Schools should also consult with IT staff during the design stage to learn about new technologies and how they can be accommodated within the library space to meet future needs.

*Resource Furniture's creative manager, Michael Merlino suggested that schools carefully consider their options.*

Choose furniture that is multifunctional and is easily reconfigured. It provides greater flexibility for both the students and teachers to organise the space that best suits their needs.

There should also be a range of furniture items such as bench height desks where students can choose to stand or sit on stools, standard height desks and soft seating. If students are given the freedom to choose, they are comfortable, happy and more engaged.

Much like the loose furniture, the library shelving must also be multifunctional and easy to reconfigure. Depending on stock levels at any given time, staff should be able to transform shelves easily from flat shelves for either spine or face out to display shelves. This ensures shelving bays look their best all of the time and has proven to increase loan rates. The better the bay is presented the more inclined you are to interact and browse through books. ■

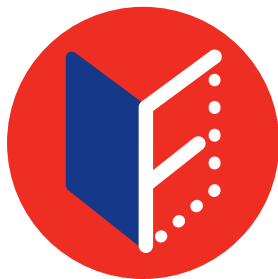


**Coorara Primary School**, photo courtesy of Resource Furniture



**Xavier College**, photo courtesy of Resource Furniture





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# St John Vianney's Primary School invites flexibility and purpose

Photos courtesy of VEF Furniture

By Rosie Clarke, *Editor*

## The school business manager, Liz Szabo described their recent library refurbishment process with us:

"St John Vianney's (Melbourne) worked with VEF to refurbish the library resource centre.

"We aimed to make both spaces bright and inviting to all as well as being suited to their purpose.

"We have been extremely happy with the results. The library is a big space which caters for a range of activities.

"We were looking to make a reading and teaching area and decided on the habitat (seating/shelving) unit.

"The habitat unit has made this area a great learning space as well as a place where students enjoy reading. We were also wanting an area where students could work at tables collaboratively as well as independently.

"The crescent tables on wheels have enabled the work space to be flexible and meet our needs.

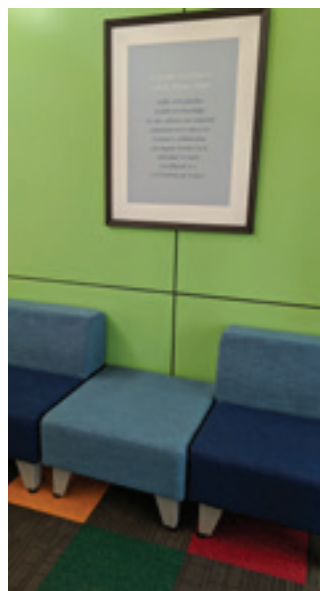
"When choosing the seating at the crescent tables again we wanted flexibility and as we are a primary school we needed to take into consideration the height of students from Foundation through to Year 6.

"VEF were able to advise us what would best suit our needs and the colourful ottomans we bought have proven to be popular with all students and again suitably meet our needs.

"Again we were looking to make the space bright and contemporary as well as meeting the needs of the students.

"The students love the refurbished space and so do the staff!

"It is a daunting task to choose suitable furniture that fits in with what is already in the space and we were most impressed. ■







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Photos courtesy of Resource Furniture

# Wenona School transforms library space

By Rosie Clarke, Editor

## The school's head of library and information services, Rosie Stevenson told us:

"In 2018, we began working on plans to refurbish the Wenona Library space to create a flexible welcoming environment that reflected current practice and met the educational needs of our school community. We did a great deal of research; visiting a variety of libraries (Double Bay, Rockdale, UNSW),

education (Trinity Grammar Sydney, Roseville College, St Leonards TAFE) and corporate spaces (MLC building) to develop a strong idea of what Wenona wanted and needed, and to gain insight into the design process.

"All of the ideas we gathered were put together on our 'inspiration' board and once we knew what we wanted, we reached out to the wider library community and asked for recommendations for excellent library furniture suppliers. Resource Furniture

were excellent, walking us through the process from space design to installation all from a distance. The design team were able to work with our vision and building confines, and provide practical and realistic shelving and seating solutions to create a flexible learning environment

"Our flexible lowline shelving provides not only agility, but line of sight across the space, making the most of our balcony vista. The accessibility and ease of locality of resources has improved with the shelving enabling us create distinct areas.

"Staff and student feedback has been very positive and the vibe in the library is one of collaboration and excitement around learning and being together in the space. Silent study rooms and reading nooks with soft seating for those who require quiet spaces for individual work or reading have also been catered for. Readership in our library has always been of a high standard however the new shelving has provided a platform to showcase our collection which has inadvertently had a positive result on borrowing and readership." ■







Parkwood Primary School takes part in STEMpreneur

# The STEAM era has dawned for Australian schools

By Rosie Clarke, Editor

**Thinking solutions for community problems: that's the undercurrent promise of STEAM.**

It's being described as a 'synergy of discovery', and the 'exploration of design innovation', combining skillsets across subjects like science, art, mathematics and engineering.

While 75 percent of jobs will require workers with STEM skills by 2026, according to the Australian government, STEAM takes this a step further. The purpose of STEAM is to contextualise learning.

The programs and projects that schools are using and touting as STEAM enable students to apply their knowledge in different learning areas to a real-world issue or problem within their community.

The results have been astonishing across the country, propelling a new generation of inventors and establishing the STEAM movement as one to watch!

Students are now using laser-cutters and computer software to design tools, artwork and product prototypes that will have a real-life impact on their communities.



Strathcona Baptist Girls Grammar at Nintendo Labo Schools Workshop

**School News** spoke to principals at two of the eight schools participating in NBN Co's virtual learning challenge.

Year 5 and 6 students at Parkwood Primary School (WA), have the option to take part in a STEAM workshop and 10-week project to compete in the challenge. Principal Paul Burke explained that the workshop is designed to get students ideating around a social enterprise that could bring real benefit to their community. He

said: "Following the STEMpreneur Workshop, students will use the skills they have developed to work on a class project over an 8-10 week period, supported by mentors from nbn™ local via video conference or in person. The class project will culminate in a final presentation of their idea, 'The Pitch', which will be pre-recorded and presented to a panel of judges at the NBN Discovery Centre in Sydney.

"Students must use their abilities in science, technology,

engineering, and/or maths to come up with an idea for a product or service and demonstrate to the judges how it will have a positive impact on the world around them. It could be an innovation that benefits their school or local community, or they may choose a bigger environmental or social issue they would like to tackle. It could be a new or improved product or service, or an invention. There are endless possibilities, so it lets their imaginations run wild!" ►





◀ *Parkwood student, Ryan shared his experience with **School News**: “I really enjoyed the app making because it gave us ideas about how we can help our school and maybe other schools. I learnt more about what entrepreneurs have to be like.”*

The school has a larger STEAM plan that it has proudly developed over time, already being shortlisted at the *Governor's STEM Awards*. Mr Burke described: “STEAM is one of our *Business Plan* focus areas. Three broad strategies provide a framework for our work in the STEAM space.

These are: implementing strategies to integrate STEAM subjects and capabilities as part of a whole school approach, engaging in a cycle of inquiry that promotes reflection, experimentation and sharing; developing learner-focused, flexible learning spaces to facilitate collaborative learning; strategic partnerships both in-school and online, between students, parents and colleagues to facilitate innovative professional learning opportunities for all

“Our students are able to investigate and create solutions in a broad range of areas including VR game development, wearable technologies, robotics and more.”



– **Principal, Marise McConaghy, Strathcona Baptist Girls Grammar**

stakeholders, including the schools one-to-one device program for Years 3 to 6.”

Para Hills Primary School (SA) recently renovated a brand new STEM area and have integrated it into all curriculum areas. Principal Peter Reid said: “We have a focus morning once a year when families and community are invited to our STEAM open morning to work alongside students in their classes as they take on

and experiment with STEAM problems. We have a renovated area to use for STEM at last. We are in the process of adding to resources to enable student design to be developed.

“We have incorporated literacy and numeracy with writing, discussions, measuring and estimating and problem solving in our planning. Our teacher, Mrs McDonald, encourages us to think, share and use the design process, we have to collaborate and share our ideas. We have to come to a unanimous consensus on the design topic. This is challenging with so many great ideas in our class.”

*Strathcona Baptist Girls Grammar principal, Marise McConaghy spoke to **School News** about the latest STEAM initiative she is undertaking with her students.*

“We have developed our own program, the *Strathcona Tinker Train*.

This translates the design process into something simple

enough to be understood by our youngest students, but with enough depth to spark genius in our Year 9s. Using this as our lens, our students are able to investigate and create solutions in a broad range of areas including VR game development, wearable technologies, robotics and more. Design thinking gives STEM context and purpose, which is something that particularly appeals to girls; they prefer learning in a collaborative and creative environment.”

Strathcona takes part in a Nintendo workshop, where young STEAM learners can design toys and games that are compatible with Nintendo devices. On how long it takes to design STEAM programs for students, Ms McConaghy revealed: “As a team, you have to pull together and work very quickly! We're very lucky to have a team that was able to see the possibilities and how they would enrich our Year 1 and 2 programs. We met during the curriculum planning time to work out how the unit would fit into the overall program.”

### **Blooming job opportunities, building careers**

The future is a bit unknown for students, and rightly so: 65 percent of our primary school children will enter into job types that don't even exist yet. STEAM, as a movement, teaches young people to adapt to changing environments, create their own opportunities, combine their skills and problem solve.

These are solid abilities that will prepare the next generation for a workforce that will demand innovation in whatever field or industry they enter. ■



*Strathcona Baptist Girls Grammar at Nintendo Labo Schools Workshop*



# The Perfect Laser Solution

## Lasers have been a bit of a buzz word in Victorian school over the last 5 or 6 years.

McClelland College in Victoria spent 3 years in their search for the perfect Laser Solution. Teacher David Thompson tells us how Alfex Laser and Epilog surpassed their expectations.

"We chose to buy from Alfex Laser because of the outstanding support offered" explains David. "Before we got the laser, Fab from Alfex came out to the school and saw the STEAM Learning Space we had on-site. He was able to make sure we had adequate room for the laser. He also made suggestions such as which type of fume extraction would be better to make it a safe environment for the students.

The backup support Alfex Laser provides for school is second to none. With a local support team, Alfex responds to all questions immediately over the phone and can be on-site within 24 hours.

"We saw that there was a need

at our school for equipment that would be used in industrial applications. The laser machine has allowed us to enhance the STEAM curriculum at our school." David said.

The laser was introduced to the school 6 months ago and David has been a major part of the decision making process. "In the beginning we knew generally what lasers could do, but not much about the technical details. It was a 3 year process of research. Learning the benefits of the different types of lasers and of course then getting the funding" explains David.

The school was looking for the largest table size but also the most powerful laser for their budget. Having a more powerful laser would allow for cutting of thicker materials, which opens up to wider range of applications.

"The main thing for us was the accuracy of the laser cutting and engraving. That's why we went for the Epilog Laser Fusion M2 60 Watts. We purchased the metal and ceramic laser tube instead of the glass tube – which was

all explained by our Alfex Laser expert."

Today, the Epilog Laser system gets used in a variety of ways at McClelland College. Positioned in the STEAM Learning Space which is open to all students, the laser is accessible for any type of project. Students have had the opportunity to work with acrylic and plywood to engrave and cut mobile phone stands, night light cut outs and key-tags.

"We hosted a school open night recently and had the students make key-tags from the Epilog Laser to hand out to the parents. It was very effective as the parents saw the application first hand. Parents walking past the STEAM Learning Space were amazed. They were impressed when they saw students cutting and engraving the key-tags they held in their hands".

