



**WACSSO**

Supporting  
parents, supporting  
public schools



# P&C Voice

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Term 2, 2016



## Small School... Big Success

Like so many in WA, Darkan Primary School was on the verge of closing down its school canteen. In previous years the canteen managed to make a tidy profit however its viability came into question in 2014, when it recorded a loss of over \$1,000. It would have been easy to close the canteen, but it would have been a big loss to the school.

Through some passionate lobbying by several parents, a financial analysis was undertaken. (The P&C has a financial planner, two accountants and a PhD student on their committee which came in very handy.) It became quite clear where it was losing money and with some changes it was thought possible to save the canteen.

The bottom line was that with the number of enrolled students, it could no longer sustain a paid canteen manager. Compounding the problem was the profit margins were too low, the freight charges were too high and there were too many options on the menu.

The big brass marching band was sent in to the last P&C meeting of the year, with all the bells and whistles to drum up support for a 'voluntary run canteen'. The sales pitch being "no more steak nights and cake stalls". The projected profits meant the canteen could potentially be the main P&C fundraiser. All that was required was for each school

parent to volunteer once a term in the school canteen. This included all parents from Kindy to Year 6. Those that were working or had a newborn could have a friend or family member cover their turn. Everyone needed to be on board to make it a success.

It took six months to sort out procedures, an online food safe handling qualification for each volunteer, new suppliers and new menu. But the profit reported after this first six months made all the hard work worth it.

So from a \$1,000 loss in 2014, it was extremely rewarding to report that the 2015 voluntary run canteen made a profit of \$7,500. Not bad for a school with only 70 children. The menu follows the "traffic light" healthy choices system... and thankfully the kids actually love it!

A voluntary canteen committee of six shares the regular duties of banking, ordering stock and rosters... not much work and not as arduous as running cake stalls all day!

One last tip... make sure you reward your volunteers! The canteen coffee machine provides free coffee to ensure happy helpers.

**Karlene Goss**  
Darkan Primary School  
P&C Association Inc.



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*Many hands make life work*

WACSSO Annual Conference  
20-21 August  
The Astral, Crown Perth

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Roger Telfer and Kylie Whitaker



Students of Darkan Primary School



Jodie King and Karlene Goss

# From the President's Pen

We must give our public education system the recognition it deserves. Under immense funding pressure, West Australian public schools educate around 67 per cent of the children and young people in our vast state. They educate the vast majority of students from disadvantaged backgrounds, those with disabilities, those in rural and remote parts of the state, and those from non-English speaking backgrounds. These can be challenging circumstances. Our public schools educate all of these students to a very high standard. They should be celebrated.

Public education advocates out of necessity tend to focus on the deficits of the system while working tirelessly to lobby for improvements. This can be to the detriment of growing confidence in a system that by international standards is high quality. We know that equity is the major issue holding back outcomes for students. The public system carries more than 80% of students from disadvantaged backgrounds and the gap in outcomes between students from advantaged and disadvantaged backgrounds, unfortunately continues to grow. Data shows a difference of around two-and-a-half years of schooling in maths, reading and science between students in the highest and lowest socioeconomic quartiles. Whilst the work by WACSSO and many like educational bodies must continue, it is important to promote the plethora of benefits the public system provides for individuals, communities and society as a whole. 2016 is the first year in recorded history that public school enrolment growth has exceeded that of non-government schools, which actually experienced decline. We should be embracing and encouraging the move.

Public schools are diverse. This socio-cultural melting pot of families has its challenges – in meeting an unlimited set of needs and expectations with a limited budget and capacity. But it is this diversity of cultures, abilities, languages and characteristics that provides a rich and fulfilling educational experience for students. In his recently released research paper, South Australian University Professor Alan Reid explains that “public schools provide spaces in our society where young people can be inducted into a civic culture of recognising and vigorously engaging with their differences.” 31 per cent of West Australians were born overseas, above the national figure of 26 per cent. In addition

to English, 15 per cent of West Aussies speak a language other than English at home. A fantastic example of a school environment fostering a culture of diversity is Parkwood Primary School, whose P&C held a highly successful multicultural festival coinciding with Harmony Day earlier this year. There are many more such examples.

