



Engaging parents

Over 40 years of research has shown how important getting parents engaged in learning and schooling is for their children's wellbeing. Earlier this year the ACT Government funded a project to better define effective parent engagement in the ACT and to help schools understand and measure it in their communities.

“The project is about recognising the important role parents play in directing and supporting their child's learning, and what schools can do to help facilitate that,” Stacey Fox, project manager at the Australian Research Alliance for Children and Youth (ARACY), told the June meeting of Council.

“It's about how families and schools talk to each other, how to bring together learning at home and learning at school, and how families and schools can work together to help our kids be the best they can be.”

Positive parental engagement has been shown to enhance student outcomes, with higher grades, enrolment in higher-level programs and advanced classes, higher graduation rates and a greater likelihood of commencing post-secondary education. Children of engaged parents also attend school more regularly, are better adapted to school, better behaved and have a stronger belief in the importance of education and their own abilities.

“We know how important having engaged parents is, but we haven't systematically translated this into practice,” said Ms Fox. “Lots of the research has come out of the US but there is not good

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Events such as school science nights are one way to get parents more engaged in their child's learning.

Photo courtesy Judy Baxter www.flickr.com/photos/judybaxter

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From the President



Viv Pearce

Our School Canteen Working Group and Stakeholders meeting in June was terrific, with the room full of people willing to share experiences and brainstorm ideas as well as special guests with advice and information. The meeting was deemed so useful that we will make it a regular feature. The meeting summary (available under *Meetings* on our website) is useful reading.

A major discussion revolved around making canteens in high schools and colleges more inviting places with café-style tables and lounges to attract students. This is one way to counter the problems faced by college canteens which will be exacerbated by the ACT Government's ban on the sale of sugary drinks in ACT schools.

While Council fully supports the ban we believe it needs to be more slowly phased-in for colleges. Unlike high school and primary students, college students come and go freely from the school and many have their own transport. They can simply go off-campus to buy their drinks, so the ban will not reduce the consumption of sugary drinks. Once at the local shops, students are likely to also purchase their food there. This will threaten the financial viability of college canteens and drastically reduce their ability to continue to provide a healthy food service to students.

Council is calling for a two-year exemption to the ban for colleges to give time to promote alternative drinks to older students and to transform college and high school canteens into attractive, café-style venues.

Another need identified at the meeting was for good business advice for those running canteens. The Healthy Kids Association and ACT Health have come to our aid here with Canteen Business Advice Workshops to help P&Cs manage canteens efficiently and understand the governance requirements for canteens as a food

business. These will be held in Canberra on September 18. The venue is yet to be advised, but you can contact the Healthy Kids Association for the details (jo@healthy-kids.com.au).

On other matters, Council is concerned at the Federal Government's failure to recognise the secular nature of public schools and their misdirection of funds to employ religious chaplains in schools when scarce funds need to be directed to employing more school counsellors and student welfare officers.

Given that the High Court has ruled the National School Chaplaincy program invalid, we will need to see how funds allocated in the federal budget for it will be spent. If money is given directly to the ACT, which seems likely, we will need to lobby the Minister on how the money is allocated.

Council is also redoubling its lobbying efforts around needs-based funding for our schools. National Gonski Week sought to continue the national conversation on this crucial issue. I urge all parents to help spread the word about how important Gonski funding is by speaking to friends, family and neighbours about it. Our story opposite offers some background for your discussions and an update on the issue.

Council delegates from our P&Cs have let us know that there are major issues with traffic, parking and safety at many schools. In response, we have set up a short survey to discover more. I urge you to complete this and pass it around your school community (see page 8 for details).

Finally, we are gearing up for our policy conference on August 26. This may not sound like a scintillating evening but Council policy underpins everything we do, guiding our lobbying efforts and our public statements. It reflects the consensus view of our members, reached at this annual event. Please come along to have your say. ●

Saving Gonski

New school funding arrangements, as recommended by the Gonski review, are now making a difference to our schools. But with the Federal Government saying it will not continue the funding beyond 2017, we need to work together to save this new model of school resourcing to ensure we have great schools for all.

Last year, state and territory governments signed historic agreements with the Commonwealth to jointly invest billions of additional funds in Australian schools over the next six years. Most importantly, this massive injection was to be carefully targeted to where the need is greatest, as recommended by the Gonski review (see box on page 5 for more information). The decision in the federal budget earlier this year to terminate these agreements after only four years flies in the face of community support, expert advice and the need to lift school performance, especially in areas of disadvantage.

