

# PARENTS SAY

THE OFFICIAL PUBLICATION OF THE SOUTH AUSTRALIAN ASSOCIATION OF SCHOOL PARENT COMMUNITIES INC.  
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## *CELEBRATING ABORIGINAL CULTURE AT JOHN PIRIE SECONDARY SCHOOL*



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## Term 3

### Decision-making

# Six ways to support your children to make confident decisions

Making career decisions is hard when you lack knowledge and experience. As a parent, you can support your kids in their career exploration and decision process. Encourage them to reflect on what they enjoy and care about, help them find and understand information and support them as they take their first steps toward their goals.

## 1 Check-in on your children's self-knowledge.



Completing myfuture's 'My career profile' activities can help young people reflect on their career interests, skills and values. Turn this into a discussion by noting what you observe about them, but be mindful not to project your own preferences onto them.

► [Log in to My career profile](#)

## 2 Join them in researching qualifications and pathways.



You might need to develop your own career knowledge, if your child is interested in an occupation you don't have experience of yourself. myfuture's occupation profiles will help identify qualifications and the skills needed for the occupations that interest them.

► [Log in to view myfuture's occupation profiles](#)

## 3 Start exploring and discussing relevant courses.

At a certain point, you and your children will want to identify specific courses related to occupations or industries that interest them. You might need to discuss the financial details of their future study, such as whether they study locally or move out of home.



► [Log in to search myfuture's Courses](#)

## 4 Attend TAFE and university open days.

Open days allow you and your child to better understand the courses, services and social activities available at your local institutions. Review our list of open days and register for those local to you.



► [TAFE and university open days](#)

## 5 Support your child into work experience.



It can be hard for young people to get work experience themselves and it's often the support of family that gets them started. Have a chat about how to balance work with school and other responsibilities. You might be able to use your own networks to find a part-time job or work experience.

► [myfuture Job Seeking Advice and Resume Templates](#)

## 6 Make time for conversations.



Young people need and want to chat with trusted adults about their career decisions but can find it hard to communicate effectively with their parents. Make these conversations safe and positive experiences for your children, where they feel that their thoughts and opinions are heard and respected.

► [myfuture Insights: Managing career uncertainty and anxiety: the power of career conversations](#)



[myfuture.edu.au](https://myfuture.edu.au)

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## PRESIDENT'S SAY



**JENICE ZERNA**  
**PRESIDENT**

It's hard to believe that the first two terms have come and gone, and that we are now into the third term, with the end of the year fast approaching.

### What we have been doing

These are some of the things we have done since the term 2 edition:

- met with Hon Blair Boyer, the Minister for Education
- met with Prof Martin Westwell, Chief Executive Department for Education
- attended a Parent Roundtable in Sydney with Jason Clare, Federal Minister of Education
- attended the launch of the Minister for Education's National volunteer week event
- attended the Extended Minister Early Childhood Advisory Forum
- attended the DreamBIG Festival celebrating 50 years and the return of the student parade
- continued to run RRHAN-EC and Merit selection sessions for parents and volunteers
- provided input to proposed amendments to the Education and Children's Services Act to support the implementation of recommendations of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with a Disability
- provided input to proposed amendments to the Education and Children's Services Act and associated regulations which look at children who are not enrolled in or attending school
- provided input to the Federal Government's Anti-bullying Rapid Review
- provided input to the Federal Government's Children's Online Privacy Code.



### Parents in Education (PIE) grants for 2026

Parents in Education (PIE) funding is made available by the Minister for Education and is open to all government preschools and schools. As in previous years, SAASPC will be pleased to be involved with the Department for Education in supporting preschools and schools with these valuable grants.

Applications for grants for the 2026 school year will open shortly – keep an eye out for all the information on the Department for Education's website.

Please do consider applying for a grant for a project. But remember: it is important to read the application form carefully and *take note of what you are eligible to apply for and what you are not eligible to apply for* and also ensure that you follow all the steps required and supply all the necessary information. GOOD LUCK!

### Information sessions

SAASPC is continuing to provide these FREE information sessions for parents/carers and volunteers in preschools and schools:

- Parent groups (affiliated committees) and their role in schools, parent participation and involvement
- Responding to Risks of Harm, Abuse and Neglect in Education and Care (RRHAN-EC) for volunteers
- Merit Selection for governing council nominees and interested people – to inform and assist the nominee in their role when sitting on a panel for the selection and recommendation of principal/preschool directors. It is highly recommended that the Governing Council nominee attends training before sitting on the panel. More than one person can be trained.

SAASPC is your Association – our main role is to work with and support parents groups (affiliated committees) but we also support parents generally in our preschools and schools. Please do not hesitate to contact us if you need any information, would like to organise an information session or raise any concerns or issues that you may have. And we are always happy to visit you – distance is not a barrier for us to do so.