In recent decades perceived academic success in the non-government schooling sector and a move of students away from public education to non-government schooling has caused a wave of emulation from the public sector. The Independent Public Schools (IPS) initiative has resulted in many schools transitioning toward a uniform reflective of that traditionally worn by non-government school students. WACSSO is increasingly hearing from parents struggling to meet the costs of new uniforms, particularly where schools are choosing bespoke colours and patterns that come at a premium. The ‘free’ provision of public education is the sole reason many children are able to access education at all, and this is both a wonderful and critical service for government to provide, in terms of the long-term social and economic value to Australia. It is difficult to reconcile the move toward emulating aspects of non-government education that have no bearing on educational outcomes, especially at a cost to families that could otherwise be used for tangible benefit.

It is important to note that the IPS regime has not yet returned evidence of improved student outcomes, yet school leaders and school communities continue to seek it out due to the environment of competition, the ‘haves and have nots’ that has been created as a direct result of the programme. I have often emphasised that the public education system is one system, and should be treated as such. It is in the interest of the system, and all students that all schools are provided with an equal opportunity to succeed. Through the IPS, non-IPS and soon to be IPS-Public Private Partnership-stratified system we are creating a breeding ground for competition at a time when research shows the best education outcomes are achieved in systems

[continued next page...](#)



Kylie Catto  
WACSSO President

## Message from the Director General - What Makes a Successful School?

**What makes a successful school?** It's a question most of us have an opinion on, particularly given the strides made in recent years to increase the involvement of families and communities in our schools.

Reforms such as the Independent Public Schools initiative have given greater autonomy to principals and communities to create unique and distinctive schools reflecting their local identity and student needs. You could ask 100 different people what makes a successful school and you would probably get 100 variations.

From my perspective, the schools that impress me most are those with a culture that supports and encourages everyone to perform at their best. Whenever I visit these schools, the positive environment becomes obvious very quickly and the emphasis on high performance and high care is tangible. Students and staff feel appreciated and understood, and there is a sense of belonging.

High performance and high care go hand in hand. Students do better when they are feeling positive, healthy and settled; and they feel more positive and motivated when they are performing well.

When you entrust schools with your children, you do so in the knowledge that teachers and school staff play a significant role in their development, right through to Year 12. That's why the vision outlined for schools for the next few years includes a greater focus on high care.

It is important we continue to build a culture where every student experiences a sense of belonging to the school community, of being known and understood as an individual; and of staff who

care about each student's overall progress and wellbeing. I think, by and large, that schools do this well but we must always strive to do better. I expect this – and so do parents.

You can read more about this in *Building a culture of high performance and high care in every school* at [education.wa.edu.au](http://education.wa.edu.au).

Towards the end of last term, it was revealed that Western Australian pre-primary children are making better progress in their development on average than their peers across the nation.

The Australian Early Development Census is a nationwide survey every three years with a snapshot of children as they start their first year of full-time school. WA children assessed in 2015 were doing significantly better in language, cognitive skills, communication and general knowledge compared with those in 2012.

This is very encouraging and perhaps indicates that some of our early childhood initiatives such as increased kindergarten hours and Child and Parent Centres are beginning to pay dividends. It's important we now build on this – with parents, schools and communities each doing their bit to ensure children get the best possible start in life.



Sharyn O'Neill  
Director General

Sharyn O'Neill  
Director General  
Department of Education



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continued from previous page... where public education thrives and choice and competition are not emphasised.

Finally and in keeping with WACSSO's theme for the year, I ask you to join me in embracing the esteemed position of our local public schools as the heart of the community. When we view public schools as a community hub, we can understand why a strong public education system is intrinsic to building and maintaining healthy and connected communities. Our local schools provide access to a network of services and resources designed to meet the needs of students and families.

Schools are often the first place that health and learning problems are identified in children. In recent years the growth of child and parent centres on school sites across WA has meant that many

schools are providing direct assistance and education to the whole family, not just the school aged child. Of course let's not forget the 645 P&C Associations across WA are a further element of school-community collaboration that work hard to improve outcomes for students.

WACSSO's Annual Conference in August this year aims to build on the 'Connect, Collaborate, Educate: Many hands make life work' theme, celebrating our public schools and raising awareness of the plethora of services they link with. I hope that many of you will join us for a conference weekend of learning and networking to further strengthen your own school communities. I hope you enjoy this edition of P&C Voice.