The loss of the last two years of the funding agreement, and a return to the old funding model, will be keenly felt: the final two years is when two-thirds of the funds were to be delivered. Without the funding for these years, the benefits envisioned by the Gonski panel will not be delivered.

Making a difference

The new funding, which started this year, is already making a difference in schools.

“We’ve been able to lift reading levels by one year already, for some students by three or four years,” says Christine Cawsey, Principal of Rooty Hills Primary School.

Chris Presland, Principal at St Clair High School in western Sydney, agrees. “We’ve already noticed an incredible difference. Our focus has been in trying to identify which kids need support that we have been previously unable to reach and to employ people to work one to one with those students.”



A great way to spread the word about the importance of needs-based school funding: sharing cupcakes during National Gonski Week (July 28 - August 1).

“If the funding stops in four years it will make a difference for us in the short term but it is certainly not going to be anywhere near as powerful as it could be.”

Here in the ACT

Locally, the ACT and Federal Governments agreed to spend an extra \$190 million over six years on ACT schools. This is already making a difference in our schools, providing more teachers and more resources. Plans for the extra funding include reducing class sizes, expanding literacy and numeracy programs, increasing the individual attention and support for students at risk, and providing greater assistance to students with disabilities or special needs.

The Federal Government’s budget announcement that it will not fund the final two years of this agreement — when most of the money was to be delivered — puts these gains in jeopardy.

Expert support

The Gonski model was developed over two years by six expert panellists (of different political leanings) who reviewed over 7000 written submissions and met with hundreds of professionals. It quickly gained the support of educators and industry leaders alike.

“There needs to be a laser-like focus on lifting our education ambition... (Gonski) must be a core policy commitment over the next decade,” Innes Willox, Chief Executive of the Australian Industry Group, said last year.

Saving Gonski

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Glenn Withers, Professor of Economics at Australian National University urges action: “The most important thing is to get going on the reform. What needs to be done has been painstakingly reviewed and defined. Unless we move as a country on further improving our educational foundations, our capacity to deliver prosperity, fairness and sustainability will not only stall but decline.”

“The funding needed is actually modest, and especially so relative to the social costs saved and the future tax revenues that the very reforms themselves will generate down the track.”

P&C Council President, Viv Pearce, echoes this sentiment. “There is no need for our politicians to ask again what to do about school funding. The blue-print is here.”

We can save Gonski

It is still possible to make sure that this carefully considered, needs-based funding continues into the future. One of the most important things you can do to support the funding model is to talk to your friends, work mates and family about it. The more people who know about the issue and realise how important continued Gonski funding is, the more likely it is to be backed by the major parties and made a reality.

You can also add your support to a petition on the Gonski website: www.igiveagonski.com.au. The site also has suggestions for further action, and videos you can share with your friends to help spread the word. Council also has a message for parents about Gonski which we have encouraged all schools to include in their newsletter. If it has not yet appeared in your school newsletter, please ask for it to be included (you will find the statement under *Latest News* on our website at actparents.org.au).

Council is also planning to meet federal politicians to urge their support and continue to lobby for needs-based funding for our schools.

“The possibility of a better education system in Australia belongs to all of us, and it is up to us to keep it alive,” urges Viv Pearce. “Please talk to your friends about it and add your support to the growing number.”

David Gonski, the chair of the funding review which now bears his name, recently spoke out on the need for the panel’s recommendations to be fully embraced.

“I am proud of what the review said and stands for. (It) was an eye opener for me. As a businessman working in an ivory tower I was given what may be a once in my life time opportunity to go into schools and associated organisations.”

“The difference between well-endowed schools and those in lower socioeconomic areas is enormous. I found most of the schools happy places – places of potential – but where there was disadvantage the problems were clear and marked.”

“Governments need to embrace the importance of school education ... to the productivity of our society. There needs to be a commitment to a properly funded needs based system and a failure to do so will be to our detriment.” ●

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Gonski is needs-based funding

Gonski: the gold standard

The Gonski review was the most careful, considered and wide ranging review of Australian school funding in 40 years. Chaired by respected businessman David Gonski, a panel of six non-politically aligned experts spent two years examining the issue of school funding. They reviewed over 7000 written submissions and met with hundreds of professionals and stakeholders in the school education community.

Funding where it is needed

The final report recommended major changes to the way funds are allocated to schools and that funds must be allocated based on the needs of students. (Unlike previous systems which based education funding on postcode, or on previous spending plus inflation). More funds were to go to disadvantaged students regardless of whether they attend a public or private school.