### South Australian Association of School Parent Communities (SAASPC)

GPO Box 2126 Adelaide SA 5001 | tel 8272 4640 | freecall 1800 724 640 | mob 0427 364 030  
email [info@saaspc.org.au](mailto:info@saaspc.org.au) | [www.saaspc.org.au](http://www.saaspc.org.au) | we are also on Facebook and X

*The views expressed in the magazine are not necessarily those of the Association; nor does the Association necessarily endorse products/services advertised*

**BLAIR BOYER MP**  
**MINISTER FOR EDUCATION,**  
**TRAINING AND SKILLS**



## THOUSANDS OF SOUTH AUSTRALIAN 3-YEAR-OLDS TO ACCESS AN EXTRA YEAR OF PRESCHOOL IN 2026

I was incredibly proud recently to announce that more than 200 long day cares services across South Australia will partner with the Government to deliver three-year-old preschool from next year, as part of the first stage of our landmark early childhood reforms. The services, located across metropolitan, regional, and rural South Australia, will be joined by 45 government preschools in regional and remote communities, along with three government metro demonstration sites.

This will support more than 6,000 three-year-olds to access a teacher-led, play-based learning program in the first year of the rollout alone. That's nearly a third of all South Australian 3-year-olds. Research has shown that two years of quality preschool supports children to ensure they are ready to learn on their first day of school.

This is a major milestone in the State Government's plan to deliver 15 hours of three-year-old preschool to every South Australian child by 2032 and is part of the Government's \$1.9 billion Flying Start reforms – the most significant commitment to early childhood in a generation.

Long day care services partnering in 2026 have been prioritised based on their quality, including their National Quality standards rating and ability to deliver a teacher-led program, and their location, to ensure a broad geographic spread, with a focus on reaching communities where children are likely to benefit most from access to three-year-old preschool programs in the early years of the rollout.

This initiative is in response to the overwhelming interest and response from the long day care sector during the competitive expression of interest process – a clear sign of the early childhood sector's strong commitment to these reforms.

The rollout will expand each year, with additional services joining annually until universal access is achieved by 2032. This staged approach allows time to grow the workforce, infrastructure and strengthen quality delivery, supporting every child no matter where they live. The standard offering for three-year-old preschool will be for 15 hours per week, with up to 1000 of the most vulnerable children receiving a double dose – or 30 hours per week.

The Australian Early Development Census (AEDC) shows nearly one in four South Australian children start school with some form of developmental vulnerability. Three-year-old preschool aims to reduce this figure by supporting children to build foundational skills such as confidence, curiosity, and social skills in the years before school.

The rollout is supported by investment into the early childhood workforce and infrastructure to support quality delivery across the sector. The investment also includes Preschool Boost, a new funding stream helping partner preschool services to do more to address developmental vulnerability, by accessing allied health and other evidence-informed supports.

Families can now visit [www.flyingstart.sa.gov.au](http://www.flyingstart.sa.gov.au) to learn more about the rollout of three-year-old preschool, explore partnering services in their community, and check when their child will be eligible to participate.

Three-year-old preschool sets children up with the skills and confidence they need to ensure they are ready to learn as soon as they head to school. These outcomes will make a difference for generations of children to come and to our State as a whole.

### SA SCHOOL TERM DATES

2025	28 January-11 April	28 April-4 July	21 July-26 September	13 October-12 December
2026	27 January-10 April	27 April-3 July	20 July-25 September	12 October-11 December
2027	27 January-9 April	26 April-2 July	19 July-24 September	11 October-10 December

## TAKE A TOUR AT ONE OF THE STATE'S FIVE NEW TECHNICAL COLLEGES



**CLARE FESZCZAK**  
EXECUTIVE DIRECTOR, STUDENT  
PATHWAYS AND CAREERS  
DEPARTMENT FOR EDUCATION

As we arrive at the mid-way point of the 2025 school year, the state's five new technical colleges continue to open their doors to young South Australians looking for a hands-on career.

In Term 3, Port Augusta Technical College will welcome their first students, ready to provide them with direct pathways into jobs such as electricians, engineers, boilermakers, and gas fitters through the multi-trades program, as well training for careers in health and social support, cookery and tourism and civil, resources and infrastructure. It will be the second technical college to open, after Findon Technical College opened in Term 1, 2024.

As construction is completed on the Tonsley Technical College and The Heights Technical College in Modbury, families are able to book a tour at these sites, as well as Findon Technical College.

For students considering their options for 2026, it's a good time to take a closer look at the technical colleges.

On the tours and immersion days, students will get a chance to explore the hands-on learning spaces, talk to expert staff, and hear from current students ahead of deciding where they'd like to enrol for 2026.