**Kylie Catto**  
WACSSO President

## Quiz Night at Woodvale Primary School

2015 was an exciting year for the students and families of Woodvale Primary School, as it was decided at the P&C Meeting held in early 2015 that our schools major fundraiser for that year would be a Quiz Night to be held on 8th October.

Oh no – not a throwback to the 90s I hear you all say... well most definitely not!

This quiz night was going to be the biggest and most successful fundraiser to date, and our Principal Mr Neil McCallum was confident that with the right team of foot soldiers, it jolly well would be!

That team of foot soldiers consisted of four hardworking mums, whose children also attend the school. Our commander and chief was Kerry McKenna, and moving down the ranks was Zoe Hancock, Kerry Gray and Caroline Harrison. We all took charge of various roles, including firstly setting the date and venue. With profit at the forefront of our minds, hiring venues was not an option we wanted to consider. Luckily for our school, we have a well-equipped undercover area with a fully functional canteen – venue located!

What followed from there, was months of planning, organising, sponsorship drives, and lots of donation requests. Being a community school with a wonderful

reputation, many local businesses were happy to donate prizes, vouchers and hampers for our night, along with some other well-known retailers. Before we knew it October had arrived.

We had a sell-out event, two months prior to the day with over 200 people buying tickets. Many of the students also contributed by donating items to go into our raffle hampers and the event was the talking point for many months. There was a real excitement about the place.

The night of the quiz was just fantastic. With pre-sold table platters, wine and beer purchased, it was eyes down for eight rounds of general knowledge questions, fun and games, raffles and laughter.

Silent Auction items were also available, and our prizes were to die for... holidays to Monkey Mia, the South West, signed sporting memorabilia, coffee machines and lots more.

By the end of the night, everyone had thoroughly enjoyed themselves, and by 1.00am that same small army that formed at the beginning of the year, sat eagerly counting the proceeds of the night. Just how much had we managed to raise for the school? Our initial aim was to exceed \$10,000. After all costs had been taken into



Some of the Woodvale Primary School students enjoying their new computers thanks to the funds raised at the P&C Quiz Night

account, we managed to raise just shy of our \$10,000 target, with a not too shabby \$9,500!

The school was delighted, the Quiz Committee were delighted, and there were no hiccups along the way.

It just goes to show that you don't always need large committees to pull off a large event – however daunting the task may seem. You just need to all be on the same page, with one common thread to tie you all together – teamwork, and one goal – our School.

Woodvale Primary is a brilliant school, and our children ultimately benefit from the extra-curricular events put on and arranged by the school P&C.

**Caroline Harrison**  
Woodvale Primary School  
P&C Association Inc.

# Celebrating 100 Years!

The community of Kulin has outdone themselves yet again! On Saturday 12th March 2016, the community of Kulin hosted the Kulin School Centenary. We are indebted to every person in our community and beyond who assisted to make the Kulin School Centenary Celebrations an event that will long be remembered!

Only positive, glowing and loving compliments have been reported regarding the outstanding weekend centenary celebrations. Early reports are that the attendance exceeded 750 people at the Kulin District High School during the day. Following the event during the day was an equally splendid reunion at the Freebairn Recreation Centre in Kulin where over 600 people enjoyed an informal, relaxing and memorable evening of eating, drinking and reminiscing throughout the entire venue which was decorated with twinkling lights, garlands of wheat, royal blue and white lanterns and marvellous vases of blue and white balloons.

The Kulin DHS staff, students, parents and community volunteers had done an amazing job of transforming the school classrooms and library, and a quality display of history from 1916 to 2016 was on show. No stone had been left unturned to ensure that as many photos as possible were on display. Significant and well regarded historical accounts, rare and unique memorabilia belonging to the Kulin School, Shire of Kulin and many individuals was professionally presented and ready for the hundreds of people to relish and enjoy the expansive and impressive story which we all belong to.

Many, many volunteers attended a series of busy bees throughout the week and volunteered on the day at the school and at the Freebairn Recreation Centre. The quadrangle was set with several large marquees and the stage became the focus of the formalities from 1.30pm. The crowd roared and cheered as



students, staff and community members entertained them with a musical recount of the past 100 years, intertwined with some significant historic moments special to Kulin.

