

# SchoolNews

The essential industry guide

Issue 26 | Term 4, 2022

**SPECIAL REPORT**  
The holistic benefits  
of intergenerational  
education for  
students

**PRINCIPAL SPEAKS**  
Student agency is  
a powerful lever  
for improvement



**INTEGRATE AV**

Optimum Audio-Visual Technology Solutions

Essential Reading for Principals • Department Heads • Teachers • Professionals



## SPACIO

Its thought-out design, different models and variety of colours make Spacio a chair designed for learning environments.

View the extensive range at:  
[resourcefurniture.com.au](http://resourcefurniture.com.au)



Creating  
Your  
Space





**SHURE**

MOTIV™ Digital Microphones & Recording Solutions

# YOUR SOUND, YOUR WAY.

Introducing a suite of on-the-go recording solutions, the iconic MOTIV™ Digital Microphones easily connect to any Mac, PC, iOS or Android device for convenient and reliable digital recording wherever you are. From music and podcasts, interviews and broadcasting to field recordings and mobile video, capturing audio has never been this simple and stylish. Check out all five models today and discover what portability and quality truly feels like!



**MV7:**

For perfect recordings in imperfect rooms. Boasting both XLR and USB connectivity options to offer complete flexibility.



**MV5C:**

Join virtual meetings and classes with the confidence that you sound just as good at home as you do in person. Compatible with MS Teams and Zoom.



**MV51:**

Unparalleled audio in all-metal construction. Deny distortion and enjoy sound excellence in every environment from demo sessions to field recordings.



**MV6i:**

Compact Audio Interface that creates a portable recording studio, wherever and whenever you need it.



**MV1:**

For the on-the-go recorder. Simply plug into a mobile device to capture quality audio for interviews, lectures, public speaking and videography.



SCAN ME



distributed by

**JANDS**

[jands.com.au](https://jands.com.au)





**BLENDED  
LEARNING  
SUPER SPECIAL**

**MASSIVE SAVINGS  
NO LIMIT... WHILE STOCKS LAST!**



**INTERACTIVE**



**PANEL**

PRICES STARTING FROM

**\$2,750** EX GST

**BONUS**

1080P FULL HD WEBCAM FOR  
STREAMING, CONFERENCE  
CALLS AND RECORDING FOR  
WINDOWS AND MAC

**LOGITECH C925E  
INCLUDED**



65"

75"

86"

**BENQ SPECIAL PACKAGE INCLUDES**

BenQ 4K Interactive Panel, Wall Mount Bracket, Logitech C925e Full  
HD Webcam, 5 Years Warranty.

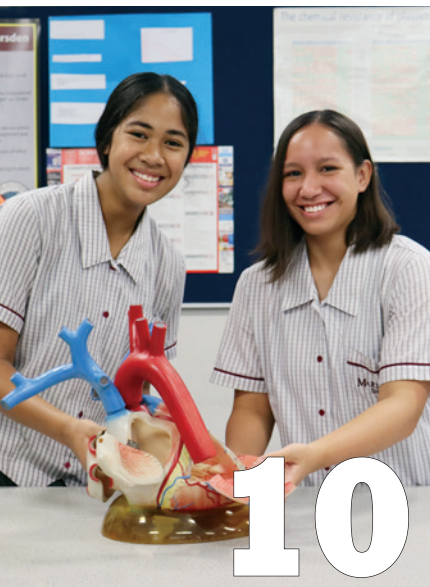


**DELIVERY INCLUDED | AUSTRALIA WIDE**





06



10



28



38

# inside term four

## FRONT DESK

Editor's Note: Schools push for change on every level..... **05**

## EDUCATION

Principal Speaks: Student agency is a powerful lever for improvement..... **06**

Profile: Marsden State High School: Making space for staff learning attracts, retains good teachers..... **10**

Special Report: The holistic benefits of intergenerational education for students..... **12**

Undertaking a school literacy review ..... **14**

Nurturing creative thinking in the writing classroom ..... **18**

## ADMINISTRATION

Innovative storage to charge your devices..... **20**

Case Study: Custom curved seating design delights students..... **25**

## TECHNOLOGY

What's in a school broadcasting studio? ..... **28**

A classroom tech collab empowering the next generation..... **31**

How to build resilience in our schools..... **32**

## TEACHER'S DESK

Teacher mentorship tackles teacher crisis..... **36**

How can we get more time? ..... **37**

## EXTERNAL LEARNING

Champion outdoor learning..... **38**

## HEALTH & SAFETY

Purifying air for learning spaces..... **43**

Vape detection, deterrence..... **44**

Resolve car park chaos..... **46**

First Aid training for schools..... **48**

## PROPERTY

Racking your brain for bag storage ideas?..... **49**

Equipped to maintain green spaces?..... **52**

WHAT'S HOT..... **54**

## SPORTS & RECREATION

Equipped for lifelong fitness ..... **56**

Front Cover: *IntegrateAV*

**School News is distributed to primary, secondary and intermediate schools throughout Australia by Multimedia Pty Limited.**

The views and images expressed in *School News* do not necessarily reflect the views of the publisher. The information contained in *School News* is intended to act as a guide only, the publisher, authors and editors expressly disclaim all liability for the results of action taken or not taken on the basis of information contained herein. We recommend professional advice is sought before making important business decisions.

### Advertising Conditions

The publisher reserves the right to refuse to publish or to republish without any explanation for such action. The publisher, its employees and agents will endeavour to place and reproduce advertisements as requested but takes no responsibility for omission, delay, error in transmission, production deficiency, alteration of misplacement. The advertiser must notify the publisher of any errors as soon as they appear, otherwise the publisher accepts no responsibility for republishing such advertisements. If advertising copy does not arrive by the copy deadline the publisher reserves the right to repeat existing material.

### Disclaimer

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

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

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

© 2022 Multimedia Pty Ltd. It is an infringement of copyright to reproduce in any way all or part of this publication without the written consent of the publisher.

The Multimedia PTY Ltd team acknowledges Aboriginal and Torres Strait Islander peoples as the First Australians and Traditional Custodians of the lands upon which we gather, work, and publish. We want to pay our respects to Elders past, present, and future, who continue cultural, educational, and spiritual connections to Country.



PO Box 1080, Noosaville BC,  
Queensland, Australia 4566

Phone: (07) 5440 5322 Fax: (07) 5604 1680  
mail@school-news.com.au school-news.com.au

### EDITOR

editor@school-news.com.au

Rosie Clarke

### INDUSTRY REPORTERS

Shannon Meyerkort and Sarah Davison

### PRODUCTION

advertising@school-news.com.au

Richard McGill

### ADVERTISING

Pip Casey

### CONTRIBUTORS

Marg Clark, Sarah Bakker, Daniela Falecki and Rebecca Woolnough

### KEY

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



# Schools push for change on every level

## Welcome to the Term Four issue of *School News*!

In our last issue of 2022, we take a look at some of the big shifts that schools are making post-pandemic. Among them, schools are working on building new pedagogical approaches to literacy education. We hear from some of the country's leading literacy programs and experts this issue, who explain how educators are responding to the immense pressure placed on them to improve literacy outcomes by taking a more structured literacy approach. On page 14 we explore how schools can review their existing approach and implement crucial changes.

*School News* had the great pleasure this Term of welcoming Principal Marg Clark from Prospect North Primary School as our featured guest *Principal Speaks* columnist for the issue (page 6). Marg is highly esteemed for her advocacy and has



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

won awards for her inspiring work championing the importance of student agency to pedagogy, which she discusses in her column: "I believe that innovation and Agency is key to giving students from complex backgrounds the tools they need to be successful learners."

In our Profile this issue, Shannon Meyerkort explores how *Making space for staff learning attracts,*

*retains good teachers* (page 10). Read about Marsden State High School's award-winning professional learning program, and the insights it has gleaned for how best to attract and retain staff in low socioeconomic schools, featuring a delightful conversation with the school Principal, Kylie Steinhardt.

In this issue's special report, Sarah Davison investigates the holistic benefits of intergenerational education for students (page 12), which schools are increasingly looking to develop with community as well as in-house programs since lockdowns highlighted the tragically high rates of loneliness among teenagers as well as elderly populations.

Elsewhere, we look at the exploding concerns around student vaping on campus and look at some of the technologies schools are now using to detect and deter on-site vaping (page 44). We look at innovative charging and technology

storage available to schools (page 20), stunning alternatives to traditional bag storage (page 50), as well as the phenomenal industry-standard broadcasting equipment becoming popular with schools (page 28). In a fascinating case study on page 31 too, we find out how Our Lady of the Pines Catholic Primary School powerfully integrates digital technology into its pedagogy having been invited by BenQ to become its first Australian Junior Academy.

**Got plans for your school in 2023? Write in and let us know so we can feature you! ■**

The *School News* team acknowledges Aboriginal and Torres Strait Islander peoples as the First Australians and Traditional Custodians of the lands upon which we gather, work, and publish. We want to pay our respects to Elders past, present, and future, who continue cultural, educational, and spiritual connections to Country.





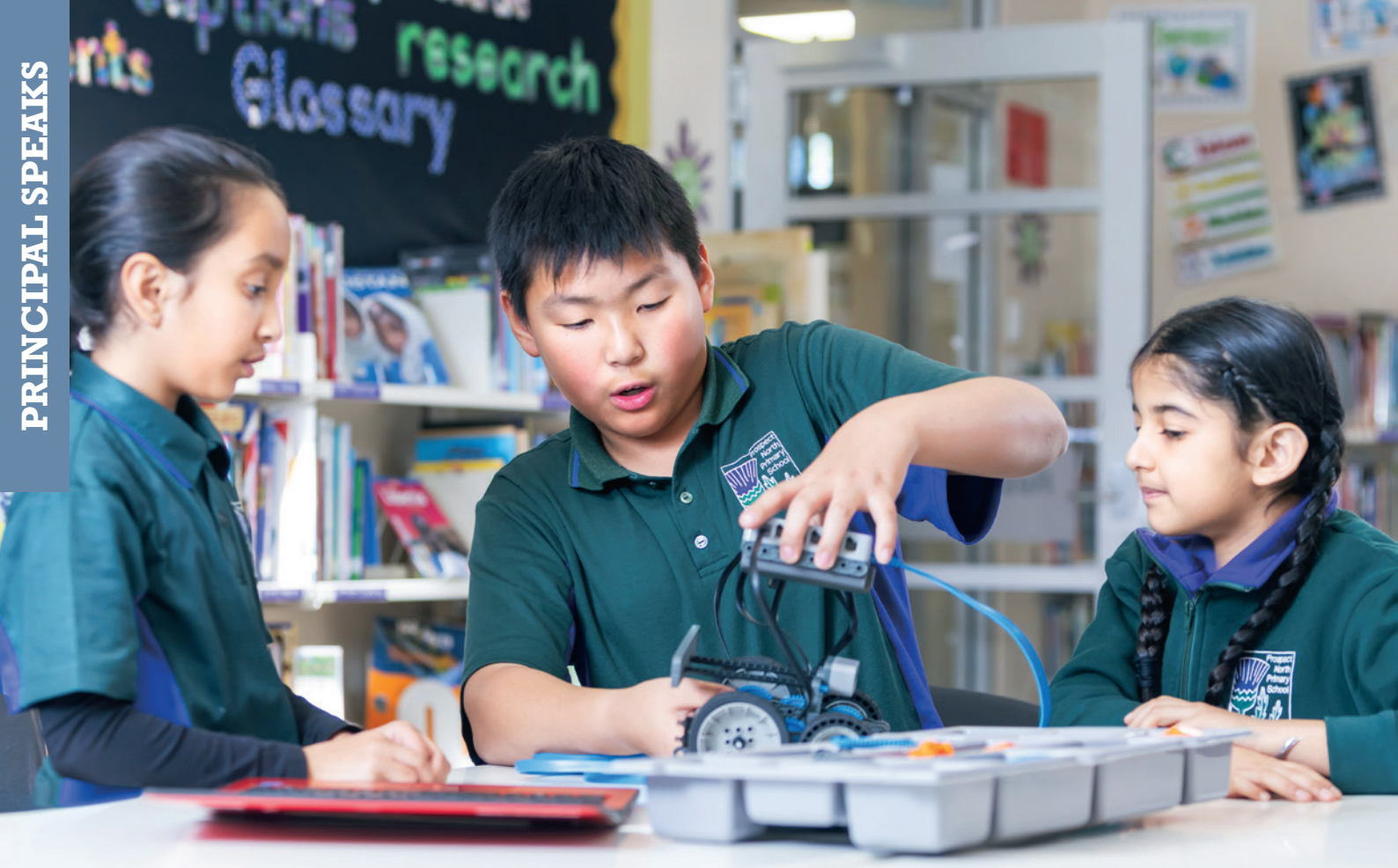
## COVER YOUR COURTS FOR ALL-WEATHER SPORTS



**PROTECT YOUR PLAYERS: RAIN, HAIL OR SHINE.  
THE GAME DOES NOT HAVE TO STOP WITH A  
MAKMAX TENSOSPORT CANOPY.**

**info@makmax.com.au | 1300 625 629 | www.makmax.com.au**





Images courtesy of Prospect North Primary School

# Student agency is a powerful lever for improvement

**By Marg Clark,**  
Principal, Prospect North  
Primary School, SA

**Prospect North Primary School embraces all community members, and I believe that innovation and Agency is key to giving students from complex backgrounds the tools they need to be successful learners.**

Increasing student agency in the learning process is instrumental in transforming learning at Prospect North. Students articulate their learning through goal setting and teacher conferencing. We have also begun to credential students as they learn through our *SECRET Powers* framework, which is designed to develop *General Capabilities*.

*SECRET Powers* refer to our learning progressions across the curriculum. Our school has an incredibly high level of student agency, so we wanted a way for students to build their capabilities but be in control of the process. As such, we teamed up with students and parents to co-design our *SECRET Powers* framework.

Our students receive credentials as they hit milestones, adding to their *SECRET Powers*. We are currently building a student portal, where students will upload their evidence for credentialing, and this is then checked by staff or older students before the child can be awarded their badge or credential. This work is incredibly important in our community as with such diversity, we needed to develop a common language to celebrate learning growth that moved beyond A- E grades.

Overall, I believe students learn



best when they are in control and understand the learning process, which is why Prospect North prides itself on being a hive of learner agency. Our students track and monitor their own progress in partnership with staff and learn by solving real-world problems. They lead and contribute at every level of the school and drive community

partnerships for the benefit of all learners through our *Student Parliament*, for instance.

All students at our school undertake long term projects called *Personal Investigations*, which are interest-led but problem-based. They must follow a process to dig deeply, engage with different perspectives, and develop their *SECRET Powers*. ►



## INTRODUCING *ALL NEW* PRO series **RP03** Interactive Flat Panel



### All New Air Ioniser

Help purify the air around the RP03 with an ioniser that automatically clears impurities when pollutant levels rise.



### Next Generation Air Quality Sensor

Centrally monitor the air quality (CO2, PM10 and PM2.5), temperature, and humidity all from a single dashboard.



### World's First EyeSafe Certification

The first and only interactive display to meet Eyesafe standards, offering the highest level of blue light protection while maintaining vivid, true-to-life colours.



For more information, visit  
**BenQ.com.au**





Images courtesy of Prospect North Primary School

◀ Ultimately, the students learn how to be good learners. Therefore, it is through real-world problem solving and an inquiry approach to learning that our students become skillful communicators, collaborative learners, and digitally literate, resilient individuals.

STEM is important to Prospect North, and one of our flagship programs is *Kids Teach STEM* where students run conferences for neighbouring schools and students from further afield. We want our students to be

confident STEM learners because it is a significant area of future employment, but also because we want to empower them to make their own way in an increasingly digital world.

STEM at Prospect North involves taking part in a range of big investigations. For example, our students work with the council to solve issues using *Design Thinking*, or collaborate on designing indoor and outdoor spaces, then helping to build them. Some of our other STEM activities include observations

and hands-on experiments in the Secret Garden, as well as gathering and graphing data on an issue that students have identified as important.

We prioritise creating leadership opportunities for students such as our *Digital Leaders* program, where students who enjoy technology can gain higher level technology skills, then attend other classes to help upskill other students or present workshops for other schools at one of our conference days. Taking part in these activities allows students to boost their leadership as well as technology skills. Through our *Kids Teach STEM* and *STEM in Action* conference days, our students have hosted over 500 teachers and peers from schools around South Australia and interstate.

In 2020, we went online when COVID hit, and this opened our STEM conferences up to schools interstate. Teachers Mutual Bank sponsored the project, which had students in disadvantaged schools collaborate and interview a range of local STEM professionals to build an online library of videos for all to share. For a disadvantaged school, this has created opportunities for

targeted groups of girls, EALD, and Indigenous students to become confident speakers, role models, and high-level STEM learners and teachers.

The same year, we introduced new programs centring our ground-breaking TV and podcasting studio. In these programs, students share their cultures and learning, and these projects have gained attention across Australia as our students have gone on to become expert journalists, broadcasting news and human-interest stories to their local community.

For us, having the structure and scaffolds in place to allow students agency in their learning has led to improved wellbeing, attainment, and attendance. We believe that students should be connected to the real world; actively *problem find* and *problem solve*; play and investigate; understand and be articulate about how and why they learn; set their own goals and reflectively assess own their progress; explore the curriculum deeply; find and follow their passions.

Curiosity, creativity and the communication are central to a child's sense of belonging and

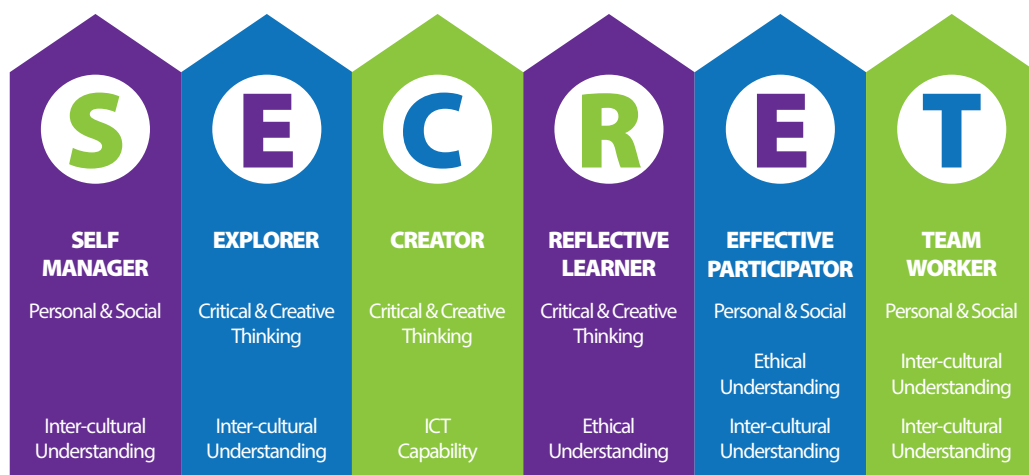




# SECRET POWERS

Compassion Creativity Curiosity Resilience

## GENERAL CAPABILITIES



development of basic skills. Having indoor and outdoor learning environments that foster curiosity and promote immersive creativity are key. They must allow children to manipulate, experiment, pose and solve problems within the curriculum during real life and relevant experiences.

