



OFFICIAL BILLS & ACTS

**OF THE 11TH JUNIOR
PARLIAMENT OF
SOUTH AUSTRALIA**

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PARLIAMENT**

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We congratulate the 11th Junior Parliament of South Australia for putting their ideas to paper: We celebrate their creativity, innovation and open mindedness. With such leadership there is a bright future. We look forward to seeing the bills debated and seen by stakeholders!



Alek Luczak
Bill Development Officer

This year, I have the privilege to be a part of the 11th sitting of Junior Parliament, which encapsulates the drive young people have for change. Each idea in this book is an example of the fresh and important perspective that young people bring to parliament and is proof of the hard work every single Junior Parliamentarian has put into writing and soon debating their bills. Watching all of you collaborate and support each other over the course of the bill creation is inspiring, the passion, creativity, and intellect exemplified by these ideas will only continue to grow throughout the debates in parliament house. I am proud of you all for stepping up to the challenge, and answering your call to make change, and the ideas throughout each and every bill only solidify my confidence that every one of you is in the right place today. Every person in this program is a future leader and politically active citizen, and all Junior Parliamentarian's fill me with a trust in the future generation to bring positive change, and diversity of ideas to our state and beyond. Keep bringing that love of ideas and dedication to change to every aspect of your life, because all of the ideas within these bills have the capacity to future generations' passions into the present.



Her Excellency Charlie Caldwell
Youth Governor & Bill Development Officer

Welcome to the 11th Sitting of the YMCA Junior Parliament of South Australia!

This year's bills capture the creativity, passion, and ideas of young people who are ready to have their voices heard. Junior Parliament is all about giving young South Australians the chance to step into the shoes of decision-makers, to learn, to debate, and to imagine what a stronger and fairer community could look like. Each bill in this book is the product of teamwork, curiosity, and courage. I'm so proud of the effort and energy our participants have put in for the 2026 JP program!



Tabitha Stephenson-Jones
Parliament Programs Manager



Acknowledgements

The YMCA South Australian Junior Parliament respectfully acknowledges the traditional First Nations custodians as the original inhabitants of Australia, and recognise the uniquely deep spiritual and cultural connection of this land: past, present and future. While accepting the elders, ancestors and descendants, we support and recognise the spirit, knowledge, strengths, skills, and contribution of Aboriginal and Torres Strait Islander people who are a part of the rich cultural heritage of the society in which the YMCA works today.

The YMCA would like to thank the following stakeholders for their support within the Junior Parliament program:

The Law Foundation
Parliament House South Australia
Electoral Commission of South Australia

The YMCA would like to thank the following volunteers and staff
for their roles and continuing hard work in the Junior Parliament program:

Tabitha Stephenson-Jones -
Parliament Programs Manager

Edward Mickan -
Parliament Programs Officer

Charlie Caldwell -
Youth Governor

Evie Beven

David Deex

Brooke Duncan

Alek Luczak

Brenna Carmichael

Oaklen Nguyen

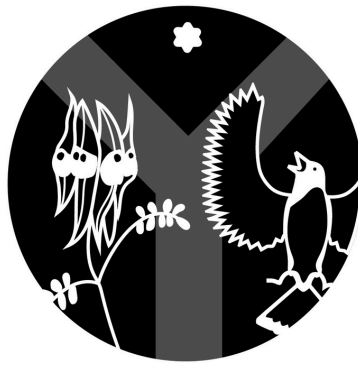
Jesse Rasheed

Kaya Pasa

George Heys

Ned Timar

Jessica Elmslie



Vote Records of the 11th Session of the South Australian Junior Parliament

Youth Bill	Ayes	Noes	Result
Wellness Within Reach Bill 2025 (Health & Wellbeing Ministry)			
Coastal Protection Bill 2025 (Climate, Environment & Energy Ministry)			
EdChat Is This Real Bill 2025 (Technology & Innovation Ministry)			
Energise, Enrich, Entertain Bill 2025 (Recreation & the Arts Ministry)			
Primary Social Science Education Reform Bill 2025 (Education & Training Ministry)			
Breakout Board (BOBB) Bill 2025 (Human Services & Inclusion Ministry)			

Debate Schedule

Debate No.	Sponsoring Ministry	Refuting Ministry
1	Health & Wellbeing Ministry	Recreation & the Arts Ministry
2	Climate, Environment & Energy Ministry	Education & Training Ministry
3	Technology & Innovation Ministry	Human Services & Inclusion Ministry
4	Recreation & the Arts Ministry	Health & Wellbeing Ministry
5	Education & Training Ministry	Climate, Environment & Energy Ministry
6	Human Services & Inclusion Ministry	Technology & Innovation Ministry



Election of the Junior Leaders

28 September 2025

An election was held at 3:30pm, the 28th of September, 2025 to determine the leaders of the Junior Government and Junior Opposition for the Junior Parliament of South Australia.

A total number of 24 votes were cast, with 0 removed due to their invalidity. A total 24 valid votes were cast.

As the Returning Officer at the above election, I, Brooke Duncan, hereby declare the following Junior Members are elected as leaders of the Junior Government in order of preference:

1. Georgia Haines
2. Rebecca Lanzilli

I, Brooke Duncan, also hereby declare the following Junior Members are elected as leaders of the Junior Opposition in order of preference:

1. Oliver Matthews
2. June Lim

Brooke Duncan

South Australian Junior Parliament Electoral Commissioner

29.10.2025

STANDING ORDERS

as of 24 September 2025

CHAPTER 1 – GENERAL PROVISIONS & INTRODUCTION

1. Purpose

The Standing Orders of the South Australian Junior Parliament are the formal written rules that govern the proceedings of the South Australian Junior Parliament, including the rules of debate, the role of the Speaker, and the business and the conduct of Junior Parliamentarians.

2. Interpretation

(a) The Speaker is responsible for ruling whenever any question arises as to the interpretation or application of a Standing Order and for deciding cases not otherwise provided for.

(b) In all cases the Speaker will be guided by previous rulings and by the established practices of the Parliament.

3. The Speaker

The Speaker:

(a) maintains order and decorum in debate during the Junior Parliament pursuant to the Standing Orders of the junior parliament;

(b) ensures that all Junior Parliamentarians have an opportunity to take part in debates; and

(c) does not participate in debate and shall not vote on procedural motions.