Other than student projects, the laser machine has been well-used. David has created custom student and teacher awards, trophies, plaques and internal signage around the school.

In educational settings, one of the most important aspects of the laser is its ease-of-use. To get the most out of the equipment, it's important students and teachers can easily access the system and use it to its fullest capabilities.

David tells us, "The machine is so easy to use – just like a printer. The more difficult part for us was using the design software! Our team didn't have prior experience in the design software, and that has been the biggest learning curve for us – much more than the laser itself!"

Alfex Laser offers Corel Draw graphic software training both live and online. This ensures users are confident in creating designs suitable to laser cut and engrave.

Alfex Laser is an ideal partner for schools, supporting staff and students every step of the way. ▲

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# BOOK REVIEWS

New to the bookshelf this term



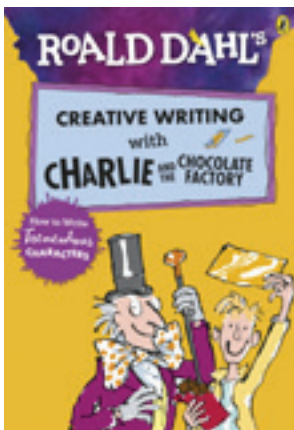
## Wandering Star

For age 4+

By Natalie Jane Prior and Stephen Michael King  
Scholastic

*I have a horse, a beautiful horse, and her name is Wandering Star. We roam wild and free from the hills to the sea, and it's magic wherever we are.*

A sweet adventure story for young learners, beautifully illustrated to help with context. Some tricky words and phrasing make this book a good reading time option for teachers and guests.



## Roald Dahl's Creative Writing With Charlie And The Chocolate Factory

For all ages

Penguin Random House

*Filled with top tips and ideas boxes, each book introduces techniques and methods to help you plan and write a phizz-whizzing story of your own*

This could be a fun talking point for a variety of year groups learning about characterisation.

Roald Dahl's Creative Writing sparks creativity, builds confidence and inspires young writers through the wonderful worlds of these best-loved stories.



## A Place of Stone and Darkness

For age 10+

By Chris Mousdale  
Penguin Random House

*An inquisitive young Strigg called Ellee Meddo discovers a human boy, trapped deep in a well. Humans are to be feared and saving him could mean travelling to the surface, a place of untold peril. What will Ellee decide to do?*

A middle-grade fantasy gem, equipped with maps, diagrams and a wholly

adventurous plot. This page-turner introduces a new world for friends to jump into.



## WeirDo 12 Hopping Weird

For age 6+

By Anh Do  
Scholastic

*Mum's got a cool new job at the animal hospital... but now Weir's house is like a zoo!*

Another humorous instalment in Anh Do's hugely popular series.



## The Bad Guys Episode 9: The Big Bad Wolf

For age 7+

By Aaron Blabey  
Scholastic

*Mum's got a cool new job at the animal hospital... but now Weir's house is like a zoo!*

The sky goes dark. The city trembles. The screams begin... and everyone's favourite Wolf has a lot of explaining to do.



## Max Einstein: The Genius Experiment

For age 9+

By James Patterson  
Penguin Random House

*Max Einstein is a typical 12-year-old. She... Goes to college every day. Plays speed chess in the park. Builds inventions that help the homeless. And talks to Albert Einstein. All normal stuff, right*

James Patterson has teamed up with the world's most famous genius to entertain and inspire a generation of

children – with the first and only children's adventure series officially approved by the Albert Einstein Archives.



## My Name is Not Peaseblossom

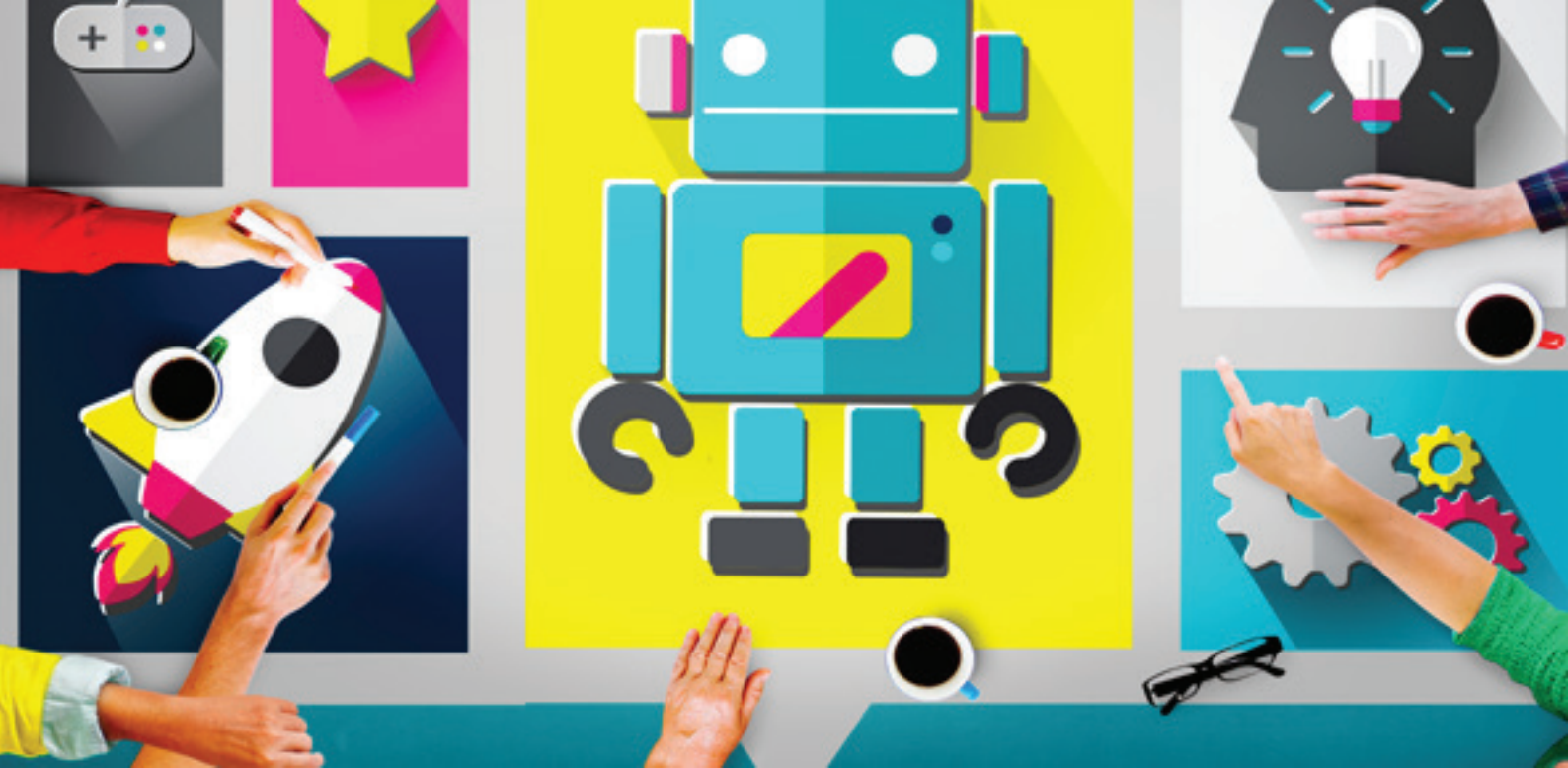
For age 12+

By Jackie French  
HarperCollins

*Titania rose to her feet. 'What is going on here, Peaseblossom?' she demanded. I bowed to her. 'I apologise, Your Majesty. But I'd rather be known as Pete.' 'Pete?' She frowned. 'That's no name for a fairy.' 'No, it isn't,' I said, meeting her eyes. At court, he's known as Peaseblossom, a servant to the Fairy Queen.*

A little more fantastic than the simple re-imagining of Shakespeare, French's novel subverts *A Midsummer Night's Dream* to ask a more pertinent question for today's teenagers... Can the terrible real world be better than escapism?





# Interactive classrooms to future-proof your school

By Rosie Clarke, Editor

**Is it possible to engage more students by integrating their self-taught digital skills and innate online abilities with classroom subjects?**

While it makes sense to give students technical tools to create content in the classroom that will enrich their learning environment, it's difficult for school leaders to pinpoint how. In order to successfully teach young digital creators, it's vital that schools are able to offer teachers platforms to interact with them digitally. A critical part of this is fitting out classrooms with the right products and technologies.

## **Interactive tech: classroom product options**

When choosing products for interactive teaching in the classroom there are a few crucial things to take note.

**Connectivity.** Whether it's a projector, a whiteboard, touchscreen or multi-touch display, in order for teachers to make full use of it they need to be able to connect their (and their student's) device.



Consider flexibility across iOS, Android, Microsoft, Google and Mac. It's not going to be the most productive use of time if students have to export every document, video and image file to a different format before they can share it with their class or teacher.

**Direction.** How do your teachers like to teach? Are they stood at the front of the class or do they move from location to location? Are students seated in rows and

columns or small and scattered groups? What is the timetable flow? All of this is important because it tells you whether a stationary projector or interactive whiteboard will fulfil the classroom needs or whether a mobile multi-touch display, teaching station or central touch table is going to better suit your school's teaching style.

**Collaboration.** While multi-touch teaching tables, for example, can seat a small

group of children around a screen to create or complete a classroom activity together, front-of-room interactive whiteboards, projectors and flat panel displays allow the teacher to turn individual work into collaborative learning. Sharing students' work up on the big screen, or having the whole class engaged in a project or resource, such as a video or digital worksheet can be just as engaging. 34 ►

◀ **Pros and cons.** With projectors, lighting can be an issue as the room needs to be dark for the projection to be visible. Some students may find themselves sleepy or distracted in the dark, tempted to talk or disengage once the lights switch off. For other students, a change in atmosphere may help to engage them. Projectors vary in ease-of-use, expense and versatility – some have VR and 3D capabilities and can be controlled via a mouse or even touch screen. They do require thought regarding installation to make sure the projection is visible to all students, alignment is good and the projector itself is safely mounted or placed.

Interactive LED whiteboards, screens and panels benefit from being visible in daylight, so lighting isn't so much of a concern. They are usually fixed to a wall, so there is less flexibility in terms of location but this does tend to mean less cabling and day-to-day fuss. They vary in size and weight, which should be taken into consideration when fitting technology for a particular space – factor in wall-size and proximity to students.

Ask your prospective supplier about energy efficiency, warranties and longevity as these items will be heavily used.

**Practicality.** Don't underestimate the power of a simple interface. There's nothing more disheartening and disruptive in a classroom than new technology not working

and the IT guys (and gals) having to be called out every three minutes to resolve a software issue. Basic instructions for new users should always be expected when new tech is brought into the classroom but teachers need to be able to teach without having to undergo a six week training course just to navigate a touchscreen. So choosing a product with a relatively intuitive interface, where teachers and students can reasonably navigate how to open and close documents, find different apps and programs, etc., is imperative.

### **For the indecisive: have you considered leasing?**

Don't forget that renting tech products is an option. If you aren't sure what products will work best for your staff or students... Particularly, if you are undergoing a substantial refurbishment or converting your classrooms into a more flexible/modern learning environment and want to test out different types of available technology before committing to something that may not be optimal for your setting – leasing different items could be the ideal interim solution.

### **Future proofing students**

From STEM to fine arts, history to sports, content creation is deeply embedded in the digital future of all industries. Why? Because the future of every

industry rests with today's children and today's children are digital content creators.

Learning to film and edit video, for instance is no longer just relevant to students interested in a media career – it's an expectation in most white collar industries and critical for self-employed small business owners who market themselves online.