My goal is to embed student agency in every process across the school, and we have accomplished this in a variety of ways. For instance, we have a *Nurture Program* that monitors wellbeing for each student and family.

Our *Student Parliament* initiative emulates real civics and citizenship with full parliamentary processes to give students a real voice in our community. Our students are true citizens and agents of change, which is why the staff at Prospect North are continuously improving their practices to allow our hugely diverse community

to thrive and stay connected to one another. We are also looking at new ways to track, record, and report learning to parents. In collaboration with the University of Melbourne and 30 other innovative schools across Australia, we are generating ways to redesign learning ambitions and reporting and this work is influencing policy makers at the state and National level.

I think that because our system here in South Australia networks us geographically, our opportunities to get together with like-minded schools has significantly shut down. I have noticed a lack of trust in teachers and principals that has sadly seen innovative schools discouraged from prototyping new ways of schooling.



Images and infographic supplied by Prospect North Primary School

For me, the biggest training and development opportunity has been with Social Ventures Australia and the network of low SES interstate and local schools collaborating on improvement. Our termly *Thought Leadership Gatherings* provide opportunities for high-level training and conversations with like-minded leaders, and as a group of schools we can access more collective wisdom to benefit our communities.

I also take part in the *New Metrics Innovation Project* at Melbourne University, which involves networking with schools on similar journeys. In addition, as a Board member of the South Australia Primary Principals Association I can have a strong voice in the development of curriculum, pedagogy and policy in our department.

Most importantly though, I view myself as a continuous learner and am currently studying a *Graduate Certificate in Developmental Trauma* to make sure that our programs are thoroughly evidence-based.

Recently, I have provided tours and immersion days for visitors to our school who come to unpack student agency and witness the impact it has on engagement, attainment, and wellbeing. These days have enabled me to join groups such as LEAP to unpack learning across jurisdictions. ■

Principal **Marg Clark** was recognised as Primary School Principal of the Year at the 2022 Australian Education Awards, having championed student agency to revolutionise STEM learning in Australian schools.

## Australia's Leading Portable Stages Supplier

Trusted by more than 1000 schools all over Australia

[transtage.com.au](http://transtage.com.au)

Contact Us Today **transtage**

☎ 1300 712 066 ✉ [info@transtage.com.au](mailto:info@transtage.com.au)

**transtage**

Safe and Robust  
Quick Assembly  
Highest Quality



## Marsden State High School:

# Making space for staff learning attracts, retains good teachers



Image courtesy of Marsden State High School

**By Shannon Meyerkort**  
Industry Reporter

**Each issue, we profile a spectacular school that has developed an innovative program, initiative, or pedagogy. This Term, we sat down with Principal Kylie Steinhardt to learn all about Marsden State High School's award-winning professional learning program, and the insights it has gleaned for how best to attract and retain staff in low socioeconomic schools.**

Marsden State High School's impressive win, taking home the gong for "Best Professional Learning Program Suite" at this year's Australian Education Awards, is the result of eight years of hard work and sustained outcomes. The school's current Deputy Principal, Michael Smith started developing its beginning teacher program in 2014 to attract and retain staff, and the

program's impact has snowballed since, with the school's retention rate for beginning and early career teachers blossoming.

As Principal Kylie Steinhardt recalls: "Previous to implementing this program, we lost 50 percent of our early career teachers due to leaving the teaching profession or transferring to another school. Since 2014, we now hold a 95 percent retention rate of our beginning and early careers teachers within the profession."

The incredible success rate of the South Brisbane school's professional learning suite comes at a time schools around Australia are struggling under the pressure of a teacher shortage, exacerbated by COVID. So, how does the country's best professional learning program stack up against these challenges, and what sets Marsden's approach to professional learning development apart from the rest?

Principal Steinhardt explains that the focus of the program is targeted development and training for staff in all career phases across the school, from preservice teachers to senior

teachers as well as the leadership team. However, one aspect that makes the program suite different from those offered at other schools is that it not only focuses on individual skills and learning, but also on nurturing new staff with mentors and supporting these mentors with ongoing, specialised development.

"We are committed to investing time and resources into supporting our staff," she explains.

"Each staff member participates in regular professional development opportunities throughout the term. Each beginning and early career teacher has a staff member mentor them through their first three years of teaching. We also provide mentors with professional development and support to ensure they have strategies and are confident in their ability to mentor new and beginning teachers."

The school has developed a lead mentor team: "These staff are responsible for representing the wider team at Marsden to ensure the mentor voice is heard to improve and deliver quality outcomes."

Furthermore, the principal says that all teaching and learning heads of department "work collaboratively with the entire leadership team to ensure that the school priorities are also met in the programs".

"We currently have 85 staff at Marsden that mentor our beginning and early career teachers. Of those 85, five are lead mentors."

So, it is this careful balance between individual professional learning and school-wide priorities that gives the Marsden State High School program its award-winning edge.

"The creation of the program to be delivered each year takes into account not only education policy, but school-wide priorities," says Principal Steinhardt.

"One of our main priorities is staff development and performance, including our professional learning programs, and our *Whole School Strategies Plan* explicitly focuses on four areas of staff development." The principal outlines these four areas as follows:





Images courtesy of Marsden State High School

1. Attraction and retention of high-performing staff.
2. Support and recognition of all staff in all career phases.
3. Inquiry-based and collaborative professional learning.
4. Leadership at all levels, with access to the highest quality professional learning.

Crucially, staff are offered dedicated time away from the demands of students to focus on their professional learning, and staff retreats are a key aspect of this.

"Staff retreats involve staff being off campus without interruption to focus on program outcomes, sharing good practice, and promoting the improvement of teaching practices in the classroom. These retreats allow staff to feel supported and share successes and challenges in a safe and supportive environment."

The programs Marsden offers are also collaborative in nature, allowing elements of the suite to be informed and guided from a grassroots level and encouraging staff at all levels to contribute to a bank of professional resources.

"The program is very collaborative," confirms Principal Steinhart: "Sara Curtis and Jenna Cullen, our teaching and learning Heads of



Department, currently lead these programs, and seek feedback from participants each year for areas of improvement, as well as the needs of the staff that are potentially missing in the programs.

"This also takes into account new staff each year and different elements required for staff development and performance. We also work collaboratively with universities to ensure quality professional development and rigour.

"Our school also values the expertise of our teaching staff. We have developed an extensive online bank of professional development resources available to all staff through its *Marsden Institute of Teacher Development*. This bank of resources is developed and led by our school staff and is available for all teaching and non-teaching staff

24-7. During the pandemic, this also assisted in enabling our staff to be able to continue their professional learning progress even when staffing has been short or limited face-to-face opportunities were available."

Given this strong focus on supporting and developing staff, it is perhaps unsurprising though no less incredible that Marsden State High School also won the "Secondary School of the Year" award in 2022, following an earlier win in 2020.

In line with the collaborative focus of the school's PLD suite, Principal Steinhart is quick to share credit with her team: "Michael, Jenna and Sara have all received individual national recognition for their work, and the quality of the programs is attributed to the quality leadership of our team. We have passionate

staff that have the best interest of our students and community at the forefront of their decisions and professional practice."

She continues: "The professional learning suite is one of our strong focus areas in our strategic improvement plan which would have added to the "Secondary School of the Year" award. We also have a strong focus on student performance and development [and] received excellence awards in *Special Education, School Strategic Plan, STEM Programs, Best Use of Technology, and Innovation in Learning Environments*.

"Our mission at Marsden State High School is to deliver superior opportunities built on a culture of high expectations, with a vision to inspire each and every learner."

Despite the recent successes, Principal Steinhart is positive there is always more work to be done in a world that is constantly changing: "We are always looking for areas to improve and develop. Every year, our programs are adjusted according to the needs of the group of staff. Education is forever evolving, and Marsden State High School has excellent staff looking for innovative ways to provide experiences and opportunities for a world of work that does not yet exist." ■





# The holistic benefits of intergenerational education for students

By Sarah Davison,  
Industry Reporter

## When you think of loneliness, you don't immediately picture a classroom setting.

However, the effects of the pandemic appear to have had a significant effect on emotional and social wellbeing among young people. A recent study on the impact of COVID-19 on the lives and mental health of Australian adolescents found that the health implications of the pandemic were significant. From the study sample of 760 Australian students

aged 12–18 years, 75 percent reported a negative effect on their mental health.

In addition to their education being negatively impacted by COVID-19 lockdowns and online learning, social outcomes also took a toll. Most respondents reported feeling less connected to their friends and approximately one-third reported a worsening of family relationships and overall family stress.

For 2022 headspace Day, headspace chief executive Jason Trethowan touched on the impact of COVID-19 on youth mental health.

"The demand for headspace services has never been greater than it is today," Mr Trethowan said. "We've known from before the pandemic the period of adolescence and early adulthood is a critical time in a young person's life, and 75 percent of mental illnesses emerge before the age of 25.

"After the tumultuous events of the past two years, including COVID-19, enforced lockdowns and natural disasters, the proportion of young Australians experiencing mental ill-health has increased to two in every five.

"Bouncing back from the past two years is a challenge that is going to require all hands-on deck."

## The benefits of intergenerational education programs

To respond to the needs of students after a tumultuous few years, engaging in an intergenerational education program could provide students with vital social connections.

Featured on the ABC television series *Old People's Home for 4 Year Olds* and *Old People's Home for Teenagers*, reciprocal learning interactions between elders and school students have seen positive outcomes for both cohorts.

Intergenerational Education Australia chief executive Greg Cronan works with schools and aged care homes to facilitate intergenerational education programs. He said the program provided vital social outreach for elders, while providing students the opportunity to engage with trusted adults. The engagement between the two groups has been found to be mentally stimulating for both students and elders while also producing health, neurological and behavioural benefits.

Mr Cronan said the feedback from teachers and parents had been overwhelmingly positive, including for students with learning or behavioural difficulties.

"The older people will tell the students a story, like a narrative," he said. "The students will ask them how they used to get to school, and they'll talk about how they used to ride their bike, how they used to walk through orchards and pick an apple for a snack. Maybe the farmer would chase them from the orchard.

"So there's a whole narrative, and it really engages the imagination. For kids today, it almost sounds like a fictional story. We're tapping into their imagination, tapping into that curiosity. But again, anthropologically, we're







It's a crisis of our time  
that young people don't  
have access to the  
elders of our society



doing something which humans, as a species have been doing for hundreds of 1000s of years but have stopped since the sort of industrial or digital age."

Mr Cronan said that hearing stories from the elders had impacted the students in their home life, with many parents providing feedback that their children come home and enthusiastically recounted stories they had heard.

"These kids would usually go home and play video games, come out for dinner, and then head back to playing video games," Mr Cronan said: "And now Mum is saying that they are chatty at the dinner table, they hang back and talk while they help with the dishes. It's having a really incredible social impact."

Emeritus Professor Annika Fitzgerald from the Griffith University intergenerational practice research program has been researching the benefits of fostering intergenerational engagement.

"The outcomes are very clear," she said, "children who, who might be on the spectrum, for example, are now actually behaving quite differently.

"The other behaviours that we have been able to observe is the likelihood that delinquencies are reduced as a result of intergenerational connections in early life.

"And of course, for the older people, it's really combating loneliness and isolation. You know, they're getting out of

bed in the morning. "There's a purpose to their life. There's joy, happiness, resilience, hope, quality of life, all those kinds of improvements."

Heart & Soul Story founder Samantha Heron has facilitated intergenerational programs with older students and said the benefits for teens were just as apparent.

"I work with Years 9 and 10, and within the teenage groups, they're on a journey into adulthood themselves," she said. "So that can be quite a self-reflective time in life, but it can also be quite a narcissistic and egocentric time."

However, Ms Heron said that self-reported outcomes from the teenagers saw an increase in gratitude, in patience and an increase in confidence. She said that after her initial pilot study in 2017, she followed up with one of the students who had been involved to see the long-term impacts of the program.

"She had been in Year 7, and I caught up with her in Year 9," she said. "She really reflected on the fact that at the time, she was so caught up in how bad everything in her own life was. And I think having heard stories from an older person who'd had a pretty difficult life, you know, been through the war, had lost a few brothers in the war. And yet she was an incredibly resilient and happy older person.

"So, I think for the student, it really made her reflect on the fact that sometimes they were getting caught up in stuff

in their lives that might not actually be that important.

"And she was quite a shy, nervous child and she also said it gave her so much more confidence to be able to go back to school and actually speak to other kids."

In addition to the friendships formed with the older people, Ms Heron also observed a strengthening in friendships for the students. "I think for teenagers [the feeling of loneliness] has been exacerbated by social media, it's all about the number of followers and the number of likes," she said. "But they get to make authentic friendships with the older people, and also within their group. It's like anything, when you go through an experience together

as a cohort there's a sense of camaraderie." Ms Heron said that while intergenerational engagement was not the "magic solution" to youth mental health, it could form a valuable part of the response.

"I see it as part of a holistic solution. We're certainly not going to say, 'hey, we can solve mental health'. But I think it's a crisis of our time that young people don't have access to the elders of our society who used to play such a pivotal role in helping guide our youth.

"I look at our Indigenous people and how they work as a community, and I think we should look at how our community could bring our communities back to being closer to that." ■

## Life-changing moments happen here

EDUCATIONAL TRAVEL | LANGUAGE IMMERSION | SERVICE-LEARNING  
CAREER EXPLORATION | PERFORMING ARTS | SNOWSPORTS | SOCCER

**Why WorldStrides?**

- ✦ 55+ years experience
- ✦ In excess of \$50 million liability insurance
- ✦ Doctors on Call
- ✦ Health & Safety team
- ✦ Global networks
- ✦ Guaranteed pricing
- ✦ Flexible booking policies
- ✦ Tour Directors

**Contact us to start planning!**

info@worldstrides.com.au | 1800 331 050 | worldstrides.com.au



# Undertaking a school literacy review

By Rosie Clarke, *Editor*

**Learners are failing to meet literacy standards at an alarming rate, prompting schools to review their literacy programs.**

Among the concerning trends are significant gaps between literacy levels of boys and girls increasing between Years 3 and 9. In a 2020 analysis of NAPLAN writing test results, University of Queensland scholar Damon Thomas finds that “while boys fell further behind girls at every tested year level, the rate at which girls outperformed boys was greatest between Years 5 and 7”, with corroborating studies from Edith Cowan

What changes are schools implementing to improve outcomes?



University and the University of Tasmania, such as Vesife Hatisaru and David Hicks’s discussion of gender differences in reading achievement, suggesting the transition from primary to secondary school in particular poses

challenges for boys’ literacy achievement. Researchers also suggest teacher perceptions, style of test questions, and parental expectation of academic achievement contribute to widening gender gaps in literacy outcomes.

Immense pressure has been placed on schools to improve these outcomes by taking a more structured literacy approach, so how should schools review their existing approach? What changes are schools implementing around the country?

We sought these answers from some leading literacy programs to find out more.

**Industry expertise on literacy program design:**

**Evidence-based instruction**

“Schools that are changing their practice are all moving towards adopting evidence-based instruction,” says *Dr Jennifer Buckingham*, the Director of

## FITZROY READERS

The Fitzroy Readers have earned a reputation for sound learning principles, logical structure and inspirational results. There are nine sets of ten sequential readers, with new sounds and/or digraphs introduced in each reader. **Word Skills** workbooks, with matching **Answer Books**, are available for each set of readers.



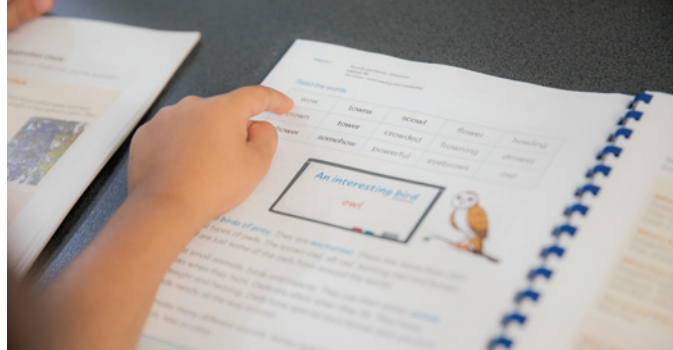
Receive **15% off** all readers in your order by using this code at checkout:  
**FITZROYREADERS**



**Fitzroy Readers**  EST 1981

[www.fitzroyreaders.com](http://www.fitzroyreaders.com)  
[admin@fitzroyreaders.com](mailto:admin@fitzroyreaders.com) 03 9489 5700





Images courtesy of MultiLit

Strategy and Senior Research Fellow at MultiLit: "It is never the reverse; I never see schools giving up systematic and explicit instruction and taking up whole language or balanced literacy!"

She affirms: "Schools should make sure their literacy programs include systematic synthetic phonics for beginning and struggling readers, as well as in-depth vocabulary and comprehension instruction, plus lots of opportunities for students to practice reading and access great books".

"Evidence-based literacy instruction is systematic, sequential and explicit. That is, there is a planned sequence of content in all the essential aspects of literacy from phonemic awareness, phonics, and fluency, to vocabulary and

comprehension. It is also taught through explicit instruction methods with cumulative reviews and progress monitoring using valid assessments."

Especially so since COVID: "Teachers and schools are expected to meet an enormous range and diversity of student needs. Following a 'Response to Intervention' (RtI) protocol, if students receive high quality evidence-based instruction from their first weeks at school, a minority (around 25 percent) will need some extra support. Of these, most will make good progress if they are given an effective and appropriate intervention program. If the RtI protocol is followed rigorously, around 5 to 7 percent of students have more significant educational or behavioural

needs that require specialist and targeted intervention. This allows resources to be focussed on students with the greatest need."

Encouraging schools to evaluate programs very carefully before investing in one, Jennifer says to "make sure it aligns with the findings of scientific reading research and has some evidence of effectiveness", and cautions schools not to rule out using a published program: "A good, published program has been tried and tested, and can significantly reduce teacher workload once they have gained some experience in using it."

#### Long-term focus

Jen McVeity, *Seven Steps* creator and CEO believes that: "All programs and approaches aim to improve literacy

outcomes, but it is the long-term outcomes that are key."

