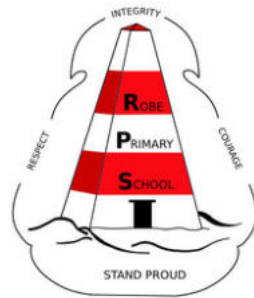


NEWSLETTER

ROBE PRIMARY SCHOOL



IMPORTANT DATES

Friday 30 May

- Little Leaders - Mini Olympics

Monday 2 - Friday 6 June

- Nude Food Week

Friday 6 June

- Assembly - 2:45pm
- Year 1/2/3 Performance

Monday 9 June

- **Public Holiday - King's Birthday**

Friday 13 June

- Little Leaders - Slushie Day \$2

Friday 20 June

- Newsletter Day
- Assembly - 2:45pm
- Year 3/4 Performance

Monday 30 June - Thursday 3 July

- Round Robin Basketball - TBC

Wednesday 2 July

- Semester 1 Reports emailed

Friday 4 July

- Last day of Term 2
- Little Leaders - Sausage Day \$2
- Assembly - 1:45pm
- Tom Wachtel Class Performance
- Early dismissal - 2:15pm

PRINCIPAL - ANNE GRAYSON

Term 2 - full steam ahead. This is the term for Semester One reports which will be sent via email on Wednesday of Week 10.

Our first extended assembly seemed to go quite well. The reception children did a great job with their presentation. Thank you to the big kids that stepped in to support them - much appreciated.

Our annual fete, the BIGGEST fete EVER - raising a whopping \$25 500! What a mammoth effort by all - THANK YOU to all our fabulous P&F members and their partners, husbands, grandparents, visiting friends, community members, anyone and everyone that pitched in, as well as our GC members and every other parent volunteer that helped to make this day a massive success! A special shout out to Kyla and Lashay - and Cassie Bermingham - above and beyond does not even describe the work behind the scenes - especially as it fell in the middle of the holidays and securing volunteers was at an all-time challenge.

SITE LEARNING PLAN - SLP

All educators from our school attended the Big Day Out of Learning on Friday May 16. It was a wonderful day with inspirational presentations by our visionary CEO Martin Westwell, Dr Amy Berry - the creator of the Engagement Continuum, our very own consultant - Shane Crawford, Val Westwell, Kathryn Jordan and Kim Little. Robe Primary School was also under the spotlight, presenting a masterclass on Effective Learners - our chosen area of impact. Our journey so far in implementing our legacy statement of 'Learning to Learn - Learning for Life' was shared with other schools. The presentation was 12 minutes long - see slides below and a glimpse into the work teachers and children are working on in developing.

EFFECTIVE LEARNERS MASTERCLASS

Robe Primary School

Learning to Learn – Learning for Life

Annex 1: Shogun



Learning to Learn – Learning for Life expo



Student: Man...I'm in the pit!
Teacher: Where in the pit?
Student: At the bottom ~ I'm stuck!
Teacher: What's making you 'stuck'?
Student: I can't spell 'magnificent'
Teacher: What strategy could you use?
Student: I could stretch it out and listen to the sounds
Teacher: Great strategy – let me know how you go...
Student: I did it...I got out of the pit! My brain just went ding, ding, ding...
Spencer - 5 Year old

Authentic Kid talk...
building a language to talk
about learning

Student: "Ms Grayson, I was playing hide and seek and saw that they were being mean to ????" ~ I was about to flip my lid (showing hand signals)! I took some deep breaths and calmed myself down then went over to see what was happening...I was able to help my friend - the other kids were being mean..." Charlotte - 8 year old
Teacher: That is amazing – you were able to calm yourself down and then stepped in to support another student – that's being courageous. Bravo!

Where to next...



Aspirational evidence –
increase in our WEC data in
the areas of emotional
well-being, engagement &
learning readiness



You don't have to be
great to start but
you have to start to
be great!

Zig Ziglar

Effective learners are our main area of impact and our integrated work with the engagement continuum, the learning pit and brain science will help build and strengthen a sustainable shift in how we think about learning at Robe Primary School.

A major part of our journey to our destination is teachers embracing the idea of themselves as learners – authentically living and breathing the adage of – a lifelong learner. Our role as educators is to partner with kids to help develop understanding about their agency in learning and in life.