The digital revolution of the last 25 years has entered an evolutionary phase, where the skill to create will continue to be paramount for young people entering the workforce.



*Nerida McGeachie*

*IntegrateAV's national education manager, Nerida McGeachie explained why interactive technologies are essential in the digital learning space.*

Interactive technologies have been a well-known part of the education technology roadmap in schools for many years.

The need to move faster to accommodate the future learner has become a mine field for teachers as they take on so many changes including curriculum, changing learning spaces and changing technology.

Teachers do not need to be an expert in all digital learning spaces; however, they do need to model what students need to demonstrate in their learning and use technology productively. Students should be using interactive digital technologies to explore and co-create new ideas and content with others thereby acquiring a deep understanding of the digital environment. Schools are charged with developing students' digital citizenship, ensuring mastery of responsible and appropriate technology use, including online etiquette and digital rights and responsibilities.

It is a challenge for schools to implement a comprehensive and cohesive approach to embedding interactive technologies into the curricula. Due to the multitude of elements comprising digital literacy, frameworks have been developed to support schools while acknowledging the need for teachers to be upskilled in this changing learning environment.







Smart software and interactive flat panels allow teachers to monitor student progress, and provide immediate feedback. Every effective educator knows the importance of immediate and constructive feedback at just the right moment in time along the learning continuum for a student is not just important but imperative to students learning outcomes.

Pre-service teacher training programs are also challenged to equip educators with digital and social-emotional competencies, such as the ability to analyse and use student data, amid other professional requirements to ensure classroom readiness.

*ASI Solutions director, Justin Lowes said that implementing interactive learning helps teachers to engage different learning styles.*

Schools need to set their goals and focus on two important factors when considering introducing interactive teaching; time and the reliability of the technology. Schools, teachers and classes that implement interactive learning technologies open up more discussion, open-ended questioning and critical thinking.



Justin Lowes

Students with various learning requirements are accommodated for in interactive teaching spaces and STEAM has been incorporated across various curriculums with positive outcomes across student differentiated learning styles. Interactive technology has helped make learning more collaborative and allows students to choose which tools best support their learning and portfolio of works.

Schools now use the cloud for

student and staff collaboration in real-time. It is also used to store personal data: the cloud service chosen should be identified to its location of stored information and the legislation for that country, which is usually outside Australia and can result in security, privacy and collection issues. In order to balance the protection of school data, schools need to look at ways to enhance privacy.

*These days it's increasingly rare to see a classroom without an interactive whiteboard, large interactive touchscreen display panel, or a laptop/tablet trolley, said education product specialist Ian Parkin, from Clevertouch, Commercial,*

However, there can sometimes be a reluctance to welcome new technology due to fear that it will increase workload rather than make life easier. Some of the key considerations schools can focus on for using technology to enhance teaching include ad-free education apps and games, screen sharing and remote access. Turn your tablet into a wireless visualiser and share student work with the entire class, or control the main screen remotely from a smartphone or tablet. These

type of tech allow teachers to move away from the front of class mode of delivery and utilise small group and peer learning effectively.

Powerful lesson building tools: the embedded software is more important than the screen itself. Teachers will already have files full of ready-made lessons they've created over the years, and they'll still need to access them on their new edtech. Some interactive displays also give you access to a large resource of ready-made lesson activities, created and shared by other teachers, downloadable for free. In turn, teachers can upload any lessons they want to share with the community.

AI holds exciting prospects for edtech as learning algorithms can take in information and devise more efficient methods over time. This can be as simple as a voice-input system like Alexa, to more complex algorithms that track student performance and suggest teaching plans on an individual basis. It is becoming clear that it's never too young to start using technology to aid in education. ■

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From your IT infrastructure to training teachers on how to get the most from their new screen, we'll be with you every step of the way.

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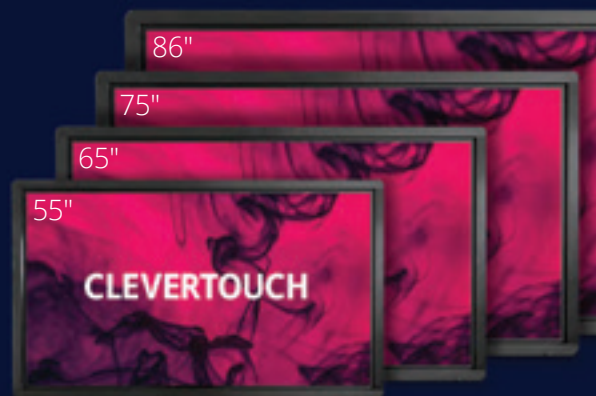
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# The school excursion REACHING NEW HEIGHTS

**Year 12 students from Parkes Christian School, NSW, recently let off post-exam steam with an adrenaline rush at Skypeak Adventures.**

Skypeak is Sydney's newest aerial adventure park, featuring more than 60 high ropes, aerial and zipline challenges. Just 50 mins from Sydney CBD, visitors can harness up and roam free on modern steel and tree structures, explore and embark on different adventures.

Katrina Harris is the head teacher for K-12 performing arts at Parkes Christian School. She recently organised and participated in a trip to Skypeak Adventures with her Year 12 students and two other staff members. Parkes Christian School offers a wide array of academic and

co-curricular opportunities, including sport, music and leadership development, these opportunities are structured to accommodate different ages and ability levels, so it is essential that external learning experiences are also fully inclusive.

Katrina explained: "These students requested an adventurous experience that would inspire them during their end-of-semester excursion. I discovered this new adventure park after an internet search and decided to book it as part of a three-day excursion to Sydney. The booking process was very simple and the staff at the park were informative, helpful and flexible with dates and times.

"Our students wanted some high adventure and they definitely got that at Skypeak Adventures! After some safety instruction from the very professional Skypeak Adventures team our students



were free to try the various challenges available, all offering different levels of risk."

The world-class aerial facility has over 60 adrenalin-filled aerial challenges for students to conquer individually or in teams, it also offers excursion packages designed to support current school curriculum outcomes in an exciting but safe environment. The activities aim to satisfy all students' (and teachers') mixed desires and capabilities from the biggest thrill seeker to the most cautious faint of heart.

According to Katrina, her students enjoyed being able to choose their own path at the park and they appreciated the freedom to explore and try only the aerial crossings they wanted to. Most of them tried the adrenaline filled high ropes

monkey bar, barrel run, treetops, balance beam and slack line but, she said: "The high point of the whole experience seemed to be the drop jump at the end!"

Katrina is happy to recommend this unusual adventure experience to other schools. "Our students and staff loved the time we spent at Skypeak Adventures," she said.

"The park staff and facilities were fantastic and although we only booked for an hour, we could have easily enjoyed a longer session because it was such a fun and completely unique experience." ▲

*Contact Skypeak Adventures to organise your next school excursion on 02 9677 7759 or email [info@skypeak.com.au](mailto:info@skypeak.com.au) [www.skypeak.com.au](http://www.skypeak.com.au)*





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- Ideal for inspiring leadership, team building, PDHPE excursions and school activities, or a fun, rewarding day out
- Caters for both large and small groups (up to 90 children every 2 hours)
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- Plenty of free parking for buses and cars right outside
- Adjoins a large air conditioned café with comfortable seating and entertainment

**For bookings, call** (02) 9677 7759 **or email:** [info@skypeak.com.au](mailto:info@skypeak.com.au)

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# Reinstating respect for teachers: What can be done?

**A perfect storm is brewing in education and it's likely to have a major impact for many years.**

Stressed teachers at risk of burnout; an aging population; difficulty attracting bright people to teaching; problems retaining new graduates when they do teach; rising enrolments; challenging student behaviour, and the declining status of teaching, all contribute to a potential crisis in education.

The status of teaching has declined and this will have serious consequences for Australia's future. The declining status, adversarial relationships and stress levels make it difficult to attract Australia's brightest to take on the challenges of teaching.

I am passionate about reinstating the status of teachers and boosting morale in schools and I believe this will require a multi-faceted approach.

In our schools, school leaders must do everything they can to value, recognise, appreciate and support our many superstar teachers and support staff. Being visible, available and supportive are a great start. Providing professional development that is timely, differentiated and matched to staff needs (including wellbeing) is also important. Implementing a process to listen to staff concerns (especially of our superstars, not just the whingers who always have something to complain about) and addressing whatever issues, frustrations or barriers we can is important to staff morale and engagement.

School leaders must also commit to addressing under performance. A chain is only as strong as its weakest link. A weak teacher undermines confidence in the profession. Turning a blind eye or not addressing under performance issues out of frustration or exasperation gives tacit approval of a low benchmark. Our good people deserve better than that!



**Steve Francis,**  
Creator, Happy School Program

Our teachers must also take ownership of their behaviour and professional responsibility. We are in the privileged position of having the opportunity to make a difference in people's lives every day. That is never going to be easy and comes with a tremendous responsibility. As professionals, we have a responsibility to be aware of the power of our words and actions, the emotional wake we leave behind and the impact that we have on our students. We need to be open to professional feedback from our employer and open to feedback from our students as well. If what we are doing isn't helping them, why are we doing it?

In our homes, parents must make a conscious decision to work *with* schools and not against us. We understand that parents are busy and what they ultimately want at the end of the day is for their children to be 'happy'. Immediately jumping to their child's defence and attacking the school is counter-



productive. We both want the same thing. Instead of attacking, the first response should be clarifying and the second response partnering. Seek first to find out what is happening (from all perspectives) and then look to move forward in a productive partnership.

In our communities - recognising the role of schools and becoming advocates for the staff in schools and the challenges that they face is an important cultural shift. Teaching needs to be viewed as an aspirational role that has an impact on people and society and not a default option for people who couldn't do something 'better'.

In our unions, support must be provided to school leaders and systems to implement quality assurance processes that value professional behaviour and high calibre, committed people. Soft options that lead to

a 'toothless tiger' performance, management processes, not only lower standards and frustrate passionate leaders, they reflect poorly on the profession as a whole.

In our universities, lowering entrance requirements and accepting almost all comers to fill university places damages confidence in the teaching profession. We need to attract our brightest students to want to make a difference through becoming educators.

In our parliaments, increase salaries of teachers to ensure that they are competitive and provide an appropriately remunerated salary, commensurate with the responsibility and the demands placed on the role. Teaching needs to be valued as a vocation of choice, that is held in high esteem and aspired to by many.

Everyone has a role to play in reinstating the respect shown to teachers. Yes, respect needs to be earned but can also be attributed through both our words and our actions. Let's start talking up teaching and playing our role respectively. ★



**Steve Francis** is an expert in the complexities of leading effective schools. He works with schools across Australia and New Zealand to enhance the skills of their leadership team and staff. For the past three years Steve has been recognized as one of the top 50 most influential educators in Australia.



# Leasing a car: we bust the myths holding you back

**Novated leasing is one of the most cost-effective ways to buy a car.**

Smartleasing customers not only save thousands of dollars in purchase costs and running expenses, but they also tap into a raft of tax-saving benefits. Sound too good to be true? It's not. Here are the top four myths of novated leasing - busted!

## **Myth #1: I won't own my car**

Yes, you will. The term 'leasing' scares off many car buyers, who've lumped it in the same category as renting a house versus owning your home. In reality, novated leasing is just a form of finance that enables you to buy and run your car cheaper and with less impact on your personal finances, while also reducing your tax liability. Your car is registered in your name, and you don't have to hand it back at the end of the lease. You can refinance and extend the lease period, pay out the amount owing or upgrade to a new car. The ownership arrangements are no different than if you took out a personal loan to purchase the car independently.