CHAPTER 2 – GENERAL PROCEDURES & RULES OF ADMISSION

4. Dress Standards

Junior Parliamentarians shall wear business attire or their traditional national attire, as befits the dignity and decorum of the Chamber.

5. Articles not permitted inside the chamber

Members may not bring food or drink, pens, or large bags into the chamber.

6. Use of electronics

Members are permitted to bring mobile phones, tablets, and notebooks or laptops into chamber as required for their roles, however:

(a) all electronic devices must be in silent mode/off;

(b) Members are not permitted to make or receive calls in the chamber while the House is sitting; and

(c) no film, photography, or sound recording may be captured or posted by a Junior Parliamentarian on social media while the Chamber is in session.

7. Respect for Parliament House

- (a) Members shall respect Parliament House at all times.
- (b) Members shall take all personal items with them when exiting the chamber unless it is to be supervised.
- (c) Members shall not touch any feature of the parliamentary benches except the button to turn the microphone on and off. This includes the drawers of Members of Parliament, security buttons, and anything else not necessary in performing the role of a Junior Parliamentarian.
- (d) Members are not permitted to consume any food or liquid in the chamber with the exception of bottled water.

MAINTENANCE OF ORDER

8. The Speaker maintains order

- (a) The Speaker maintains order and decorum in the House.
- (b) Whenever the Speaker rises during a sitting, members must sit down and be silent so that the Speaker can be heard without interruption.

9. Members to be seated

Members must be seated when they are in the Chamber except when speaking when called on by the speaker, voting or speaking to another member.

10. Respect to the Speaker

- (a) Members must rise in their places as the Speaker is entering and leaving the Chamber.
- (b) Members may not turn their back to the Speaker.
- (c) Members must refer to the Speaker by their correct title e.g. Mr / Madam / Mx Speaker
- (d) Except when voting, Members must make an acknowledgment (bow) to the Presiding

11. Respect for Members speaking

- (a) When a member is speaking, no other member shall pass between the person speaking and the Speaker.
- (b) Members have the right to reasonable silence when speaking. If the Speaker cannot hear a Member who is speaking, then reasonable silence has been breached.
- (c) Members may request to be heard in silence during their speech. This will be enforced by the Speaker.

12. Interjections

- (a) Members may not clap or boo in the Chamber.
- (b) Members may say “Hear hear” to support a fellow Member or their statements.
- (c) If a Member wishes to express dissatisfaction with a Member who is speaking, they may say the word “Shame”.
- (b) Members may also interject using other phrases, provided they do not breach other standing orders, are not used repetitively, and are short, witty and respectful in nature. The Speaker and the clerks have the authority to rule certain interjections as out of order.
- (c) Members may not interject when no one is standing to speak.
- (d) Members must not use interjections to converse across the chamber.

13. Disorderly conduct

(a) A Junior Parliamentarian who has been called to order by the Speaker must apologise to the House immediately; failure to do so, or refusal to comply with an order of the Speaker, may, on the authority of the Clerk, result in expulsion from the chamber for a period of time as specified by the Clerk.

(b) Any Member ordered to withdraw from the House may not enter the Chamber for the time specified by the Clerk and their right to vote shall be subject to the authority of the Clerk.

RULES OF DEBATE

14. Speaker calls upon Member to speak

(a) A Member wishing to speak shall stand at their seat.

(b) Members must be formally acknowledged by the Speaker before they may begin speaking.

(c) Members must introduce themselves to the Chair before speaking.

16. Members to address Speaker

(a) A Member being called to speak addresses the Speaker at all times.

(b) In other words, Junior Parliamentarians shall not refer to one another in debate in the second person singular (“you”), only by title and name (“Mr. Halford” or “Ms. Kira Nerys”) or in general by title (“the Honourable Junior Parliamentarian” or “the member opposite” etc).

17. Visual aids

(a) A Member may use an appropriate visual aid to illustrate a point being made during the member’s speech, provided that the aid does not inconvenience other members or obstruct the proceedings of the House.

(b) Such an aid may be displayed only when the member is speaking to a question before the House and must be removed from sight at the conclusion of the Member’s speech.

18. References to Sovereign or Youth Governor

A Member may not refer to the Sovereign (the King) or their representatives including the Youth Governor, disrespectfully in debate or for the purpose of influencing the House in its deliberations.

19. Respect for the non-partisan status of the Junior Parliament

Members must not discuss or reflect on, whether positively, negatively or otherwise, Australian, International and historical political parties, political figures or similar entities at any level of government.

20. Personal reflections

Members may not accuse other Members of improper motives, make an offensive reference to a Member’s private affairs, or make a personal reflection against a Member.

21. Offensive or disorderly words

Members may not use offensive or disorderly words. It is highly disorderly to use any form of words that suggest that a Member is not truthful or is dishonest. Repeated use of offensive or disorderly words may warrant expulsion from the chamber.

**CHAPTER 3 –
LEGISLATIVE PROCEDURES**

22. Parliamentary Process

A bill must pass through three readings in the House before it may be presented to the Youth Governor for their Royal Assent through which the Bill will officially become an Act of the Junior Parliament.

22. First Reading

The Bill is introduced to the Junior Parliament for initial consideration.

(a) The Member must seek the leave of the House to introduce the Bill which must be seconded.

(b) The question shall be put that the Bill be given initial consideration. This shall be decided without amendment or debate.

23. Second Reading

- (a) In this stage, the Bill's general principles shall be debated.
- (b) The sponsor must move that the Bill be read a second time and deliver a speech no longer than three minutes to the House. The motion must then be seconded.
- (c) A primary refuter shall deliver a speech to the House.
- (d) Debate will ensue as time allows before moving on to the next stage.
- (e) The question shall be put that the Bill be given in principle support to move to the next stage. This shall be decided without amendment or debate.

28. Third Reading

The final stage of consideration of a Bill by the Junior Parliament. The final vote of this reading is where it is decided whether or not the Bill shall pass.

- (a) The sponsor shall move the question "that this Bill now be read a third time;" and speak for a maximum of two minutes.
- (b) The motion must then be seconded.
- (c) The Speaker shall then permit debate as time permits. Upon conclusion of the allotted time, a right of reply shall be allowed to first, the refuter, and then the sponsor. The replies must pertain to the matters raised during the debate.
- (d) The Speaker shall then yield control of the Chamber to the Clerk who will put the question to the House.