She says: "Schools need to source programs that suit their needs, onboard teachers prior to training, have a 'driver' in the school to keep up momentum, and carry out regular fidelity checks to identify who needs support, share successes, and fine-tune the program.

"The responsibility of any program provider, meanwhile, is to create high-quality materials that leave room for teachers to make the program their own based on their expertise and knowledge of students. They also need to provide ongoing support to schools and teachers to ensure that the program is implemented effectively and has the desired outcomes. ►

# We're with you, every step of the way

**MultiLit**  
Learn to Read



From initial literacy instruction, to early intervention for struggling readers, and helping older low-progress readers, MultiLit's evidence-based programs provide schools with the tools to ensure every child can achieve reading success.

1300 55 99 19 | [multilit.com](http://multilit.com) | [multilit@multilit.com](mailto:multilit@multilit.com)





Images courtesy of Fitzroy Readers



© stock.adobe.com

◀ “A huge benefit of COVID (yes, there were a few) is that students have been given more control over their own learning. Teachers need to scaffold and support the learning process, but students need to be empowered to create their own learning paths. Very few students will need to write an essay or formal narrative outside of the classroom. Instead, they will need to be able to write blogs, web content, social media posts, and short-form videos. Teaching resources that reflect real-world contexts are more engaging for students at both primary and secondary levels.”

Additionally: “Engagement improves when there is peer-to-peer collaboration and feedback. Research shows that feedback, interaction, and collaboration are beneficial to the learning process. This is not something that comes naturally to all students though, so explicitly teaching and facilitating collaborative learning is essential.

“Often, writing is seen as a quiet, silent activity, yet it is much more effective when students collaborate. There is an overemphasis on the secretarial

side of writing—spelling, grammar, and punctuation—in schools. However, brainstorming ideas and getting peer feedback facilitate learning and should be kept at the forefront of any writing classroom.”

### Phonic methods boost acquisition

Fitzroy Readers founder Philip O’Carroll acknowledges that “literacy education in Australia has gone through a major change”.

“It is now obvious to many primary schools that phonic

methods greatly boost the acquisition of literacy. By introducing one spelling pattern at a time in a sequential fashion, children are saved from the jumble of scores of English spelling patterns that must eventually be mastered in readiness for secondary education.

“Before the return of phonics, the sheer volume of raw memory required to accumulate the spellings of English left hordes of students floundering. Phonics became permissible again after the 70s and this opened a door to greater literacy. By selecting digestible vocabulary in the early years, and introducing odd spellings only in small steps, much progress has been made.”

The English language is *tricky*: “Hundreds of groups of words share their own spelling pattern, i.e., *mark*, *Mars*, *yard*, and *farm*. Further, there are English words that don’t belong to any group of similar spellings, i.e., *busy*, *sew*, and *choir*. Suitable reading books for the early years employ





a chosen set of words with a matching spelling pattern, plus a few words that are clearly separated out as having their own idiosyncratic spellings.

"Schools that take a synthetic phonic approach to teaching literacy have shown astonishing and heartening results in government tests."

### Measure student engagement

"Spend your school's time and money on the best resource in any classroom: the teacher," says Cleverbean Co-Founder, Lucy Chambers. She has spent 15 years as a classroom teacher and tells us that while schools "are moving towards evidence-based learning programs" many are "currently doing so blind-folded, without the tools or time to make consistent changes". To translate evidence-based learning into empowering, time-saving tools for teachers, Lucy recommends: "Where possible invest the time needed for collegial planning and development of programs as well as strategically implementing new school wide strategies one at a time so teachers have time

to understand, practise, embed and feel less overwhelmed."

Rather, new programs and strategies must "come from a place of support and development," she says. There has been a "focus on individualised learning for a number of years attempting to address the alarming decline in literacy rates and any classroom teacher can meet individualised needs if they have access to quality teaching materials.

To implement best practice, Lucy recommends undertaking a review first, to measure student engagement: "Question whether students are being given a critical/creative task or just another worksheet. Also, ask whether quality texts are missing from the classroom; students need technical, colourful vocabulary to develop their language skills."

To improve literacy outcomes, as a starting point, she advises teachers to "share learning intentions and show how they are connected to the curriculum and relatable to students". She says: "Visible success criteria drive clear learning

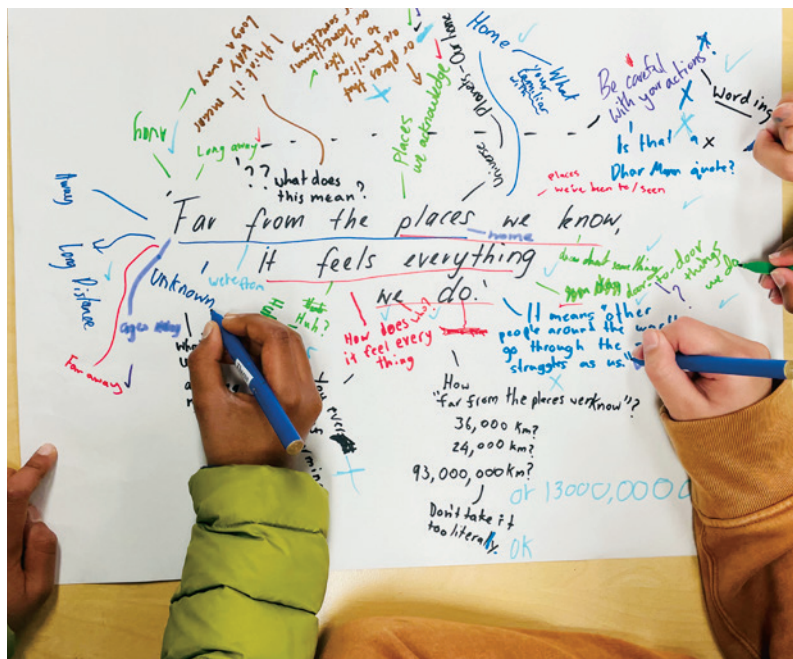


Image courtesy of Cleverbean

outcomes so that students can monitor their own learning as well as paving the way for explicit and timely feedback."

Furthermore: "Rich literature embedded into the program helps improve and develop vocabulary in the classroom. Formative assessment practices like exit slips or quick Post-it

responses, work to ensure you understand your students and their learning needs. Scheduling actionable feedback that is specific to individual students and embedding student-led feedback practices in your classroom, such as 2 stars and a wish or praise, question, polish can deepen learning and enrich student engagement." ■



## Creative thinking

### Unleash the superpower

*Give students the tools to harness their creative powers. Then watch them take off!*

Learn the simple and powerful secrets to transform your students' writing.

Get started at our fun, interactive workshops and tap into our award-winning print and digital teaching resources.



Check out these success stories from Seven Steps teachers!

# Sevensteps

sevenstepswriting.com (03) 9521 8439






# Nurturing creative thinking in the writing classroom

**By Sarah Bakker,**  
Strategy Manager,  
Teacher Resources,  
Seven Steps to  
Writing Success

**According to the late Sir Ken Robinson, “Creativity is as important now in education as literacy, and we should treat it with the same status”.**

As teachers, we need to prepare students for jobs that don't even exist yet and for a future we can't predict. The more importance we place on creativity in the classroom, the better students will be at adapting to whatever they have to face at school and beyond.

Creative thinking is part of the curriculum, and it can be taught in very practical ways. The key is to make time to explicitly teach it and for students to practise and hone their skills. Where better to do this than in writing lessons, where students are free to try out ideas, make mistakes and think outside the box?

One way to get students' creative juices flowing is to introduce them to a range of different brainstorming strategies. The more students practise these strategies, the more creative they will become and the easier they will find it to come up with original and unexpected ideas.

## Generating great ideas

Every author knows that your first idea is usually your worst idea because it is the one everyone else thinks of too. So, the question is: How can you teach students to think more deeply and be more creative?

## Collaborative brainstorming

First, get them working together. Writing doesn't need to be a silent, solo activity – noisy collaboration is proven to help brainstorming and



boost creativity! More than one mind means more ideas, different perspectives, and the joy of jumping from idea to idea and person to person.

## Learning from the experts

As well as learning from each other, students can also learn from professional authors. When brainstorming, share books and videos that students can use as a springboard for their own ideas. Discuss favourite stories and characters to inspire students' own ideas. Retell or rewrite familiar stories by changing the characters or problems or adding a twist. Show students

that the same ideas can be used in many different ways; there is room for many varied voices in the world – including their own.

## Visualising the topic

Get students to close their eyes and visualise a topic or prompt before they brainstorm in groups. What does the topic make them think about? How does it make them feel? Is there anything in their life experience that speaks to the idea? Does the topic remind them of a story or some research they have heard? Visualising the topic gives students time to think before they share their ideas, which will often result in



more ideas, particularly from less confident students.

## Building on ideas

If students start to run out of ideas, get them to review what they have come up with. Do any of the ideas spark a chain of related ideas? Can they think of an opposite idea? Can they join two ideas together? Sometimes this may happen naturally, and sometimes you may need to prompt this thinking.

## Questioning

Ask questions to help students develop or expand on their initial ideas. For example, if their idea is about a frog in a castle, ask: What kind of castle? Where is the castle? Why does the frog have a castle? Who else lives in the castle? Model this for students or give students question stems to get them started.

## Thinking differently

Prompt students to think about whether the stimulus (word, phrase, image) has another meaning. For example, when brainstorming ideas for 'connection', they could be stuck on connection through friendship. Direct them to think of alternative meanings, such as an electrical connection, internet connection or flight connection.

## The ripple effects

Simple suggestions, aren't they? Teach students these strategies and you'll see their creative thinking skills bloom and their writing improve significantly.

Imagine the writing classroom that will result – a vibrant and interactive space where students are engaged and enjoying writing, and, best of all, having fun. This can then be transferred to other aspects of literacy, other subjects and other areas of students' lives.

When you actively nurture creativity in the classroom, you are equipping students with the skills that they will use and value the most in this ever-changing and challenging world. ★



# 6 lesson hacks to teach creative critical thinkers

## Spot the Junk

ADDING SUFFIXES		
Name: _____		
Directions: Add the suffix -ed and -ing to each root word.		
root word	-ed	-ing
play		
look		
join		
count		
spell		
talk		

Who were the characters in the story?

What happened to all the truffula trees?

At the end of the story, what did the Once-ler give to the boy? Why?

What was Dr. Seuss trying to teach us by writing this story?

## Discover the Gold



### Steal these strategies to up your classroom game!

Our expert team of teachers design curriculum-aligned literacy resources for schools around Australia, and mentor teachers to help them better spot the junk, forage for gold and execute classroom engagement like pros!

Here are 6 lesson hacks from the jazzy lesson creators at Cleverbean to help your classroom thrive in their critical and creative thinking.

#### 1. Replace worksheets with open-ended tasks

We asked two groups of Year 4 students to create a diagram of an animal they'd researched. The first group received fixed worksheets with a pre-drawn picture of a whale to match-up with pre-created labels, while the second group received an explicit learning intention and lesson model before being given free reign. The results? Group one completed the task. Tick! But there was no request for them to show any depth of understanding, so they didn't. Responses from the second group demonstrated excitement for learning, creativity and a clear depth of understanding; one student focussed on embedding all the technical language she had learned about seals, and another student focussed on labelling the inside of a woodpecker to

explain how its tongue wraps around the skull cavity.

We're all guilty of the quick *download and dash* worksheet every now and again. But before clicking download, check whether it's a *fixed* or *open-ended* worksheet.

Open-ended tasks start with some instructions, but have lots of open blank spaces to draw pictures, write words, or find creative ways to communicate an answer. They might ask learners to respond in a silent pen discussion to a quote from a book, or build the main part of the story using Lego. Hand out these tasks and *bingo!* You'll be mesmerised by their creative, individualised interpretations.

#### 2. Memorise your favourite questioning stems

Teacher-led questioning is critical to assess levels of understanding and prompt new ideas. An effective strategy is to determine your learning intention and frame questions to suit, but generic ones also work a treat, and are easy to remember and reuse. Try: *Wow, tell me more about...* or *Show me what you're creating here...* or even, *Can you explain what you like about that piece of writing?*

Once you have a list, use them on repeat and remember, anything that sparks a one-word response is a no-go-zone!

#### 3. Reinforce valuable student contributions

Use methods like *think, pair and share* or gathering quick whiteboard responses to encourage collaborative problem solving. Activities like these foster opportunities for peer review, and small group discussions give students more thinking and responding time, which is vital.

Ask questions that make students feel their contributions are valued and inspire reflections on real life connections for ultimate memorability: *Have any of you had an experience where you felt excited like this character?* or *What sounds do you think you would hear if you were in this setting?*

#### 4. Weave feedback into your classroom

Creating time and giving effective feedback is hard, and not something that always comes naturally. So how can you add it to your regular teaching repertoire?

Kickstart by always being specific when delivering teacher-led feedback. When listening to a student's work, always start with what they did effectively, and ask other students to build on the feedback: *I love the way you used technical language to bring that animal to life, did anyone hear some words they used that were clever?* Use a learning intention or success criteria to really help anchor the feedback

conversations. Lastly, make time for one-to-one feedback where you can really dig into students' wonders, passions and clearly define learning goals.

#### 5. Beware the shiny quick fix

Programs that claim to do all your work for you may risk restricting your ability to observe whether a student is struggling. For primary-age students, watch out for anything suggesting heavy screen time as they can be distracting for students. It's hard to share ideas and collaborate when glued to a screen!

#### 6. Praise the picture books (for big kids, too!)

Quality texts engage readers in a diverse range of curriculum topics to develop vocabulary, expand their interests and discover their joy-sparking authentic passions. Illustrated books are a wonderful way to help students connect with new concepts and learn new words. Some of our favourite titles for learning enrichment this term: *Australia* by Pete Cromer, *The illustrated Encyclopedia Of Peculiar Animals* by Sami Bayly, *Iceberg* by Claire Saxby, and *Tomorrow Is A Brand New Day* by Davina Bell. ▲



**CLEVERBEAN**

Grab a free trial at [cleverbean.co](https://cleverbean.co)  
The home of quality literacy materials for teachers.



# Innovative storage to charge your devices

By Rosie Clarke, Editor

## Schools want tech-focused storage solutions right now.

Australian schools have more devices than most other OECD countries, and Australian students also spent a highly significant proportion of their time using those devices compared to other countries, according to OECD data.

This high-use of computer-based technology and high number of digital devices means charging is a big issue for schools, as well as secure storage. This is critical whether schools purchase devices themselves or run a Bring-Your-Own-Device program. Beyond laptops, schools need to safeguard, store, and/or charge tablets and smartphones. The latter is particularly necessary



Image courtesy of APC Storage Technology

where schools are implementing phone bans. School necessities like USBs, printing devices, headphones, monitors and cables also require accessible secure storage, not to mention the extraordinary wealth of edtech in daily use, including

robotics equipment, cameras and microphones, gaming equipment, and infinitely more.

Research has shown that teachers in non-forward-facing classrooms tend to be better able to integrate technology into

their pedagogy. Accessible tech storage in classrooms, breakout rooms and libraries seems essential here, as teachers and students can more seamlessly reach for devices as needed. Increasingly, school storage is designed to be a secure charging station that is lockable via pin code, RFID, or other secure access, as well as an essential storage solution for books, stationery and other supplies.

Innovative tech storage comes in a vast range of styles and forms now and is highly customisable to meet the unique needs of Australian schools. Lockers are space saving options, whether they are large permanent wall units or mobile, more modular designs, they increasingly offer built-in charging facilities where cables are tidily stowed away, and are designed not to overheat.



## SNUGHOOKS®

The safer alternative to protruding hooks

- Perfect for schools
- Unique recessed design
- Indoor and outdoor use
- Available from APC Australia wide



**sales@apcgroup.com.au**  
**apcoffice.com.au**  
**1300 138 303**



Schools can instigate a locker rental or assignment system for students to use pin codes, or students can check out devices on shared units stored in the library or other shared facilities. Device tagging and monitoring is another feature of these storage units, which helps prevent theft and assists IT departments in repairing faulty devices.

### Industry perspectives: key purchasing considerations for schools

"If your school storage feels dated and inefficient, it's worth considering an upgrade," says IntraSpace Managing Director Jeffrey Morren, who notes that "having the right storage can go a long way towards making sure your school operates smoothly and efficiently".

"Whether it's storing books, supplies, or digital devices, having the right storage solutions can help make things run more smoothly." Sharing a few key things for schools to take into consideration when reviewing existing storage solutions, he suggests:



Image courtesy of IntraSpace

1. "Review current use and storage needs. The first thing you'll want to do with your existing storage is to make sure that it meets your current needs. A space audit helps to re-evaluate how your storage solutions are working within your environment, so consider calling in

an expert company that specialises in classroom or locker storage."

2. "Assessing the cost of upgrading existing storage. You will need to assess the cost of upgrading the storage itself, because if you need to completely replace your storage solution, you'll want to see

what type of new solutions are out there. You'll also want to confirm you're working within terms of budget for a new storage solution. Would off-the-shelf solutions work for your space, or would custom-fitted storage solutions serve it better?"

3. It's also worth considering that the security of your storage solution is adequate. If students and staff are storing personal belongings, devices or equipment in a storage unit, you'll want to make sure the storage unit itself is secure. Lockers with appropriate lock systems can help with this issue."

With these pointers in mind: "Once you've decided on changes you need to make, it is best to consult with the professionals in the improvement of learning spaces to help with your specific needs. They can provide you with 3D visuals and designs (often at no charge) that you can use to get approval/consent from other stakeholders." ►

## Your Locker Specialist Company

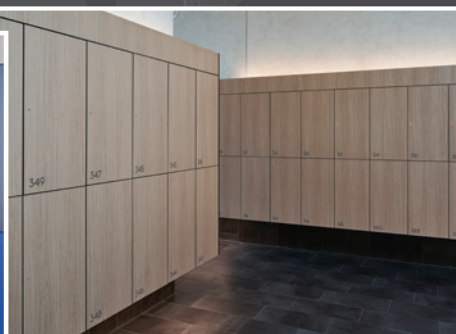
IntraSpace have an extensive range of lockers and lock options for any space and industry type including staff, student, school lockers and charging cabinets.

Our wide range of options include:

- Student Lockers
- Metal
- Sports Lockers
- Laminate
- Bench Seating
- Compact Laminate
- MDF/Metal Style
- Plastic

### IntraSpace Smart Lock

Taking personal storage to a whole new level with the most comprehensive, future-proof smart locker system. Ask IntraSpace how, today!



Call 1800 800 573 or visit [www.intraspace.com.au](http://www.intraspace.com.au)





Images courtesy of Sebel Furniture

◀ Geoff Burgess, Senior Estimator at APC Commercial, explained that “with the almost universal access to mobile devices, both supplied and personal, throughout the education sector, the requirements to store, recharge, update, and regulate their usage have become a major necessity”.