This remains a significant area of impact for us. We have also shifted our area of impact from Learner Agency to Effective Learners to align with our work with the Engagement Continuum, the Learning Pit and Brain Science.



EFFECTIVE LEARNERS

Education must develop children and young people who can learn, not only when they are being taught. At preschool and school and throughout their lives, learners need to develop the skills to be effective learners so that they can make the most of future opportunities and respond to changes in their worlds.

Curiosity - Learners ask questions to 'get to the bottom of it' and are less accepting of received wisdom until it is evidenced.

Creativity - Learners think 'outside the box', take chances, use imagination and intuition and are receptive to hunches and inklings.

Meaning making - Learners make connections between past information and/or experiences and new knowledge.

Strategic awareness - Learners know what to do when they don't know what to do.

Metacognition and self-regulation - Learners who can stop and think about what's needed to best achieve the task in front of them. Learners are able to understand and manage their behaviour and reactions to their environment.

Shane Crawford – our working consultant attended our site last Monday and worked in most of the classrooms alongside teachers and children. The focus of Shane's visit was to support our teachers to facilitate conversation about learning with the language of the engagement continuum and the learning pit. The students shared their thinking about engagement and what it feels like to be in the pit and strategies to nudge them forward in their learning. Dispositions was also a topic of conversation and children shared how being persistent and resourceful helped them through their learning tasks.



Shane also led our staff meeting in the afternoon, diving deeper into our area of impact – effective learners. He reminded us all that it starts with us. We need to be learners and embrace the idea of us as educators checking in on our own engagement, to be aware of when we are in the learning pit and what strategies support us to move through the challenge and develop new knowledge and skills. What dispositions do we need to embody and model as learners that help us to be active and engaged in our own professional learning journeys? After all – the legacy statement of 'Learning for Life – Learning to Learn' will only be made visible and be sustainable if we strengthen the partnership between home and school and between educators and the kids in our care. Food for thought... together stronger.



OUT & ABOUT

All our kids attended a visit to our school by representatives of the Sri Chinmoy Oneness-Home Peace Run which is a global torch relay that offers everyone in the world a chance to express their longing for peace. Since its founding in 1987, the Run has visited almost every country on earth – over 150 nations and territories – and touched the lives of millions of people.



Year 5/6

Students working in pairs to construct complex sentences using coordinating conjunctions – harder than it looks! Explicit instruction in grammar support kids to more flexible and intentional when composing a variety of texts.



Year 3/4

Students working in small groups to solve open-ended mathematical questions. Open ended tasks are often called ‘low floor-high ceiling’ tasks which are accessible to all learners, regardless of their skill level, yet also offer opportunities for students to engage in deeper exploration and higher-level thinking. They are designed to be engaging and accessible for everyone while allowing for different levels of challenge.

Year 1/2/3

Students in Year1/2/3 were actively engaged in designing their own biscuit based on a variety of materials and ingredients. They then got to work actually applying their design to create some very colourful and wondrous biscuit creations! I was told they were very yummy!!



Reception

Our Reception children were the first ones to present for this year at our fortnight assembly. They presented their ideas and their model of the learning pit to students and families and talked about how they might feel and what they might do at each stage of the pit.

Script below is an authentic conversation with Spencer Obst – 5 years old - about being in the learning pit – scribed in week 8 of Term 1:

Spencer: Man...I'm in the pit!

Teacher: Where in the pit?

Spencer: At the bottom – I'm stuck!

Teacher: What's making you 'stuck'?

Spencer: I can't spell 'magnificent'

Teacher: What strategy could you use?

Spencer: I could stretch it out and listen to the sounds

Teacher: Great strategy – let me know how you go...

Spencer: I did it...I got out of the pit! My brain just went ding, ding, ding...



MILLCENT GALA DAY

A great day was had by all. A huge thank you to Tom Wachtel for his organisation during the holidays and as the senior football coach for this day. Thank you also to the parents/carers who volunteered their time to transport their kids, coach and umpire the teams. Much appreciated.

BUS SAFE SESSIONS

BusSAFE is an initiative of the bus industry: they deliver bus safety education sessions to schools across South Australia, Queensland and Tasmania.

BusSAFE teaches children how their behaviour directly impacts their safety in and around buses.