PUTTING THE QUESTION

29. Question is put when debate concluded

- (a) Except where otherwise provided, as soon as the debate upon a question is concluded the Speaker puts the question to the House.
- (b) Questions are determined by a majority of votes Aye (Yes) or No. Every Member is entitled to one vote or to abstain.

30. Voice vote

- (a) The Speaker asks members to answer "Aye" or "No" to the question and states the result of the voice vote.
- (b) Following a voice vote, the Speaker may call for a personal vote to be held. However, the Speaker may, at their discretion, declare the result of a vote on the voices without calling for a personal vote.

31. Procedure for personal vote

All votes on whether a Bill may pass or not must be decided on a personal vote. In a personal vote:

- (a) the bells are rung for ten seconds;
- (b) the Chair directs the Ayes to the right of the chair, the Noes to the left, and abstentions to the centre;
- (c) the doors are closed as soon after the bells have stopped as the Chair directs; the Chair then restates the question;
- (d) all Members present within the Chamber must vote or record their abstentions;
- (e) Members' votes are counted by the tellers and returned to the Chair; the result is then declared to the House.

32. Members to remain in Chamber

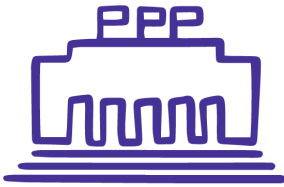
Members voting or abstaining on a personal vote must remain in the Chamber until the declaration of the result by the Chair; the vote or abstention of any member who does not remain in the Chamber until the declaration of the result is disallowed.

32. Errors

If the result of a vote has been inaccurately reported, the Clerk may correct it.

33. Ties

In the case of a tie on a vote the question is resolved in the negative as there are not more Members in favour of the motion or Bill than are opposed.



Members of the Junior Parliament

GOVERNMENT

Hon. Georgia Haines MJP
Premier

Hon. Rebecca Lanzilli MJP
Deputy Premier

Health & Wellbeing

Hon. Athok Deng MJP

Hon. Melinda Wu MJP

Hon. Emma Britten-Jones MJP

Hon. Vanessa Evertz MJP

Education & Training

Hon. Daphne Lim MJP

Hon. Georgia Haines MJP

Hon. Vaani Suri MJP

Hon. Georgia Caldwell MJP

Technology & Innovation

Hon. Emma Eldhose MJP

Hon. Min Kalleske MJP

Hon. Rebecca Lanzilli MJP

Hon. Sid Gunapu MJP

OPPOSITION

Hon. Oliver Matthews MJP
Leader of the Opposition

Hon. June Lim MJP
*Deputy Leader of the
Opposition*

Recreation & the Arts

Hon. Willem Schinckel MJP

Hon. June Lim MJP

Hon. Catherine Mackay MJP

Hon. Isabelle James MJP

Climate, Environment & Energy

Hon. Nhat Quang Dang MJP

Hon. Molly Webb-Vance MJP

Hon. Leonardo Diaz MJP

Hon. Remi Bubner MJP

Hon. Valentina Pasaricek MJP

Human Services & Inclusion

Hon. Nam Doan MJP

Hon. Oliver Matthews MJP

Hon. Eamon Rossiter MJP

Hon. Jolie Hakizimana MJP

Orders of the day: Other Business

9:30 AM - Opening Ceremony

Orders of the day: Government and Opposition Business

10:00 AM - (No. 1): The Health and Wellbeing Ministry to move that the *Wellness Within Reach Bill 2025* be read

10:45 AM - (No. 2): The Climate, Environment and Energy Ministry to move that the *Coastal Protection Bill 2025* be read

11:45 AM - (No. 3): The Technology and Innovation Ministry to move that the *EdChat Is This Real Bill 2025* be read

1:30 PM - (No. 4): The Recreation and the Arts Ministry to move that the *Energise, Enrich, Entertain Bill 2025* be read

2:15 PM - (No. 5): The Education and Training Ministry to move that the *Primary Social Science Education Reform Bill 2025* be read

3:00 PM - (No. 6): The Human Services and Inclusion Ministry to move that the *Breakout Board (BOBB) Bill 2025* be read

Orders of the day: Other Business

4:00 PM - Adjournment Speeches

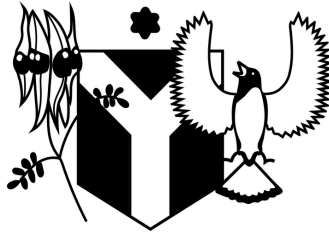
4:30 PM - Concluding Remarks



Ms Evie Beven
Speaker of the Junior Parliament



Mr Alek Luczak
Chief Clerk



*11th Session of the
Junior Parliament of South Australia*

Wellness Within Reach Bill 2025

(Health & Wellbeing Ministry)

A Bill for an Act to improve access to mental health resources for hospital patients; and for related purposes.

Ayes	Noes

Evie Beven
*Speaker of the
Junior Parliament*

In the name of His Majesty, I assent this Act.

Her Excellency Charlie Caldwell
Youth Governor of South Australia

*11th Session of the
Junior Parliament of South Australia*

Bill Title:	Wellness Within Reach Bill 2025
Committee:	Health and Wellbeing
<p>Summary of Bill:</p> <p>The <i>Wellness Within Reach Bill 2025</i> aims to improve access to mental health resources for hospital patients in rural and regional South Australia. It introduces the Wellness Within Reach Program, which will provide weekly group therapy sessions in hospitals, run by teams of healthcare professionals. Sessions will be structured by age and ward, with oversight from a board of healthcare professionals who will review the program regularly.</p> <p>To attract and retain staff, the Bill provides incentives for healthcare workers, including improved government-funded housing in rural and regional communities, higher pay for program staff, and fee-offset opportunities for students in health-related university degrees (such as therapy, psychology, medicine, and nursing).</p> <p>Overall, the Bill seeks to strengthen mental health support in hospitals while encouraging more people to enter and remain in the healthcare workforce, especially underserved areas of South Australia.</p>	

South Australia

Wellness Within Reach Bill 2025

A Bill for an Act to improve access to mental health resources for hospital patients, and for related purposes.

The Junior Parliament of South Australia enacts as follows:

Part 1—Preliminary

1—Short Title

This Act may be cited as the *Wellness Within Reach Act 2025*.

2—Commencement

This Act will come into operation on a day to be fixed by proclamation.