The state government has committed \$208.8 million to establish the five technical colleges, which will be available to students in year 10, 11 and 12 as part of the public education system.

The first of these facilities, Findon Technical College, opened to students last year. Port Augusta Technical College – co-located at Port Augusta Secondary School - will open in Term 3, and the remaining 3 technical colleges at Tonsley, Limestone Coast (Mount Gambier) and The Heights (Modbury) are set to welcome students in 2026.

At each technical college, the learning is centred around an industry specialisation, with unique training programs designed and delivered in partnership with employers, with guaranteed career opportunities for graduates. The specialisations are based on the location of each technical college, or the job opportunities in the region.

The technical colleges allow students to undertake a practical training option and still complete their SACE. The students are not sitting in a classroom listening to theory the entire time; they're actually working and gaining knowledge and skills in an authentic workplace environment.

To learn more about the five technical colleges, including how to apply, students and families can visit the website at [www.technicalcolleges.sa.gov.au](http://www.technicalcolleges.sa.gov.au).

### SAASPC Affiliation fees 2025

Preschools	.....	\$40.00
Schools	1-200 students.....	\$50.00
	201-600 students.....	\$70.00
	601-1000 students.....	\$90.00
	1001+ students.....	\$110.00
Individuals	.....	\$55.00

All fees are GST inclusive. Affiliation is on a calendar year (January - December)

Parent groups are encouraged to affiliate with SAASPC, but if the school or preschool has no parent group, the Governing Council or Management Committee is welcome to affiliate.

For more information go to [www.saaspc.org.au/affiliation.html](http://www.saaspc.org.au/affiliation.html) or scan the QR code.

You can also contact us on 1800 724 640 or [info@saaspc.org.au](mailto:info@saaspc.org.au)



## CELEBRATING ABORIGINAL CULTURE AT JOHN PIRIE SECONDARY SCHOOL

John Pirie Secondary School (JPSS) is committed to supporting students to build stronger connections to Aboriginal culture and heritage. Two standout initiatives—the Aboriginal Arts Excellence Program and the Urumbula Garden—have become central to the school's identity, sparking pride and curiosity among students, staff, and the wider community.

The Aboriginal Arts Excellence Program was created to encourage students with a flair for creativity to further develop their skills while exploring Aboriginal culture through art. Led by renowned Aboriginal artist Judy Crosby, it's more than just a school subject—it's an opportunity for young artists to express their identity, learn about culture, and see how their talents can open up real-world career pathways.

Through the program, students experiment with different mediums like painting, sculpture, mural work, and mixed media. They're supported to build artist portfolios, get their work into exhibitions, and understand what a career in the arts might look like. Student artwork has been featured on product packaging, displayed in local businesses, and celebrated at community events—showing how creativity can contribute to both cultural pride and economic opportunity.

A recent highlight is the Collaborating Pathways mural, completed in May 2025. This powerful piece was a joint effort between Judy Crosby and JPSS students Antonia Martin, Maddison Hanley, Elliott Black, and Bella Eenhuizen. The mural, now displayed proudly at the school, symbolises the strength of partnership between Aboriginal and non-Aboriginal

people, working together to support young people on their journeys through school and life.

For the students involved, the experience was more than just painting a wall—it was about storytelling, teamwork, and leaving a lasting legacy. The mural has already become a point of pride for the school and a talking point for visitors and community members alike.

Another key part of JPSS's cultural landscape is the Urumbula Garden, a beautiful and educational space located near the school's entrance. Officially opened during Reconciliation Week in 2014, the garden features native plants traditionally used by local Aboriginal people for food, medicine, tools, and ceremony.

The garden was brought to life thanks to the vision and passion of JPSS staff member Bruce Mules. Even after retiring from teaching, Bruce continues to lead and coordinate the program, keeping its purpose alive and thriving. The garden was developed in partnership with the Australian Arid Lands Botanic Garden in Port Augusta, ensuring the plants chosen were both culturally meaningful and educational.

Aboriginal and Torres Strait Islander students at JPSS play a central role in looking after the garden. Many of them enjoy the hands-on learning experience and the chance to connect with the land in a meaningful way. The garden is constantly evolving, with current students continuing to plant, care for, and shape the space. It's not only a place of learning, but a living symbol of culture and care.





The Urumbula Garden is also a favourite destination for local and visiting groups. Over the years, it has hosted everyone from local preschoolers and school groups to national gardening clubs and international visitors. A major highlight came in 2023, when South Australia's Governor, Her Excellency the Honourable Frances Adamson, toured the garden and recognised its importance as a site of education and cultural connection.