BusSAFE visited our school on Wednesday 7th of May to deliver a session to our Year 3-6 students, and again on Thursday 8th of May for our Reception to Year 2 students. Brenton, who led the sessions, was fantastic and engaging, and the children thoroughly enjoyed them.



WHOLE SCHOOL CAMP – WOODHOUSE ADVENTURE PARK

This year we will be attending our whole school camp at Woodhouse Adventure Park – we are all very excited as it should be an amazing experience for all our kids. The challenge is that currently the cost is \$340 per child! Wow!!!! – I hear you say...That said, staff have discussed ways to decrease this amount to \$250 max – per child – cheaper if at all possible. The following ideas have been decided upon by staff:

- Wood raffle
- Year 5/6 car wash
- Class bake sale at a football/netball home game – week 9, Robe Vs Kalangadoo. Children will be expected to volunteer a little of their time on this day to help sell the goods – all funds raised will go to our camp.
- Use % of Lions Club donation
- ...and anything else we can think of!

If our parent/carer community has any further suggestions on how we can decrease the cost to families we are very much open to any ideas.

WORKING BEE POSTPONED

Cancelled until further notice – thanks Casey and James as well as Geoff and Justine for volunteering. We'll put out a new date soon – watch this space. I appreciate that this is time taking you away from your own busy schedules but please know it is really all for the kids in our care – your kids and every bit of help is sincerely appreciated.

THANK YOU

VOLUNTEERS WEEK

National Volunteer Week 2025 runs from 19 to 25 May 2025. This year we are celebrating the power of volunteering to bring people together with the theme 'Connecting Communities'. Let's take a moment and acknowledge the spirit of connection and the incredible impact our local volunteers have in building and contributing to our inclusive and thriving school community. Your valuable time and effort is sincerely appreciated.

SIMULTANEOUS STORYTIME

National Simultaneous Storytime is an opportunity for children and adults to listen to the same book read to them at the same time right across Australia. Last year 2.3 million people participated. "Now in its 25th successful year, it is a colourful, vibrant, fun event that aims to promote the value of reading and literacy, using an Australian children's book that explores age-appropriate themes, and addresses key learning areas of the National Curriculum for Foundation to Year 6." *Australian Library and Information Association*



On Wednesday, the 21st of May at 12pm, Leonie Peel from the Robe Library and Visitor Information Centre read this year's book, *The Truck Cat* written and illustrated by Deborah Frenkel and Danny Snell, to the Reception to Year 4 students at Robe Primary School.



Leonie is passionate about making connections between the Robe Library and Visitor Information Centre and Robe Primary School. She has organised a colouring-in competition for each class related to Simultaneous Storytime with a \$20 voucher from Collins Booksellers in Mount Gambier for the winner in each class. Children will complete this colouring over the coming week and completed colouring pages will be on display at the public library.



CROSS COUNTRY

On Friday 9th May, some students from Robe Primary School participated in Cross Country in Naracoorte. There were lots of different schools that represented the Lower South East, Mid South East and Upper South East regions.

There were three tracks: the first was blue, which was 1300m and for the 8 and 9 year olds, the red track was 1800m for the 10 year old age group. The yellow track was the longest of all at 2500m, with a 1km sand straight mid way along the course. This track was for the 11 and 12 year olds. It was a hard race for everyone, but was definitely a day of fun. Congratulations to everyone who participated.

A special congratulations to Fred, Max, Harry and Lydia for making it to the Cross Country state championships at Oakbank on 5th June. These students came in the top 6 of the Mid South East region within their age division. We wish them all good luck.

By Harry, Fred & Max



BASKETBALL SESSIONS

Each year in preparation for Millicent Round Robin Basketball in Week 10, we host basketball clinics for all RPS students to hone their basketball skills before playing a game. We were successful in receiving a Sporting School Grant for Term 2 to enable Amy Beckett (coach) from Millicent Magic to run the sessions. Any reminding funds will be used to buy new basketball equipment. The clinics are each Wednesday and run for 30-45mins per class. They started in Week 3 and will continue till Week 6. This also aligns with our learning in PE around invasion games. Invasion games are team sports where the aim is to invade the other teams' space to score. Some invasion games include basketball, football, netball, hockey and soccer. The kids have thoroughly enjoyed the sessions so far and are looking forward to participating in Millicent in Week 10.