3—Interpretation

In this Act, unless the contrary appears—

regional means an area outside of metropolitan Adelaide, encompassing rural towns, industries, and communities with distinct social and economic identities;

rural means sparsely populated areas in regional South Australia;

qualified therapist means a trained professional who supports people’s mental, emotional, or physical wellbeing through practices such as counselling, psychology, or other therapeutic services;

doctor means a qualified medical professional who diagnoses, treats, and manages health conditions, providing care in hospitals, clinics, or community settings;

nurse means a healthcare professional who provides patient care, support, and treatment across hospitals, clinics, aged care, and community health settings;

healthcare professional means anyone qualified to deliver health services, including doctors, nurses, therapists, and allied health workers, across clinical and community settings; and

group therapy means a therapeutic setting where a small group of people meet with a trained facilitator to share experiences, build support, and develop coping strategies together.

Part 2—The ‘Wellness Within Reach’ program

4—Program outline

The ‘Wellness Within Reach program’ will be implemented into regional and rural schools in South Australia, which will include group therapy sessions by specialised health professionals.

5—Group Therapy Sessions

- (1) The group therapy sessions will be divided in each hospital by age and ward.
- (2) The groups will have a maximum of 15 patients and will be run by a minimum of three (3) healthcare workers.
- (3) These healthcare workers must include at least—
 - (a) one (1) qualified therapist; and
 - (b) one (1) registered nurse; and
 - (c) one (1) Medical Doctor of the relevant field experienced by the patient group.
- (4) The number of healthcare workers assigned to the program at each hospital may vary, depending on the population of the surrounding area and demand from the hospital.
- (5) The sessions will be held once a week and will be coordinated by managerial staff at the respective hospitals.

6—Group Therapy Sessions

- (2) The scheduling of patient sessions and staffing will be monitored and managed by a board of healthcare professionals.
- (3) The board will consist of nine (9) healthcare professionals, who will manage the implementation and review of the program.

7—Review of the program

The ‘Wellness Within Reach’ program will be reviewed—

- (a) quarterly for the first two (2) years of the program; and then
- (b) extend to bi-yearly after the two (2) year period.

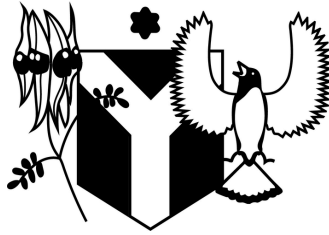
Part 3—Incentives for healthcare workers

6—Government funded housing in rural and regional areas

- (1) An increase on already existing state legislation for Government-assisted housing in regional and rural South Australia for healthcare professionals will be provided for by—
 - (c) building more homes in rural and regional communities; and
 - (d) ensuring all Government homes are in well-kept condition.
- (2) Healthcare workers involved in the program will also be entitled to a higher pay rate due to the emotionally taxing position.

7—Incentives for future healthcare workers

- (1) Students will be encouraged to study in the healthcare field specific healthcare degrees in South Australian Universities will allow students to offset their fees, including but not limited to—
 - (a) degrees in Therapy Studies;
 - (b) degrees in Psychology;
 - (c) degrees in Medicine; and
 - (d) degrees in Nursing.
- (2) The variety of degrees included in the offset will be up to the discretion of the board.



*11th Session of the
Junior Parliament of South Australia*

Coastal Protection Bill 2025

(Climate, Environment & Energy Ministry)

A Bill for an Act to protect coastal areas from waste and pollutants from urban development, establish an education not-for-profit, increase penalties for littering; and for related purposes.

Ayes	Noes

Evie Beven
*Speaker of the
Junior Parliament*

In the name of His Majesty, I assent this Act.

Her Excellency Charlie Caldwell
Youth Governor of South Australia

*11th Session of the
Junior Parliament of South Australia*

Bill Title:	Coastal Protection Bill 2025
Committee:	Climate, Environment, and Energy
<p>Summary of Bill:</p> <p>The <i>Coastal Protection Bill 2025</i> establishes at-risk coastal areas as reserves to protect them from further environmental destruction. It will limit all nearby future urban developments and redirect all ocean-bound sewage to waste treatment facilities to be recycled for agricultural use.</p> <p>It establishes an educational not-for-profit organisation that will collaborate with schools to increase understanding of our coastal environments and eco-friendly practices through lessons and beach clean-up excursions.</p> <p>That organisation will also have the powers to subsidise local businesses' efforts to become eco-friendly and powers to develop a publicly available method to report litterers — to work in tandem with this bill increasing penalties for plastic, sewage, and pesticide water pollutants.</p>	

South Australia

Coastal Protection Bill 2025

A Bill for an Act to protect coastal areas from waste and pollutants from urban development, establish an education not-for-profit, increase penalties for littering, and for related purposes.

The Junior Parliament of South Australia enacts as follows:

Part 1—Preliminary

1—Short Title

This Act may be cited as the *Coastal Protection Act 2025*.

2—Commencement

This Act will come into operation on a day to be fixed by proclamation.

3—Interpretation

In this Act, unless the contrary appears—

coastline reserves means the areas defined in section 4;

eco-friendly means not harmful to the environment;

urban development means construction of shops, roads, houses, and related infrastructure;

waste means discarded pesticides, single-use plastics, sewage and the like.

Part 2—Coastline Reserves

4—Coastline Reserves

- (1) With the exception of existing urban development, new urban developments shall not be within coastal reserves.
- (2) A coastal reserve consists of the area from one (1) kilometre inland to one (1) kilometre out to sea.
- (3) Coastal reserves shall be established along—
 - (a) the Yorke Peninsula coastline;
 - (b) the Nullarbor coastline;

- (c) Kangaroo Island's coastline;
- (d) the Fleurieu peninsula coastline;
- (e) the Port Lincoln area;
- (f) Lucky Bay area; and
- (g) any unspecified coastline not under substantial development, excluding small-scale dairy farms.

5—Redirecting Ocean-bound Sewage

- (1) Sewage systems may not direct to or allow spillage or run-off into the ocean within the coastal reserves.
- (2) Pre-existing sewage and waste systems will be redirected to treatment facilities able to produce byproducts useful in agricultural efforts, including but not limited to manure and fertilizer to be dispersed without fees at the facility's discretion.

6—Penalties for littering in Coastline reserves

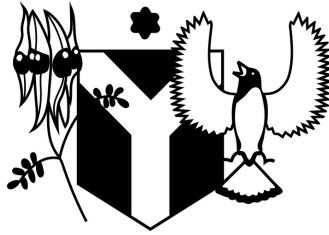
- (1) Littering in a coastline reserves will entail—
 - (a) a fine 20% greater than the fine already prescribed by the *Local Nuisance and Litter Control Act 2016* (South Australia); and
 - (b) An additional \$50 increase to the fine for every kilogram of waste littered where the littered waste weighs more than five (5) kilograms.