Walking through the Urumbula Garden, visitors learn about the traditional uses of plants—whether it's for bush medicine, shelter, dyeing materials, or making tools. Thoughtfully placed signage shares this knowledge with everyone who visits, turning the space into an outdoor classroom that teaches respect, tradition, and sustainable practices.

For Aboriginal students, the garden offers a chance to connect with Country and their own cultural roots. For non-Aboriginal students, it's an opportunity to learn deeply and respectfully about the richness of Aboriginal culture and the significance of the land.

Even the garden's name, Urumbula, carries deep meaning. It refers to the world's longest known songline, which starts in Nukunu country near Port Augusta and stretches all the way to the Waanyi people of the Gulf of Carpentaria. The name acknowledges both the cultural depth of the land and Port Pirie's role as a place where many cultures meet.

Over time, the Urumbula Garden has been enriched with additional features that support cultural learning and

connection. A yarning circle was added in 2019, providing a quiet space for conversation, reflection, and shared learning in the spirit of Aboriginal tradition. Nearby, the Connections mural—created by students under the guidance of Judy Crosby—depicts the bonds between land, water, animals, and people, further adding to the space's meaning and beauty.

Together, the Aboriginal Arts Excellence Program and the Urumbula Garden show how JPSS is weaving reconciliation, creativity, and connection into everyday school life. These initiatives don't just raise awareness—they invite action, reflection, and pride. They give students the chance to grow as individuals while also building a deeper understanding of culture, history, and community.

At JPSS, celebrating Aboriginal culture isn't confined to a single week or lesson—it's an ongoing journey, built into the heart of the school.



*Photo courtesy of Neralie Bailey, The Recorder Newspaper*

## ORACY IN ACTION AT PROSPECT NORTH PRIMARY SCHOOL

Since 2020 the students at PNPS have been producing both a weekly TV segment and a range of podcasts that go live on the school's YouTube Channel. Each episode of PNTV features a range of stories about the learning and activities that happen in the school and at times include interviews with politicians, sports stars, Science experts, education leaders, media personalities and more.

Our students have interviewed the Premier, Peter Malinauskas, players from LIV Golf, Kirsten Banks (meteorologist), Ron Berger and Gwyn ap Harri (education leaders and writers), Cosi (Andrew Costello), Jessica Braithwaite (weather reporter) and multiple Behind The News presenters.

Our students regularly use the PNTV segments to report on the learning they are doing in their classrooms and share this content with families, community and beyond. Growing the student's oral language skill is core to the purpose and drive behind our programs. Right through from Reception when they first start school, our students take turns at generating ideas, writing scripts, recording and filming content and analysing what makes a good media story. The story telling skills of our students has grown enormously with the support of a School Support Officer (Sammy) who has media expertise.

He said that "One of the most exciting things is seeing how much the students grow over time. I have witnessed a student who was an extremely reluctant writer, but who had a passion for ice hockey, build such confidence through a purposeful

connection to podcasting, that he willingly interviewed coaches... His confidence improvement was amazing. This is why we do this work."

The students grow in confidence both behind and in front of the camera. They become skilled in the creation of positive media for an audience and take significant responsibility in the development of positive stories about learning.

Prospect North also drives learning through immersion and investigation and encourages students to seek out experts to amplify their knowledge and understanding. They use design thinking principles to build Inquiry and have become adept at critique and feedback. This amplifies their capabilities in the processes of product creation. We celebrate well at the end of investigation cycles and by capturing the exhibitions of learning through our TV programs we have a quality record over time of the growth for both students and the community.

PNPS has built a strong reputation in amplifying student agency and the school regularly (6 a year) run conferences (led by the students) incorporating stories of the growth and change journey and tours of the successful practice around the school. In this way we share our successful practice with others to support their growth and positive change in their local context.

Our older students show leadership in the school not only through a buddy system but they also manage ministries in a range of areas from STEM to Community Engagement.





PNPS also engages in a range of value added extended programs and projects which often feature as part of PNTV – these include a Food Ladder Green House, our sustainability focus incorporating our productive garden areas, The Fathering Project, eSafety research, Digital leaders program and Lego League.

PNPS celebrates an amazing depth of cultural diversity in its community and we continue to focus on excellence through engagement. We have seen some of our students become aspirational toward media based careers through their Oracy work in PNTV and Podcasts. Our students are actively involved in designing learning that has agency at its heart and the PNTV and podcasting form an integral part of recording and celebrating that learning.