## **Myth #2: I can only lease new cars**

Novated leasing is not reserved exclusively for those buying a shiny new set of wheels, fresh off the showroom floor. You can take out a novated lease on a used car bought from a dealership or private seller, and even enter a leasing arrangement with your



current car under a 'sale and lease back' agreement. Let's say you have a two-year-old car with \$20,000 in finance owing.

Smartleasing will pay you the market value of your car and take over the maintenance, running and financing costs on your behalf. If your car is worth \$22,000, that's a \$2,000 windfall for you.

If it's worth slightly less, you pay down the difference but still reap the ongoing tax benefits and savings.

## **Myth #3: I don't earn enough money to make leasing worthwhile**

You will make big savings, regardless of how much money you earn. Novated leasing enables employees of any wage bracket to unlock tax savings and benefits. The savings kick in straightaway with the discounted purchase price of your car, thanks to the power of third-party volume buying.

Let's say this purchasing power saves you \$3,000 on a \$30,000 car, then you add in an additional \$3,000 in GST – that's \$6,000 in savings before you even get behind the wheel.

Next, factor in running and maintenance expenses, including registration, fuel, servicing and roadside assistance.

All these costs are GST-free and taken out of your pre-tax salary as part of your monthly leasing fee.

The net effect is that you pay less for your vehicle while at the same time reducing your taxable income. Win-win!

## **Myth #4: I don't clock up enough kilometres to benefit**

Until recently, the more kilometres you travelled, the greater the tax benefit you reaped from novated leasing. But not anymore.

The tax rules have changed. Now you can tap into handsome tax savings on the purchase of a car, regardless of how many kilometres you drive per annum.

Under salary packaging arrangements, 20 percent of the vehicle's FBT base value (which is the car's drive away price minus on-road costs) must be paid with post-tax dollars, while the balance of the annual lease package is tax-free.

And because your leasing costs are calculated, in part, according to how much you drive, you only pay for what you use. ▲



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# The warning signs of bullying

By Kristen Douglas,  
Head of Headspace in  
Schools, Headspace

## We know that one-in-four young Australian students experience some sort of bullying.

Bullying can take place anywhere, at any time, and with the rise of social media it is now occurring online too. Young people who have unfortunately experienced bullying can feel a range of emotions that can put a strain on their mental health. There may be mental health impacts for those carrying out bullying behaviours, those experiencing the bullying, and bystanders of bullying.

Bullying can increase the risk of developing mental health problems for everyone involved, particularly those experiencing bullying. It can increase the risk that someone will develop depression and anxiety in the future. Sadly, it can also increase the risk of self-harm, suicidal thinking and suicide. It's important that teachers and educators are aware that there are many forms of bullying which can include:

1. Verbal bullying (e.g. putting someone down or threatening to cause harm).
2. Physical bullying (e.g. contact that hurts someone or breaks their things).

3. Social bullying (e.g. spreading rumours, excluding someone, embarrassing someone in public).
4. Cyber bullying (e.g. sending harmful messages, pictures or making comments on social networking sites, like Facebook, Instagram or Snapchat). This type of bullying can be anonymous and posted online where it can be seen by lots of people and can go on 24 hours a day, seven days a week, so people don't get a rest from it.

Childhood and adolescence is a time of rapid social, emotional, and physical development

and change. Results from *Mission Australia's 2017 Youth Survey* revealed that issues which young people felt either 'extremely' or 'very' concerned about are:

- Coping with stress: 48.6 percent.
- School or study problems: 38.3 percent.
- Body image: 33.3 percent.
- Depression: 24.6 percent.
- Family conflict 21.3 percent.
- Personal safety: 17 percent.
- Bullying/emotional abuse: 16.5 percent.

The results also showed that

girls (18.4 percent) were more likely to name bullying as an issue of concern, compared to boys (11.7 percent). Other issues named as concerns in 2017, such as equity and discrimination (27.3 percent), mental health (33.7 percent) and LGBTI issues (7.1 percent) may also include aspects of bullying.

Providing and promoting a range of avenues for students to discuss and seek help for the issues concerning them is an important, practical way schools can support the mental health and wellbeing of their students. It's important that schools prevent and respond to bullying in the context of a whole school approach.



## Resources for teachers

Headspace has a range of free resources online at [headspace.org.au/schools/resources/supporting-students/](http://headspace.org.au/schools/resources/supporting-students/). Teachers can also head to [www.beyou.edu.au](http://www.beyou.edu.au) for free resources about how to create a holistic approach to mental health and wellbeing within schools.

**More national youth support services:**

**Kids Helpline:**  
1800 55 1800  
[www.kidshelpline.com.au](http://www.kidshelpline.com.au)

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

**More national 24/7 crisis support services:**

**Lifeline:** 13 11 14  
[www.lifeline.org.au](http://www.lifeline.org.au)

**Suicide Call Back Service:**  
1300 659 467  
[www.suicidecallbackservice.org.au](http://www.suicidecallbackservice.org.au)

**MensLine Australia:**  
1300 789 978  
[www.mensline.org.au](http://www.mensline.org.au)







Childhood and adolescence is a time of rapid social, emotional, and physical development and change.



### What are the warning signs that a child or young person may be experiencing bullying?

- Noticing changes in how someone is feeling and thinking.
- Expressing things have changed or aren't quite right.
- Refusal to attend school or class and increases to non-attendance.
- Noticeable feelings of anxiousness or distress.
- Changes in the way they function or carry out day-to-day life.
- Not enjoying, or not wanting to be involved in things that they would normally enjoy.
- Changes in appetite or sleeping patterns.
- Being easily irritated or having problems with friends and family for no reason.
- Noticeable change in performance at school.
- Being involved in risky behaviour.
- Feeling sad or 'down' or crying for no

apparent reason.

- Having trouble concentrating or remembering things.
- Having negative, distressing, bizarre or unusual thoughts.
- Feeling unusually stressed or worried.

Children and young people experiencing bullying, including conflict, verbal abuse, exclusion, isolation, threats, or physical violence often need professional support.

Encouraging help-seeking, and demonstrating empathy, mutual respect and positive relationships is crucial. Being informed, teaching help-seeking behaviours and empowerment is proven to reduce vulnerability to harm before it happens.

### What can schools do to prevent or respond to bullying and promote respect relationships and behaviours?

It's important for children, young people, families, and school communities to have access to resources, strategies, and

counselling services to deal with *face-to-face* bullying.

It's important for children, young people, families, and school communities to have access to resources, strategies, and counselling services for managing *cyber* bullying.

Guiding questions for schools to prevent and respond to bullying and safety issues and promote respectful relationships:

- What policies and frameworks do we have?
- What professional learning or training is needed?
- How do we connect, engage, partner with, and skill build families?
- What internal strategies and programs do we have?
- What external support, strategies, services do we have?

- What stakeholders and partners should we consider?
- What evidence of good practice do we have?

### Counselling support:

It's important, regardless of the issue, that schools have access to counselling and mental health services to reduce risk, promote wellbeing, and allow for early help seeking. Mental health and counselling support to support students can be internal or external to your school.

Guiding questions for your school may include:

What internal and external referral processes do you have in place?

How does your school go about keeping the family informed and included in the process?

Are you clear how risk is escalated at your school and who should be informed?

Are your schools processes clinically sound, evidenced based, and cause no further harm? ■

**Kristen Douglas** is the head of Headspace in Schools, the National Youth Mental Health Foundation. If you or someone you know is struggling, visit [headspace.org.au](https://headspace.org.au) to find your nearest centre or call [headspace](tel:1800650890) on 1800 650 890. Schools and families can access information, support, and assistance in relations to online and cyberbullying at [www.esafety.gov.au](https://www.esafety.gov.au). Resources for teachers can be found on the [headspace](https://headspace.org.au) website.

# UPCOMING EVENTS

Transforming Education  
for the Digital Era

## JUNE 2019

### 06 EduTECH 2019, ICC Sydney

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

**WEBSITE:** [danz.org.nz/bridging-the-gap-dance-teachers-pd-workshop](http://danz.org.nz/bridging-the-gap-dance-teachers-pd-workshop)

**ABOUT:** This year's event will feature LEGO education, an ACA digital technologies zone, EduGrowth innovation precinct, NSW education experience central, 250+ exhibitors, keynote speeches by Sir Ken Robinson and Australian of the Year, Dr Richard Harris.

## JULY 2019

### 06 Google in Education Sydney Summit

**CONTACT:** EdTechTeam Inc.

**WEBSITE:** [10times.com/google-in-education-sydney-summit](http://10times.com/google-in-education-sydney-summit)

**ABOUT:** The Google in Education Sydney Summit provides the attendees with the opportunity to meet and interact with world-class presentations by the speakers most of them being Google Certified Teachers, Google Education Trainers, and Google Innovators.

### 09 AAMT 2019 National Conference - 'Why Maths? Inspiration Beyond the Classroom', Somerville House, Brisbane

**CONTACT:** [office@aamt.edu.au](mailto:office@aamt.edu.au)

**WEBSITE:** [www.aamt.edu.au](http://www.aamt.edu.au)

**ABOUT:** This year the focus will be on inspirational practical applications of mathematics in the classroom and the connections between mathematics in education and the workplace and community. The AAMT conference is a highlight in the mathematics education calendar, attracting more than 500 national and international delegates.

### 09 ALEA National Conference, East Melbourne

**CONTACT:** [contact@englishliteracyconference.com.au](mailto:contact@englishliteracyconference.com.au)

**WEBSITE:** [www.aate.org.au](http://www.aate.org.au)

**ABOUT:** This year's theme is 'Literacy Empowering Voices: Reflecting the past, Viewing the present, Scripting the future'. Over four days, teachers and educators from the primary, secondary, tertiary sectors and community organisations, together with authors and illustrators will be engaged in the creative, innovative and imaginative worlds of language, literature and literacy. The conference will feature outstanding speakers from around the world, who will present their research and ideas about Literacy Empowering Voices: Reflecting the Past, Viewing the Present, Scripting the Future.



### 12 Restorative classrooms, strong classrooms conference, Melbourne & WA

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

**WEBSITE:** [www.realschools.com.au/restorative-classrooms-strong-classrooms-conference](http://www.realschools.com.au/restorative-classrooms-strong-classrooms-conference)

**ABOUT:** Restorative practices, done right, has proven to be the key to improving student-teacher relationships, driving up engagement, building a respectful culture and enhancing teacher effectiveness. And here's the kicker – it's fantastic for reducing teacher stress too. This workshop is designed to provide teachers and school leaders with a powerful understanding of restorative practices.

## AUGUST 2019

### 06 6th Annual STEM Education Conference, Rydges World Square, Sydney

**CONTACT:** [jamie.elekman@informa.com](mailto:jamie.elekman@informa.com)

**WEBSITE:** [www.informa.com.au/event/conference/stem-education-conference/](http://www.informa.com.au/event/conference/stem-education-conference/)

**ABOUT:** This conference promises two days of unpacking current STEM programs, learning how to bring STEM back to the classroom, and discussing key issues. Presentations will be from inspiring educators, leading researchers, industry and education changemakers who are moving forward with positive visions and successfully proven approaches to STEM.