Part 3—Coastal Cleanup

7—Establishing Coastal Cleanup, Incorporated

- (1) Coastal Cleanup, a not-for-profit incorporated organisation will be incorporated.
- (2) Coastal Cleanup will be comprised of directors to be decided by the CEE Ministry on a day to be fixed by proclamation.
- (3) Coastal Cleanup will develop and distribute—
 - (a) subsidies to businesses within Coastal Reserves equal to 25% of any of expenses incurred while trying to become eco-friendly; and
 - (b) term-long education programs and instructors, and beach clean-up events to at least 35% of South Australian schools with a curriculum including coastal environments and the impacts of different types of waste on them; and

- (c) a publicly available litterer reporting software accessible through an app or webpage that can be monitored by the organisation.



*11th Session of the
Junior Parliament of South Australia*

EdChat Is This Real Bill 2025

(Technology & Innovation Ministry)

A Bill for an Act to to regulate the use of EdChat; and for related purposes.

Ayes	Noes

Evie Beven
*Speaker of the
Junior Parliament*

In the name of His Majesty, I assent this Act.

Her Excellency Charlie Caldwell
Youth Governor of South Australia

*11th Session of the
Junior Parliament of South Australia*

Bill Title:	EdChat Is This Real Bill 2025
Committee:	Technology and Innovation
<p>Summary of Bill:</p> <p>The <i>EdChat Is This Real Bill 2025</i> seeks to establish rules for the safe use of EdChat, a generative artificial intelligence (AI) tool in South Australian public secondary schools. The Bills aims to establish two boards - the ‘Actual Board’ which sets safety regulations and develops training, and the ‘Other Board’ made up of principals, teachers and students, which reviews changes and conducts annual evaluations of the curriculum or specific course content.</p> <p>The Bill seeks to introduce a mandatory research skills course, limits EdChat to short, supplementary uses (200-word responses, research summaries and essay planning), and requires schools to appoint AI Safety Officers. The Bill aims to ensure AI supports learning without replacing independent research, while protecting student wellbeing and accountability.</p>	

South Australia

EdChat Is This Real Bill 2025

A Bill for an Act to regulate the use of EdChat; and for related purposes.

The Junior Parliament of South Australia enacts as follows:

Part 1—Preliminary

1—Short Title

This Act may be cited as the *EdChat Is This Real Act 2025*.

2—Commencement

This Act will come into operation on a day to be fixed by proclamation.

3—Interpretation

In this Act, unless the contrary appears—

EdChat means the skew of the generative AI product developed by OpenAI, ChatGPT employed by the Department for Education for use in schools;

the Minister means the Minister for Education, Training and Skills;

query means any text submitted by a person to a generative artificial intelligence system as an input, request, prompt, instruction, or question for the purpose of receiving a response;

response and ***response data*** means any text produced or generated by a generative artificial intelligence system in reply to a user query;

schools means public secondary schools teaching from year levels seven (7) to twelve administered by the Department for Education; and

students means anyone currently enrolled in a South Australian public secondary school administered by the Department for Education.

Part 2—The Actual Board

4—Composition of the Actual Board

- (1) The Actual Board will consist of—
 - (a) the Minister; and
 - (b) the Assistant Minister for Artificial Intelligence (AI); and
 - (c) two (2) child development experts; and
 - (d) the Chair of the SACE Board of South Australia; and
 - (e) the Chief Information Officer; and
 - (f) the Chief Scientist.
- (2) The child development experts on the Actual Board will be—
 - (a) chosen directly by the Premier; and
 - (b) serve simultaneous three (3) year terms; and
 - (c) hold at minimum a Graduate Certificate in Child Development.

5—Regulations of EdChat

The Actual Board will meet every three (3) months to draft and implement regulations applying to—

- (a) the safety of students when using EdChat; and
- (b) limits to the queries students can provide to the EdChat; and
- (c) limits to the responses EdChat can provide.

Part 3—Education on Generative AI

6—Generative AI information campaign

- (1) An information campaign for students will be established, that—
 - (a) increases awareness of the safe uses of generative AI; and
 - (b) promotes tools to use other than generative AI when conducting research; and
 - (c) is distinct from the independent research course established in section 7.

(2) The campaign will be—

- (a) funded jointly by the Department for Education and the Department for State Development; and
- (b) organised and overseen by the Actual Board.

7—Independent research course

(1) An independent research course shall be designed by the Actual Board, focused on—

- (a) the promotion of independent research skills required for secondary and tertiary schooling students; and
- (b) ways in which students can use EdChat to support research; and
- (c) ensuring the tools provided by EdChat do not replace traditional independent research within a school setting.

(2) The course must be delivered to all schools applying to use EdChat.

(3) Educators hired from outside the schools where the course will be delivered will facilitate the course.

(4) The Minister will determine—

- (a) the number of educators hired for the course; and
- (b) The qualifications, training and application process the educators require
- (c) the application process potential educators will follow.

(5) Schools currently using EdChat must complete the course within five (5) months after this Act comes into operation or be prosecuted with a fine to be determined by the Minister.

Part 4— EdChat Regulatory Reforms

8—Permanent regulations applying to EdChat use

(1) This section will apply to the use of EdChat, independent of the flexible restrictions to be implemented by the Actual Board.

(2) EdChat will be limited to at most 200-word responses, except for transcriptions.

(3) Students must log-in with their school email to use EdChat.

(4) EdChat use will be promoted exclusively as a—

- (a) supplementary research tool; and
- (b) summarising tool for long articles; and
- (c) planning and minor assistant for the construction of essays.

9—Supporting implementation

- (1) All schools using EdChat will be provided with an AI Safety Officer to be hired via a process to be determined by the Actual Board.
- (2) Every school will be provided response data linked specifically to each student's queries and will use this data to—
 - (a) monitor student wellbeing and safe use of AI; and
 - (b) liaise with their AI Safety Officer about supporting students with EdChat use; and
 - (c) provide recommendations to the Other Board to support safer use of AI.