The centenary speeches evoked a sense of pride for current and past students and staff, and the speeches resonated with the crowd who had arrived in Kulin to celebrate the significant milestone and enjoy the celebrations together. One of the final formalities was the unveiling of the Centenary Plaque and cutting of the centenary cake. The honour was given to ex-student, 96 year old local Harold Proud *pictured* (Harold began at Kulin School in 1929) and the youngest student currently at Kulin District High School, kindergarten student Neisha Duckworth *pictured*.

Group photos followed the formal ceremony and then we enjoyed a scrumptious and overflowing banquet of afternoon tea.



Cutting the cake – Mr Harold Proud and Neisha Duckworth



Afternoon tea had the exact reaction we had been hoping for, "WOW". The P&C and community of Kulin should be congratulated for all the wonderful food for afternoon tea, and for all the helpers especially the school students who worked so efficiently and enthusiastically helping with serving and collecting the afternoon tea.

Souvenirs sold like hot cakes but we still have some left and these are available for sale at the Kulin Community Resource Centre.

The Centenary Celebrations would not have been possible without all the support from our volunteers, local businesses, community partners and our sponsors:

Lotterywest, CBH, Kulin Community Resource Centre, Shire of Kulin, Kulin Freebairn Recreation Centre, Shire of Kondinin, Kulin Community Bendigo Bank, Kulin AOOB's, Kulin Lions Club, Kulin Bush Races, Kulin Post Office, Kulin P&C, McIntosh & Sons and Carly Bradford.

The centenary of the Kulin School is another string in the bow of a community that prides itself on innovation, generosity, ingenuity and good old fashioned country hospitality.

**Sharyn McAdam**  
**Kulin District High School**  
**P&C Centenary Sub-Committee**



## Auslan in schools a positive sign for the future

**Auslan teacher and mother of two Marie Ware shares a rare insight into life as a deaf parent with hearing children, the beauty of the signed word and the campaign to have Australia's nationally recognised sign language taught in schools.**

Marie Ware's 14 and 12 year old daughters are bright, happy and achieving well at school – as much as any parent could wish for. The northern suburbs mother, an Auslan teacher of 18 years, believes that her children have benefitted greatly from their bilingual and bicultural upbringing, and says that she hopes all West Australian school children can receive similar benefits by learning Auslan as a compulsory

subject at school one day in the not too distant future.

WACSSO first met Marie, who is deaf, in 2015 when a successful approach to the Department of Education resulted in Marie gaining access to the WACSSO Conference for the first time via the provision of two Auslan interpreters. Soon after, the Department also gave the nod

for interpreters to attend P&C Association meetings with Marie. In a matter of weeks, two barriers to access and communication were suddenly lifted from Marie's sights.

Marie has not looked back since becoming involved with the secondary school P&C last year and says she looks forward to participating throughout the next five years while she still has children



Marie Ware

**continued next page...**

at school. "I've really enjoyed it and I've realised how many parents are involved," she said. "They welcomed me with open arms. At the WACSSO Conference I was looking around the room and I felt like I was on an equal par with everyone there. I encourage other deaf parents to become involved in the P&C."

But Marie's work in breaking down barriers between the deaf and hearing worlds started many years ago. "When my first daughter started school I found a lot of barriers. I wanted to be involved in her community, but I wasn't able to. There was minimal communication and some people seemed to avoid me. When my second daughter started school there were still a lot of barriers, and I still couldn't access the P&C. However, during the last ten years I have seen a huge difference regarding access and communication through interpreters."

Marie says today despite progress the system for deaf access is still far from perfect, but practical improvements are clearly within her sights. She hopes to see an increased acceptance and broader understanding of Auslan – that it is the nationally recognised language for the Australian Deaf Community, and has already gained accreditation from the Australian Government as a true language with its own grammar and syntax - the same recognition that has been given to the English language for the broader Australian community.

"I didn't want my children to feel different because they have deaf parents," she said. "They have been teased by some children who say 'your Mum's deaf'," but a 'positive' outcome come from that would be if Auslan becomes accessible in all schools. If LOTE was available, then all children could become aware that Auslan is a true language."

"I have lobbied for many years to have Auslan added as a subject in schools. And for the past two years we have provided LOTE Auslan in three Primary and Secondary Schools. I'm hoping it spreads throughout all schools, because it really is the true Australian sign language. It is easy, it is visual, it is Australian, it is not textbook - and it is a beautifully expressive language."