The report recognised five groups of disadvantaged students who required additional funding: those from low socioeconomic households; students with disabilities; indigenous students; those who don't have English as their first language; and those who live in remote areas.

These areas were chosen for additional resources because the results of national and international testing showed these students slipping behind. The panel noted that an equivalent of two-and-a-half years of schooling separates the results of students from well-off families from the results of poorer students. Similarly, indigenous students are more than two years behind their peers in maths, science and reading.

David Gonski said recently of the review: "We

felt strongly and unanimously that a funding system must ensure that differences in educational outcomes are not the result of differences in wealth, income, power or possessions. Flowing from this a funding system based on need was both obvious and important."

Recent US studies have shown clearly that targetting funding to areas of need in this way is effective in raising results of disadvantaged students and closing the gap. A large study showed that significantly increasing funding for poor students lifted their results enough to eliminate most of the gap, as adults, between those raised in poor families and the rest of the population. Additional funding to better-off students did not have the same dramatic effect on results.

The right model for the future

While overall school funding increased in Australia over the last decade, the gap between the most advantaged and disadvantaged students did not narrow because the money was not properly targeted in the old funding model. In fact, the old model increased funding to well-resourced private schools at almost twice the rate as funding increased to public schools. The Gonski model of needs-based funding seeks to redress this and make best use of education funds. If a large overall increase in school funding is no longer possible, Council believes that the limited resources should be targetted to areas of disadvantage, even if it means a reduction in real funding to well-off schools in order to rebalance past inequities in funding.

That is why it is so important that the Gonski model is embraced for the future rather than, as planned by the Federal Government, reverting to the old, dysfunctional, funding model after 2017.

Canteen transformed

Council's canteen improvement project has now been running for over six months. Council's Communication Officer caught up with some happy customers.

With school canteens struggling to return a profit, attract volunteers and implement healthier menus, they have become one of the biggest headaches for P&Cs at many schools. To stem the wave of canteen closures and to support member P&Cs, Council began its canteen improvement project in November last year.

The project covers canteen advice services, signing P&Cs up to a procurement agency to get reduced prices on produce (plus stationery and many other items) and the free set-up of the Flexischools online ordering system in canteens.

Enjoying the savings

More than a dozen schools are already enjoying savings through the NSWBuy procurement agent, but the opportunity exists for many more P&Cs to save. At Council's office, we have found several

stationery items on NSWBuy for less than half the cost of the local office supplier and we urge all P&Cs to contact us for an application form.

Loving the convenience

So far, around 30 schools have taken up the opportunity to set up the Flexischools online ordering system cost free, with 20 already live and collecting orders. At Neville Bonner Primary School, the system has transformed the way the canteen works.

"We love it," said Pheobe Klinkert, P&C President at the school. "It saves us a lot of time."

"Last year we were using paper bags. It was a nightmare. Sorting out missing information – such as which class the order was from – took up a lot of our time."

"Now almost all of our orders come in online. The system is great. You plug it in, push go and it just works. Five minutes later we have the orders, by class, and a summary sheet with all the details so that we can get into actually making the food straight away," she said.

"We have had amazing feedback from parents too. They can't believe how easy it is to order."

The P&C also found Flexischools useful for organising for the school disco.

"It worked well. Parents paid online and then we printed out the list of people who had paid and this was our sign-in sheet for the night," said Ms Klinkert.

The deadline for setting up the on-line ordering system, payed by Council, has been extended to December this year. P&Cs wishing to find out more should call Flexischools on 1300 361 769 or contact Council.

More information

Find out more about how we can help your canteen on our website. Simply select *Canteen Support* from the *Help for P&Cs* section. •

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Engaging parents

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information on what strategies work best and have the biggest impact here in Australia for our schools and our families.”

The project seeks to understand what parents and schools in the ACT believe, know and do about parent engagement. All parents are invited to share what they think makes a good partnership with their child’s school and what they do to help their children learn by filling in a questionnaire at www.surveymonkey.com/s/PB8FPH3.

“We want to build a shared understanding because the outcomes for children’s wellbeing are best when families, schools, communities and governments work together,” said Ms Fox.

This year, the project is focusing on talking to school administrators, teachers, principals and parents and pulling together existing evidence and best practice into an overview for parents and a guide for schools.