### 30 The Education Show, Melbourne Convention and Exhibition Centre

**CONTACT:** [educationadmin@iecgroupp.com.au](mailto:educationadmin@iecgroupp.com.au)

**WEBSITE:** <https://www.theeducationshow.com.au/>

**ABOUT:** The Education Show is a key event of The National Education Summit, an innovative professional development event for principals, school leaders and educators from K-12. ■





# EXCURSION GOLD & HIDDEN GEMS

IN SYDNEY SURROUNDS

By Mandy Clarke, Industry Reporter

## The good old-fashioned 'school field trip' has a long history.

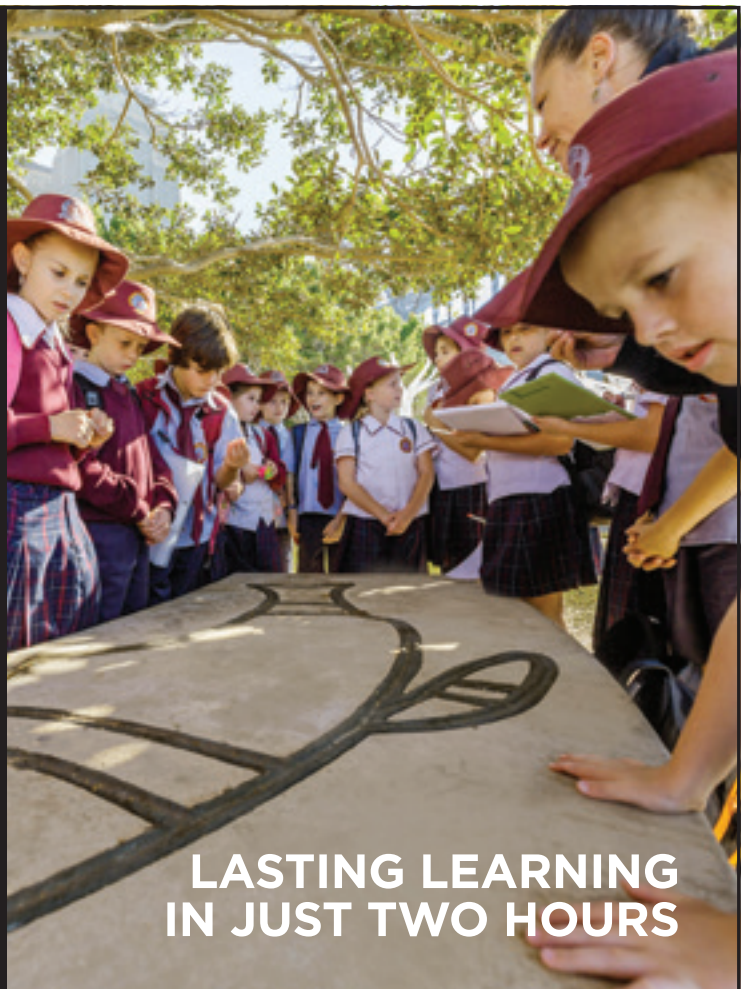
Parents and teachers have long-endured the expense and disruption of extended excursions because they know how formative and essential these experiences are for young people. Learning outside the classroom is in experiential and critical part of producing fine, well-rounded citizens. Why? Because experiential learning engages different senses, triggering different parts of the brain. No-one has expressed this concept with more clarity than Benjamin Franklin: "Tell me and I forget, teach me and I may remember, involve me and I learn."

Excursions are an invaluable learning tool that enhance the curriculum by allowing students to better grasp and retain concepts. Learning by doing. They also promote engagement levels, build confidence, teamwork and create connections. Furthermore, experiential learning has been shown to allow students to think differently, try new things and then try again to improve their skills - preparing students for real life challenges. ►

## SYDNEY LEARNING ADVENTURES

Step out of the classroom and into the places where history lives on with **Sydney Learning Adventures'** curriculum-linked primary and secondary excursions.

For more information, visit [sydneylearningadventures.com](http://sydneylearningadventures.com), email [tours@property.nsw.gov.au](mailto:tours@property.nsw.gov.au) or call (02) 9240 8552.



LASTING LEARNING  
IN JUST TWO HOURS



◀ “Educating the mind without educating the heart is no education at all,” said Aristotle (quite astutely!).

Experiential learning influences both feelings and emotions as well as enhancing knowledge and skills. When you take learning experiences outside of the classroom you complement and enhance what students are studying within the school walls and allow them to connect what they have studied with the real thing and maybe capture their heart and imagination along the way.

Alternatively, your students may just need to let off steam after stressful exams - just let go and have an adventure and heaps of fun!

This edition, **School News** shines a spotlight on Sydney as a destination for unforgettable student experiences. Most expeditioners head straight towards the Sydney Opera House, the bridge, the harbours and the beaches but we decided to focus on lesser known destinations in and around Sydney: from art, culture and adventure to experiences that offer a window into Australia's history.



### Barangaroo Reserve

This is an old industrial area that has been transformed into Sydney's newest harbour park. The sprawling six-hectare landscaped greenspace sits above the cultural area called the Cutaway - rich in Aboriginal and cultural history. As well as providing spectacular new views of Sydney's iconic Harbour, the reserve features more than 75,000 native trees and shrubs, extensive walking and cycling trails, idyllic coves and picnic spots with a bevy of facilities including toilets, drinking fountains, bike parking and wheelchair accessible lifts.

### Nurses walk

Provides an interesting insight into the early days in and



around The Rocks area. Among the historic laneways you will find The Nurses walk created in 1979 to commemorate the nurses that walked between the two hospitals that operated between 1788 and 1816.

The nurses apparently were selected from convicts and received only their board and no pay, or so the history books say.

Students can also discover the little walks, lanes, shops, stairways, cafes, markets and museums for a memorable tour of this historic area.



### Forgotten Songs (Bird Cage Alley) Angel Place, Sydney

This is a well-hidden gem, a simple but thought-provoking art installation in the heart of Sydney CBD. It is a creation dedicated to the birds that have been displaced from the area due to urbanisation.

## A unique and engaging adventure to foster teamwork, leadership and fun

Using only public transport and their own legs, teams will compete in an amazing adventure that takes them all over Sydney solving riddles, completing challenges and engaging in unique urban activities!

- 📍 School Camps    📍 Duke of Edinburgh Expeditions    📍 Parent & Child Programmes
- 📍 Corporate Team Building    📍 Activity & Accommodation Bookings    📍 Day Programmes



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With a collection of bird cages hanging overhead and a background of beautiful birdsong, it is imaginative and inspiring and something completely different.

### Chinese Garden of Friendship, Darling Harbour

This is a beautiful walled Chinese Garden that respectfully recreates the philosophy and harmony of a traditional Chinese garden. With waterfalls, lakes, Koi carp, exotic plants, pavilions and hidden pathways.

A visit here is recommended to complement studies on multiculturalism, spirituality and the environment.

Various activities, particularly for children, are offered at the gardens, where people often dress in traditional clothing.

### Kangaroo Valley

Want to get out of the city for great adventures? Well this area is only a two-hour drive from Sydney. It's a magnificent hidden gem and one of Australia's most

beautiful valleys with a tranquil river, vineyards, farms and a delightful village.

The Valley has many activities to excite students from exploring the river on a kayak or in a canoe to overnight kayaking tours and exhilarating walking trails in and around

the falls. Here you will also find remote campsites with good toilets and fresh water, giving students plenty of opportunities to spend time away from wifi, in nature, sleeping outside with the kangaroos and wombats. ■



## Take your classroom to Cockatoo Island and sleep under the stars



### EDUCATIONAL INTERACTIVITY

With its rich First Nations, convict, industrial and maritime past, our UNESCO World-Heritage-listed site presents a unique opportunity for your students to interact with living history through our engaging primary and secondary programs.

### A SCHOOL SLEEPOVER LIKE NO OTHER

Our campground makes the learning experience even more fun. Cockatoo Island has all the amenities your school group needs — including hot showers, a large camp kitchen, ten BBQs, fridges, microwaves and access to boiling water.

Learn more about tours and school camping on Cockatoo Island.

Download the **TEACHERS INFORMATION PACK** today: [cockatooisland.gov.au/learn](https://cockatooisland.gov.au/learn)

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Image courtesy of Alexandra Adventure Resort

# Developing learning experiences on camp

## What was your first experience planning a school camp?

**A 24/7 on-duty rollercoaster that's filled with worry or a well-worthwhile bonding and learning experience? If you're having trouble mastering the latter, perhaps the following can help. School camp is a milestone for children and for new teachers.**

Sue Norton, from the ACT Education and Learning Directorate, told ABC that school camp "also gives teachers an opportunity to get to know children in a different environment outside the classroom".

"You actually learn a myriad of things about students in that outdoor environment that would perhaps take a lot longer to learn in that learning environment."

Australia has a huge variety of camping locations to choose



Image courtesy of Queensland Recreation Centres

from, all boasting unique learning experiences from active trails and physical challenges to cultural and historical immersion.

Depending on the length of the camp and distance from the school, you'll need

at least a year to prepare in advance: everything from food and shelter to activities, entertainment and learning experiences. Once the budget has been thoroughly accounted for, accommodation and location are probably the biggest initial concerns. ▶



**Notify parents about fees, volunteer requests and permission slips.**



- Engage with students about the school camp to get them excited and prepared for any camp activities; particularly if they will be travelling somewhere new or strenuous physical activity will be involved.
- Incentivise form returns or any other housekeeping required from parents or students to aid your process; stickers, awards, 'first dibs' on rooms, etc., may help your cause.



- Check all permission slips have been returned, finalise your 'bad weather' plan, including any alternative transport or activities, and specify special dietary requirements and health concerns.





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Email: [info@alexandraadventureresort.com.au](mailto:info@alexandraadventureresort.com.au)

**Tel: 03 5772 1409**







Image courtesy of Alexandra Adventure Resort



Image courtesy of Queensland Recreation Centres



### ◀ A good night's rest

To find the right accommodation provider, think about the size of your camp-group and length of stay. If it's more than a week, you may want to consider multiple locations or make sure the rooms will be comfortable enough for an extended stay. There are a plethora of amazing accommodation providers that cater to school groups; from cabins and camping sites, to city apartments, motels, and more unusual offerings like overnight aquarium or planetarium stays. Don't forget to think about the accommodation options for teachers and chaperones; ask the accommodation manager about this during your initial enquiry.

A venue that's close to your school will mean cheaper transport and, particularly for the littlest campers, parents aren't too far away if the experience gets a little too much for someone. On the downside, it can be less exciting for students and the range of activities available may not be as wide. Travelling a little further afield gets everyone in the adventurous spirit and increases the number of opportunities to tie in different subjects.

Another vital element of school camp is the unique opportunity to build bonds within student groups.

Camp is a chance for kids to 'hang out' with peers outside their friendship circle; to rely on and trust each other in group activities and share new experiences that will create positive memories and hopefully strengthen their bonds. It is the camp coordinator or planner's role to try to make room for this to happen by organising the ideal itinerary. Things that might suit your student-group include an end-of-camp dance, campfire story-times, impromptu plays or social activities, or group orienteering but there are countless options.

### Food, food, glorious food

This can really make or break a school camp. The last thing you need is for a child to get sick because of something they ate, so first of all make sure you are clear about allergies and food intolerances. Second of all, plan to have good camp food.

Cooking might even be a great activity to schedule into the itinerary but, either way, make sure everyone will be well-fed.





Image courtesy of Alexandra Adventure Resort

Whether you opt for a caterer (do a taste test well in advance, if possible), order food to be sent to the campground, book a facility that includes food, or plan for students to bring a set amount of money for food each day, make sure you think it through.

Decide what to ban students from bringing along to camp.

Some parents will want their children to bring phones, for example, so it's up to you to decide whether this is permitted. Snacks, games, technology, books, makeup: cover all your bases and let parents and students know why they can't bring certain items. If it's not explicitly banned, someone will probably bring it. ■



Want to get more out of your next school camp getaway?

Why not pick from one of 4 unique Themed Programs and let us provide you with useful camp resources to make every moment of your stay a fun and active learning experience.