Within a system that often feels like it is locked down in red tape, Marie's solution-focused attitude is refreshing and her ideas around how better access can be attained command attention. "I'm sure there a lot of deaf parents out there who want to be involved in schooling for their children instead of being oppressed

and having to take a back seat," she said. "Deaf parents are very visual. It would be nice to have Auslan interpreted newsletters, and information on what's happening at school. The deaf like to see it 'signed'. That would benefit the whole deaf community. At the same time the students would become aware of AUSLAN and may even be encouraged to learn the language."

Marie envisages this would come in the form of a link to an online video with a signed version of the communication. "You would have it in English, and you would have an Auslan version. Parents could keep up to date and not feel like they are missing out – also it could be used for Curriculum and NAPLAN information. I didn't know about the Student Based Academic Extension (SBAE) – My daughters were already in the SBAE but I had no information, so I couldn't support them through that. It would have been nice to be more informed about my children's education so that I could encourage them more and also keep one a step ahead."

"If we could have access through interpreters, then maybe we could have workshops for parents – to help them develop an understanding of what the school programs are about. Communication is so important and should be recognized as a basic human right."

Marie believes the responsibility for providing the right access for deaf parents is shared across the school community. "As soon as your kids go to school – we need to be involved – and not miss out on these growing years," she said. "The children's achievements and participation often hinges on the parents. The more that parents are loaded with information, the more they can support the kids. The parent has to start somewhere and do the research in the beginning. The Department also has an onus to provide the right information through video, so the parent, hearing or deaf, can find the right access."

"Ten years ago I didn't know where to go. I didn't have many choices and I learned through trial and error. I'm excited for the new parents coming through now because the access is a lot easier and because they are going to have a better journey with their children. I've just got this little seed, and I'm hoping it will go from there. I don't want the other parents to go through what I've gone through - I did it the hard way."

But taking the road less travelled, albeit out of necessity rather than choice has been something of a blessing for Marie's two daughters. "Both of my children are bilingual so they see visually and they can hear. They are both doing so well in school," she said. "Most people think the deaf are a bit behind the eight-ball, but I disagree with that."

Marie attributes part of her children's academic success to their unique upbringing, including the necessity for an increased focus on communicating well. "With deaf you have to concentrate, you get the body language you get the nuances, you are in tune. You see the path and you have to be on the right path."

"Maybe my daughters will look back and say anything is possible, if Mum and Dad can do it. There is no lack of communication with me and my daughters. I like to think that Auslan has broadened their knowledge, they are bilingual and bicultural – they are able to express themselves in both worlds."

"I don't want them to feel different, that's my aim. That's what I've been working hard to do. Their communication and their social skills are very different from the hearing world. There is a cultural difference. At home I use my language but I understand they are in the hearing world. When their friends come to visit I understand I am bringing them up in a hearing world. I feel it is the same for children who come from other diverse backgrounds – If you are French, you may speak French at home. I want my children to go out into the hearing world and be comfortable, but know they are from a deaf background that includes a recognised language. I want them to be very proud of us."

"I'm just waiting for Auslan to be out there in the community – within government, education, medicine, and in everyday living."

**FACT FILE**

- Auslan is the nationally recognised sign language of the Australian Deaf community.
- In Western Australia, Mosman Park Primary School, Shenton College Deaf Education Centre and Belmont City College provide deaf and hard of hearing students with inclusive learning environments.
- The WA Department of Education now provides Auslan interpreters for deaf parents who wish to attend P&C meetings and WACSSO Conference.

**I'm hoping it spreads throughout all schools, because it really is the true Australian sign language. It is easy, it is visual, it is Australian, it is not textbook – and it is a beautifully expressive language."**

**"I'm just waiting for Auslan to be out there in the community – within government, education, medicine, and in everyday living."**

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WACSSO Annual Conference  
20-21 August | The Astral, Crown Perth



**KEYNOTE SPEAKER**

**Professor Donna Cross**  
Telethon Kids Institute

**Also appearing:** Commissioner for Children and Young People, Fathering Project, Headspace, Holyoake, Safe Schools Coalition, Student Edge, and more to be announced!

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## REGISTER FOR CONFERENCE!