MOORAKYNE HOUSE VISIT

On Monday this week, Marg Ferguson invited the Year 5/6 class to have a tour of Moorakyne House. We split our class into two groups - the first group had a tour inside of the house while the second group had a tour in the garden before swapping over.

We learnt about the history of the house and the old family that lived there. Moorakyne House was first built in 1856 by a man named George Ormerod. The flooring was the same from when the house was first built and so were the windows. In one room of the house, there were signatures etched into the window panes from the kids that lived there. One of the signatures was George Ormerod's son, whose name was also George. He included a date in his etching, which was the day before they moved out of the house.

Moorakyne House was spectacular. It had lots of old artifacts that Marg stored around the home that she had found when renovating the house, such as old vintage bottles, corks and fragments of old China plates. She also had on display two books of drawings that were by George's eldest daughter.

The house was built on a lovely block of land and the garden was like no other garden I have ever seen; with its divine flowers and lush green grass. It had big, bulging trees which were purely green. The garden had lots of decorative things such as a little pond, some statues, sculptures and decorative gates with vines twisted all around the.

We want to thank Marg for opening her home up to us. We really enjoyed it.

By Harper & Scarlett



SAPSASA SWIMMING

Hi, my name is Ethan I tried out for SAPSASA swimming, I only made it into 2 strokes. I had lots of fun and got to go to Adelaide. When I swam my races I came forth in one of them. It was fun.

Hi, my name is Adele and I'm in year 4. I went to SAPSASA swimming. It was a great experience and I really loved it. First I had to go to Penola for try outs. I tried out for breaststroke, backstroke and freestyle and I made it for all of them and I had to go to Adelaide. I didn't win anything and that is ok, at least I had fun. My whole team came second and this is a memory I will always remember.

My name is Lydia and I went to SAPASA swimming. I did backstroke, freestyle and the freestyle relay. It was fun because we got to verse other people and go to other places to try out. We got to meet different people.

Hi, my name is Harry, I did freestyle, backstroke and the freestyle relay at SAPSASA swimming. I came 4th in freestyle and backstroke and then we came fist in the relay. I really enjoyed the relay, it was more fun because I got to do it with my friends. I haven't done a lot of swimming before, but I gave it a shot, and I really enjoyed it.



WALKING THE SEASONS

On 22nd May, we went on our second excursion called Walking the seasons with the Kingston year six students to Robe's Fresh Water Lake. The excursion was hosted by Mel from the Landscape Board and Uncle Doug who is an Aboriginal Elder. We have six visits there over the year.

The first thing we did once we got there was crowd around Uncle Doug's mats and did a welcome/peace circle and then split off into two groups. Uncle Doug's group talked about the wetlands and what indigenous people noticed about their environment at this particular time of the year. He showed us some emu eggs and we then went off into the scrub where we built our own emu nest. We gathered sticks and leaves to make a circular nest and put leaves into the middle to make it nice and comfy. We took lots of photos in the emu nest before going back to the mats to attempt to make fire with friction from rubbing two sticks together. Nobody started a fire, but we did make a little bit of smoke.

We then had a short break before going with Mel to have another chat about Walking the Seasons. We talked about how the indigenous seasons are different from a Western calendar. There are six indigenous seasons throughout the year in the South East which change based on changes in the environment and not a date on a calendar. After we talked, we headed off for a walk around the lake. We saw lots of different plants and berries. One of the plants we saw was called Old Man's Beard and Bridal Creeper. We walked for around an hour and fifteen minutes and saw a copperhead snake in a tree. The snake slithered away, but not before Mel could get a photo.

Overall, the Walking the Seasons experience was extremely fun and cool, and we are excited to go again next time.

By Amelie, Mali and Edie.



NATIONAL RECONCILIATION WEEK

National Reconciliation Week (NRW) is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia. The National Reconciliation Week (NRW) 2025 theme, Bridging Now to Next, reflects the ongoing connection between past, present and future.

Bridging Now to Next calls on all Australians to step forward together, to look ahead and continue the push forward as past lessons guide us. In the #NRW2025 theme artwork created by Kalkadoon woman Bree Buttenshaw, native plants – which are known for regenerating after fire and thriving through adversity – symbolise our collective strength and the possibilities of renewal. This is a time for growth, reflection, and commitment to walking together.