**Be Strong • Get Activated • Stand Up • Unite**

Our teacher and student resources are designed in consultation with teachers to be helpful, informative, engaging and linked to the Australian Curriculum. They can focus on building leadership skills, maintaining an active and healthy lifestyle, becoming a good leader, or participate in effective teamwork.

Want to make sure the kids engage and interact with each other during their stay? Have them work as a team on one of the activity sheets to learn more about their peers.

Want them to learn some important life skills about the outdoors? Get them to explore and document the centre's local flora and fauna.

Need to build a reflective portfolio of their skill development? Use the activity and observation sheets to review their performance in over 25 different adventure activities.

What will the outcomes be for your next camp experience?

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# Take learning beyond the classroom with experiential education

Images courtesy of The Outdoor Education Group

**Learning in the outdoors is so much more than going on camp or paddling down a river or trekking through the bush.**

Learning in the Outdoors is about developing universal skills that will serve students well for life, wherever it may take them. Outdoor education experiences take learning well beyond the four walls of a traditional classroom and provide a place for students to learn, apply and reflect upon real world skills. Skills like problem-solving, decision-making and relationship-building that, when practised in the outdoors, provide instant feedback for reflection and eventually transference back



**Brendon Fogarty,**  
*National Head of Curriculum,  
The Outdoor Education Group*

into their everyday life. When accepting challenges in the outdoors through a multitude of adventure activities, students are able to work their way through problems in a real, hands-on way.

We know that for young people, the best way to learn is to do



We know that for young people, the best way to learn is to do.

John Dewey originally wrote of experiential education in 1938. He said: "There is an intimate and necessary relation between the processes of actual experience and education." Dewey contended that in order for education to be progressive, there has to be an experiential component to the learning situation.

When educators only focus on theory and content, the opportunities for students to form their own understanding of the concepts taught will diminish. In Associate Professor John Quay's research book, titled *John Dewey and Education Outdoors*, it is stated that "outdoor education is an experiential process of learning by doing, which takes place primarily through exposure to the out-of-doors".

"In outdoor education, the emphasis of the subject of learning is placed on relationships, relationships concerning people and natural resources."

Outdoor education programs aim to support and reinforce the ideals of experiential learning that will allow students to fully engage in their learning.

In the most practical of settings, students work together in small, facilitated groups dealing directly with concepts such as leadership, followership and inclusiveness. Students gain an understanding of the value of working towards common goals and recognition of the unique attributes each individual bring to the learning journey. Experiential learning in the outdoors is, at its core, student-focused rather than teacher-based.







It is organised around direct experience, providing the material from which students draw deeper meaning. Experiential learning allows the student to personally connect with the learning material, offering opportunities for the student to emotionally accept what is learnt.

The path to which the student arrives at the learning is what matters as much as the answer that is derived. The Association for Experiential Education, states three clear benefits from experiential learning:

1. The use of activity, challenge and experience in the learning process better engages the learner, maintaining focus and motivation.
2. The experiential approach encourages the participants to generate learning on their own, building learner ownership rather than simply presenting information.
3. Experiential education creates a positive emotional environment through personal connections and positive feedback.

Learning by doing supports the development of personal accomplishment, where the learner is not imposed upon but, rather, is the director in the experience. The curiosity, interest and willingness of young people is such that, when provided with an experiential environment, they very often become an active contributor to not only the outcome but in the manner in which the outcome is achieved.

In developing experiential learning opportunities in the outdoors, students become co-contributors that will exceed their perceived schooling. Striving to facilitate authentic learning experiences that not only create the space for a personal journey; but are also tailored to a school's broader learning objectives, is at the centre of a well thought-out and developed outdoor education program.

Collaborating with expert providers to create meaningful programs allows schools to deliver an experience that will transfer beyond school and hold meaning in the minds of students, for many years to come. ★



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**BUSH CAMP BILOELA. NSW ▲**  
**CAMP MARYSVILLE. VIC ▲**  
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I have great confidence in this team/company.

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# Schools neglect the shadiest solution to harmful rays

**Sun exposure under the age of 18 is a huge predetermining factor for skin cancer.**

Yet, children spend hours playing, walking between classes, attending assemblies and learning under UV rays around the country.

The accumulation of time under the sun, particularly if a child's skin (which is thinner than adult skin) suffers sunburn or tanning, makes sun safety an important health and safety issue that all schools should address.

Over several decades now, sun safety in the form of hats and protective clothing have become a standard addition to many school uniforms. In fact it is more common for schools to address hats and sunscreen than shade, according to one report by the Cancer Council.

But while it may be relatively easy to encourage hats in primary school, it can be more



*Mother Teresa Catholic College, image courtesy of Versatile Structures*

difficult to insist fashion-conscious secondary students don the broad brim. Hat and sunscreen usage in secondary schools is generally lower than primary schools, according to one report, highlighting the importance of shade as a sun protective measure.

When implementing a school sun protection policy, schools are encouraged to consider shade as part of a suite of sun safety tools.

The Cancer Council encourages schools to undertake a shade audit and has advice on planning and implementing a shade project. Here are some thoughts from expert suppliers in the sector:

*Versatile Structures' director Jamie Howard spoke with **School News**.*

Failure to consider shade a critical design aspect is an all too common mistake on new builds that will end up with under-utilised areas, too hot to play in summer. This generally leads to the installation of shade as an afterthought, which is more costly to complete because the site needs to be re-mobilised, machinery brought back in to complete the works, etc.

Rubber softfall, artificial grass, textured or coloured concrete, timber decks and other composite surfacing materials can struggle to reflect or transfer heat and generally absorb heat leading to surface that is hot to touch and often not very inviting to play on. Where shade is provided over the temperature of the surface

and the ambient temperature within the play area are greatly reduced, leading to a more accommodating and play friendly space.

When considering your area, it is important to consider the future life of the structure, what day to day wind conditions, pollutants, contaminants, airborne debris and vandalism potential is applicable. Mass coverage single structures are declining due to the bland appearance they provide. Though more cost-effective, generally speaking structures designed by architects in particular, tend to lean more toward a less uniformed or asymmetrical layout.

Advancements in fabric manufacturing, materials available and R & D progression means fabrics now come with longer lifespans, often around 10-15 years minimum. Threads available to stitch the shade cloth panels together are also more robust than previous with some manufacturers offering lifetime warranties to match the life of the shade cloth.

Ensure you maintain a regular maintenance program including visual inspections, annual re-tensioning and occasional repairs caught early will ensure the lifespan of your shade investment is maximised. ►



*Coomera Rivers State School, image courtesy of Versatile Structures*





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Images courtesy of Greenline

◀ At this point in time there are only three coatings that should be considered:

1. **Hot Dip Galvanising.** this is by far the most durable and hard wearing coating, with expected lifespans from 10 to 25+ years. Appearance though is sacrificed resulting in a dull, shiny grey-silver appearance.
2. **Powdercoat.** There are many variances within the powdercoat products and methods available, this coating type is where the most caution should be exercised. Warranty of between 0-10 years can typically be expected for powdercoating options.
3. **2 Pac painting.** This is the most durable option for providing a balance of colour and durability with some warranty options exceeding 15 years. This is also the most costly option; however, it can be tailored to your site specific requirements. This system can also be applied over hot dip galvanised steelwork, negating the warranties; however, providing the most durable coloured finish available.

*Greenline's Richard Wallace discussed some new trends in construction and design with us.*

Schools are experiencing pressure on available space and consequently every space in the school environment



really needs to be multi-purpose. More schools are providing waterproof covers to their sports courts, allowing what has essentially been a single use space (like a tennis court) to function further as an outdoor classroom, an innovative learning space and even as a passive space during break times, when the weather is inclement or to stay safe from the sun.

The pressure on schools is due to population expansion; for example, there will be a massive 21 percent growth in student numbers in NSW by 2031. This means NSW schools will need to accommodate an extra 269,000 students, with 164,000 of these students in the public system.

There is an increase in design innovation incorporating all the 'bells and whistles' that schools may need, including lighting, media, retractable

sports equipment, plumbing and bubblers. Design can also extend to allowances for fencing and for integration of disability access ways. Schools should be considering their ROI, so work closely with industry specialists who can help develop a strategy to maximise use of space. As new COLAs move away from traditional industrial and rural style buildings and progress towards modern, multi-purpose education spaces, these areas are being used with more flexibility and learning outcomes are improving as a result.

When schools are evaluating the success of their installation, maintenance is an important consideration. Ultimately, if the structure has been designed correctly, sympathetic to the environmental factors, if it has been constructed with the correct materials and used in the right way, the structure should require

minimal maintenance. All these factors should be assessed and addressed in the planning stage to avoid costly errors and unnecessary repair work. Schools should be looking at providers' safety and quality systems, visiting recently completed projects, and reading reviews online to benchmark suppliers.

School sites pose unique planning and construction challenges:

- Separation of vehicles and children;
- Maintaining emergency evacuation paths;
- Timetabling challenges for a busy space;
- Working With Children Checks for all contractors attending site;
- Noise management during exams.
- State/territory regulatory planning requirements.
- Greater oversight from departments and peak bodies could have schools feeling they are losing their influence over the outcome and relevance to their pedagogy. Aligning yourself with a company that specialises in education will streamline the planning process and give you the confidence that your bases are covered. ■



# Students & staff take on 10-week sports challenge



**By NSW Department of Education**

**As play gets underway on the premier's Sporting Challenge for another year, staff are being encouraged to join students in the state-wide fitness challenge.**

This year *#TeamDizdar*, led by deputy secretary, school operations and performance, Murat Dizdar, will face off against another 19 teams in the 10-week staff challenge. "The challenge is a great way to work together to improve our wellbeing so I urge my colleagues to join a team," Mr Dizdar said.

Reigning team champion, secretary Mark Scott encouraged students and staff to "put your best foot forward, many, many times".

"To me, a great place to work includes the opportunity to have a little fun, do something that benefits my health and also allows me to promote that to others," he said. "I look forward to the challenge ahead and seeing you all pacing around the place."

More than 400,000 students and 10,000 staff took part in the 2018 challenge, the largest uptake in the history of the challenge. The NSW premier's *Sporting Challenge* is an annual program, which encourages department students and staff to be physically active during the colder months of the year.

The program aims to support participation in physical activity, and promote health and wellbeing. Employees across the department will be involved, with 20 teams captained by senior departmental leaders. Staff can sign up for a team today. ■

More than 400,000 students and 10,000 staff took part in the 2018 challenge, the largest uptake in the history of the challenge.



What you need to know before...

# upgrading your paging system

## IP paging and PA systems take on a lot of hard work in a school but how much thought do school leaders put into them?

In years gone by, traditional amplifiers relied on speaker cable to blast audio around campus. This works especially well for smaller sites, where classrooms are all joined together and the central office is close to all the main buildings. Newer PA systems with a single large amplifier specialise in having a lockdown system, which is easy to operate and doesn't usually need a computer interface.

IP-based systems focus on the ability to create unlimited zones across campus, expanding or relocating a speaker to a different room's network connection without extensive rewiring. Because these amplifiers are network connected, new or relocated speakers will pair automatically with them.

These systems now come programmed with different modes to carry students and staff safely through a lockdown; for instance, a particular sound or song can play during 'standby' mode to warn the school of possible lockdown, followed by a 'lock in' tone/message that informs the population there is an external emergency



Images courtesy of Edwards Sound Systems

or a 'lock out' tone/message forming listeners there is an internal emergency. Finally, an 'all clear' tone/message/song should be the final mode. Other functions in a solid PA system will include emergency and general paging, school bells, and fire evacuation/alerts.