Through 2016-17 affiliation, there is **no cost** for the first delegate attending Conference. A second delegate and observers from your P&C can attend at a cost of \$150pp. Registrations close 22<sup>nd</sup> July. Register online - [wacssso.wa.edu.au/conference](http://wacssso.wa.edu.au/conference)

## RURAL & REMOTE TRAVEL SPONSORSHIP

A limited number of travel sponsorship packages are available for rural and remote delegates, generously provided by Lotterywest, covering travel and accommodation costs. Applications close 17<sup>th</sup> June. Eligibility and application information is **online**.

**Auslan Interpreters will be at Conference**

This esteemed event is the one time of year for public school parents and the school community from across the whole of Western Australia to come together to learn and share experiences about education and the public school system.

Learning is not just about Academics



Martin Luther King once said "Intelligence plus character – that is the goal of true education". We all want our children to be well balanced citizens of tomorrow... strong in minds as well as hearts. This is why Social and Emotional Learning (SEL) is an important aspect of the Australian school curriculum.

Schools play an important role in helping students develop the understanding and skills that support a positive sense of self and promote respectful relationships. SEL can teach them the skills to effectively manage their emotions, behaviour and relationships with others.

According to CASEL (Collaborative for Academic, Social and Emotional Learning), quality teaching of SEL promotes student satisfaction, success and academic engagement, outcomes and achievement.

While SEL is an essential aspect of the curriculum, it can be challenging to find programs that students can engage with easily. Recognising this, the Government of Western Australia awarded Holyoake a social innovation grant to develop an adventure game called DRUMBEAT Quest® for young people.

DRUMBEAT Quest® is a rhythmic game based on Holyoake's evidence-based, award-winning DRUMBEAT® program which is achieving positive results across Australia and around the world. While the game is fun and engaging, it also incorporates the latest neuroscience research on emotional regulation and rhythm.

As parents we are well aware that our children love video games.



# Safe Schools Coalition



Safe Schools Coalition Australia is funded by the Australian Government Department of Education and Training and convened nationally by Foundation for Young Australians (FYA). Safe Schools Coalition Australia works to ensure that school environments are safe, supportive and inclusive places for all people including same sex attracted, intersex and gender diverse students, staff and families. The work of Safe Schools Coalition Australia supports the vision of the National Safe Schools Framework to build safe school communities where diversity is valued, the risk from all types of harm is minimised and all members of the community feel respected, included and supported. Safe Schools Coalition WA aims to ensure that this vision is realised for same sex attracted, intersex and gender diverse members of the school community in WA.

## Help your school raise more funds using Schools Plus crowdfunding platform

A new online fundraising platform developed by education charity Schools Plus is making it easier for schools and P&Cs to raise much-needed dollars for their school activities.

The crowdfunding platform – called Fundraise Yourself – has been designed specifically to help P&Cs and schools easily promote their fundraising campaigns to a wider range of supporters. It is also the only platform that offers donors a tax deduction for their support. Best of all, it's free for schools and P&Cs to use!

The platform is an initiative of Schools Plus, a charity established following the 'Gonski Review' which canvassed ways philanthropic support for schools could be increased. In early 2015, legislation passed by Federal Parliament granted Schools Plus a unique tax status so donors to schools in communities of high need could receive tax deductions.

After consulting with schools and P&Cs to find out how fundraising could be

made easier, Schools Plus identified the need for a crowdfunding platform that would help school fundraisers spread the message about their campaigns simply and effectively. Fundraise Yourself:

- makes it easier to reach a much broader range of potential supporters outside of a school's immediate community
- sends tax receipts automatically to donors so they can claim a tax deduction
- has been designed specifically for schools and P&Cs
- brings existing fundraising activities online to reduce admin and time.

How it works:

- Your school/P&C registers through the Schools Plus website to create an online donation page promoting your fundraising cause
- Once registered, you receive a unique web link for the page – use this link to promote your project to family, friends, local clubs

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According to the Bond University Digital Australia Survey 2011, 94% of children aged 6-15 play video games regularly. In light of this, DRUMBEAT Quest® has great potential to enhance SEL in schools.

The game explores themes such as peer pressure, trust, bullying, identity, community, mental health, teamwork, and more. Students make choices through the game and then participate in facilitated discussions during each session. It is highly recommended by those who have experienced its benefits.