**JUDY BEAL**  
**DEPUTY PRINCIPAL**  
**PROSPECT NORTH PRIMARY SCHOOL**



*Oracy in Australian classrooms refers to the development and assessment of students' speaking and listening skills, which are crucial for academic success and broader life skills. It's not a separate subject but rather an approach to teaching that integrates oral communication across the curriculum.*



## BASKET RANGE PRIMARY SCHOOL CELEBRATES 140 YEARS

Basket Range Primary School, established on 1st July 1885, marked its opening with the planting of a Pittosporum tree. The first Head Teacher, Michael McDonough, faced a challenging and memorable start. After arriving at Uraidla by mail-coach, he set off on foot for Basket Range, only to realise he was lost after several hours. He eventually found his way to William Moulds' house for directions, arriving at the schoolhouse half a day late. The initial enrolment included nine from the Cramond, Cranwell, Burdett and Raymond families. In 1886, McDonough was succeeded by former sea-captain Sydney Jackman, known for his strict discipline and excessive use of the cane.

In the early 1920s, the Governor and his wife hosted students and teachers for annual afternoon teas at their Marble Hill summer residence. A former student recalled walking down through Cramond's and Walker's orchards to Marble Hill, where they enjoyed dances by the Governor's daughter, followed by an afternoon tea of bread and butter with hundreds and thousands.



Apple packing classes began in 1946, initially held in Alfred Cramond's shed and later at the Ashton Cold Stores. Mr Horry Bain from the Department of Agriculture taught the students, who were examined in both theory and practical packing at the end of the term. Basket Range Primary School has always maintained a strong community connection which continues today. Students learn in a unique environment surrounded by apple orchards, pine forests, and gum trees engaging with local industry through their learning and school experiences. While students still pick apples, the focus has shifted to understanding sustainable agricultural practices and the origins of their food. Students are actively involved in conserving native scrub and observing local flora and fauna, reminiscent of their involvement in developing the playground in 1935. Basket Range Primary School is very much a local school for the community.

Basket Range Primary offers a holistic education from reception to Year 6, including gardening, music, language, outdoor education and cooking. The school nurtures intellectual, emotional, and spiritual development, aiming to cultivate deep critical thinkers with a sense of moral, ethical, social and environmental responsibility. They value the importance of nurturing the senses through the natural world and connecting the curriculum to student interest and knowledge.

Music has been integral to the school since its early days. In the early 1900s, a mixed Fife band played for local audiences. Today, the school continues to specialise in music education, collaborating with staff from the Music Education Strategy to enhance the school's music program. This partnership fosters creativity, deepens musical understanding, and provides an





engaging and high quality learning experiences for both staff and students. As our school grows, we plan to expand our music program with instrumental music tuition.

Interschool sports days began in the early 1960s, with 12 schools participating by 1963. Sir Thomas Playford officially opened the events, granting a public holiday at a later date. In 1964, Basket Range School won the shield. While public holidays are no longer granted, the school continues to participate in the Small School Sports Day, fostering teamwork and camaraderie among students.

On October 18th, Basket Range Primary School will celebrate 140 years of quality education. The event will showcase current learning in the classrooms and feature old photos and memorabilia from the East Torrens Historical Society. Attendees can enjoy hands-on activities amidst the pines and bushland. Recent renovations have preserved the school's charm while aligning with current education practises. It is an exciting time for Basket Range Primary School and they invite everyone to be a part of the celebration.

**CHRISTIE EVANS**  
**PRINCIPAL**  
**BASKET RANGE PRIMARY SCHOOL**





## STARS IN THE ARENA – PRIMARY SCHOOLS MUSIC FESTIVAL AT THE ENTERTAINMENT CENTRE



For just the third time since 1974, the Primary Schools Music Festival Concerts will be held at the Adelaide Entertainment Centre from September 15-18. You can hear a different mass choir of approximately 1200 Year 5 and 6 students singing each night. These concerts will be hosted by years 5 and 6 students, are accompanied by an 80-piece student orchestra and visually supported by the 60 member dance troupe. Guest Artists from primary and secondary school Performing Arts and Special Interest Music Programs will feature as part of each concert. There will be nearly 6,000 students performing throughout this 4 concert season.

Will you be there?

Does your school have a Festival of Music Choir?

Are the Arts promoted and valued in your school and its community?

Generations of South Australian primary public-school students have been singing and performing in Festival of Music concerts since 1891 – its original name was the Thousand Voice Choir.

The Primary Schools Music Festival (PSMF) is a State Heritage icon under the direction of The Public Primary Schools Music Society and the Department for Education, and can proudly boast that this is its 134th year of providing a choral program for schools all over SA.

This year, as thousands of young voices fill the Adelaide Entertainment Centre with song, they will become a part of an annual event that has touched the lives of 40% of all South Australians, either as participants or members of the audience. This is an intergenerational experience, with past choir members in the audience proudly watching their children and grandchildren take to the stage.

From Wilmington to Mount Gambier, from Kimba and Kangaroo Island to Renmark, the PSMF reaches all corners of the state!