Next year, the project will move onto creating a way to measure current levels of, and beliefs about, parent engagement within a school community. The resulting survey of parental engagement will be trailed at four schools initially. It will enable schools to assess how they are going – what they are doing well and what could be improved – and will equip them to try new strategies and approaches, and then reassess to see if there has been improvement.

The project will also develop a toolbox of resources for parents and schools so that they can more easily establish parental engagement projects which suit their school communities. Resources in the toolbox might help parents to, for example, support students with homework, feel more comfortable going to talk to a teacher, or support their children to persist when challenged by school work.

“For some parents, being engaged in their kids’ learning can seem daunting, but it isn’t all about helping with Maths homework,” said Ms Fox. “Simply talking with your children over dinner or

How was school today?

Most children will have something they want to share about their busy day at school, and hearing about their day-to-day triumphs and concerns is an important way for parents to be involved in their learning and school life.

If you, like many parents, are frustrated by a one-word answer, a grunt or a shrug, when you ask *How was school today?*, you might like to try these tips.

- **Refuel first.** Many kids need time to eat, drink and relax before talking.
- **Ask more specific questions**, such as:
 - What was your favourite activity today?
 - What did you do in Maths/PE today?
 - Was there something you found hard today?
 - What did you do at lunch time?
 - Did you learn a song or read a story today?
 - What was it about?
- **Make it a game.** One parent reports on how a game of “true or false” opens up her kids after school. The idea is that each child makes a statement about what they did at school and then the rest of the family has to guess whether it really happened or not. “*True or false – today we played teachers versus kids in PE*”. Or “*true or false – today Mandy wouldn’t play with me*”. The game brings out the highlights of their day, while encouraging imagination, story-telling and family interaction.

talking about big ideas about the world on the way home from school has been shown to have a real impact on their school performance.”

“So too, has telling stories,” says Ms Fox. “Sharing stories with children is a wonderful thing parents can do. Experiences from your own life, family history – these are stories we all have. When we tell them to our young children it has a real impact on the development of their thinking. Stories help develop literacy and analytical skills which will help at school and throughout their life. So being engaged can be as simple as sharing family stories and encouraging your child to tell stories too.” ●

How's the traffic around your school?

Traffic and parking problems around our schools appeared as a major issue at Council's last Hot Topics meeting. Here we look more closely at the issue and the actions we can all take.

Parking and traffic chaos around ACT schools attracted the attention of the media last term, with reports of cars being driven on the wrong side of the road and double parking obscuring children and school crossing flags and blocking residents' driveways.

Most schools affected

At Council's Hot Topics meeting in June, we followed up on the issue and found that nearly all the schools represented at the meeting reported parking problems or difficulties with set-down and pick-up. Only the newer schools seem to have avoided the problem.

"Since many ACT schools were built, there have been substantial changes in our lifestyles," said Council President Viv Pearce. "Children are more likely to attend schools further from home and often both parents are working, so many more children are being driven to school than, say, a few decades ago."

"Newer schools have been planned with this in mind, but our older schools and the roads around them are not coping well."

Problems reported at the meeting included unsafe car parks and roads, people travelling too fast, insufficient parking or pull-over bays and roads that were not wide enough. Several people at the meeting had witnessed traffic accidents or near-misses involving children at their school.

"We can't take our eye off the ball with this one because the worst could happen and a child gets knocked over. I'm not saying it is going to happen tomorrow, but we need to continue our work in

this area — looking for solutions and advocating for improved safety," said Ms Pearce.

Lobbying for change

Council has lobbied the government over the last three years and some steps have been taken including police targeting infringements around schools, enlarged car parks, additional pull-off bays, more school crossings and changes to signage around schools.

Council will continue to represent parents by raising traffic problems with both local Ministers concerned, and continues to lobby for appropriate school bus routes through our representative on the ACT Government's school transport liaison committee.

Council members also work on committees planning new schools to ensure practical traffic arrangements, adequate car parking and good pedestrian and bike access to schools at the planning stages.

How you can help

To better represent parents in bringing the problem to the attention of government, we need your help. Firstly, we need to understand the problem better. Please complete our online survey and encourage other parents to do so. You can find it linked from our home page at www.actparents.org.au.

Secondly, if you have been involved in trying to ease traffic difficulties at your school, Council would love to hear more about what you have tried and whether you have been satisfied with the outcome. Please call or email us or include it in your answers to our survey.

Some solutions

The issue is a complex one and there is no single solution. Certainly, no one group is to blame. Council believes that the solution lies partly with road-traffic measures and partly with changes in behaviour.