Margaret Sheedy-Dove, Principal of Swan View Primary, said "DRUMBEAT Quest raised important issues for our children and I noticed a great improvement in their social and emotional understanding. I highly recommend this program."

The Australian Research Alliance for Children and Youth notes that SEL can give students the opportunity to build the resilience to deal with change and unpredictability – an essential skill for positive mental health.

As part of the P&C, you can inform your school that Holyoake is offering free demonstrations to schools in the Perth metro. You can also visit [www.holyoake.org.au/drumbeatquest](http://www.holyoake.org.au/drumbeatquest) to watch the game in action, or call 9416 4444 or email [drumbeat.quest@holyoake.org.au](mailto:drumbeat.quest@holyoake.org.au) for more information.



**DRUMBEAT QUEST**

Discover an exciting and engaging way to address SOCIAL and EMOTIONAL LEARNING as part of the SCHOOL CURRICULUM

DRUMBEAT Quest is an innovative way to enhance social and emotional learning in schools. The game explores themes such as peer pressure, trust, bullying, identity, community, mental health, teamwork, and more.

Incorporating the latest neuroscience research on emotional regulation and rhythm, DRUMBEAT Quest is fun and engaging for students. Easy to incorporate into the classroom, it is supported by WA school associations and highly recommended by those who have experienced its benefits.

**HOLYOAKE**

Contact Holyoake for an in-school demonstration:  
Tel: 9416 4444 | Email: [drumbeat.quest@holyoake.org.au](mailto:drumbeat.quest@holyoake.org.au) | [www.holyoake.org.au/drumbeatquest](http://www.holyoake.org.au/drumbeatquest)

Safe Schools Coalition is operating in almost all states and territories in Australia and is supported by the State Schools Teachers Union WA, Beyondblue, Australian Education Union, Australian Human Rights Commissioner, Western Australian Secondary Schools Executives Association, headspace, Australian Secondary Principals Association and many more.

Safe Schools Coalition WA provide a range of free, voluntary and tailored services to schools at their request; including training and professional development, resources, consultation and advice on specific issues, staff and student surveys, support for student led activities and support for individual students. Schools can also choose to become Safe Schools Coalition member schools, joining hundreds of schools across the country in demonstrating a visible commitment to supporting diversity.

Visit the Safe Schools Coalition Australia website to see if your school is a member [www.safeschoolscoalition.org.au](http://www.safeschoolscoalition.org.au) or download a membership form from the website and encourage your school to sign up.

Check out our website and contact the Safe Schools Coalition WA team for more information and to find out how your P&C can support the program!

- Senior Project Officer: Olivia Knowles, 0484 649 016, [oknowles@sscwa.org.au](mailto:oknowles@sscwa.org.au)
- Project Officer: Katie Darby, 0484 642 540, [kdarby@sscwa.org.au](mailto:kdarby@sscwa.org.au)

- and businesses and wider networks asking for support
- Add photos, videos and project updates to your page to let supporters know how your campaign is going
- Watch the tally rise as your supporters make donations. You'll receive monthly transfers of any money raised.

Some schools are using the platform to offer major supporters a tax deduction for their donations, while others are raising funds at events like student reunions, school anniversary celebrations or community days. All donations through the Schools Plus website are tax-deductible.

Schools Plus can support schools and P&Cs every step of the way, with further information about the platform, online tips & resources, fundraising support and online webinars.

Find out more in the 'For Schools' section on the Schools Plus website ([www.schoolsplus.org.au](http://www.schoolsplus.org.au)) or call Beth Gibbins on 02 8880 0296 for more information. To be eligible, schools must have a value below 1000 on the Index of Community Socio-Educational Advantage (ICSEA) – you can find your school's value at [www.myschool.edu.au](http://www.myschool.edu.au).

## Noticeboard

### 2016/2017 Affiliation Fees / Centrewest Additional Insurance Renewal

The renewal of Affiliation Fees for 2016/2017 was mailed to your Association in mid-May. Where applicable this includes the Additional Insurance Renewal eg: Canteen, Uniform, Money, WorkCover from Centrewest Insurance Brokers.