Part 5—Reviewing EdChat

10—The Other Board

- (1) The Other Board is established and will consist of three (3) school principals, three (3) teachers and three (3) students enrolled in schools where EdChat has been implemented.
- (2) Members of the Other Board will serve three (3) year terms and all be chosen directly by the Premier.
- (3) The Other Board will regularly meet at a time and frequency of their choosing to monitor and approve of—
 - (a) changes to the reasoning model of ChatGPT before being implemented to EdChat; and
 - (b) the addition of, amendment to, or removal of student safety regulations to be implemented by the Actual Board.

11—Annual Reviews

- (1) The Other Board will be responsible for conducting reviews into the use of EdChat every year, and these reviews will include—
 - (a) anonymised data of students making use of EdChat; and
 - (b) data of which schools have implemented EdChat and to what degree; and

(c) a collated summary of all responses and queries of EdChat.

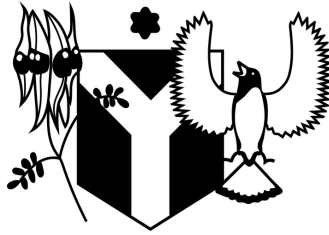
(2) The Other Board will provide these reviews to—

(a) the SACE Board of South Australia;

(b) the Minister for Education, Training and Skills;

(c) the Assistant Minister for Artificial Intelligence (AI); and

(d) every school principal where EdChat is in use.



*11th Session of the
Junior Parliament of South Australia*

Energise, Enrich, Entertain Bill 2025

(Recreation & the Arts Ministry)

A Bill for an Act to to increase engagement in recreation centres and promote supportive third spaces for teenagers; and for related purposes.

Ayes	Noes

Evie Beven
*Speaker of the
Junior Parliament*

In the name of His Majesty, I assent this Act.

Her Excellency Charlie Caldwell
Youth Governor of South Australia

*11th Session of the
Junior Parliament of South Australia*

Bill Title:	Energise, Enrich, Entertain Bill 2025
Committee:	Recreation and the Arts
<p>Summary of Bill:</p> <p>The <i>Energise, Enrich, Entertain Bill 2025</i> aims to:</p> <ul style="list-style-type: none">• increase the participation of community engagement in rec centres across South Australia; and• create a safe and supportive third space for young people to socialise, engage in sport and art activities, learn new skills, and promote independence. <p>This is achieved by increasing the quality of facilities through grants, given proportionally based on decisions made by the committee. Services will be subsidized to increase participation and accessibility.</p>	

South Australia

Energise, Enrich, Entertain Bill 2025

A Bill for an Act to increase engagement in recreation centres and promote supportive third spaces for teenagers; and for related purposes.

The Junior Parliament of South Australia enacts as follows:

Part 1—Preliminary

1—Short Title

This Act may be cited as the *Energise, Enrich, Entertain Act 2025*.

2—Commencement

This Act will come into operation on a day to be fixed by proclamation.

3—Interpretation

In this Act, unless the contrary appears—

rec centre means a building or place used primarily for the provision of recreational, sporting, community theatre or community-based activities and services;

minor improvement means an improvement to a rec centre that costs less than \$25,000;

significant improvement means an improvement to a rec centre that costs in excess of \$25,000 such as an additional building, extension or refurbishment;

youth engagement officer means a person appointed to develop, coordinate, and implement programs, activities, and initiatives that support the participation, wellbeing, and development of young people within the community, and to act as a liaison between youth and the Thrive Together committee.

Part 2—The Thrive Together Committee and Data Collection

4—Thrive Together Committee

- (1) The Thrive Together Committee is established.
- (2) The Committee shall consist of seven members, consisting of—

- (a) three (3) young people;
 - (b) two (2) representatives from recreation centre management;
 - (c) one (1) youth engagement officer; and
 - (d) the Minister for Recreation, Sport and Racing.
- (3) The committee shall—
- (a) oversee the design, distribution, and analysis of the surveys undertaken in this part;
 - (b) provide recommendations to rec centres on improvements necessary to achieve higher ratings;
 - (c) make discretionary decisions in part 3; and
 - (d) ensuring rec centres comply with part 4.
- (4) The Committee may delegate any of its functions, other than those relating to funding allocations, to a subcommittee or authorised officer.

5—Facility Rating system

- (1) The Committee shall establish and maintain a rating system for recreation centres.
- (2) Ratings shall be based on an assessment of—
- (a) the quality, safety, and accessibility of facilities; and
 - (b) the diversity and frequency of classes and activities offered, including but not limited to—
 - (i) social sporting competitions;
 - (ii) physical and creative art classes; and
 - (iii) community theatre programs;
 - (c) levels of community participation and inclusivity; and
 - (d) compliance with child safety standards as set out in section 10.
- (3) Facility ratings shall be reviewed biennially, or more frequently at the discretion of the Committee.

- (4) Ratings shall be published in a public register and used to inform recommendations, funding allocations, and policy development under this Act.

6—Statewide Survey

- (1) A statewide survey will be conducted among young people to gain insight into—
- (a) the desired facilities and programs at rec centres;
 - (b) the demographics within suburbs; and
 - (c) the demand from residents.
- (2) The statewide survey will be used to inform—
- (a) the distribution of the Play, Learn, and Grow Grant and other policies relevant to this Act;
 - (b) the recommendations provided to rec centres; and
 - (c) the recreation centres' statewide survey system rating.
- (3) The Statewide survey shall be—
- (a) mandatory for middle and senior school students to complete; but
 - (b) optional for any other person to complete.
- (4) The statewide survey will be distributed digitally.

Part 3—Grants

7—Play, Learn, and Grow Grant

- (1) If, after surveying a rec centre, the Thrive Together Committee is satisfied a rec facility is in need of improvement, the committee may grant a rec centre a grant under this section.
- (2) Grants under this section, with a cap of \$20,000,000 per rec centre may be granted for—
- (a) significant improvements including but not limited to—
 - (i) additional buildings;
 - (ii) extensions; and

- (iii) refurbishments; and
 - (b) minor improvements of less than \$25,000 to enable the facilitation of new and improved activities and resources.
- (3) Surveys mandated in section (1) may be conducted by representatives of the committees.

8—Subsides

- (1) At the Thrive Together's discretion, subsidies shall be provided to reduce the costs of recreational and arts activities offered by rec centres
- (2) Subsidies shall be distributed by—
 - (a) social sport competitions at 50% a piece;
 - (b) physical art classes at 75% a piece; and
 - (c) tickets to community theatre performances at 80% a piece.
- (3) The allocation of subsidies under this section shall be reviewed by the Committee every two years.