Australian schools are becoming more and more diverse, with high rise buildings gaining traction, and population growth spawning add-on facilities. So it is more vital than ever before, for schools to consider the best way to keep their staff and students safe. Key considerations should include the school's existing paging system infrastructure (if it is an existing, rather than new-build, school), and what the network connection is like on campus.

IP network-based systems and more customisable PA paging systems offer schools

a plethora of options and functionality. Whether you would like to incorporate music and jingles, the ability to make announcements from a mobile device, remote support

from your supplier, a mobile or simpler computer interface from which to make adjustments and set alarms, or the ability to create specific zones for different announcements; the technology now exists to make all this a reality. ►





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◀ For schools that enjoy the nostalgia of their classic systems, newer PA and IP-based paging systems can also work in tandem with existing infrastructure. This means that schools can retain elements of an existing system that work well, and upgrade areas that are not so effective. This provides schools with the best of both worlds, and the ability to stagger an upgrade as more features and functions come on the market.

**School News** spoke to some of the expert suppliers in the sector to find out more.

*Dean Stephens, from Altronic Distributors, offered the following tips for schools looking to upgrade their system.*

Be sure to consult an expert or specialist in the field. Ensure time is spent discussing how the system is intended to be used. Too often, systems are incorrectly specified and not matched to the end users' needs and expectations.

One of the main issues schools have is engaging different contractors that may have installed the equipment

## The new systems are not just for bells, paging and public address...



incorrectly or used the wrong trades to undertake additional work or maintenance. Public address systems can be complex and suitably qualified professionals should be engaged to do any related work.

*Jonathan Neil, Company Director, Edwards Sound Systems advised schools thinking about upgrading or implementing a school paging system on the installation process.*

The new systems are not just for bells, paging and public address.

If you need 'classroom speakers' for a teacher's microphone

(headset wireless microphones) or for projector and AV sound connections, they can also be compatible with the paging system and connect in automatically.

Flashing lights can be triggered as visual indicators that a message or bell is being played in special needs classes. The installation of IP-based systems does not need to be disruptive to your classes. Speakers simply need to be screwed to the wall and a cable connected

to your network, and power. The software is usually pre-configured and a dedicated mini connected to your network.

Some fine tuning, setting speaker volumes and setting up the bell schedule and audio tracks and it should be up and running. ■



Image courtesy of Altronic Distributors

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- Kris, Phys. Ed Teacher, Newborough PS.



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# Oz-I Hooks in schools: safety first a priority

By Mandy Clarke,  
Industry Reporter

## If a child is injured in your school, what should you do?

Recently, a NSW public school took immediate action when an injury was sustained by one of their students from contact with one of their old steel coat hooks. They replaced all the coat hooks throughout the school with ingenious and safe Aussie-made Oz-I Hooks!

This school has a wonderful mix of students and a strong sense of community, which is actively promoted and valued. It also encourages students, staff and the wider community to work together as a team to enhance the learning experiences of all students; committed to ensuring a safe and happy environment for every child.

A spokeswoman from the school told **School News** about the recent purchase of new safe hooks. As a health and safety committee member, they were tasked with replacing the older-style steel hooks with a safer solution.



Image courtesy of Safehook Australia

She said: "The supplier, Safehook was recommended to me and I contacted the managing director, Len Hyde to discuss our needs. He recommended their new product Oz-I Hooks for use across the whole school environment. We loved them and so far, we have fitted over 400 hooks."

An Australian company, Safehook provides affordable, high-quality commercial furniture, components and design solutions for schools.

Their Safehook, Oz-I Hook is an "easy to install, compact, cost effective and safe, bag, hat and coat hanging solution for high traffic commercial environments". They are also Australia-designed and manufactured and available in a range of colours that are suitable for installation indoors or outdoors.

The school spokeswoman added: "Student wellbeing is our priority and I was very impressed with this much safer coat, bag and

hat hook with its rounded button design. They look great in a range of bright colours that our students love, and they are also weatherproof, so we have been able to fit them in every indoor and outdoor space we needed to.

"We are very happy that Safehook was able to solve our health and safety problem with this high-quality safe, hook, product, at a good price that was also easy to fit. The help and service this company provided to us has been excellent." ★







# Commercial fans can transform learning environments

By Rosie Clarke, *Editor*

## Stinking hot classrooms make for bothered students and flustered teachers.

It's not a recipe for effective learning. Schools want to provide staff and students with a comfortable space; a learning powerhouse where cool and quiet is the objective. Stuffy heat, pungent humidity and a feeble, buzzing fan undermines any hope of creating the kind of environment that produces a bevy of skilled learners.

Conversely, choosing the right commercial ceiling fans for your school environment will mean that your whole school community benefits from reliable temperatures achieved by whisper quiet ceiling fans. There can be additional advantages from various energy-efficient possibilities. Classrooms, recreation centres, libraries and cafeteria spaces are designed to house more students than ever before and throughout



*Images courtesy of Professional Fan Solutions*

the summer (with or without air conditioning) ceiling fans can provide a cooling effect or evenly distribute conditioned air more effectively saving both energy and money. In winter, an upgraded fan can also reduce heating expenses so consider your options and make an intelligent and informed decision.

Each part of a school is designed to house a certain

number of students and host a variety of activities, so each space should be assessed with a quality supplier to best determine the size and look of new ceiling fans. Commercial fans are available in a variety of sizes and models, more efficient and longer lasting.

**School News** spoke to a variety of well-known commercial fan suppliers to find out more.

## Expert views from the industry...

*On what to look out for when it is time to say goodbye to old fans, Professional Fan Solutions director Ben Cutmore said:*

You know it's time to say goodbye to your old fans when they are no longer effectively circulating air, are noisy or distracting from the function that they are there to achieve.

Another reason to update your fans would be that newer fans are using approximately half the energy of old ones due to updated technologies.

When choosing new fans, it is important to select a fan with a good blade profile. The blade profile is important as it is what generates the flow of air when the fan is moving.

Older fans usually have a flat metal blade on a slight angle, this is nowhere near as efficient as modern blades that are based on the shape of an aeroplane wing. ►





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Image courtesy of Hurl Nu-Way



Image courtesy of Fan City

◀ The installation process begins with a site visit to measure up the space and determine the best size and location for new fans. A computer airflow simulation can assist schools in making an informed decision. With modern fan technology, commercial fans are not only larger but architecturally pleasing and incredibly quiet, so they are more versatile.

The new technology in HVLS fans allows for the effective cooling of a larger area without the need for expensive air conditioning. This can create major savings for schools.

Due to the new direct drive motor technology, some fans do not have a noisy gearbox which reduces the need for servicing. They also create cost-effective comfort to large gathering spaces in schools where groups of people meet for performances or sporting events. This is an option that was not available previous to HVLS technologies.

HVLS fans are surprisingly effective in winter because they equalise the temperature in a building by moving warmer air trapped at the ceiling down to the floor. This

makes the temperature of the building more uniform. This process is called de-stratification. Many studies prove that a comfortable learning environment leads to more comfortable students who are more productive and have a better morale.

*Fan City's Arup Chatterjee offered some tips and suggestions for schools.*

Current fans are predominantly AC motor fans that can change to DC motor fans. The DC fans save on electricity and generate less noise. They can

use one large commercial fan instead of 20 small fans. The installation process is different from school to school and most fans distributed have different installation kits to suit different ceilings.

A popular option is the HVLS fan, which is a type of large commercial fan that delivers high volume and low speed, so it moves slowly but has more air displacement.

*Hurl Nu-Way representative Peter Morris delved into some trending commercial fan technology.*

A single 6m HVLS fan may replace six standard 1m fans operating at a high speed, saving as much as 90 percent in running costs. The selected fan diameter will be determined by the building area, height to the roof or ceiling and the amount of floor space that is taken up by immovable objects.

In applications such as large multipurpose halls, there may be no existing cooling equipment. In such cases, it will be much easier to install HVLS fans than, for example, full or evaporative air conditioning. Use of HVLS fans in high humidity areas will reduce the





growth of mildew, mould and bacteria, which may occur in such environments. Fan installation usually comprises assembly and suspension of the fans from existing roof steelwork and installation of the required electrical supply and fan control module. A typical basketball stadium with perimeter seating would only require two HVLS fans.

For use in winter, fans are fitted with forward and reverse direction speed controls so that hot air may be brought down from the roof area to assist with reducing the running costs of existing heating equipment.

In buildings with existing air conditioning, HVLS fans will assist in distributing cooled air throughout the building which will allow the air conditioning to be set at a higher temperature, again lowering operating costs.

A typical 5.5m HVLS fan will be fitted with a 0.75 kW motor so the running cost will be very low. The fan speed can be adjusted from zero up to maximum, typically about 60 rpm. Subject to the fan diameter, as much as 7430m<sup>3</sup> of air will be circulated per minute and the noise level will never be more than 45 dBa. ■

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# Can proper bike storage get kids moving?



Image courtesy of Cora Bike Rack



## There's an unearned reputation in Australia that cycling is dangerous.

According to Australian government data, it's safer than netball and cricket. Only two

to 2.5 percent of Australia's annual road toll reflects cycling fatalities. Helmets reduce the risk further by about 50 percent.

Meanwhile, children and teenagers are not physically active enough. A 2018 study

by the Australian Institute of Health and Welfare found that only 35 percent of children aged five to 12 and 20 percent of children aged 13 to 17 met the sedentary screen-based behaviour guideline. Adolescent

boys exceeded recommended screen time the most. Screen time is a tough obstacle to climb, with most kids racing home to socialise with their friends via video games and social media.

However, cycling could help mitigate this issue. If children had to race home on their bikes, rather than the bus or a car ride, it would certainly increase their activity levels.

For this to happen, adequate, safe bike storage is a must. Make cycling cool again.

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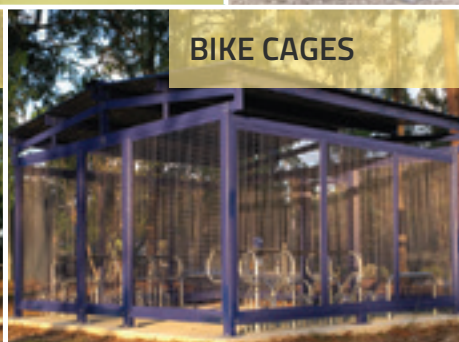
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## Speaking from the sector

*CEO of Leda Security Products, the home of Securabike, Len Place talks fitness, design and problem solving bike storage.*

The current market trend is to best utilise available space to accommodate more bikes. More and more architects, builders and engineers are asking for AS2890.3 compliant products. AS2890.3 (2015) is an Australian Standard that sets minimum requirements for spacing,



*Image courtesy of Leda Security Products*

layout, aisle widths and security of parking devices. AS2890.3 (2015) is the latest standard superseding AS2890.3 (1993). The objective of this standard is to ensure cyclists are allowed to park their bicycles securely

and conveniently. This standard is not mandatory; however, it is recommended if the project is aiming for green star rating using parking guidelines.

Schools should seek a bike expert who can advise on the

right spacing and layout. The standard details extensive recommendations for positioning bicycle parking within a fixed space. This helps maximise the number of bicycles in the area.



Cora Bike Rack is a leading supplier of bicycle parking racks to schools across Australia. Cora Bike Rack has the experience, knowledge and product selection to provide the ultimate bicycle parking facility for your students. We look forward to learning more about your school's bike parking requirements and helping you choose the best solution available.

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◀ The design can be akin to a jigsaw puzzle as there are typically a myriad of bike rack types to consider, along with spacing and aisle width.