Around 8,000 students are currently learning and putting the final 'polish' on the 2025 repertoire for PSMF performances in Adelaide and out in regional areas such as the Riverland, Whyalla, the South East, the Murray Mallee, Port Pirie and



East of the Ranges, along with the Southern and Northern Metropolitan during term 3 and 4.

Being a part of a school choir - a 'team of singers' offers an incredible experience - learning hundreds of lyrics and notes comprising melodic and rhythmic patterns, working together on appropriate stage etiquette and presentation skills, broadening their knowledge of musical genres and connecting with hundreds of other like-minded students.

Educators recognise the huge impact that music has on cognitive development. Neuroscience is proving that children who are actively engaged in music develop improved memory and enhanced maths and language skills. They learn to work collaboratively, listen actively to others, and communicate feelings and emotions, increasing emotional resilience and empathy. Music empowers our young stars to shine brightly in all areas of their lives.

Do you sing at home with your children? Singing is the FIRST musical instrument that is accessible to all – using the voice to sing and communicate is as natural as breathing. Dr Anita Collins of Bigger Better Brains wrote a blurb for the Songbook which says, "Singing is wonderful for your brain and body! It activates various parts of your brain, improving your cognitive functions – that means it helps with things like memory and attention. Singing releases endorphins, which are chemicals in your brain that make you feel happy and reduce stress. It's also great for your emotional intelligence, helping you understand and manage your feelings better. Physically, singing is a

workout for your lungs... singing can enhance your reading comprehension by helping you better understand the flow and expression of language, which is essential when you're reading and interpreting text". And there are more amazing benefits from singing in a choir, these are just a few!

Want to get sing with the PSMF? Would you like to see your school take on this amazing opportunity for YOUR children to be a part of?

The PSMF can provide you with plenty of information to 'ignite the fire' for choir at your school!!

All that's needed is a teacher willing to be the 'admin' person who can support the choir... the PSMF can provide a qualified choir teacher to deliver the program with one hour weekly rehearsals as part of the school day. There could already be a member on staff who would like to 'train' the choir, who has some musical background, and would like to join the PSMF Family of choir teachers.

Students and teachers have access to the songs via the worldclass Festival of Music App and Songbook, and the PSMF provide all the resources required to help support the teaching.

Check us out at [www.festivalofmusic.org.au](http://www.festivalofmusic.org.au). View some spectacular vision from past concerts, take a look around, see what is on the repertoire list for 2026...

In 2026 the Primary Schools Music Festival will sing and celebrate 135 years of this annual South Australian tradition. Come join us!!







# Choir is Powerful Literacy Learning

your choir teacher supports students to

- Understand and use language variation
- Use language to express ideas and interact with audiences
- Expand vocabulary and word knowledge
- Examine and respond to poetry through a variety of song texts
- Engage with local, indigenous, multicultural, contemporary and historical texts
- Analyse, interpret and compare texts
- Plan, rehearse and present texts to large audiences in venues such as the Festival Theatre
- Use the worldclass Festival of Music App as a learning tool

Language

Literature

Literacy

program your choir rehearsals  
within your literacy time  
and watch your students grow

For more information about how the  
Primary Schools Music Festival can assist, contact  
[office.psmf925@schools.sa.edu.au](mailto:office.psmf925@schools.sa.edu.au)



check out our website at  
[festivalofmusic.org.au](http://festivalofmusic.org.au)



## KARAOKE IN THE PARK – A CELEBRATION OF COMMUNITY SPIRIT AT THORNDON PARK PRIMARY SCHOOL

At Thorndon Park Primary School, community is at the heart of everything we do – and our recent Karaoke in the Park event was a shining example of this pillar in action!

Families, staff, students, and friends came together under the stars for a night filled with laughter, music, connection, and celebration. It was heart-warming to see so many picnic rugs spread across the school oval, with children playing, parents singing along, and everyone simply enjoying the joy of being together.

Thanks to the incredible generosity and enthusiasm of our school community, we are thrilled that we raised approximately \$5000 to enhance our outdoor learning and play spaces. Every dollar raised is a testament to the power of community spirit, and it will have a lasting impact on the experiences we can offer our students.

A special shoutout to all our brave karaoke stars who lit up the stage with crowd favourites and unforgettable performances! It was truly inspiring to watch children — and adults — step up to the microphone, often pushing themselves outside their comfort zones. For many, it was their very first time performing in front of an audience, and the pride, excitement, and sense of achievement on their faces were unforgettable. Watching individuals develop their courage, grow in confidence, and be wholeheartedly cheered on by the crowd captured the spirit of the night perfectly.



At Thorndon Park Primary School, we know that when people feel supported and celebrated, they are willing to take risks and discover new strengths — and Karaoke in the Park was a beautiful example of this in action. We are so proud of every single performer who shared their spirit, talent, and bravery with us all!