If you have not received your affiliation invoice or have any queries, please contact Karen Izzard, WACSSO Finance and Administration Officer on 9264 4004 or email: [admin@wacssso.wa.edu.au](mailto:admin@wacssso.wa.edu.au) Affiliation Fees are due and payable by 30th June 2016. Queries regarding insurance are directed to Centrewest Insurance Brokers on 9349 7900 or email: [Jasmin.Richardson@centrewest.com.au](mailto:Jasmin.Richardson@centrewest.com.au)

### P&Cs Certificate of Insurance (Currency)

Please contact Centrewest Insurance Brokers on 9349 7900 or email: [Jasmin.Richardson@centrewest.com.au](mailto:Jasmin.Richardson@centrewest.com.au) if you are requesting a copy of the P&C's Certificate of Insurance (Currency) or wanting information on the P&C's coverage. WACSSO Office Staff and State Councillors are not authorised representatives of Centrewest Insurance Brokers and therefore cannot provide any information relating to the coverage provided.

Please be aware that in order for the activities of the fundraising to be protected by the Public Liability Insurance of the P&C, the activity needs to be approved by the General meeting of the P&C and recorded in the minutes.

## P&C Training at Schools 2016 Term 2 training dates are now live!

The 2.5 hour sessions cover governance, roles & responsibilities, meeting format and WACSSO's role. Would your P&C like to host a P&C Training session? Please register your P&C's interest at <https://v1.bookwhen.com/wacssso>

Term 1 and 2, 2016 training dates are now available on <https://v1.bookwhen.com/wacssso> for schools in the Perth and Mandurah areas. Please follow the instructions at the top of the page to book a training session for your P&C.

P&Cs in regional areas can contact the Training and Development Officer on 08 9264 5026 to book 2016 training.

If you would like to attend any of the training, please register your interest with the WACSSO office or email: [training@wacssso.wa.edu.au](mailto:training@wacssso.wa.edu.au) or visit our website [www.wacssso.wa.edu.au](http://www.wacssso.wa.edu.au)



Richard Brand  
WACSSO Training and  
Development Officer

## Upcoming P&C Training

Is your district having a training session? See if a P&C is 'Hosting' a session near your school.

Venue	Day	Date	Time
Jarrahdale Primary School	Wednesday	8 <sup>th</sup> June	9:30am - 12:00pm
Guildford Primary School	Thursday	9 <sup>th</sup> June	9:30am - 12:00pm
South Halls Head Primary School	Tuesday	14 <sup>th</sup> June	6:30pm - 9:00pm
Roseworth Primary School	Wednesday	22 <sup>nd</sup> June	9:30am - 12:00pm
Joondalup Primary School	Wednesday	29 <sup>th</sup> June	6:30pm - 9:00pm

Training is free with affiliation

WACSSO State Councillors	
<b>PRESIDENT:</b>	Kylie Catto 0477 644 000
<b>ELECTORATE:</b>	<b>COUNCILLOR:</b>
<b>ALBANY</b>	Nominations Required
<b>BUNBURY</b>	Sharon Attree 0403 167 605
<b>CANNING</b> - Central	Nominations Required
- East	Nominations Required
- North	Nominations Required
- South	Scott Mosey 0401 637 716
<b>ESPERANCE</b>	Pania Turner 0400 721 060
<b>FREMANTLE</b> - Central	Lisa O'Malley 0433 433 077
- East	Nominations Required
- South	Nominations Required
<b>GOLDFIELDS</b>	Esmond Delaney 0409 370 016
<b>JOONDALUP</b> - North	Nominations Required
- South	Nominations Required
<b>MIDLANDS</b> - Central	Nominations Required
- East	Tanya Gibson 0427 976 880
- North	Nominations Required
<b>MIDWEST</b>	Nominations Required
<b>NARROGIN</b>	Nominations Required
<b>NORTH WEST</b>	Stuart Dale 0409 095 727
<b>PEEL</b> - North	Nominations Required
- South	Sheila Robinson 0409 182 881
<b>PERTH</b> - Central	Nominations Required
- North	Jenny Blair 0488 990 729
- South	Anne Fairbanks 0411 256 079
<b>SWAN</b> - North	Nominations Required
- South	Jack Garber 0412 587 839
- West	Nominations Required
<b>WARREN - BLACKWOOD</b>	Nominations Required

Contact the WACSSO office on (08) 9264 4000 if your P&C would like to nominate someone to represent a vacant electorate or if you would like further information on the roles and responsibilities of a State Councillor.

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