Kids' fitness and wellbeing increase when they ride bicycles to schools. They arrive awake and alert. Parents play a vital role in educating and encouraging kids to ride their bikes to school.

### Tips for encouraging bike-use

Help children understand the responsibility of owning a bike by encouraging them to use a bike lock. Include bicycle references in discussions on traffic and travel. Though kids ride on the footpath or bike lanes, it is good to teach them how to signal and avoid common mistakes or bike-car collisions. Most importantly, teach bike safety checks to make sure the bike is in proper working order. There are a range of bike racks, rails, lockers, cages and shelters available to park and secure bicycles safely. Bike repair stations could also be designed to allow cyclists to position their bicycle conveniently above



Image courtesy of Cora Bike Rack

ground to carry out routine maintenance and repairs.

*Cora Bike Rack director, Jon Rutledge discusses new trends in construction and design.*

With the cost of bikes increasing, it has become much more important for commercial bike racks to follow the guidelines set out in AS2890.3 in order to minimise risk of theft or damage to a bicycle. The guideline states that compliant bike racks must: be manufactured with heavy duty materials that are resistant to vandal attacks; be designed to support a bicycle in a stable position to reduce chance of damage to the bike; and allow the locking of a bicycle

wheel(s) and frame to the rack with a U lock to deter theft.

In order to ensure proper bike fit and locking capabilities, primary schools should look for bike racks that accommodate smaller junior size bikes. For schools with larger budgets, individual bicycle lockers offer the ultimate bicycle security. For schools with limited space, double tier parking systems can double capacity in a given area.

The space allocated for bicycle parking is often underestimated. Bicycles take up more space than many planners realise. Again, AS2890.3 sets out recommended spacings for planners to use when created bike parking layouts.

The 'bicycle envelope' concept recommends allowing the following dimensions for each bike parking space:

L: 1800mm  
W: 500mm  
H: 1200mm

In addition, planners must allow a 1500mm access aisle to allow students the space necessary for parking movements. Schools can help promote and encourage students to cycle to school by providing safe, user friendly bike parking facilities. Parents should not need to worry that their children's bike will be stolen while parked at school. Schools could offer basic bicycle handling and safety skill workshops and provide some physical activity credit or acknowledgement to students that ride or walk to school.

When investing in bicycle parking infrastructure it is important to think of the long term costs. Long lasting materials include hot dipped galvanised steel and stainless steel. The racks must include tamper resistant fixings, and be mounted to a concrete surface or sub-surface block for a secure fix. ■

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Image courtesy of The Whiteson Group

# Lacking lavatories miss the mark

By Rosie Clarke, Editor

## Are your students ever reticent about using your school loo?

Do they ever hold on all day because they complain the toilets are stinky, scary, or there is a serious lack of toilet paper?

Unhealthy toilet habits and attitudes can be detrimental to learning as well as physical and psychological health. This problem is recognised by The Continence Foundation of Australia, an organisation formed to help improve bowel and bladder health, which is

## Student bathrooms reveal how much respect a school gives to its children



challenging schools across Australia to “help eliminate bad childhood experiences that start in the toilet block”.

The foundation released the *Toilet Tactics Kit* in 2017 to promote healthy toilet habits and improve standards of toilets in Australian schools. Its chief executive, Rowan Cockerell said: “It

is widely accepted that the foundational years of education can set children up for life and toilet habits and attitudes are no different.

Research shows that bladder and bowel problems can have a negative impact on a child’s self-esteem and quality of life and we

want to make sure Australian kids have access to toilets that don’t hold them back.” *Toilet Tactics* illuminates the importance of providing toilet facilities that are up to scratch with a checklist and tips to ensure your loos deliver a safe, clean, supportive and positive environment. ►



Image courtesy of The Whiteson Group



Image courtesy of Davidson Washroom



Image courtesy of The Whiteson Group

◀ Furthermore, a good lavatory speaks volumes about your school, Australian author and former principal John Marsden agrees and advises parents to make a beeline for the school toilets on any open day because this facility “is the single best indicator of the respect in which children are held in a school”.

It is also wise to remember that kids touch everything and are perfect little sharers of infection to your whole school community, so you are also protecting yourself, your staff and visitors when your facilities get top marks for hygiene.

### Top toilets tips...

Safeguard privacy but also make toilets easy to supervise because you do not want to provide a Fort Knox location for bullying behaviour.

Choose simple designs that are easy to clean and use quality fitments and finishes that will last.

How accessible are your facilities? Students with disabilities should be equally considered when it comes to bathroom facilities, so place mirrors and sinks at a good height.

Provide waste disposal units



Image courtesy of Davidson Washroom

and make sure your students can use them. Loos should be bright with good lighting and ventilation. Choose your flooring carefully to make sure it is non-slip, easy to clean and appealing to the eye. There are flooring options specifically designed for school bathrooms that are grout free and playfully coloured. Consider walls and floors too as you can bet they'll need regular cleaning as well.

Stock plenty of soap, paper towels and toilet roll and schedule regular checks to top them up. Make sure that your cubicles are well sized for your students' needs.

Do they smell okay? Include adequate odour control.

What about environmental initiatives? Consider energy efficiency, especially when choosing hand dryers and lighting. Also consider using

recycled grey water from sinks to flush toilets. Install aerators on taps and showerheads to reduce water consumption and toilets should be dual flush. Use eco-friendly toilet paper.

Hand dryer or paper towel dispenser? Hand dryers are one way for you to be more environmentally friendly by eliminating the need for paper. These high-speed and hands-free options have become very popular but should be properly maintained and checked so make sure children can use them effectively. Have them installed at a low height.

Think about signage because etiquette reminders can be a simple yet effective way to foster a hygienic space.

### Expert insights from the industry...

*Gary Shemilt from Whiteson Group, who work with many of the major private schools, described some of the latest market trends.*

One is the use of epoxy flake flooring instead of tiling, which is arguably better than tiles for cleaning and has no grout so does not get smelly in the bathrooms.



There are a wide range of colours to choose from and epoxy flooring is easily retrofitted over existing tiles.

Another trend is to replace entry doors with nib walls allowing free entry/exit for better supervision and to lessen the likelihood of bullying in an enclosed space. Hands-free dispensers/infra-red flushing devices on urinals are also popular for promoting good hygiene.

Brightly coloured, engaging or patterned compact laminate cubicles are trending among junior schools and pre-schools. These encourage good bathroom practice as students are not afraid to use the facilities. Black and timber grain combinations are more popular with senior schools.

When upgrading, schools should try to choose finishes that are ideal for cleaning, low maintenance and durable. The layout gives supervisors/teachers access to reduce the likelihood of bullying but doesn't compromise on student privacy.

Christmas time is always a great time to renovate major bathrooms, while mid-

year and Term 2 are good times to renovate small-to-medium bathrooms.

*Ann Mooney from Davidson Washroom revealed how schools are taking a hands-on approach to washrooms.*

In days past, large servicing providers have lacked the personal support and choice, trying to fit schools into a one-size-fits-all model. Schools are becoming smarter, more independent and enjoying the cost savings this brings.

Schools need to focus on finding solutions to specific needs. Each school is different and faces their own challenges when it comes to washrooms.

When thinking about maintenance and installation, it's good practice to consider after-sales service. Does the supplier have a service team? Do they hire reputable contractors? Are they specialist in their field? Availability to supply spare parts into the future? Also consider items that will last and are serviceable rather than cheaper disposable items that add to landfill and carbon foot prints. ■



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## AUSTRALIA'S FAVOURITE BIKE RACK

Our CBR4SC has long been the country's favourite and most widely installed bike rack for good reason. It is popular with architects and builders as the design optimises the number of bicycles that can be catered for in a given area. It is also an economical option and being flat packed it is easy to transport. And finally cyclists like the CBR's leaning rail design which not only let them to secure the back wheel and frame of their bicycle it also provides protection from accidental damage from adjoining bikes. For more information or product details, please contact Securabike Sales.

**C** Securabike **P** 1300 780 450 **E** sales@ledasecurity.com.au

## SCHOOL PRINTING

School printing isn't a sideline at OBH, it is in our DNA. As leaders in educational print & design, we understand Schools are always needing to do more for less. Here at Openbook Howden, quality and service are still our number one priority. We have invested in new world-leading technology which allows us to offer quality and value like never before, anywhere, period! Think school diaries, full colour at single colour prices. Beautifully printed yearbooks, prospectuses and annual reports at the highest quality and outstanding value. We are here to make the difficult easy, so please call or email now, we are here to help.

**C** Openbook Howden Print & Design **P** 08 8124 0000

**E** sales@openbookhowden.com.au

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## SMART'S SAM LABS – BRAND-NEW!

SAM Labs is a brand-new product Integrate AV is offering clients in the STEM space. It provides everything you need to deliver the most engaging STEM/STEAM learning experience in your classroom. Giving you the tools and support to make the most of your lessons, SAM Labs makes learning interactive and engaging. This includes curriculum-aligned lesson plans, intuitive visual flow-based apps and wireless electronic blocks that connect seamlessly to solve stimulating challenges. Compatible with Mac, iOS, Android, Windows and Chrome, SAM Labs features several different educational apps which tailor the learning to students of different ages and abilities. Contact Integrate AV for more information.

**C** Integrate AV **P** 1800 742 748

**E** [info@integrateav.com.au](mailto:info@integrateav.com.au) **W** [integrateav.com.au](http://integrateav.com.au)

## CONEN MOUNTS "SCETTAVBK" MOBILE HEIGHT & TILT ADJUSTABLE

Motorized height & tilt adjustable mobile monitor stand, compatible with touch screens of a variety of sizes, including 42"-86" touch screen monitors. Conen Mounts mobile height & tilt adjustable monitor stand is among Conen Mounts best-selling monitor stands and German manufactured. Designed for Higher Education, hospitality or corporate use, this small group collaboration solution offers 20" of smooth height adjustment and 0-90° motorized tilt adjustment, allowing for virtually any 42"-86" panel to be used in table and display mode or any required mid-point position. Fitted with braking castors the Conen Mounts height & tilt adjustable is easily moved from room to room making it ideal for flexible work spaces and special needs environments.



**C** ASI Solutions **P** 1300 368 010 **E** [info@asi.com.au](mailto:info@asi.com.au) **W** [asi.com.au](http://asi.com.au)



## SPROUT TABLET TABLES

The Sprout tablet table has been designed to allow students to turn any breakout space into a functional working area. The integrated handle makes it simple to move quickly and easily and the unique design provides exceptional strength and stability.

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

**E** [design@resourcefurniture.com.au](mailto:design@resourcefurniture.com.au)

**W** [resourcefurniture.com.au](http://resourcefurniture.com.au)

## INTRODUCTORY MAINTENANCE OFFER

Shade sails are a vital asset to schools thanks to their defensive properties against heat and ultraviolet. Over time, these structures can deteriorate aesthetically and structurally. Old fabric technology becomes redundant and so can the quality of workmanship. In Queensland especially, we are faced with intense weather changes all year round, which puts a massive stress on your shades. However, with consistent maintenance and cleaning, your shade sails can easily live out their expected lifetime, look great, and continue to provide a safe space to protect our kids from the harsh Queensland climate. **We're offering up to 50% off our baseline maintenance package for schools now.** Contact 0405 401 500 for more info.

**C** Versatile Structures **P** 07 3271 4519 **W** [versatilestructures.com.au](http://versatilestructures.com.au)



# The ultimate multi-tasking shelving system

Our unique Sliiform shelving system offers maximum flexibility for school libraries.

One shelf type can be transformed to create a flat shelf, an angled display shelf and a CD, DVD, series and picture book shelf.

Sliiform creates smart spaces for library places.



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