He said that for schools “the need to allow access for eLearning in different forms, on different devices at different times, has made the re-charging of devices when not in use a high priority”.

Furthermore: “The advance in methods of doing so has

enabled their incorporation into many forms of storage. It is now possible to safely lock away a device and charge it by GPO, USB or even wirelessly at the same time. The availability of different sized lockers in particular, together with the ability to mix and match colours within banks of

units, also allows far greater flexibility in the location and layout of storage areas.

“High-density polyethylene is available in a variety of heights, widths, and door colours allowing a multitude of configurations, and including waterproof versions to allow for outdoor locations.

Among the mistakes he has noticed school make relating to their storage solutions, he said that too many are “too rigid in their perception of what storage units are”, when “modern lockers are secure charging stations with the ability to add an aesthetic element to a school”. He said: “Look at lockers that can be reconfigured in shapes, allowing re-location in future school renovations.”

Security benefits are another appealing feature for schools, he said: “Lock technology, just like most other forms has progressed in leaps and bounds from the standard padlock or lock and key of times past. The latest forms of modern locks include, Digital, Combination, Keypad, RFID, and even fingerprint all now available at affordable pricing. Newer storage forms like high-





density polyethylene lockers are almost indestructible, and come with 20-year warranties, they are available in different stackable heights that can be re-configured in layouts and colours."

Sebel representative, Helen, has noticed "increased requests for device storage featuring heavy duty casters and integrated handles for easier relocation"

"Like other aspects of modern learning environments, flexibility and mobility are paramount and specialised storage, such as that used for tech spaces and devices, is often shared between spaces or relocated based on need. This means mobile units are in high demand.

"Other options seen in senior schools are centralised charging units located in breakout areas, which feature individual lockable compartments where students create a pin code for one-off storage and use.

"Obviously, integrated charging is a must, and units that integrate with other standard cabinetry and look less like device storage seem

to be popular as they are less targeted by thieves."

Since schools have transitioned towards more open plan learning, "storage units are increasingly being used as room dividers to create specific zones like quiet reading corners or collaborative nooks". As part of this: "Whiteboard backs are a popular feature on free-standing storage items, allowing them to fulfill multiple functions within a space."

Returning to tech storage, solutions are very dependent on the type and size of space and whether the school is BYOD or provides student devices. Helen says: "For BYOD schools where space is limited, standalone charging units are often favoured over dedicated storage units that take up valuable real estate. Mobile vertical charging columns are popular as these can be positioned centrally within a circle of modular tables. The number of devices requiring storage and projected power drain is important to consider as there have been a number of instances where schools have not had adequate power

What changes are schools implementing to improve outcomes?



supply to handle the charge load required for a full device storage unit. Built-in surge protection is a must and make sure the unit is made from appropriate materials that meet regulatory requirements and are do not pose a fire risk."

Finally, she advises schools to "work with your IT department or device supplier if you are a school that provides devices, as many school suppliers also sell purpose-made device storage and can put together cost-effective packages." ■

**Sebel's new catalogue is out now!**



With 2023 fast approaching, it's time to start thinking about furniture needs for the start of the new year.

Bring comfort, flexibility, and engagement into your classrooms for 2023 by creating fun and functional learning environments with iconic products designed to last generations.

**We'd love to talk.**

Call us on 1300 664 132

Email us at [sales@sebel furniture.com](mailto:sales@sebel furniture.com)

Check out our full range at [sebel furniture.com](http://sebel furniture.com)

**Browse our latest catalogue today!**



**Sebel**<sup>TM</sup>



# Modern storage hubs

**Modern school lockers have become a central hub for students and are available in a range of sizes, colours, security options and with inbuilt charging stations.**

APC is a privately owned, Australian company established in 1972 and we provide cost effective and efficient storage solutions across many industries. APC has a wide range of lockers suitable for demanding conditions and environments. Designed and manufactured to the highest standards, our lockers are available in a variety of sizes, materials, colours and finishes.

The Mobile Phone Locker, and the Laptop Locker offer secure storage solutions for electronic devices as well as small personal items making them perfect for BYOD solutions in schools.



APC Storage Technology - HDPE Lockers

The Heavy-Duty School Locker has a solid steel construction and has been especially designed for school use where people need to securely store their personal belongings.

The ABS Locker is a strong and durable storage solution, capable of handling loads of up to 100kg per locker. The doors are tested to withstand a force of 1000kg, while the water and scratch

resistant nature of the ABS material, make this locker perfect for use in primary schools. Our HDPE Locker provides a true 'heavy-duty' locker experience and is suitable for indoor and outdoor applications and comes with a 20-year indoor and 8-year outdoor warranty. The HDPE locker is water-resistant, UV-proof and vandal-proof making the locker perfect for different areas throughout schools.

Our wide range of lockers can also be customised with a wide range of technological features to turn them into multi-functional storage hubs. The external security options come with a variety of electronic and digital mechanisms, including touchpads, fingerprint scanners and RFID locks with Mifare cards.

The interior of a modern school locker can be customised with the latest in charging options. The lockers can be fitted with single or multi-GPO units, USB charging points, including USB-C and USB-A available additionally, or in place of the GPO unit(s). Wireless charging pads of a variety of sizes and charging speeds can now be built into lockers for charging mobile phones and compatible tablets and laptops. ▲

*Please see our website [www.apcoffice.com.au](http://www.apcoffice.com.au) to view our range of lockers and charging options.*



## BUILT IN CHARGING SOLUTIONS

### Lockers, Storage, Technology in Harmony

*Multiple configurations, available, including;*

- USB
- Wireless and
- GPO

Bring the latest charging technology to your storage.



**apc**

Storage Technology

**FOR PROMOTIONAL PRICE QUOTE  
APC-SNT4**

**[apcoffice.com.au](http://apcoffice.com.au)  
[sales@apcgroup.com.au](mailto:sales@apcgroup.com.au)  
1300 138 303**





# Custom curved seating design delights students

## Resource Furniture stepped in to deck out Stradbroke School's new building facility for Reception students.

"Many of our items were customised specifically to suit reception students, such as lower seat heights and table heights," explained Resource Furniture's Business Development Executive, Grace Misso. "The Architect and Interior Design team from Das Studio had an excellent vision and pallet for the project and approached us to assist."

What made the furniture so special, Grace revealed, was that "the custom curved seating was designed specifically for this project, by the Resource Product Design team". She said: "It was designed to be the center of the breakout seating area, with colourful vinyl and the ability to be mobile and



Image courtesy of Resource Furniture

modular. Ottomans needed to be light and have handles, making them easy for young students to move around and collaborate.

The school praised each of the products sourced from Resource Furniture, particularly the Delphi Plus chair with timber swivel base, mobile storage unit, tote trolley, acrylic fronted book box and Modulus

flip table with modesty, which were chosen for the classrooms.

The school opted for the "mini ottoman, pie ottoman and table set, Modulus flip table and custom curved back-to-back seating for the breakout space" as well as "Bean Bag Game Nordic Concrete and Hills and Valleys for the small withdrawal room". For the teachers' preparation

space, the school chose the Actiu Trama 30 table with Custom D-Shape worktop. Meanwhile, for the breakout nooks and small withdrawal room, a custom rectangle table with double disc base and custom round disc base was ideal.

Grace also told us it was important for projects like these to be considerate of lead times on products: "We used local manufacturers, reducing the lead time to 6-8 weeks. For schools looking to complete a project like this we recommend speaking with our team as early as possible so we can take the time to plan and execute the vision of the school in the most effective way."

Since the project, the school happily advised: "The space is being used and the teaching team and the students are very happy with the new learning space." ▲

**resource furniture**

## Creating Your Space

With so many choices available, selecting school furniture for various age groups and learner types is more necessary than ever. Why not get assistance from the experts with the most cutting-edge knowledge in the field?

e [design@resourcefurniture.com.au](mailto:design@resourcefurniture.com.au)  
p 1300 577 267 | [resourcefurniture.com.au](http://resourcefurniture.com.au)

# The world's a stage but it's what's under it that counts

## Efficient under-stage storage accommodates 576 chairs and tables at Coombabah State High School.

When the school contacted Quantum Library Supplies, they had two problems and one opportunity.

Problem one was the untidy school stage, which was open at the front and used to store all sorts of items and sports equipment. The openness made it difficult to get at and impossible to keep tidy!

Problem two was the original chair storage, which overwhelmed the limited available space in the all-important assembly hall. Not to mention that between exams and school functions, staff would have to spend time stacking and unstacking hundreds of chairs and tables.



Doors closed



Doors open

### Opportunity for a custom storage solution

The Quantum Under-Stage storage and handling system provided the solution to both problems, with the chairs stored on custom built trollies that are wheeled out to the back of the assembly hall, where chairs can be unloaded row by row and trollies stowed back under the stage. Afterwards, trollies are wheeled out to repeat the process in reverse, with

everything stored away quickly and tidily behind new stage doors.

Each of the four Quantum Under-stage trollies now in place holds up to 144 chairs and is 3.2m wide and 3.6m deep.

The four trollies have a total storage capacity of 576 chairs giving some capacity for growth. The trollies move easily on the extra-wide polyurethane casters which do not damage or mark the assembly hall floor.

This is much more efficient than the previous labour-intensive handling and placing of over 500 chairs.

"Schools love our under-stage storage system for their chair and table storage, while making effective use of the space under the stage," reveals Quantum Library Supplies Sales Manager Colin Matthews.

Quantum Library Supplies also supplies a range of open and lidded boxes to fit the under-stage trollies, for storing props as well as sports equipment, gym mats and musical instruments. These are fitted with quality gas struts for safe and easy access so you can take full advantage of any available space. ▲

Contact Quantum for a free consultation and enquire about Under Stage Trolley & Storage. Visit us at [quantumlibraries.com.au](http://quantumlibraries.com.au).

## HUNDREDS OF CHAIRS & TABLES STORED UNDER THE STAGE

Quantum Library Supplies Custom Made Trolley and Under Stage storage solutions. Custom built to suit your space and storage requirements, our under stage trolley solution can accommodate stackable chairs and foldable tables or storage boxes for sports equipment.



**UNDERSTAGE STORAGE SYSTEM** - Efficient use of the under stage area for chair and table storage and quick deployment into the school hall when required for events.

**"Schools love our under-stage storage system for their chair and table storage, while making effective use of the space under the stage"**

Custom Under Stage boxes for storing various objects such as sports equipment can also be made to order. Dimensions for storage is made to order. Gas struts will be used for the lid so that opening and closing can be done safely and easily.



The width of your trolley is made to suit your under-stage environment while leaving enough room that it isn't difficult to manoeuvre.

Contact us to quote for a free consultation and pricing with respect to chairs, tables and designing your trolley to fit your space.

**QUANTUM LIBRARY SUPPLIES**  
LIBRARY FIT-OUTS *with a difference*

P | 1800 773 374 E | [info@quantumlibraries.com.au](mailto:info@quantumlibraries.com.au)  
[www.quantumlibraries.com.au](http://www.quantumlibraries.com.au)



# Sorbent Professional Jumbo Toilet Paper – the best quality in the market!

**A high-traffic bathroom does not have to mean an inferior user experience when it comes to toilet paper.**

And we all know that it's the little things that matter - the quality of the toilet paper is seen as a reflection of the care shown toward staff, students and visitors to the school.

Sorbent Professional 2ply Embossed Jumbo Toilet Paper brings a touch of home when away from home. The thick and soft tissue with a lovely emboss leaves a lasting impression on the discerning user. Those that have tried it agree that this is the best

jumbo roll on the market. And there is a win for the environment too.

The efficient jumbo size reduces the need for refilling and one hundred percent of all fibre in Sorbent Professional tissue products is responsibly and sustainably sourced with independent certification by PEFC and SEDEX.

The means a win for the user, a win for the business and a win for the environment!

Now available on the NSW, QLD and Victorian Schools contracts and the Procure Australia contract via our distribution partner, Winc. ▲

For more information please visit:  
[solarispaper.com.au](http://solarispaper.com.au)



# What's in a school broadcasting studio?

By Rosie Clarke, Editor

**Schools with broadcasting studios can equip students to become fully-fledged multi-media journalists, podcasters, streamers, writers, editors, and more.**

But digital media skills are now valued across most industries. Increasingly, journalism skills are highly transferable across various private and public sectors and are particularly valued in science communications and corporate fields.

Career pathway benefits aside, schools with an industry standard media and communications setup can build strong community connections and provide opportunities for project-based learning that supports student agency. Our featured *Principal Speaks* school this issue, Prospect North Primary School, sets a phenomenal example of this with its PNTV and Podcasting program, which began in 2020 and has become a vital site of community activism and curriculum engagement. School Principal Marg Clark's dedication to empowering student agency is especially evident here as students broadcast in multiple languages, develop and edit their own material, interview leaders, and have produced an impressive library of STEM videos.

## Industry tech tips

What sets a broadcasting studio apart from a traditional media room? We asked two specialist equipment suppliers for their recommendations to schools on the ideal broadcasting studio setup, from camera and microphone tips to studio space layout suggestions and advice on navigating internet speed.

According to The Streaming Guys' Business Manager, Ben Burey, it's "the ability to broadcast the footage live on the internet".



Image courtesy of The Streaming Guys

He explains: "In order to do this, some form of encoder is required, which can either be done via software or externally through a dedicated hardware encoder. Bonded encoding is the backbone of the streaming industry as it adds reliability and redundancy to your streams, ensuring to minimise dropouts and maximise live time.

It allows you to take multiple data connections and combine them, so to speak, to encode your video through to your viewing platform.

"In doing this, you can take four to six poor connections and bond them so you can get your video content online without issue. The units allow you to adjust data rates, resolution

and the buffer rate, to help reduce the load placed on the system and make sure your streams stay online without any interruptions. By utilising multiple connections, you do not need to rely on a single data carrier to keep you online, which has saved us on many occasions."

Ben has noticed some common mistakes schools make when designing their own studios: "A lot of people overcomplicate their setup. Nailing the basics and streamlining your system to avoid having unnecessary components is best when designing a broadcasting studio."

To avoid this, planning is essential: "When creating your podcast, and more importantly, your podcasting studio, you need to have a plan in place. Do you want to have video to accompany the podcast or just audio recording? How many participants will you have per podcast, and do you have the infrastructure to accommodate them? Do you need to have all participants in the one location or are you looking to integrate people remotely? Where will you be publishing your podcasts, and do you have the correct systems in place to manage these?" ►

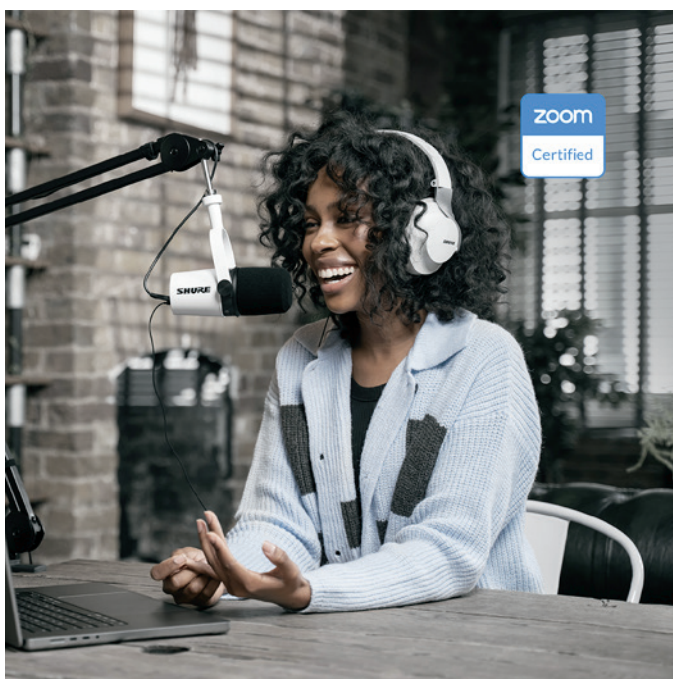


Image courtesy of Jands



**SHURE**

MOTIV™ Digital Microphones &amp; Recording Solutions

# YOUR SOUND, YOUR WAY.

Introducing a suite of on-the-go recording solutions, the iconic MOTIV™ Digital Microphones easily connect to any Mac, PC, iOS or Android device for convenient and reliable digital recording wherever you are. From music and podcasts, interviews and broadcasting to field recordings and mobile video, capturing audio has never been this simple and stylish. Check out all five models today and discover what portability and quality truly feels like!

**MV7:**

For perfect recordings in imperfect rooms. Boasting both XLR and USB connectivity options to offer complete flexibility.

**MV5C:**

Join virtual meetings and classes with the confidence that you sound just as good at home as you do in person. Compatible with MS Teams and Zoom.

**MV51:**

Unparalleled audio in all-metal construction. Deny distortion and enjoy sound excellence in every environment from demo sessions to field recordings.

**MV6i:**

Compact Audio Interface that creates a portable recording studio, wherever and whenever you need it.

**MVL:**

For the on-the-go recorder. Simply plug into a mobile device to capture quality audio for interviews, lectures, public speaking and videography.



SCAN ME



distributed by

**JANDS**

jands.com.au





Image courtesy of The Streaming Guys

◀ For schools eyeing up streaming resource recommendations, Ben advises: "YouTube is a fantastic resource for everything *streaming*. For equipment, software, and settings, there tends to be a YouTube video covering every topic. Another useful tip is that manufacturers often have catalogues of educational content on their websites. It really depends on what you are purchasing, but there is plenty of good information out there, schools just need to go looking for it."

For Jands' Digital Marketing Specialist Joe Hopkins, the biggest mistake schools make during the design phase is "microphones!"

"The most overlooked element when designing or upgrading a space into an audiovisual studio is not taking the room's physical attributes and acoustics into account," he says. "For your voice to be heard, you need a specialised microphone with studio level sound that uses voice isolating technology."

Meanwhile: "If a room's acoustics go unaddressed there will be major issues with audio from both a listening and recording perspective. Architects, installers, and renovators need to get room acoustics right to ensure a final product that has limited audio reverberation, interference and echo."

Joe's dos or don'ts for schools that want to start creating podcasts focuses on infrastructure: "Do ensure there is no additional noise spill being picked up from the microphones within the room and no external noise from the outside world is being picked up by your microphone. Don't allow audio levels to become distorted: make sure students check audio levels before starting production."

Joe distinguishes broadcasting studios as soundproof spaces from which programs are produced and broadcast over radio airwaves, television channels, cable, or streamed across the internet.

He says: "Regional schools with slower internet may want to focus their efforts on recording locally and scheduling uploads

to maintain optimum quality. Newer schools with high-speed internet can record and stream directly onto their social media channels. Whether a new-build or older school though, focus on acoustic—brick walls are generally bad for acoustics, so the materials of the building matter more than its age. Insulation in the walls and other measures can help improve harsh reverberations."