9—Reporting requirements

Recreation centres receiving subsidies or grants under this Act must submit an annual report to the Committee, outlining:

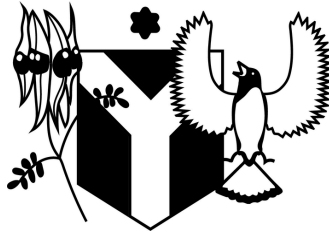
- (a) the manner in which funds were used;
- (b) participation rates in subsidised programs; and
- (c) the outcomes achieved in relation to accessibility and community benefit.

Part 4—Child safety

10—Child Safety

- (1) All recreation centres receiving subsidies or grants under this Act must comply with child safety and safeguarding standards as prescribed by the Committee.
- (2) All recreation centres receiving subsidies or grants under this Act must comply with—
 - (a) the *Children and Young People (Safety) Act 2017 (SA)*; and

- (b) the *Child Safety (Prohibited Persons) Act 2016 (SA)*, or their successors
- (3) Additional standards include, but are not limited to—
 - (a) mandatory Working With Children Checks for all staff, volunteers, and contractors engaging with persons under 18 years of age;
 - (b) the implementation of a child-safe policy addressing reporting procedures, codes of conduct, and staff training; and
 - (c) the provision of safe, accessible, and inclusive environments for children and young people.
- (4) Facilities that fail to comply with child safety standards may have their funding suspended or revoked by the Committee.



*11th Session of the
Junior Parliament of South Australia*

Primary Social Science Education Reform Bill 2025

(Education & Training Ministry)

A Bill for an Act to reform and support social science education in primary schools; and for related purposes.

Ayes	Noes

Evie Beven
*Speaker of the
Junior Parliament*

In the name of His Majesty, I assent this Act.

Her Excellency Charlie Caldwell
Youth Governor of South Australia

*11th Session of the
Junior Parliament of South Australia*

Bill Title:	Primary Social Science Education Reform Bill 2025
Committee:	Education and Training
<p>Summary of Bill:</p> <p>The <i>Primary Social Science Education Reform 2025 Bill</i> aims to combat the inconsistency in the delivery of Humanities and Social Science (HASS) education in primary schools across the state, through addressing the lack of resources, funding, and teacher education available for schools to access. This will be done through the provision of teaching and learning resources, incentives, and curriculum reform.</p>	

South Australia

Primary Social Science Education Reform Bill 2025

A Bill for an Act to reform and support social science education in primary schools; and for related purposes.

The Junior Parliament of South Australia enacts as follows:

Part 1—Preliminary

1—Short Title

This Act may be cited as the *Primary Social Science Education Reform Act 2025*.

2—Commencement

This Act will come into operation on a day to be fixed by proclamation.

3—Interpretation

In this Act, unless the contrary appears—

social science means education provided in schools regarding history, social studies, politics, geography, cultural perspectives and any other relevant topics which relate to society;

non-partisanship means a lack of affiliation to a particular political party and/or political figure;

cultural perspectives means the lived experience and understanding of society and its issues through the lens of different cultures, whether they be ethnic, racial, socio-economic, etc.

Part 2—Reform of the Social Sciences Curriculum

4—Curriculum

- (1) The Department for Education will conduct an in-depth review into the current social sciences curriculum in primary schools, focusing upon its education and student knowledge of
 - (a) civics;
 - (b) politics and parliamentary process;
 - (c) Indigenous Australian history;

- (d) geography;
 - (e) world history; and
 - (f) cultural perspectives.
- (2) The Department for Education will modify and reform the current social sciences curriculum in primary schools, taking into account—
- (a) the requirement of awareness and knowledge of the subjects listed prior;
 - (b) The success of the current curriculum in student's long-standing knowledge of the subjects listed above;
 - (c) the spread of topics throughout primary to high school, ensuring that at no stage topics become too repetitive or too overwhelming;
 - (d) the construction of foundational knowledge in early years; and
 - (e) a focus on non-partisanship in any civics education.
- (3) Schools will be required to implement testing for this new curriculum, focusing on the topics listed above---
- (a) the scores from this testing will not be used by students and instead will provide specific statistics for the success of social sciences education;
 - (b) these tests must be implemented within three (3) years of this Act's implementation.
- (4) A regular review of this curriculum will be conducted every five (5) years, considering test scores and further consultation.

5—Incentives and Penalties

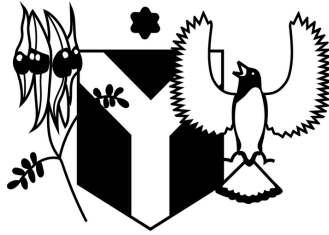
- (1) The social sciences curriculum reform will be made mandatory for all public schools, being monitored via—
- (a) testing; and
 - (b) superintendent review of schools every three (3) to five (5) years, at the discretion of the Minister for Education, Training & Skills.
- (2) A grant, at an amount to be decided by the Minister for Education, Training & Skills, will be provided to public and private schools which implement this curriculum reform within two (2) years.

- (3) Fines, at amounts to be decided by the Minister for Education, Training & Skills, will be provided to schools, including private schools, which do not implement the changes in curriculum within five (5) years of this Act's implementation.
- (4) These fines will be increased for schools every two (2) years that this curriculum has not been implemented.

Part 3—Resources

6—Resources for Teachers

- (1) Public school teachers will be provided with the following resources to teach social sciences:
 - (a) education about the new social sciences curriculum, to be subsidised at a rate determined by the Minister for Education, Training & Skills;
 - (b) free online resources containing—
 - (i) updated materials for each topic outlined in part 2, section 4(1);
 - (ii) lesson outlines;
 - (iii) potential test questions for testing;
 - (iv) services to book in-person or online for social sciences education; and
 - (v) GPA goals which are year-level specific for HASS.
- (2) Additional funding and subsidies will be provided to primary schools with currently limited funding in order to advance the implementation of this curriculum.
- (3) Educational resources for teachers to provide to their students in order to supplement their curriculum.



*11th Session of the
Junior Parliament of South Australia*

Breakout Board (BOBB) Bill 2025

(Human Services & Inclusion Ministry)

A Bill for an Act to provide mental health services for young persons dealing with divorce; and for related purposes.

Ayes	Noes

Evie Beven
*Speaker of the
Junior Parliament*

In the name of His Majesty, I assent this Act.