“We can’t expect a school of 500 students to provide parking for every family. Fewer students arriving at school by car is a crucial part of the solution,” said Ms Pearce. “Some practical solutions include increasing participation in walk-to-school programs, parents dropping off their children a block or two away from school, and better school buses.

“These need to be combined with appropriate traffic measures such as flashing lights at crossings and pull-over bays on roads surrounding our schools. We would like to see parents involved in finding the right traffic solution for any school’s problems.”

Better buses

“A network of convenient school buses is obviously going to help alleviate traffic pressures around schools,” Ms Pearce noted.

Having adequate school buses is important for all schools. Unfortunately, in the ACT at present, public schools are not as well catered for by buses as private schools. Most private schools survey their students on their intent to travel by bus and provide this information to ACTION to ensure that their students’ travel needs are met. Council would like to see this extended to public schools.

“We would like the Education Directorate to survey public school students for their intent to travel by bus and provide this information to ACTION the way that private schools do. At the moment, buses are provided to public schools based on the number who use them already. This does not allow for those who might use a bus if a more convenient route existed,” said Ms Pearce.

“If the Government is serious about easing traffic difficulties, then they need to be more proactive about getting people out of cars and onto buses and surveying intent at the time of enrolment would be a good place to start.”

ACTION’s new bus network will start on September 1 and there will be many changes to school bus routes. Changes are detailed on the

ACTION website and there is a dedicated school bus hotline: 62055033. Council has recently been informed of a new review of school services to be conducted in November. We are looking for delegates to represent parents at the review. Representatives will be chosen at the next Council meeting on August 26.

Ride or walk

Canberra has one of the most extensive networks of pedestrian and cycling paths in Australia, so we are well placed to encourage children to safely walk, ride, scoot or skateboard to school.

One program which encourages families to get their kids to school without the car is the Ride or Walk to School initiative run by the Physical Activity Foundation in collaboration with the Education and Training Directorate and ACT Health. The program is free of cost to schools and is designed to drive culture change within the school community around riding or walking to school. It includes free bikes and helmets for the school, teacher training and resources, student workshops and parent resources.

There are currently 20 ACT schools on board.

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School Traffic Survey

Tell us about traffic and parking at your school.

Please fill in our short online survey and pass it on to other parents:

www.actparents.org.au

Open until September 1, 2014.

At our P&C...

In what we hope will be a regular feature, ACT P&Cs share their approaches and activities. This issue, P&C President Jo Prezzi tells us what's happening at Palmerston Primary.

Palmerston P&C has a vibrant group of parents involved again this year. With parents moving on as their children leave the school, the regulars are slowly changing. This year the P&C revised some of the ways that we operate. We asked ourselves *'what do we want our focus to be and how will this benefit our school and our children?'* Then the Executive decided what we wanted to achieve this year. Below are some examples of what we are doing for each of our goals.

Foster community involvement at the school through regular events and opportunities

We now hold a fortnightly **Chat-About coffee and chat** session in our library resource room. This provides parents and carers with an opportunity to catch up with other parents and chat with their P&C members. We do this in conjunction with Defence parents too.

Some wonderful parents opened **Palm Café** (the school canteen) two days a week. This gives parents a regular place to help out and it provides the children with much enjoyment as they buy healthy snacks over the counter.

We worked with the school early this year to map out a **yearly calendar** of events and activities to ensure that fundraising was at known points and that events fit in with what children were learning at that time. This gives teachers time to plan activities and projects with their students in their normal planning cycles, making it easier for students to contribute. Fundraising is more targeted to fund specific priority events, items or services. And parents are not asked to volunteer as often!

Encourage students to be more involved with fundraising efforts

Leading up to their graduation, some of the Year

five and six students will be holding mufti days and fundraising events instead of the P&C. This gives students an opportunity to co-ordinate the fundraising for their special event.

Students from the SRC were involved in running the Mother's Day stall. Some Mums were even lucky enough to get several gifts packaged as one! The P&C wants to help students to live by the Palmerston Pride values (Participation, Respect, Integrity, Determination and Empathy).



Palmerston's values are on display at the front of the school and reinforced by P&C goals.

Make communication between parents and carers, the P&C and the school easier

Early in the year the P&C Executive introduced themselves through the school's newsletter and provided their photos. We regularly make announcements at morning lines so that parents know who we are and what is happening. We also write a **regular update in our newsletter** with information about past events and upcoming items of interest or calls for assistance to keep parents better informed.