"Planning where camera setups will be is vital: know the layout before committing to any installation," he advises. In terms of resources: "A basic video introduction course that includes lighting will show students the main settings on a camera that they will need to focus on, and an introduction to audio production will show them what to look for when recording audio. Learning about video data and formatting files for particular platforms (such as social media platforms) is vital. These channels and platforms each require their own dimensions and size which can quickly become very complicated." ■

# STREAM, CAPTURE AND SHARE EXCEPTIONAL CONTENT BECAUSE IT'S EASY



PH: 1300 653 052



PH: 1300 529 355










# A classroom tech collab empowering the next generation

By Rosie Clarke, Editor

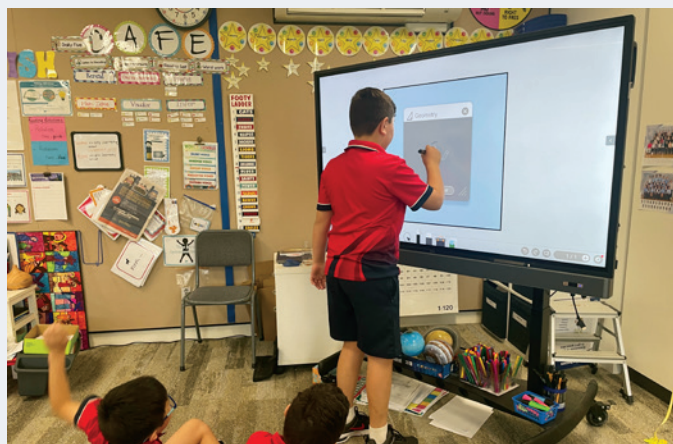
**Our Lady of the Pines Catholic Primary School powerfully integrates digital technology into its pedagogy and has been invited by BenQ to become its first Australian Junior Academy.**

We spoke with the school about its recent collaboration with edtech superstar BenQ, which has allowed teachers to take lessons to the next level.

When Brendan Keeling was appointed as principal of the Victorian school five years ago, he made a commitment to update edtech and find a technology supplier that could provide his team with more professional support and upskilling opportunities from their next technology supplier, following disappointing prior experiences.

The school's Digital Technologies leader, Anna Holman told us: "BenQ came highly recommended by school ICT consultant Tserlin Hetherton who had already established a good working relationship with the edtech company. So, in the process of building up our technologies' curriculum and resources, we were delighted to be introduced and very impressed by BenQ's interactive classroom solutions."

Following a consultation, she recalls, "we decided to upgrade our fleet of interactive panels to x16



Images courtesy of BenQ and Our Lady of the Pines Catholic Primary School

BenQ RM6502K Interactive Panels, one for each classroom. These were installed at the beginning of this school year, as well as two CP6501K Interactive Flat Panels installed in our leadership hub for staff and leaders to collaborate on."

Anna and Tserlin already facilitate a "TechOLOpy team" of student technology role models, where workshops encourage children to share coding skills and work to "build student voice". Unfortunately though, "COVID put a bit of a pause" on their plans: "But Tserlin and I like to tackle big projects and were thrilled when we were approached to collaborate with the team at BenQ."

It all began in March when the BenQ team, flew into Donvale to hold an intensive conference session for the school, teaching them about the new panels and how they could be applied in the classroom. Anna revealed: "This was also the initial step to

prepare our students to attend and present at the BenQ stand at EduTECH 2022 event."

EduTECH is one of the largest educational expos in the world and one of the largest teacher networking opportunities in Australia. For students at Our Lady of the Pines, it became a unique learning experience and an opportunity to show other educators how they use these technologies in their everyday learning.

Anna said: "All the opportunities offered by BenQ have exposed our students to many new experiences and given them an insight into professions within the technology field. It has taught them so much more about technology outside of basic classroom programs and devices.

"Being part of the BenQ Junior Academy has pushed our TechOLOpy team to work collaboratively, improve

presentation skills, and work with students they wouldn't usually pick, pushing them out of their comfort zone."

BenQ's fleet of interactive panels are designed to make sure students are no longer passive learners in the classroom, and teachers using them across the school agree. For instance, one teacher glowed: "I love that there are so many tools and features I can use to teach different things. Sometimes, lessons go on a tangent and having all these features ready to go makes teaching new concepts easier and more adaptable to the children's needs."

For Anna, "it is all about building partnerships and utilising experts in our network to benefit the students' learning outcomes". She enthused: "Collaborating with the BenQ team has been seamless as the staff are attuned to student health and wellbeing and have been really encouraging of the students and have loved their enthusiasm and engagement in their sessions. BenQ staff members flew in and held a conference for our team in March for an intensive session about integrating the new panels into the classroom.

"Not all teachers are highly digitally literate, so having expert students in the school to assist has helped our staff and the students gain so much experience, persistence and self confidence in their abilities when they assist their teachers and peers or younger students." ■

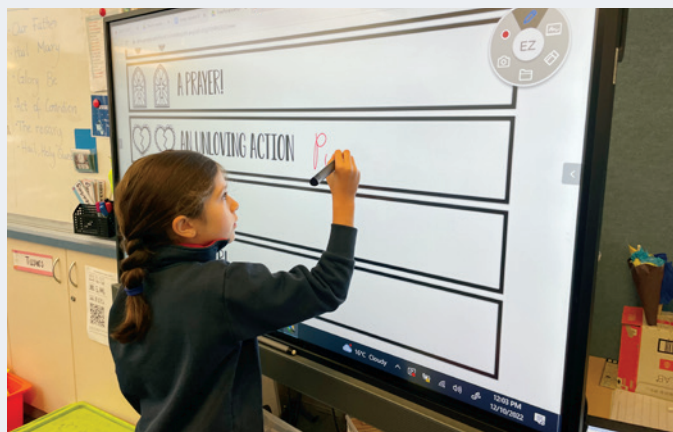




Image courtesy of IntegrateAV

# How to build resilience in our schools

**This is the story of South Melbourne Park Primary School (SMPPS) in Victoria and how their teaching and learning rapidly evolved throughout one of the world's longest lockdowns.**

During this period, the school has had to be agile and constantly evolving its teaching and learning to align with their five cultural values.

A connected class model supports a focus on student values during uncertain times

As the school faces the uncertainty of these difficult times, they need to continue to be flexible. For instance, teachers may contract the virus, groups of students may be affected by attending events together such as birthday parties or the whole school locked down. These shifting scenarios have impacts on the workload of teachers, so finding a solution for seamless transitions between face-



**Rebecca Woolnough**  
Educator, and Education Advisor,  
SMART Technologies ANZ

to-face teaching, in-person teaching, hybrid learning, and remote learning is front of mind for SMPPS and for all Australian principals.

Through a connected class model, SMPPS has created the capacity to manage these scenarios. A critical part of the connected class model was identifying the right technology to support their pedagogy and focus on their student values:

- Be curious
- Be involved
- Be leaders
- Be a team
- Be connected

Enabling students to interact, collaborate, and connect with the most effective and engaging tools

It was therefore important that the learning designed by teachers could be used flexibly across all possible scenarios including face to face, in person learning, hybrid learning and remote learning at home. The school chose SMART Board interactive displays for their classrooms and Lumio software as part of their teaching and learning solution.

The teachers could create content and design learning that was displayed in the classroom on the SMART Board, simultaneously seen by students on their devices at home and access on-demand lessons. Importantly, the software enabled students to interact, collaborate, and connect with that content through what the students called "Hello SMART".

The teachers were not having to design on paper and convert to digital, they could prepare their lessons once. The Lumio

software made the transition between classroom and remote learning seamless.

"Lumio helped me change the engagement of my students by actually allowing them to be present and active listeners and participants in my lessons," said Hasnaa Hamid, one teacher at SMPPS.

## **New learning spaces inspire a new generation of curious minds**

South Melbourne Park Primary School, located close to Melbourne's CBD, is an innovative school with a vision to inspire a new generation of curious minds. As a new and growing school, it organises the students into multi-age cohorts. Surrounded by inspiring new learning spaces the teachers group the students for Literacy, Numeracy, Enquiry, Passions and Home Groups.

However, when the lockdowns began, the questions became... How to sustain these best practices the school had implemented?



How to keep students at the heart of the matter? to listen to student voice? to ensure the social and emotional wellbeing of their students? How to create engaging and authentic learning experiences where children experience purposeful and powerful learning that sparks and provokes curiosity every day?

Over lockdown periods, the teachers created lessons for the students in Lumio. Over time, they realised that starting the day with a *fun* activity engaged the students immediately. They focussed on making social connections through "live lessons" each day. Lumio was also used for emotional check-ins.

"I'm really proud of my teachers, right from the get go," Principal Rosemary Cosentino said: "They put their heads down and they started to think of how they were actually going to teach these children when they didn't have them face to face."

### Building knowledge around content in Lumio by SMART

Teachers built knowledge around content with students;



Lumio enabled the teachers to provide whole class or individual feedback. Using inbuilt tools, such as Shout It out, Monster Quizzes, games, mind-mapping and graphic organisers enhanced the sharing of ideas and learning. Student work could be celebrated, and student contributions were validated, reducing the sense of being alone when in a remote learning setting.

Students were still able to have a voice through regular *Student Executive Meetings*. These students' perspectives

were sought regarding their lockdown experiences in interviews incorporated into one of a series of videos entitled *Connections That Matter*, which has been shared globally. The students commented that their "best mates are classmates" and being able to be connected during the lockdown mattered. Through the Lumio tools, they felt deeply connected with their teachers and classmates especially when they shared personal moments. They also felt less isolated when they "could actually see my teacher's face".

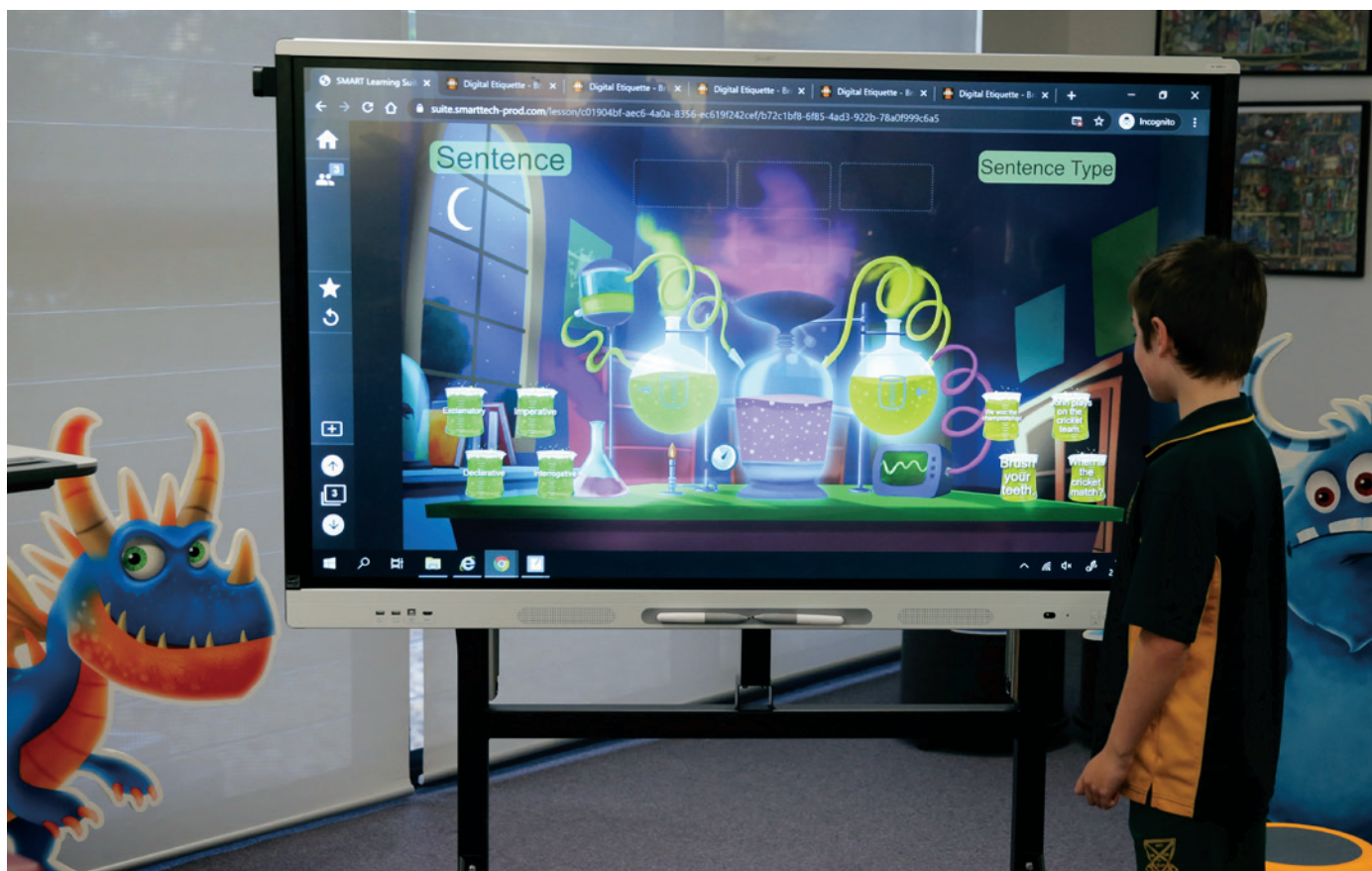
SMPPS has always been aware that learning does not just happen at school and has therefore connected strongly with their school community. During lockdown, they met regularly online with parents and carers to partner with and support them in the process of remote learning. They also collaborate regularly

as a staff and have engaged in professional learning and training in new technologies to raise the bar and inspire each other to keep a step ahead.

### South Melbourne Primary School is an inspiration to us all

For further information or support on implementing any of the technologies or teaching and learning activities mentioned in this article you can contact the team at Integrate AV. Integrate AV has a dedicated education team who can assist you with technology solutions for your school. Integrate AV is a supplier on contract under the NSW Department of Education Multimedia Solutions State Contract, QLD Department of Education Standing Offer Arrangement QEDSOA-71789 and the Tasmanian Information and Communication Hardware C150 contract. ▲

**Rebecca Woolnough** has been an educator in schools for 16 years. As part of her role at SMART Technologies, Rebecca works with schools and jurisdictions on pedagogical shifts focused on 'Connected Learning' to enhance outcomes for educators and students. Rebecca holds qualifications as a SMART Ambassador, Seesaw Certified Educator, Microsoft Innovative Educator, and Apple Teacher and is currently undertaking a Masters in Cyber Security at UNSW.



Images courtesy of IntegrateAV





**BenQ**

**INTERACTIVE  
PANELS**

**DURABLE AND COMMERCIAL-GRADE**

**ULTRA HD 4K**



**EZWRITE  
SOFTWARE**



**FLOATING  
TOOLBAR**



**VIVI**  
(SUBSCRIPTION FEES APPLIES)



**CLICK VIEW**  
(SUBSCRIPTION FEES APPLIES)



**LOGITECH C925E  
INCLUDED**



65"

75"

86"

### BENQ INTERACTIVE PANEL FEATURES

4K ULTRA HD RESOLUTION

INSTASHARE SCREEN SHARING TECHNOLOGY

EZWRITE SOFTWARE TECHNOLOGY

TWO-WAY MIRRORING

SMART EYE-CARE

FLICKER-FREE TECHNOLOGY

WHITEBOARDING FUNCTION

SCREEN VIDEO RECORDING

FLOATING ANNOTATION TOOL

### TWO-WAY MIRRORING AND TOUCH BACK

Share content and provide instant feedback from laptops, smartphones and tablets to the Interactive Flat Panel.





INTEGRATE AV OFFERS

# BENQ INTERACTIVE PANEL SOLUTIONS

FOR EVERY BUDGET AND LEARNING ENVIRONMENT



INTEGRATE AV OFFERS COMPREHENSIVE TRAINING AND PROFESSIONAL DEVELOPMENT, WHICH WE CAN TAILOR SPECIFICALLY FOR YOUR SCHOOL.

We have extensive courses already developed focussing on a wide range of education technology topics.

For enquiries or more information, please email

**INFO@INTEGRATEAV.COM.AU**



**1800 742 748**  
**INTEGRATEAV.COM.AU**



Premium Dealer

# Teacher mentorship tackles teacher crisis

By Sarah Davison,  
Industry Reporter

**With fewer enrolments in teaching degrees than a decade ago, and more teachers than ever leaving the profession, it is clear that Australia is in the midst of a teaching crisis.**

Last term, the Productivity Commission released an interim report on the review of the *National School Reform Agreement*, aimed at lifting the nation's educational outcomes.

The report painted a grim picture of the education sector. A heavy workload and poor work-life balance were cited as the main reasons why teachers considered leaving the job.

Additionally, a survey of 8600 teachers commissioned by a NSW parliamentary inquiry committee found almost 60 percent have plans to leave the profession in coming years. The data showed the vast majority cited workload, the diminished status of teaching and salary as major contributing factors.

To tackle the grim statistics, mentoring has been found to improve the retention rates and overall wellbeing of novice teachers, helping them feel more connected to their professions and their school.

Teachers who are mentored are more likely to stay in teaching, and high-quality mentoring can lead to improved learner achievement.

However, the 2019 report, "Teachers and School Leaders as Lifelong Learners" showed that only 37 percent of novice teachers had a mentor, and only 43 percent of Australian principals reported having any formal training or mentorship before they moved into a leadership role.

Not-for-profit charity Teach For Australia wants to improve educational outcomes for all Australian schools. As part of this, TFA helps to develop



future leaders and teachers through its flagship *Leadership Development Program*. Teach For Australia Founder And Chief Executive Melodie Potts Rosevear said high quality induction and mentoring was central to developing and maintaining effective teachers and principals.

"Like anyone working in and with schools at the moment, we know demands on teachers' time have never been higher, but we also know that early career teachers are more likely to succeed and stay in the profession if they have quality mentoring," she said.

"Time release for staff to support each other pays dividends for the teachers and their students, and for school culture."

The Australian Institute for Teaching and School Leadership chief executive Mark Grant said many high performing school and school systems used mentoring as an important component of their induction program. Effective mentoring supported novice teachers to

develop the effectiveness of their teaching as well as supported their overall wellbeing.

In January 2022, AITSL commissioned an environmental scan of existing mentor teacher tools and resources within Australia and internationally to identify the key elements of effective mentoring programs. The scan identified that there were 10 Australian mentoring programs for early career teachers which were centrally structured and supported by an organisation for wide adoption.