Her Excellency Charlie Caldwell
Youth Governor of South Australia

*11th Session of the
Junior Parliament of South Australia*

Bill Title:	Breakout Board Bill (BOBB) 2025
Committee:	Human Services and Inclusion
<p>Summary of Bill:</p> <p>The <i>Break Out Board Bill (BOBB) 2025</i> aims to target young people across South Australia struggling with divorce in their family. Around 40-50% of first marriages end in divorce and 60-67% of second marriages end in divorce. This leaves many young people ages 5-18 years old with emotional struggles and questions. The BOBB creates a safe space and dialogue around divorce and its struggles for young people. It implements:</p> <ul style="list-style-type: none">• social groups which build community and support networks, with mental health professionals there to assist anyone; and• a hotline that is available for questions around divorce, mental health and wellbeing, which would also be backed and run by mental health professionals. <p>The BOBB brings the nearly 1 in 4 children in South Australia who are children of divorce together and to know they are not alone.</p>	

South Australia

Breakout Board Bill (BOBB) 2025

A Bill for an Act to provide mental health services for young persons dealing with divorce; and for related purposes; and for related purposes.

The Junior Parliament of South Australia enacts as follows:

Part 1—Preliminary

1—Short Title

This Act may be cited as the *Breakout Board (BOBB) Act 2025*.

2—Commencement

This Act will come into operation on a day to be fixed by proclamation.

3—Interpretation

In this Act, unless the contrary appears—

divorce means the legal court-ordered end of a marriage;

Federal Circuit and Family Court (FCFCOA) means the unified federal court system that handles various federal law matters across Australia including family law;

mental health professionals means allied health professionals and other such professionals defined at the discretion of the Department for Human Services;

young person means a person aged between five (5) and 18 years.

Part 2—Social Media Campaign

4—Social media campaign

A social media campaign concerns young persons mental health regarding divorce will—

- (a) be run by the department of human services and inclusion; and
- (b) will involve content—

- (i) about services, information and resources available for young persons mental health; and
- (ii) how divorce of parents affects a young person's mental health.

Part 3—Support for Young Persons

5—Young Persons Mental health Divorce Hotline

The Young Persons Mental Health Divorce Hotline—

- (a) will be available to five (5) to 18 year olds to assist with—
 - (i) general legal guidance around procedures including the Federal Circuit and Family Court of Australia;
 - (ii) mental health support;
 - (iii) information and education about divorce;
 - (iv) education around services to assist with support; and
- (b) will be staffed by mental health professionals.

6—Social groups

- (1) Social groups will be established throughout the state which will feature—
 - (a) activities appropriate to a group's age demographics;
 - (b) mental health guidance with mental health professionals, at the discretion of the Minister for Human Services;
 - (c) age-appropriate mental health education, at the discretion of the Minister for Human Services.
- (2) Social groups shall be for young persons aged—
 - (a) five (5) to 12 years;
 - (b) 13 to 18 years; or
 - (3) social groups with 13 to 18 year old age demographics will also feature content concerning setting up young persons with services outside of BOBB for when they age out of that social group.



Proceedings Script

First Reading

Speaker

"I call upon the sponsor"

Main Sponsor

"Mr/Madam/Mx Speaker/President, the Honourable <Name>, I move that I have leave to introduce a Bill for an Act to... <long title>."

Speaker

"Is the motion seconded?"

Parliamentarian

"I second the motion."

Speaker

"The question is that the motion be agreed to. All those in favour say 'aye', to the contrary 'no'. I think the ayes have it."

REMEMBER: everyone must vote AYE at this stage!

Clerk

"Order of the day number _____. A Bill for an Act to... <long title>"

This concludes the first reading.

Second Reading

Speaker

"I call upon the sponsor"

Main Sponsor

"Mr/Madam/Mx Speaker/President, the Honourable <Name>, I move that this Bill now be read a second time." (Main Sponsor then delivers a speech of no longer than 3 minutes)

Speaker

"Is the motion seconded?"

Parliamentarian

"I second the motion."

Speaker

"I call upon a refuter"

Main Refuter

"Mr/Madam/Mx Speaker/President, the Honourable <Name>..." (Main Refuter then delivers a speech of no longer than 2 minutes)

The Bill is now open for debate from the remaining members of the Sponsoring and Refuting teams which have not spoken. Once these participants have spoken, the floor is open for debate for others. Each speech should be a maximum of 2 minutes. After multiple rounds of speeches, the Speaker will call for a final speaker from each side, concluding the second reading with a speaker from the sponsoring side.

Speaker

"The question is that this Bill now be read a second time. All those in favour say 'aye', to the contrary 'no'. I think the ayes have it."

REMEMBER: everyone must vote AYE at this stage!

This concludes the second reading.



Third Reading

Main Sponsor

“Mr/Madam/Mx Speaker/President, the Honourable <Name>, I move that this Bill now be read a third time.” (Main Sponsor then delivers a final, brief, summary speech of no more than 2 minutes).

Speaker

“Is the motion seconded?”

Parliamentarian

“I second the motion”

Debate will ensure depending on time constraints and is ended by the Speaker calling upon a final refuter and a final sponsor for their Right of Reply. Ideally these speakers would be from the respective Ministries.

Speaker

“The question is that this Bill now pass. I now yield control of the chamber to the Clerk.”

Clerk

“The question is that this bill now pass. All those in favour say ‘aye’, to the contrary ‘no’.”

Members will say “AYE” or “NO” - THIS IS WHERE YOU VOTE FOR OR AGAINST THE BILL!

“I think the ayes/noes have it.”

Two members from minority

Division!

Clerk

“Division has been called, ring the bells. ”

The bells will be rung and members may move to the back of chamber if they wish to abstain before the bars are closed. Abstentions should be reserved for reasons of great emotional connection or personal conflict associated with the Bill.

Clerk

“Members will now enter the well.”

All Members not abstaining will move into the well (the centre of the chamber).

“The Chamber will now divide. Those in favour of the bill move to the right of the chair, those against to the left. The Chamber will now divide in silence.”

Tellers (Parliamentarians) will count the votes and report their totals to the Clerk.

Clerk

If passed

“The Bill for an Act to <long title> has been passed with ___ ayes and ___ noes. Members may resume their seats.

If rejected:

“The Bill has failed to pass with ___ ayes and ___ noes. Members may resume their seats.”

[illegible]



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