Beyond the karaoke stage, the night was packed with family-friendly fun thanks to Splodge and Groove, who delighted children with glitter tattoos, giant games, the ever-popular Plinko game, and sweet treats of fairy floss. Their vibrant activities added so much colour and excitement to the night!

Adding even more flavour to the event were our wonderful local food vendors, who brought incredible food and drinks to share:

- Señor Taco served up authentic Mexican delights
- Orlando Catering offered mouth-watering sliders, hot chips, and more
- Kiwanis Rostrevor/Campbelltown hosted a sizzling sausage sizzle, generously donating all proceeds back to our school
- Archer and Alice fuelled the evening with fresh milkshakes, bubble tea, and coffee
- Evercream Gelati kept everyone cool with delicious gelati treats.

We are incredibly proud that all our food vendors and sponsors are local businesses, supporting and strengthening the very community they are part of. Events like this show just how important it is to invest back into our local community — building strong partnerships and fostering connections that benefit everyone.



We are so grateful for the support of our local business sponsors, whose community spirit made this event possible:

**Gold Sponsor**

- Adelaide Bathroom and Kitchen Supplies

**Silver Sponsors**

- Seafood Works
- Rezz

**Bronze Sponsors**

- Splodge and Groove
- Hand of Stone
- Lights Out: PJS Electrical
- Eclipse Real Estate

**Prize Sponsors**

- Powell Bricklaying \$250 cash donation
- Splodge and Groove – kids gift pack and Adelaide Zoo family pass
- Ground Force Studios – 2x free dance passes plus fabulous merchandise

Our heartfelt thanks also go to all the businesses who donated incredible raffle prizes. Their generosity brought so much excitement to the night and played a big part in helping us reach our fundraising goal. This support is a shining example of the wonderful community spirit that we are so lucky to have at Thorndon Park Primary School.

Karaoke in the Park was more than just a fun evening – it was a true celebration of our school's pillar of Community. It reminded us how powerful it is when families, staff, students, and local businesses all come together to support one another and create opportunities for our children to thrive.





# TRAUMA INFORMED SCHOOLING AT ELIZABETH VALE PRIMARY SCHOOL

At Elizabeth Vale Primary School, we are committed to providing a nurturing and supportive environment for all our students. Understanding the impact of trauma on learning, we have embraced trauma-informed schooling practices to ensure every child feels safe, valued, and ready to learn.

## What is trauma-informed schooling?

Trauma-informed schooling recognises that many students may have experienced trauma, which can significantly affect their ability to learn and engage in school. Trauma can arise from various experiences, such as family disruptions, abuse, neglect, or exposure to violence. These experiences can impact a child's emotional, social, and cognitive development.

Key principles at Elizabeth Vale Primary School

1. **Safety:** We prioritise creating a safe and supportive environment where students feel both physically and emotionally secure. This foundation helps reduce anxiety and stress, allowing students to focus on learning.
2. **Trust and transparency:** Building trust between students and educators is essential. We maintain clear communication and consistent expectations to help students feel understood and supported.
3. **Peer support:** Encouraging positive relationships among students fosters a sense of belonging and community. Peer support is a powerful tool in helping students feel connected and valued.
4. **Collaboration and empowerment:** We involve students in decision-making processes and encourage their input, empowering them and promoting a sense of ownership over their learning.
5. **Cultural sensitivity:** Recognising and respecting the diverse backgrounds and experiences of our students is crucial. Culturally sensitive practices ensure that all students feel valued and understood.

## The impact of trauma on learning

Trauma can manifest in various ways, affecting a child's behaviour, emotions, and cognitive abilities. Some common signs that a child may be experiencing trauma include:

- Difficulty concentrating or paying attention
- Increased irritability or emotional outbursts
- Withdrawal from social interactions
- Changes in academic performance
- Physical symptoms such as headaches or stomach aches.

Understanding these signs helps us identify students who may benefit from additional support.

## Ready-to-learn strategies at Elizabeth Vale

Our ready-to-learn strategies are designed to help students overcome barriers to learning. These strategies aim to create an environment where students feel prepared and motivated to engage in their education.

### 1. *Establishing routines*

Consistent routines provide stability and predictability, which can be comforting for students who have experienced trauma. We establish clear daily schedules and classroom procedures to help students know what to expect, reducing anxiety and enhancing focus.

### 2. *Building strong relationships*

Positive relationships with teachers and peers are fundamental to a student's sense of safety and belonging. We encourage open communication and show genuine interest in students' lives to build trust and rapport.

### 3. *Incorporating mindfulness practices*

Mindfulness practices, such as deep breathing exercises and meditation, help students manage stress and regulate their emotions. These practices promote self-awareness and can improve concentration and resilience.