The strengths of these programs included valuing mentoring which is focused on improving student learning; using evidence to underpin the mentoring collaboration; using evidence-based practices; selecting mentors who are expert; providing feedback with challenge; underpinning mentoring with positive, respectful, professional relationships and training mentors.

As a result of the environmental scan, AITSL is currently

assessing the development of mentoring standards. It is hoped that the standards would provide a structure to guide nationally consistent understanding of the skills and knowledge required of teachers to become expert mentors.

However, Mr Grant said that principals could take action now to improve outcomes within their own schools by:

- Reflecting on current performance and development processes to identify the expertise in their schools using the teaching standards and current evidence of practice.
- Providing training in practice-based mentoring and support its implementation.
- Using Lead or Highly Accomplished teachers to mentor and support other colleagues to mentor preservice and early career teachers.
- Using AITSL's existing resources on effective induction and mentoring practices.

"We know today's schools are such busy places, but principals know they will benefit by establishing practice-based mentoring in their school, drawing on the key elements of effective mentoring," Mr Grant said.

Ms Potts Rosevear added that peer support could also help to improve outcomes.

"Contextualised support, either coaching or mentoring, means the learning and development is directly relevant to your school, your students and your community's particular opportunities and challenges," she said.

"Peer learning and networks are also valuable. Working with other teachers who share strengths and goals, or work in a similar context allows for collaborative problem solving, resource sharing and network building." ■



# How can we get more time?

## We need more time, but where can we get it from?

Speak to any teacher, and they will tell you they want and need more time. Time to plan, time to develop, time to connect, time to learn, time to share and time to reflect. The truth is time is fixed, and we can't stop it, we can't hold it, we can't store it, and we can't get more of it. We have a finite amount of it each day, and then we spend it. How we spend our time is our choice, even if it doesn't feel like it sometimes.

I am pretty savvy when it comes to saving money and love a good bargain, but when it comes to time, I used to be more carefree about it. I would commit to helping people by staying back late, talking to people on the phone who needed support, and going out of my way to pick up sandwiches for a staff lunch. But then it dawned on me that time is a currency we use daily. It's a currency we have and spend whether we like it or not. Time is precious, and we need to be more conscious about how we invest it.

The truth is we have time for what matters most to us, unfortunately, we don't often put ourselves on this list. Instead, we schedule our time by giving it away to everyone else. For example, the average Australian worker is 3.6 times more likely to prioritise work than their family, according to a 2007 report by Linda Duxbury and Chris Higgins. The truth is people claim to work more hours than they do because they are thinking about work but not actually working.

Instead of thinking about time as being 'spent' or 'given away', let's look at time as being 'invested'. What are you investing time in?



**Daniela Falecki**  
*Director, Lecturer, Teacher,  
Teacher Wellbeing*

Who are you investing time in? Is it worth the investment? How do you know? How much time are you investing in yourself?

### Let's look at some numbers.

- There are 168 hours in a week.
- On average, teachers work 60 hours a week (40 contracted hours and 20 for free).
- You are asleep about 50 hours a week (7 hours a night).
- This leaves about 60 hours for home, family, self and play.

Most people will say cooking, cleaning, washing and doing family chores. Others will add Netflix, social media, gaming, sports, or art. The point is that we have resources; we have options, and we have choices.

Try this: conduct a time audit of your workday by making a list of how you spend your time in 30 minute blocks. Where are you spending those 60 hours each week?

What if you were to prioritise your wellbeing for 1 hour a week (it can be 6 x 10min blocks), what will you do? ★



© stock.adobe.com

conduct a time audit by making a list of how you spend your time in 30 minute blocks



## TEACHER WELLBEING RESOURCES

**EMPOWER TEACHERS** **SIMPLE** **POSITIVE CONNECTIONS**

**WELL BEING BOX** **CONNECT BOX** **CHAT BOX** **STRENGTH BOX**

**MEANINGFUL** **PRACTICAL** **WELLBEING REMINDERS**

**You matter**

**Workshops, Online Courses & Consulting**

Conversation starters  
PD Activities to boost morale  
Reflective moments  
Solution-focussed planning

**Teacher Wellbeing**

**www.teacher-wellbeing.com.au**

# Champion outdoor learning

**Looking at organising learning experiences outside of the classroom? *School News* investigates why it's such a good idea to take your lessons beyond the oval...**

## **The value of outdoor learning**

Education outside the classroom is a core part of schooling. Its value is well established in Australia, with research increasingly showing psycho-social, wellbeing, and academic benefits to outdoor learning experiences, which can encompass short lessons outdoors to a month-long overseas trip.

During the pandemic, teachers increased their use of outdoor environments to be able to teach lessons while socially distancing.



Images courtesy of Dolphin Marine Conservation Park

Teaching in green space like this has noticeable impacts on the development of children's self-identity, social skills and general improvements to wellbeing and mental health, as outlined in a 2022 systematic review

published in *Frontiers in Public Health*, on the benefits of "Getting Out of the Classroom and Into Nature". The study concluded that outdoor learning in nature "should be incorporated into every child's school experience with reference to their local context" and that more guidance should be given to teachers on "how natural settings can be used effectively for learning".

Students respond well when learning is re-contextualised, and this can take many shapes. For instance, an outdoor learning experience could mean sitting outside to write a journal entry, tending to vegetables in the school garden, playing interstate sport, or going on an international tour. Whatever the experience, outdoor learning provides students with the opportunity to do and learn new things and

is recognised by teachers as an important way to build knowledge and extend critical thinking skills.

Targeted outdoor learning experiences connected to specific learning areas are already prominent in many schools, particularly those connected to Health and Physical Education. Outdoor learning activities connected to Science, Social Science, and the Arts are also popular, with some of the most common excursions for schools including field trips, visits to museums, zoos and wildlife centres, art galleries, historical sites and camps, as well as other activities like water sports and outdoor recreation activities, attending competitions and sporting events, ticketed theatre productions, music festivals, and science talks. ►

## **Give students an unforgettable marine ed-venture**

**The Marine Ed-Venture program is a unique opportunity for students of all ages to explore the world of marine science and conservation, an excursion they will talk about for years to come.**

Teachers and students will experience marine mammals, including dolphins and Australian sea lions, up closer than anywhere else in NSW.

The program includes syllabus-based lessons on marine life and conservation. These lessons meet the Australian Curriculum Assessment and Reporting Authority (ACARA) and the NSW Board of Studies.

Participants enjoy a VIP guided tour of the marine conservation park and priority seating at the "Dolphin Dreamtime and Australian sea lions Live" presentation. A cultural highlight of this demonstration is the mesmerizing Dreamtime origin story of dolphins narrated by a local Gumbaynggirr first nations elder.

The program runs on the beautiful Coffs Coast at Dolphin Marine Conservation Park in Coffs Harbour. A minimum of 20 students is required. Teachers and supervisors (two per ten students) are free.

This is a fantastic opportunity to inspire the next generation of marine conservationists. ▲

For more information, call bookings on 02 6659 1900, email [bookings@dmcvp.com.au](mailto:bookings@dmcvp.com.au) or check the website: <https://dolphinmarineconservation.com.au>

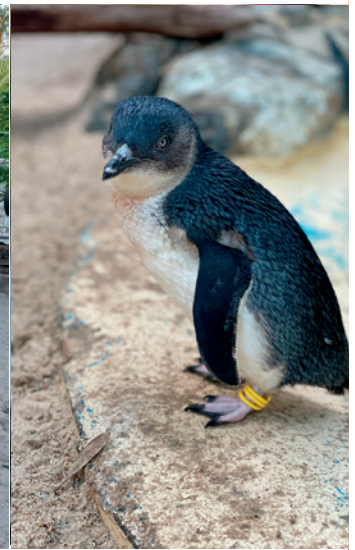






EXPERIENCE. DISCOVER. ACT.

# ED-VENTURE PROGRAM



CONSERVATION THROUGH EDUCATION

## MARINE LEARNING EXPERIENCE

- VIP guided tour & seating at culturally inspired Dolphin Dreamtime presentation
- Marine animal interaction
- Accredited NSW Board of Studies Curriculum learning experience
- Teacher resources available
- Animal conservation talk and history of our rescue and rehabilitation facility

*The most popular excursion you'll run this year!*

JOIN THE FUN!

BOOK TODAY

[bookings@dmcvp.com.au](mailto:bookings@dmcvp.com.au)

02 6659 1910

65 Orlando Street

Coffs Harbour NSW 2450 Australia

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





Images courtesy of Cockatoo Island




### ◀ **Getting support for teachers planning outdoor learning**

The benefits of outdoor learning are clear to most teachers, so how can school leaders support them better to integrate outdoor learning into the school year?

Set aside clear days each term for outdoor learning activities, or schedule regular periods in the timetable to deliver outdoor learning sessions. Balancing outdoor learning loaded subjects with in-class subjects is crucial to minimise additional

workload. Regular outdoor learning sessions, excursions, activities, and trips, planned in advance of the school year or term can minimise workload demands while increasing benefits to students. Moreover, outdoor learning providers are increasingly adept at being able to assist schools in the planning stage, staying up to date on changes in government guidelines and restrictions. Schools can also facilitate outdoor learning around assessment periods to ease anxiety for students. Advance

  
**Experience Your World** with  
**WILDERNESS ESCAPE**

**South Australia's leading Outdoor Education provider for 30 years.**

**School Camps | School Holidays | Day Programs | Equipment Hire**  
[wildernessescape.com.au](http://wildernessescape.com.au)  
 08 8165 2022

## Expand your students world

with Wilderness Escape Outdoor Adventures

**Wilderness Escape Outdoor Adventures are the largest provider of Outdoor Education programs in South Australia and are recognised nationally as a leader in the field of school based experiential education.**

Wilderness Escape provide varied camping experiences and day programs of increasing difficulty for each year level. This teaches your students concepts and skills that will set the foundation for life and personal growth. By looking at school camps as a sequential learning experience, they create the right level of risk exposure

to promote a peak experience.

As the level of challenge and experience increase, students develop increased positive emotion through their achievements. Students also have the opportunity to develop essential life tools such as personal responsibility, problem solving, independence as a leader and the ability to work with others.

Whether your school is looking for specific links to the Australian Curriculum, outcomes including leadership, personal development and orientation, or maybe you're just after some fun adventure activities, there is no program too big or small for our dedicated team of outdoor professionals. ▲

Book your program with Wilderness Escape Outdoor Adventures today. 08 8165 2022 | [www.wildernessescape.com.au](http://www.wildernessescape.com.au)





Image courtesy of Cockatoo Island

timetabling means schools can plan activities earlier, saving money on bookings.

For most schools, particularly primary schools travelling locally, the cost of outdoor learning experiences are usually covered by school or grant funding and/or passed on to caregivers. However, fundraising may be an option for larger or more specialised outdoor learning experiences.

School leadership should also prioritise outdoor learning at their schools by supporting staff

with paperwork and by tackling concerns around health and safety legislation. Schools should be aware of the rigorous health and safety guidelines in place for outdoor learning as well as opportunities for professional development on safety and First Aid management available to teachers and school staff. Schools can support teachers by facilitating these types of professional development and by making sure they have enough time and resources to complete paperwork during the planning stages of any trip. ▶



**AUSTRALIAN CAMPS ASSOCIATION®**  
More people outdoors more often



Our annual *Guide to Camps and Outdoor Activity Providers* has been a resource valued by principals and teachers for more than 20 years.

The *Guide* is distributed to all schools in Australia each year.

Contact us for your **FREE** copy today!

Save time with our **FREE Booking Enquiry Service** visit:  
<http://auscamps.asn.au/booking-enquiry>

**We Make Finding Your Next Camp EASY!**  
[www.auscamps.asn.au](http://www.auscamps.asn.au)

# ESCAPE TO Cockatoo Island™

**Attention Teachers:** Want your class to experience authentic primary sources and deepen their historical learning? Escape the classroom for an engaging, outcomes-based learning experience at Cockatoo Island / Wareamah, Sydney Harbour!

Formerly a convict prison and dockyard, Cockatoo Island is a great place for students to extend their understanding of Australia's layered historical narrative. As they explore historical spaces with a knowledgeable guide, they will learn about the people who once lived and worked here and develop their historical learning skills. Critically, our education programs meet NSW Syllabus and Australian Curriculum Outcomes.

**Cost:** \$14 per student (min. 10 per group), teachers/supervisors are FREE

**Available:** Monday to Thursday by appointment



## PRIMARY SCHOOL PROGRAMS

- Three programs available: *Making History* (Stage 1), *Convict Times* (Stage 2) and *Then, Now and Tomorrow* (Stage 3).
- Bookended by pre- and post-visit lesson plans, forming a lesson sequence.
- Pre- and post-visit lesson plans, resources and activities provide teachers with excursion-specific orientation and consolidate student knowledge.

## PRIMARY SCHOOL PROGRAMS

- Two programs available: *History Site Study* (Stages 4 & 5) and *Social and Maritime Case Study* (Stage 6).
- Programs use storytelling and on-site resources to extend and consolidate historical learning.
- Students will consider what it was like to be a convict and a dockyard worker, and reflect on community-led actions to protect the island from developers.

Looking to enrich your school excursion? Arrange for your class to stay in our campground, situated alongside the island's Industrial, Docks and Convict Precincts.



To book an education program or school camping trip, scan the QR Code.

PRESENTED BY THE  Harbour Trust



Images courtesy of Queensland Museum

## ◀ Building relationships

To ensure any outdoor learning is culturally sensitive, schools should establish community connections and develop external learning programmes in partnership with Traditional Custodians of the lands upon which learning takes place, and school staff should model cultural appreciation and sensitivity for students and consider how to make outdoor learning plans more inclusive for students with diverse cultural and linguistic

backgrounds. Schools can also approach their state department about facilitating cultural competency training for staff ahead of planning cultural outdoor learning lessons.

External learning also enhances social skill development, which teachers have noticed slipped during lockdown, by drawing students together in new contexts outside the classroom, encouraging new friendships, and facilitating collaborative opportunities through projects and nature-based activities. ■



# Step into STEM with World Science Festival Brisbane

**Queensland students and educators are invited to step out of the classroom and into a dynamic world of STEM discovery when Queensland Museum's World Science Festival Brisbane school program returns in 2023.**

Educators can select from a smorgasbord of sessions that explore the scientific wonder of our everyday world — from chemical transformations, mathematical magic and the robotics domain to biology, biodiversity and conservation up close.

World Science Festival Brisbane's 2023 school program will run from Wednesday 22 March to Friday 24 March 2023 to enervise and inspire our inventors, explorers, creative thinkers and scientists of tomorrow.

Schools can further extend their World Science Festival Brisbane excursion experience with additional activities and exhibitions, including live snake feeding, free Curiosity Brisbane art/science tours, a visit to SparkLab, Sciencecentre and the many exhibitions available throughout the museum.

World Science Festival Queensland's 2023 regional program also includes school and education events in Chinchilla, Gladstone and across Queensland Museum campuses in Townsville, Toowoomba, and Ipswich. ▲

*For more information on the 2023 school program, Curiosity Brisbane and updates about World Science Festival Brisbane and World Science Festival Queensland visit [www.worldsciencefestival.com.au](http://www.worldsciencefestival.com.au)*



## SCHOOL PROGRAM 2023

**22-24 MARCH 2023**

Three explosive days of curriculum-linked science programming for students of all years.

**BOOK NOW AT [WORLDSCIENCEFESTIVAL.COM.AU](http://WORLDSCIENCEFESTIVAL.COM.AU)**



# Purifying air for learning spaces

By Rosie Clarke, Editor

## Too many Australian children are studying in classrooms with poor air quality.

Recent studies in both Victoria and NSW, conducted by RMIT and UNSW respectively, have shown that air quality in primary and secondary school classrooms is poor, with the amount of CO<sub>2</sub> often far exceeding the maximum acceptable standard.

Worrying levels indicate very poor ventilation and slow air exchange between indoor and outdoor air in many school environments across both the states.

Further, there is plenty of global evidence showing these elevated CO<sub>2</sub> concentrations in the classroom can negatively impact students' health and learning achievements. They can also reduce staff productivity.

With Australian students spending at least 25 hours a week inside indoor classrooms and school buildings, they are very much at risk.

Importantly, you shouldn't wait until they complain of headaches, drowsiness, and lethargy to get the air quality of your classrooms tested.

Children under 15 shown to be particularly vulnerable, and poor air quality linked to lifelong issues such as respiratory infections.

## How does air quality impact students' performance?

A large amount of research has documented an association between poor air quality and student performance.

One study involving 100 schools in the United States titled "Association between substandard classroom ventilation rates and students' academic achievement" demonstrated that classroom ventilation rates are directly associated with students' academic achievements and measurable progress in maths and reading was observed through standardised tests



Images courtesy of BenQ



when air quality improved. These conclusions were echoed in another big cohort study performed on more than 8000 children in the UK.

## Unhealthy classrooms: What causes poor air quality?

- Poor building design that doesn't maximise air flow, and lack of ventilation.
- Overcrowded indoor spaces.
- Locked windows. I.e. adverse seasonal weather may discourage open windows and lead to stuffy classrooms.
- Air conditioning systems may not provide adequate outdoor air circulation.
- Poor management of an indoor environment where teachers do not know how to increase air flow exchange and reduce CO<sub>2</sub> concentration levels.

Given the powerful incentives for schools to improve indoor air quality, what are some of the solutions available?

## Industry perspective on air quality solutions

Martin Moelle, Managing Director of BenQ Australia, spoke with us about some of the challenges for schools trying to create a healthy airflow in learning environments.

He said the first challenge is that "many schools are hampered by poor design, or designs that just did not take airflow into consideration".

"The other main challenge for schools is gaining the knowledge, experience, and understanding of what needs to be done. There are several industry bodies like CleanAir Schools that are working hard to spread awareness and give schools the knowledge needed to make changes. The CleanAir Schools pilot program is being expanded from six to 100 NSW

schools over the next two years, which is good news as it aims to better track and understand the air quality in environments that children learn and play in.

"Still, most of air quality solutions are not necessarily plug and play, and there needs to be an emphasis put on specific training for implementation in schools."

Martin adds: "Schools need to source new hardware that can accurately and consistently measure actual air quality. They need hardware in the form of sensors and measuring tools so they can identify and assess air quality in real time. Armed with this knowledge, an appropriate intervention can be made, as every situation will be different.

"Sometimes, the level of student engagement alone can tell you whether a solution is effective. We know that higher concentrations of CO<sub>2</sub> in the classroom have a detrimental effect on learning outcomes, so if attention levels during teaching continue to slip, there may be a need for further intervention."