The P&C together with the school produce a 'What's on' segment in the Newsletter and school's calendar so parents only have to look in one place. This makes it easier for the school to ensure all the notice boards also have the right information.

About us

ACT Council of Parents & Citizens Associations
is the representative body for
Parent & Citizen Associations in the ACT.

We represent over 60,000 parents and carers
in 85 ACT public schools.

About our magazine

ParentACTion is a free journal published four times a year.
Distribution: 600 copies - the ACT Legislative Assembly,
ACT Government School Boards and P&Cs, public
education organisations and interstate parent associations.

Contributions, advertising and feedback are always being
sought. Contributions can be emailed directly to the Editor,
Janelle Kennard, at jkennard@actparents.org.au. Views
expressed in this journal are not necessarily those of the
ACT Council of Parents & Citizens Associations.

Both the P&C evening meeting and our fortnightly P&C Chat-About sessions offer parents an opportunity to talk to their P&C representatives, ask questions and make suggestions.

Our school has a new assembly time of Friday 9:00 after parents requested this. It means working parents can more easily come and see their child perform and enjoy a sing along! The turn-out of parents at the first two assemblies was fantastic. The P&C now make announcements at this time so that we can better inform parents of any news. And parents/carers can more easily

Make it clear how fundraising is spent and how our children directly benefit from it

We make it clear how much money we raise, we tell parents how their children are benefitting, and we thank helpers. For example: "The school disco made \$700. The P&C recently donated \$1500 to pay for students to see a Canberra Theatre production. Thank you to all those that helped on the night".

With these simple goals and activities, by working closely with the school and by being friendly and welcoming, we continue to see more parents become involved in the school and the

P&C. We greatly appreciate and enjoy their involvement and help! •



Jo Prezzi
P&C President.
Palmerston Primary

*Are great things happening with your P&C?
We would love to share it with others. Simply tell us you have a story to share by emailing jkennard@actparents.org.au and we will do the rest (no writing necessary if you don't have the time).*

Our Executive

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Vice President:	John Haydon
Secretary:	Cecilia Shlegel
Assist. Secretary:	Amanda Richard
Treasurer:	Hugh Boulter
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Dates to remember

26 Aug	Policy Conference & General Meeting 7.00pm - 9.30pm Centre for Teaching and Learning 51 Fremantle Drive, Stirling.	Sept 29 - Oct 10	Council office closed for term break
23 Sept	Hot Topics Meeting 7.00pm - 9.30pm Centre for Teaching and Learning 51 Fremantle Drive, Stirling.	28 Oct	General Meeting 7.00pm - 9.30pm Centre for Teaching and Learning 51 Fremantle Drive, Stirling.

How's the traffic around your school?

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Thirty new primary schools will be able to be part of the program in 2015, but places are limited and will close soon. For more information or to register your interest please contact Emma Tattam by emailing emma@paf.org.au or calling 6162 2821.

Schools can also hold special walk or ride to school days which might correspond to National Ride2School Day (held in March every year), Walk Safely to School Day (aimed at primary students in May each year) or the new Avanti Ride Safe to School Day (a new ACT-wide event in term 4). These events include resources to encourage students to participate. A certificate or sticker or the chance to win a bike-related raffle prize can encourage some to be involved. Some schools or P&Cs increase the incentive by approaching local businesses for additional prizes such as water bottles or an ice-cream voucher, and have increased participation in these events.

Walking to school can be relaxing and fun, especially in a group, and special walk to school days can give students a taste for this and lead to regular commuting on foot or by bike.

Traffic measures

A range of traffic measures can be considered at schools with persistent problems. Any solution needs to be tailored to the school and community. Council needs to gather more information on the problems which exist for our schools and the solutions which parents favour. Please help us in our efforts to improve road safety around schools by completing our school traffic survey. You can find it at www.actparents.org.au. •



The Ride or Walk to School Program

Riding or walking to school is a great way to help our kids get the recommended 60 minutes of physical activity per day.

The Ride or Walk to School Program is assisting ACT primary schools to once again make riding and walking a normal part of school life. The program is FREE and provides biking equipment, student workshops, teacher training and a whole lot more.

Limited places are available for schools to be part of the program from 2015.

For more information contact Emma on **6161 2821** or emma@paf.org.au
Be quick, places are filling up fast!



This program is a joint Australian and ACT Government initiative under the National Partnership Agreement on Preventive Health. It is implemented in schools in collaboration with the Physical Activity Foundation supported by the ACT Health Promotion Grants Program.