### 4. *Encouraging positive self-talk*

Teaching students to recognise and challenge negative thoughts boosts their self-esteem and confidence. Encouraging positive self-talk helps students develop a growth mindset and resilience in the face of challenges.



### *5. Creating a calm and supportive environment*

A calm and supportive classroom environment significantly impacts a student's ability to learn. We minimise distractions, use soothing colours, and incorporate calming activities to create a conducive learning atmosphere.

#### **How parents can support trauma-informed schooling**

As a parent, you play a crucial role in supporting trauma-informed practices at home. Here are some ways you can contribute:

- Communicate with educators: Maintain open lines of communication with your child's teachers and school staff. Share any relevant information about your child's experiences or needs that may impact their learning.
- Reinforce routines at home: Establishing consistent routines at home can complement the efforts made at school. Regular meal times, bedtime routines, and study schedules provide additional stability.
- Promote emotional well-being: Encourage your child to express their feelings and emotions. Provide a safe space for them to talk about their experiences and offer support and understanding.

- Model positive coping strategies: Demonstrate healthy coping strategies, such as problem-solving and stress management, to help your child develop their own skills.
- Advocate for your child: If you believe your child needs additional support, don't hesitate to advocate for their needs. Work collaboratively with the school to ensure appropriate resources and interventions are in place.

#### **Conclusion**

At Elizabeth Vale Primary School, we are dedicated to fostering an inclusive and supportive educational environment through trauma-informed practices and ready-to-learn strategies. By understanding and embracing these approaches, families play a vital role in helping their children overcome challenges and succeed academically and emotionally. Together, we can work towards fostering resilience and a love for learning in every student.

### ***Parents Say***

Why not write an article – short or long, formal or informal – for the magazine? We love to hear from parents and staff about activities, programs and events that are happening in our preschools and schools.

And we would also like to know what YOU would want included in the magazine. We want to make it as useful and interesting to parents and school communities as possible.

Next deadlines for 2025 is 10 October.

For more information or for sending contributions email [magazine@saaspc.org.au](mailto:magazine@saaspc.org.au) or ring me on 0419 814 045.

Judith Bundy, Editor

## SOCIAL MEDIA BAN FOR UNDER 16S

In December 2025 the Australian Federal Government will enact new legislation that bans young people under the age of 16 from using social media as part of its wider strategy to protect Australians online.

The eSafety Commissioner Julie Inman Grant spoke at the National Press Club recently and gave details of the 'why' and 'how' of this initiative. You can read the Commissioner's speech in full on the eSafety website: <https://www.esafety.gov.au>. Here is a summary from the eSafety Parent and Carer News:

1. **It's not a ban, it's a delay.** We're giving kids more time to build digital skills and resilience before facing the pressures of social media.
2. **The responsibility lies with the platform.** There are no penalties for children or parents—only for platforms that fail to take reasonable steps to prevent under 16s from having accounts.
3. **You're not alone.** eSafety offers trusted resources for parents and carers, educators, young people and kids. We've got the flags, the swimming lessons, and the safety tips to help you support your kids. And our protective powers in areas such as cyberbullying and image-based abuse will still be there to help if things go wrong.

In her speech, the Commissioner called for YouTube to be included in the ban, along with other platforms such as Snapchat, TikTok, Facebook, Instagram and X. YouTube is planned to be exempt from the ban, but Ms Inman Grant called for that exemption to be rescinded because the video-streaming platform can expose children to harmful content. Needless to say, YouTube is not happy.

Details about how the age restrictions will operate, how and when they will be enforced, which services will be affected and other relevant information will be developed throughout 2025 – keep an eye on the eSafety Commissioner's website.

The social media age restrictions will not eliminate every risk that children face online, and the risks will not simply disappear when a child turns 16. So eSafety will continue to help people of all ages understand how to use online services and platforms as safely as possible and get help if they are harmed.

### How parents and carers can help

eSafety understands the change in the law may make some under-16s feel upset, worried or angry. Some may become more secretive about their social media use and less likely to ask for help from a trusted adult if things start to go wrong.

It's important that parents and carers help under-16s by talking openly about the age restrictions, finding out how they currently use social media and how that may be impacted by the new law, as well as encouraging them to seek help if they need further support for their health and wellbeing.

On the eSafety website you can find many resources to assist such as:

- a list of counselling and support services
- tips for parents and carers on how to start hard-to-have conversations, as well as information about parental controls and managing time online
- advice and resources co-designed with young Australians – eSafety will continue to develop and update this guidance to ensure that when Australian children reach 16 they will be prepared for safer social media use.

Helpful advice about discussing the social media age restrictions is also provided by headspace (Australia's National Youth Mental Health Foundation) at <https://headspace.org.au/explore-topics/supporting-a-young-person/social-media-ban>



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