In terms of air quality trends impacting schools, Martin says: "Just as was the case back when the pandemic first started, Corsi-Rosenthal Boxes are a popular DIY solution making the rounds on social media at the moment. Experience-sharing like this is helping raise awareness of the importance of air quality as well as influencing purchasing trends. From a government support perspective, there has been a continued effort to roll out monitoring and air purification devices across schools around country, although varying by State.

"Some of this technology has existed for many years already but was rarely part of classroom design. Most recently though, we have begun to integrate built-in air quality sensors and air ionizers in some products."

It is most important, Martin affirms, that products in schools "are not only fit-for-purpose but multi-purpose in their applications." ■



© stock.adobe.com

# Vape detection, deterrence

**By Sarah Davison,**  
Industry Reporter

**Though tobacco smoking has fallen out of favour amongst Australian youth in recent years, we've witnessed the rise of a popular alternative: vaping.**

No longer contained to high school parties, the popularity of vaping has seen a significant increase in students vaping on campus. Earlier this year, the South Australian education department confirmed that 350 vaping-related suspensions have been handed out to children in 2022.

In Victoria, schools have taken to installing hi-tech sensors to detect and deter students vaping in school bathrooms.

Alarming, there is emerging evidence of the harms associated with vaping, particularly for young people.

A 2022 review of research by Australian National University revealed that

vaping has been linked to "dependence; cardiovascular disease; cancer; respiratory disease; oral diseases; reproductive outcomes; injuries and poisonings; mental health conditions; and environmental hazards with human health implications".

Young people who vape, either with or without nicotine are also three times more likely to take up tobacco smoking as those who have not used e-cigarettes.

## **What does the curriculum say?**

The Australian Curriculum: Health and Physical Education (AC:HPE) takes a salutogenic approach to teaching about smoking through dedicated focus areas and achievement standards in the personal, social and community health strand, throughout primary and secondary, but particularly in the critical ages of Years 9 and 10.

Taking a salutogenic approach means to find the strengths and resources that young people bring with them to learning environments, rather than assuming them to be always "at-risk", needing saving by adults.

ACHPER national president Sue Whatman said ACHPER supported this salutogenic approach, by working "with HPE teachers across multiple professional learning opportunities in every state to bring the AC:HPE to life in young people's worlds".

"Learning about vaping is not about instilling fear about something that might happen to them in the future," she said.

"It means understanding the social and cultural factors underlying the marketisation of vaping, seeing the impact of vaping through their eyes and allowing students to propose ways in which peers might support each other in resisting becoming, or choosing to be no longer, just another commercial customer of the nicotine industry." ■



© stock.adobe.com



# Industry Viewpoint: vape detection in schools

**Increasingly, schools are turning to vape sensor technology to help detect and deter vaping on grounds. School News editor Rosie Clarke asks one supplier how this technology works and how schools are using it...**

"Traditional smoke detectors do not detect emissions from vaping devices," explains Connect Services' Managing Director, Trevor Manwarring, and this "has created a new problem for school staff".

Not only is "vaping difficult to detect" but "indoor vaping is common, especially for K-12 schools," Trevor says.

"Regulations prohibit indoor smoking nearly everywhere and most smoke detectors installed in nearly all buildings are highly effective in detecting

Traditional smoke detectors do not detect emissions from vaping devices



tobacco and marijuana smoke. So, it is relatively easy to deter smoking and to detect smoke in prohibited areas. Smokeless vapour, on the other hand, is a slightly different story."

## **How does vape detection technology work?**

"Some environmental sensors can detect both smoke and vape emissions," says Trevor. He tells us that these dual-function sensors offer two distinct advantages for schools:

1. "They can eliminate the need for a separate smoke detector if they opt for sensors that detect cigarettes, THC and vapour."

2. "They can detect specific compounds, such as THC emitted from marijuana smoke."

He says vape detection devices can be installed inside school classrooms, locker rooms, and bathrooms, "2.5m above the ground on the ceiling", clarifying that "the maximum detection range for air quality is between 1.8m and 2.5m from the sensor".

Every school has its own procedures in place for handling instances of vape detection, and Trevor recommends that schools consider whether they are looking to catch students vaping or provide a deterrent before making their purchasing decision.

"In the majority of situations," he tells us, schools "rely on the data from the sensor to alert staff to vaping in a particular location so they can approach and seek physical confirmation". This is important, Trevor says, because the devices use multiple onboard sensors to detect and measure air quality events indicative of vaping and smoking, taking several environmental changes into consideration such as increases in TVOC, PM2.5 and motion to determine if a person is present, but they cannot provide absolute proof of vaping. For this reason, he says "administrators can use these to help with investigations and monitor vaping activity and patterns, but physical evidence would be required as the basis for any further disciplinary or legal action".

"The use of sensor alerts to trigger cameras for observation of who is coming and going to the sensor location is also common," he says. ●



*Ensure the health and safety of your students and staff*

## **Environmental Sensors & Vape Solutions for Schools**

- Equipment and sensor install
- Environmental monitoring
- Real-time detection and alerts

Connect Services are trusted, reliable and highly experienced data and communications contractors.



One of the preferred providers on the arrangement.  
DET 78113 PQP – ICT Network Infrastructure Cabling



**connect**  
services  
Communications - Electrical - CCTV

**1300 885 161**  
**info@connectservices.com.au**  
**www.connectservices.com.au/vape-solutions**





# Resolve car park chaos

Images courtesy of The Area Safe Group

By Rosie Clarke, Editor

**Parents on the school run, student drivers, staff rushing to secure a space before the madness begins... School car parks can be full of hazards.**

Even when school car parks are low-speed environments, everyone adhering to the speed limit, children are still at risk of serious injury as they are such vulnerable pedestrians. In fact, low-speed vehicle runovers in locations such as schools are responsible for too many tragic deaths and injuries. From 2001 to 2010, 29 child pedestrians were killed in what are deemed "non-traffic locations" outside of the home such as schools, universities, hospitals, prisons, factory premises and military



camps where vehicles would be expected to be travelling at low speeds and performing low-speed manoeuvres. Reflecting on this data in its report, the Department of Infrastructure and Transport notes that such accidents occurred in places that were considered a "safe haven" for children.

That's why, in car parks and anywhere on school grounds it is essential to have appropriate signage, clear road lines, speed bumps and other lifesaving safety measures in place. Bollards, barriers, and boom gates can all help control traffic too.

**Clear signage and road markings are vital for:**

- School zones, the areas around a school that enforce lesser speeds.
- Separating quick pick-up and drop-off areas where long-term parking is not permitted.
- Student driver parking areas.

**Further speed control**

Speed bumps are an effective tool. Unlike signage, which might be missed or misread, speed bumps are designed to jolt and alert a speedy driver. Studies show speed bumps decrease the likelihood of accidents and they are especially effective in school car parks.





## Park your concerns: advice from the industry

The Area Safe Group consultant, Lindsay Stead has found that “poorly designed car parks are evident with two common mistakes”.

He explains that these mistakes involve situations that are “mostly caused by lack of space”, including:

1. “Two-way traffic chaos, causing a higher risk of collision, driver frustration, delays, and congestion.”
2. “Student drop-off and pick-up zones located within a car park, as these increase the risk of pedestrians being hit by cars.”

“Efficient car parks are safe car parks. Poorly designed car parks are evident with two common mistakes which are situations mostly caused by lack of space

In order to avoid these pitfalls and improve existing carpark design to maximise safety and traffic flow, Lindsay says: “Car parks can be made safer and more efficient by implementing one-way traffic flow, safety fixtures, and where possible separating student drop-off zones from the general car park. Speed humps are an essential physical means of slowing cars down to avoid collisions with pedestrians. The slower a vehicle is travelling, the quicker it can stop in an emergency. At a car park speed of 10km/h, the stopping distance for a car is only 3m, compared to 26m at 40km/h.”

For this reason, he says that “every high-risk zone should have speed humps installed” and these include “pedestrian crossings, building entrances, footpath crossovers, blind corners, and long driveways”.

In addition: “Bollards are critical

to protect students and staff from out-of-control vehicles, and modular pedestrian rails are an effective means of preventing pedestrians wandering into the path of traffic. The installation of safety convex mirrors can also help maximise visibility around blind corners.”

School-run strategies like allocated parking can also work wonders, according to Lindsay: “I fully agree with allocated parking for more orderly car parks. This can be achieved with signage and parking space protectors (fold-down bollards). The provision of bold, easy-to-see signage and stencils, impact protection bollards, designated waiting areas, including covered shelters with benches to ensure students are safe and dry while waiting to be picked up at the end of the day, all help to make car parks and drop-off zones safer places.”

To improve staff parking on-site, Lindsay tells us: “Separate access gates work well for schools seeking to differentiate between parent/public entry and staff entry.” Meanwhile, “for sites with lack of space, building above the carpark helps to maximise the amount of parking available for staff that need it, and can help provide a separate space for safe drop-off zones”.

“Parking space protectors (fold-down bollards) are an effective means of controlling access to individual parking spaces too.”

For schools trying to minimise pedestrians and cyclists in the car park, Lindsay adds that effective solutions include designated walkways, modular pedestrian barriers, kerbside drop-off zones and separate entry points.

He notes that these, “in turn, help to minimise the risk of collisions between vehicles and pedestrians. ■



Images courtesy of The Area Safe Group





# First Aid training for schools

By Rosie Clarke, Editor

## To prioritise first aid, schools need adequately qualified attendants on site, facilitating sport and other activities, and on excursions.

Emergencies cannot be predicted, which is why schools must always be proactive and prepared.

### Five aims of first aid:

- Preserve life
- Prevent injury from getting worse
- Aid recovery
- Relieve pain
- Protect the unconscious

Some of these principles might seem like common sense; however, first aid undertaken by an untrained person can put someone at further risk. Knowing when to act and what to do is critical.

"One of the big misconceptions surrounds the criteria in which trainers need to assess candidates," explains Ben Cottey, the Training Services Manager at Royal Life Saving Society NSW. "Groups often believe that a trainer has more ability to adjust assessments than they actually do."

He explains: "Units of competency, such as those issued with CPR and First Aid courses, are part of the *Australian Qualifications Framework* and stipulate what a trainer needs to assess learners on and how, in order to maintain consistency of assessment across the country."

"Requirements for assessment, such as candidates performing CPR on the floor, are stipulated by these units, and while they can create difficulty for some learners, they cannot be adjusted at the discretion of individual trainers."

For this reason, he says: "Schools should take a risk-based approach

when allocating responsibilities for excursions and events, ensuring that enough qualified staff are involved, based on their WHS requirements. For staff, it is always advised to check in with WHS requirements as to which activities need to have their risks mitigated by staff undertaking specific qualifications.

"Many schools may be unaware of what their requirements are for certain activities. Generally, all staff will need to maintain a CPR qualification, *HLTAID009 – Provide Cardiopulmonary Resuscitation*. At minimum, a portion of staff or staff undertaking/supervising certain activities may need to be First Aid qualified, i.e., *HLTAID011 – Provide First Aid*."

Meanwhile: "For students, accredited training, such as a First Aid qualification is a useful way to cover curriculum requirements while also being issued with qualifications that will support them as they leave school and enter the workforce."

### CPR and AEDs



Image: Royal Life Saving

In addition, Cardiopulmonary Resuscitation (CPR) is an effective lifesaving technique used in many emergencies such as near-drownings. Furthermore, CPR requires a set of skills that can decline over time, which is why CPR refreshers are recommended every 12 months. CPR can prolong life, but an Automated External Defibrillator (AED) is often the only way to restore the heart's rhythm. AEDs should be installed in an accessible area clearly visible, well signposted, and maintained according to the manufacturer's instructions.

### Recommendations for managing First Aid kits and supplies

Ben advises that "schools should be encouraged to consider and discuss their specific

circumstances when it comes to what type of equipment should be available, in what quantities, and where they should be accessible."

"All too often, workplaces may have all necessary equipment, but it is stored too far away from where the situations most commonly occur, and this affects the efficiency of a First Aid response in an emergency. It is also encouraged to take stock of the equipment you do have, and when consumables may expire, and need to be replaced. This ensures that usable equipment is always maintained and can be budgeted for."

"One of the things to avoid, is assuming that the same type of First Aid kit will service every activity in the calendar. Schools should consider the activity, the setting, and ensure staff are adequately prepared. This may include carrying an Ether-containing spray for outdoor activities in tick prone areas, as well as snake bite kits."

Furthermore, he says: "Staff should be confident in their ability to deal with pre-existing conditions. Having accessible *Student Action Plans* for Anaphylaxis on an excursion is one example of ensuring adequate preparation in the event of an emergency."

### COVID impacts on First Aid Preparedness

"Throughout COVID," Ben reveals, "many schools were having to postpone training sessions, or seek out remote delivery options for key staff. Lockdowns ending in late 2021 saw a heavy increase in demand for First Aid and CPR training in the early stages of 2022 and since September, RTOs have had to return to pre-COVID assessment measures, which has seen a return of rescue breaths, and performing techniques on a partner."

"While this has been cause for concern for some schools, RTOs are doing their utmost to protect trainers and candidates in these courses, through cleaning and hygiene measures." ■



**Royal Life Saving is your one stop shop for all your First Aid Training and Equipment**

HLTAID011 – Provide First Aid Our course is completed via a Blended Delivery format, which allows candidates to work through self-paced theory content, before being practically assessed. Candidates who successfully complete all components of the course will receive a Statement of Attainment with the unit of competency:

- HLTAID011 Provide First Aid
- HLTAID010 Provide Basic Emergency Life Support
- HLTAID009 Provide Cardiopulmonary Resuscitation

To book and find courses visit [drowningprevention.org.au](http://drowningprevention.org.au) or email [nsw@royalnsw.com.au](mailto:nsw@royalnsw.com.au)

 **ROYAL LIFE SAVING**  
NEW SOUTH WALES





Image courtesy of Safehook Australia

# Racking your brain for bag storage ideas?

By Rosie Clarke, Editor

**Aesthetic storage designs are very popular with teachers but might not be something boards or execs have spent much time thinking about.**

However, there are significant benefits schools can receive by implementing simple but effective bag storage solutions. The first benefit to focus on is wellbeing as clutter impacts mood for staff and students alike. Researchers have found that clutter distracts learners inside classrooms, particularly early primary-age students. Extreme clutter reduces student engagement and increases stress

in the classroom. For teachers too, clutter becomes overwhelming and can impact lesson plans when students waste time unable to find their lunch, laptops, or book bags. Theft, vermin, and mould can also become an issue if piles of backpacks and blazers are a regular sight on school grounds. So what solutions are out there for schools?

**Talking to the industry experts: tips for top tier school bag storage**

"It's about space, practicality, safety, and cost," says Len Hyde, the Managing Director of Safehook who has installed bag hooks in schools around the country and seen first-hand the difference organised spaces can make. ►

## SCHOOL BAG RACKS – BUILT TO SURVIVE!! Our School Bag Racks are built for the school environment!

**When we see some of the inferior bag racks being installed at some schools, we have to wonder:** Don't the designers and suppliers remember being at school? We know from experience that school equipment has to be deliberately over-engineered in order to have a chance of surviving the rough and tumble of a school environment.

"We know, that if any part of a School Bag Rack can be dismantled, unbolted or unscrewed it will be. Bag Racks are for bags and not for climbing or sitting on! But it still happens despite discipline and rules. And... have you seen how big the kids are now!"

QLS make pretty tough Bag Racks, not for climbing on, with welded frames and bolts that can't be undone, as well as a **ten-year guarantee**. And when you can choose the colour and style you know they're going to look good too.



**MADE TO SUIT YOUR SPACE  
WITH OPTIONS!**

2, 3, 4 TIER  
INDOOR  
OUTDOOR  
COVERED  
SUSPENDED  
WITH DOORS



**QUANTUM LIBRARY SUPPLIES**  
LIBRARY FIT-OUTS *with a difference*

Phone: 1800 773 374 Email: [info@quantumlibraries.com.au](mailto:info@quantumlibraries.com.au)  
[www.quantumlibraries.com.au](http://www.quantumlibraries.com.au)

Visit our website [www.quantumlibraries.com.au](http://www.quantumlibraries.com.au) to see examples of some of the hundreds of QLS bag racks installed at schools Australia wide. Custom made to suit the school site, with a range of optional designs using standard components, to minimise costs.





Images courtesy of Quantum Library Supplies

◀ “Teachers learn to work with what they have, and they understand the problems better than most. Some, not all, school boards can be removed from the reality of dealing with the day to day and they tend to look at what they consider to be the bigger picture but risk overlooking important day-to-day issues.

“As such, the benefits of having appropriate school bag storage can be substantial but are often overlooked. Port racks worked well when kids carried hard suitcases. Lockers made sense in principle but in practice are rarely used in the way they were designed. While many things have changed over the last 20 years, many things haven’t!

“Simple bag hooks create more space, improve traffic flow and mobility, save money with easy maintenance and cleaning, reduce pest problems, and meet all statutory requirements, building and design regulations etc. This is without mentioning the aesthetic benefits of colourful hooks and clutter-free spaces.”

### Avoiding bag storage pitfalls

“One of the biggest mistakes schools tend to make is, not taking the time to understand that there are better options available to accommodate the storage requirements of today’s schools. It’s a mistake made by many, including those that remotely manage and or design new schools. Schools staff aren’t always familiar with the

requirements of the National Construction Code but they are responsible for providing safe, compliant work spaces.

Building codes state that walkways and corridors need to provide a minimal accessible route of 1500mm in schools where corridors are less frequented by end users and or 1800mm where corridors are used frequently as is the case in most school corridors and bag storage areas. Conventional bag racks generally extend 5-600mm into a walkway; and they take up the same amount of space occupied or not. Meanwhile, bag hooks fixed to a wall extend no more than 100mm into the same space, facilitating traffic flow and minimising congestion.”

### Case Study: Safehooks save space at QLD school

Len recently helped Carole Park State School swap out its old bag cubbies for wall mounted Euro V2 Hooks, released by Safehook this year. The Queensland school saved heaps of space thanks to its larger hook design, which Len says is ideal for accommodating and protecting felt hats and larger items: “The hook button spreads over a greater surface area to reduce pull points and wear marks sharper hooks might damage. With a dead weight rating of more than 150kg, made from UV stabilised polypropylene, these hooks can be installed indoors or outdoors and are manufactured to include SteriPlus Anti-Microbial additives inhibiting mould and mildew.”

### Custom bag storage designs

“School bag racks should be built to survive in a school environment!”, says *Quantum Library Supplies* Sales Manager *Colin Matthews* who has seen hundreds of custom-made bag racks installed to survive tough school environments around Australia.

“We know that if any part can be dismantled, unbolted or unscrewed, it will be,” Colin tells us: “Bag racks are for bags and not for climbing or sitting on! But it still happens despite discipline and rules. And... have you seen how big the kids are now?

“When we see some of the pathetically weak bag racks being installed at some schools, we have a quiet chuckle. Don’t the designers and suppliers remember being at school?”

“We know from experience that school equipment has to be deliberately over-engineered in order to have a chance of surviving the rough and tumble of a school environment.”

Passionate about matching up schools with storage solutions, Colin tells us: “Bag racks are open to many designs and options, as a whole market. Some are on sloping ground surfaces, some integrate with stairs, others are hanging off the side of buildings. I have worked with schools on internal and external installations: “Some were even designed to replace old asbestos bag racks in the state school system.”

He recommends that schools aim for custom bag storage designs that can more optimally meet their unique needs.

### Weatherproof installations



Image: Quantum Library Supplies

Since many of bag racks are in areas exposed to extreme weather, Colin points out the importance of rain and weatherproof constructions, including “appropriate construction materials and rust resistant coatings for a long working life”.

For schools that need to store bags outside, exposure can be a big problem, so he recommends waterproof, tiered bays. Bag racks can also be installed in steep locations, he confirms. An installation can even be “suspended off the face of steps or decking, out into a void, it just needs custom-built suspension brackets under the units”. Additionally, he says schools like to have long-term guarantees, and so the bag racks he installs are guaranteed for ten years: “They could quite easily be used by the next generation when these students have children of their own.” ●



Image courtesy of Safehook Australia



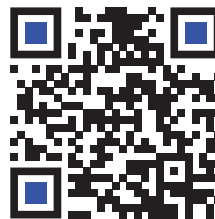
AUSTRALIAN MADE + DESIGNED BAG + HAT HOOKS

# SAFEHOOKS FOR YOUR SCHOOL



EuroV2 Hook

Our Classmate® range of school bag & hat hooks, offer a durable, safer alternative to sharp metal bag & hat hooks



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

## QUANTITY DISCOUNTS SAVE WITH YOUR NEXT ORDER

Scan for more information on our product range, register to access our latest offers, or simply place and pay for your order online.

The Classmate® range of bag & hat hooks, now four great designs and a wide range of colours to choose from. Suitable for installation indoors or out. Low maintenance, affordable, strong, safe, easy to clean & install.



NSW Government Schools Vendor Number: 0100085183



Ihook Mk2

**SHOP ONLINE** @[safehook.com.au](http://safehook.com.au)  
or call 07 3511 1668

© July 2022 Linc Furniture Pty Ltd

**safehook™**





# Equipped to maintain green spaces?

*Images courtesy of Stanley Black & Decker*

**By Rosie Clarke, Editor**

## **School grounds staff require high quality commercial maintenance equipment in order to do their jobs safely and keep schools in good shape.**

Where grounds staff or school officers have advised the principal of any hazard or potential hazard like broken or faulty equipment, it's essential that risk assessment, repair and/or replacement is organised as efficiently as possible. Some equipment suppliers can assist schools with preparing equipment maintenance plans

such as scheduled services to reduce the need for emergency replacements and increase longevity. This is particularly important in Australia, given the increasingly severe weather events we now face. Flooding, drought, and bushfires all wreak havoc on school grounds and bringing your green spaces in particular back to baseline can require some heavy machinery.

For schools purchasing a new mowers or tractors, commercial grade equipment is essential for this reason. There are also different attachments and add-ons available that can ease workload, bolster safety, and allow machinery to be used for additional tasks, which vary depending on the particular

landscaping requirements of each school. Commercial grade machines, whether they are small tractors or ride on mowers or push mowers, benefit from improved ergonomics and more powerful engines than those designed for domestic use. Another benefit of higher quality equipment and effective long-term equipment maintenance is that it can reduce the amount of hand-arm vibration experienced by the user, which over time can lead to physical injury.

### **Industry insights: schools purchasing new equipment**

"Having the correct equipment for the job is the most important thing to consider" when looking for ways to support grounds staff, affirms Stanley Black & Decker's Product and Business Development Manager for Australia and New Zealand, Tony Scott.

"Not having commercial grade equipment can cause the grounds staff to have to work harder and longer to complete a job. So, before making a purchase on new equipment, have someone come out to the school and grounds where the equipment is going to be used and put the equipment to the test to make sure it

does the complete job. Not only on the ovals and around the buildings, but on the slopes around the grounds."

When choosing specific products, he said: "There are many types of machines needed for different situations. Schools may need a zero-turn 60+ inch mower for the big spaces to maintain and then a smaller machine for around the buildings or high profile areas. This could be in the way of a smaller ride-on or a zero-turn.

"I do not feel there is one machine that can do all areas of a school."

What are the common pitfalls schools face when choosing their grounds equipment? He explained: "The biggest mistake I see all schools do is not budgeting enough money for the correct type of equipment they need. Schools try to buy equipment to fit into their budget and this can cause them to purchase the incorrect equipment, which leads to higher repair costs as the machines in most cases are domestic machines not meant to be used daily.

"I always say, you can buy a hatchback and use it to tow a 21ft caravan, but it will not last too long!" ●





# STEP UP TO THE CHALLENGE



Lap Bar  
Control

- ULTIMA ZTX5 48  
**Kawasaki**  
— ENGINES —



Synchro-Steer™  
Technology

- PRO Z 154 S  
POWERED BY  
**KOHLER.**

**BOOK A  
TEST DRIVE**  
at your local  
Cub Cadet Dealer.

**Cub Cadet®**

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

Cub Cadet's range of zero turns combine heavy-duty performance with a professional grade build that will have you mowing efficiently and comfortably for the long haul, even in challenging conditions.

## ► Best-In-Class-Deck

Stand up to the toughest conditions with the extra tough fabricated deck offering added durability for the ultimate cut.

## ► Unbeatable Durability

The Cub Cadet Triple Guard Corrosion Defense System™ with e-coat delivers automotive-grade corrosion resistance against the elements and wear and tear.

## ► Amazing Comfort

From the moment you sit in the comfortable high-back seat, you'll know you're in for a great ride. Armrests, lap bar or steering wheel control, and reduced vibration designs are just a few of the features that make this range great for all-day operation.



Synchro-Steer™  
Technology



- PRO Z 560 S  
**Kawasaki**  
— ENGINES —

# WHAT'S HOT

## THE BEST QUALITY JUMBO ROLL TOILET PAPER IN THE MARKET!

A high-traffic bathroom does not have to mean an inferior user experience when it comes to toilet paper. And we all know that it's the little things that matter - the quality of the toilet paper is seen as a reflection of the care shown toward staff, students, customers, patients, or residents. Sorbent Professional 2ply Embossed Jumbo Toilet Paper brings a touch of home when away from home. The thick and soft tissue with a lovely emboss leaves a lasting impression on the discerning user. Those that have tried it agree that this is the best jumbo roll on the market. And there is a win for the environment too. The efficient jumbo size reduces the need for refilling and one hundred percent of all fibre in Sorbent Professional tissue products is responsibly and sustainably sourced with independent certification by PEFC and SEDEX. The means a win for the user, a win for the business and a win for the environment

**C** Solaris Paper **W** [solarispaper.com.au](http://solarispaper.com.au)



## SHURE MV7 PODCAST MICROPHONE

Inspired by the legendary SM7B, the MV7 is a dynamic microphone with both USB and XLR outputs for use with computers and professional interfaces alike. Connect via USB and explore additional set-up features and Auto Level Mode within our ShurePlus™ MOTIV app, to control your vocal tone, and distance from the microphone. With Auto Level Mode, you can let the microphone do the work for you

**C** Jands **P** 02 9582 0909 **W** [jands.com.au](http://jands.com.au)



## SMART LUMIO BY INTEGRATE AV

Lumio is a digital learning tool that lets students actively explore, create, question, reflect, collaborate, and play as they engage with lesson material on any internet enabled device, in the classroom or from home. At the same time, Lumio gives teachers a clear understanding of every student's progress, with ongoing feedback that lets them assess and support the needs of individual students.

**C** Integrate AV **P** 1800 742 748 **W** [iav.com.au](http://iav.com.au)



## ALPHAFIT CORE MULTI STATIONS

AlphaFit Core Multi Stations are a modular cable system that can be customised with a range of towers to best suit the goals of your school and your students. Cable machines are becoming a key piece of training equipment for any upper or lower body school program. AlphaFit's range can be customised to accommodate supervised groups of younger students right through to senior strength conditioning. The designs are simple to use and allow everyone the opportunity to exercise correctly. The Core Multi Station range is engineered in Australia for performance and is certified Australian-made in our Gold Coast manufacturing facility.

**C** AlphaFit **P** 1300 257 428 **E** admin@alphafit.com.au

**W** alphafit.com.au



## THE NEW BENQ BOARD PRO

BenQ becomes the first and only edtech provider to gain Eyesafe® Certification for large-format interactive displays. The new BenQ Board Pro ensures added protection against high-energy blue light while maintaining optimal colour performance. TÜV Rheinland, globally renowned third-party certification organisation and Eyesafe® affiliate, formally awarded BenQ with the certification, which verifies that the RP Series has undergone thorough testing and satisfied the blue light emission and colour performance requirements set by Eyesafe® and TÜV Rheinland for the global display industry. To find out more about Eyesafe® Certified BenQ Boards, visit BenQ.com.au

**C** BenQ **W** benq.com.au



## APC AISLESAVER®

APC's Aislesavers® provide the ultimate refinement in high density storage, by reducing the floor space required. Available in both manually operated (Ezi-Slide), and mechanically assisted (Ezi-Drive) versions, representing the perfect solution in light-weight mobile shelving for all your storage and filing. The APC Aislesavers® are available in a large range of standard sizes and can also be tailor-made to suit your specific needs. Designed and manufactured in Australia from Australian steel, the APC Aislesavers® incorporate low profile tracks, with discreet anti-tilt mechanisms, reducing the chance of operator strain. This allows users to move up to 1000kg effortlessly.

**C** APC Commercial

**P** 1300 138 303

**E** sales@apcgroup.com.au

**W** apcoffice.com.au

## LIVERPOOL COVERED SEATING

Is your educational facility lacking seating and shaded areas? Well, Astra Street Furniture has combined the two! Introducing the Liverpool Covered Setting. Picnic settings offer multiple seating capacities in areas where group collaboration and social gatherings occur. Covered picnic settings are a no brainer when your outdoor area doesn't have adequate permanent shelter, which is very important to cater for Australia's unpredictable weather. The Liverpool Covered Setting will seat 8 junior students or 6 senior students per setting, the ideal amount for group projects and collaboration tasks! Astra Street Furniture is 100% designed and manufactured locally here in Australia, meaning we offer short lead times – enquire with Astra Street Furniture today!

**C** Astra Street Furniture **P** 1300 889 821

**E** sales@astrastreetfurniture.com.au **W** astrastreetfurniture.com.au





# Equipped for lifelong fitness



Image courtesy of AlphaFit

By Rosie Clarke, Editor

## School fitness facilities offer a social, motivational way to equip students with lifelong active habits.

They can extend existing school fitness programs, complement sports development at your school, and help create a fitness culture among students and staff.

Over the last couple of decades, schools have been trying to reverse climbing rates of childhood obesity with educational interventions.

A ground-breaking 2020 study by the Australian Institute of Health and Welfare found that 25 percent of Australian children

and adolescents aged 2 to 17 were overweight or obese in 2017 to 2018. Obesity in children in the lowest socio-economic areas is more than twice as high than the highest socio-economic areas and there has been a marked increase in obesity rates for Aboriginal and Torres Strait Islander children and adolescents since 2012. The study also found that obesity rates increase with age, and that younger children are more likely to move between categories. Obesity rates among children and adolescents is a big concern for schools, and not because of the direct health concerns associated with obesity, but because of bullying and self-esteem issues that can significantly impact learning outcomes.

Upgrading or building a new fitness centre is one popular way to invest in your sports culture as well as student health and wellbeing. It helps cultivate cohort-building as students can socialise, train, and work on their fitness at their own pace.

### Fitness facility design must-dos

- Location and environment must be suitable for activities including size, lighting, and ventilation.
- Ensure health and safety procedures are met for height, pathways, apparatus set up, and student numbers.
- Appropriate clothing must be used for all

equipment and activities.

- Equipment must be suitable for student ability, size and strength.
- Invest in safe, industry-standard equipment.
- Hygiene considerations: use paper towels, antiseptic spray and wipes, hand sanitiser, etc.
- Provide an area for water fountains or drink breaks.

### 5 essentials to complement your fitness centre guaranteed to get students moving:

1. Balls, balls, and more balls: schools should have a range of balls for students to improve their motor skills from bouncy and



It helps cultivate cohort-building as students can socialise, train, and work on their fitness at their own pace



“When looking at strength training, a rig configuration provides the ability to have multiple students training at once and can be used for a range of strength exercises. Then, for schools wanting higher grade equipment, they should look at incorporating combo machines like a cable cage or a lat pull low row tower, which have great multi-use designs. To make a school facility stand out add custom colours and branded gear. These elevate the space with school spirit.”

On the flipside, Jamie warns that schools should consider layout carefully: “It is important schools make sure they create a workable space that optimises the flow of classes and team training. Consult with all disciplines intending to use the space and select multi-purpose equipment that will benefit everyone.

“The best way to get longevity out of your equipment is to invest in high-quality gear from the start. Having the right equipment for your space as well as storing your gear correctly will extend its lifespan and add value to your facility.” ■

inflatable to playground and activity balls, but medicine balls are a great way to elevate your fitness centre as they have so many uses from core strength training to flexibility, to warming up (and down).

2. Gymnastic and yoga mats: important for safety, stretching, and an essential to improve flexibility, balance and coordination.
3. Bean bags: safe and versatile, these can help young people develop hand-eye coordination skills.
4. Skipping ropes: perfect for cardio fitness, these are easy to store and

make a great addition to circuit training.

5. Balance beams and steppingstones: these types of equipment help with core strength, balance, and cardio.

### School fitness equipment trends from an industry supplier

AlphaFit Founder and CEO, Jamie Montesalvo, looked ahead to identify emerging school fitness trends for 2023 and found that conditioning and sport-specific training equipment are a central focus.

“We are seeing more schools following the trends of elite

sporting clubs,” he reveals:

“They are focusing on strength, conditioning, and group-style training. When working with schools, we focus on their key sports, which means looking at what equipment is being used by professionals to develop athletes in those specific areas.”

Upgrades can be intimidating for schools, so we asked for advice on which pieces of equipment should feature in a baseline school fitness centre, and which pieces might provide schools with a wow factor.

“Mixed implements like dumbbells, kettlebells and medicine balls are great for younger students and functional movements,” Jamie explained.

## CREATE A TRAINING SPACE THAT MEETS THE EXPECTATIONS AND NEEDS OF YOUR STUDENTS, TEACHERS AND PARENTS.

After years of building high performance facilities, we understand the importance of variety, functionality and accessibility of equipment, allowing students of all abilities to train in a safe and inspiring environment.



SCAN TO VIEW BROCHURE



FOR GYM FITOUTS TO GEAR TOP UPS, WE'RE HERE TO HELP. GET IN TOUCH WITH OUR TEAM.

📞 1300 257 428 ✉ admin@alphafit.com.au 🔗 www.alphafit.com.au

**ALPHAFIT**







# Building Galilee's Field of Dreams in two weeks

**After enduring 6½ years of planning, delays and production constraints, it took only two weeks to miraculously complete Galilee Regional Catholic Primary School's amazing outdoor play space to complement its new state of the art building.**

In 2019, the school decided that their existing outdoor surface was no longer fit for purpose and relished the opportunity to upgrade and do something very special. After considerable consultation with the project team, students and staff, the school engaged leading artificial turf installation and design firm, Easy Turf, to bring their dreams to life. But these dreams needed to become a reality within the two-week window of the September school holidays, while students were not on site.

Paul Mapley, the School's Project and Facilities Manager, supported by School Principal Simon Millar, had only praise for their installation partner. "It was an absolute pleasure to work with Easy Turf. "The continual workshopping of ideas and their ability to go the



extra yard to ensure the project's overwhelming success, speaks volumes to the way the outdoor space turned out," Mr Mapley said.

The two-week turnaround was certainly challenging given how involved the project was and the always unpredictable nature of Melbourne weather! The first task was to laser grade and level the surface between two areas. The basketball court was resurfaced using APT's Australian made Supergrasse® ProBounce COOLplus® turf with line markings for basketball and netball. The existing basketball

sleeves and hoops were then re-installed in different positions.

Easy Turf, in collaboration with Galilee, also designed a fun, multipurpose play / sport zone for a previously unused space which included: a mini-running track, cricket pitch, four-square courts and hopscotch. Supergrasse® ProBounce COOLplus® was again used for this space. "It was important that we used a premium, high-end product that could withstand high traffic, be used all year round and cater for varying sports and activities," explained Mr Millar. "The variety

of fun colours and interactive zones is a huge drawcard with the students, and we are very proud to support locally manufactured products and businesses."

Furthermore, Easy Turf was also offered the opportunity to add further value to the overall project, by replacing the surface around the play equipment to deliver a more meaningful playground. Easy Turf recommended APT's SYNLawn Classic 35 artificial turf, which is softer than Supergrasse® turf, supported by a ProPlay 35mm shock-absorbing pad underneath. Not only is this a hygienic, low maintenance solution, but it ensures that the play area also meets the critical fall guidelines.

"Throughout the construction process, we tried to keep the whole space a surprise, but the kids were always calling past to check on progress," reflected Mr Mapley. "You know that you've done a great thing when children run through the gate on the first day of Term 3 and say, 'this is magic, I'm in heaven.'" ▲

*For more information contact:*

*APT on 1800 652 548  
or [aptasiapacific.com.au](http://aptasiapacific.com.au)*

*Easy Turf on 1300 475 499  
or [easyturf.com.au](http://easyturf.com.au)*





# US Open, Tokyo Olympics, FIFA Headquarters, Newcastle High School...

From the most prestigious sporting events to your popular local school, APT manufactures and installs more artificial turfs, courts, playgrounds and tracks than any other business. Made in Australia from renewable resources, our artificial surfaces are backed by warranties of up to 15 years. Find out more at [aptasiapacific.com.au/schools](http://aptasiapacific.com.au/schools).

**APT** ADVANCED  
POLYMER  
TECHNOLOGY



1800 652 548 | [info@aptasiapacific.com.au](mailto:info@aptasiapacific.com.au) | [aptasiapacific.com.au](http://aptasiapacific.com.au)





# Creating Your Space

For more than forty years we have been providing specialised education furniture solutions that allow spaces to be better. Our ability to deliver the best outcome is matched by our commitment to overcome any challenge. Passionate about the end result, focused on the end-user and motivated by seeing spaces come to life.

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

p 1300 577 267 e [design@resourcefurniture.com.au](mailto:design@resourcefurniture.com.au)

resource  
furniture