Australia's history of reconciliation is not a linear one, we have made great strides and experienced disappointing setbacks. Twenty-five years ago, Corroboree 2000 brought together Aboriginal and Torres Strait Islander and non-Indigenous leaders in a historic call for reconciliation. We continue that work in 2025, inviting all Australians to join us in Bridging Now to Next – building a more united and respectful nation.

What is National Reconciliation Week?

The dates for NRW remain the same each year; 27 May to 3 June. These dates commemorate two significant milestones in the reconciliation journey – the successful 1967 referendum, and the High Court Mabo decision respectively.

Reconciliation must live in the hearts, minds and actions of all Australians as we move forward, creating a nation strengthened by respectful relationships between the wider Australian community, and Aboriginal and Torres Strait Islander peoples.

We all have a role to play when it comes to reconciliation, and in playing our part we collectively build relationships and communities that value Aboriginal and Torres Strait Islander peoples, histories, cultures, and futures.

A brief history

National Reconciliation Week (NRW) started as the Week of Prayer for Reconciliation in 1993 (the International Year of the World's Indigenous Peoples) and was supported by Australia's major faith communities.

In 1996, the Council for Aboriginal Reconciliation launched Australia's first National Reconciliation Week. In 2001, Reconciliation Australia was established to continue to provide national leadership on reconciliation.

In the same year, approximately 300,000 people walked across Sydney Harbour Bridge as part of National Reconciliation Week-and subsequently across bridges in cities and towns-to show their support for reconciliation.

Today, National Reconciliation Week is celebrated in workplaces, schools and early learning services, community organisations and groups, and by individuals Australia-wide.



Source: <https://www.reconciliation.org.au/our-work/national-reconciliation-week/>

NEURODIVERSITY DAY AT ROBE PRIMARY SCHOOL: CELEBRATING EVERY KIND OF MIND

On May 2, Robe Primary School came together to celebrate Neurodiversity Day—a meaningful occasion to help us better understand and appreciate the many different ways people think, learn, and experience the world.

The morning began in classrooms across the school, where students spent time learning about what diversity means. They explored the idea that we all have different strengths and challenges, and discussed strategies that help individuals learn and thrive in their own unique ways. These thoughtful conversations helped students build empathy and gain a deeper understanding of how our brains work differently—and why that's something to value and support.

To bring this learning to life, every student created a unique bracelet, each one representing their individuality and the incredible diversity among our school community. For lunch, all classes ate together, giving students and staff the chance to connect, reflect, and enjoy time together as a united and inclusive school community.

While May 2 was a special day, we know that neurodiversity isn't about just one day and we are committed to fostering a school environment that is welcoming, safe, and inclusive for all our students, every day of the year. Thank you to all the staff, students, and families who helped make Neurodiversity Day such a meaningful celebration!



WALK SAFELY TO SCHOOL DAY

On Friday, May 23, Robe Primary held Walk Safely to School Day. It was a beautiful, sunny morning, and it was lovely to see so many students chatting and enjoying the walk together.

We had a great turnout, and it was fantastic to see our school community come together to promote healthy habits and road safety. A big thank you to all the parents who joined in and helped make the morning such a success!



TERM 2 2025 LITTLE LEADERS CALENDAR



Friday
30/05/25
week 5

MINI OLYMPICS

Friday
13/06/25
week 7

SLUSHIE DAY
\$2

Friday
04/07/25
week 10

SAUSAGE DAY
\$2

the Carly Ryan foundation. APP FACTS

TIK TOK

(Previously Musical.ly)



TikTok is a social media platform for creating, sharing and discovering short-form videos. Every day, millions of people use TikTok as an outlet to express themselves through singing, dancing, comedy, and lip-syncing. The app celebrates creativity, where users can upload and view short-form videos, embellished with elements from a vast library of music, filters and effects, and shared across the TikTok community.

TikTok's powerful algorithm personalises content for each user by analysing viewing habits and engagement patterns. This sophisticated technology curates a 'For you' page for each user that aligns with individual preferences and interests, designed to prolong time on the app.

Here are five main reasons teens use TikTok

- Entertainment and Creative Expression - participating in challenges, and engaging with entertaining content.
Challenge: Excessive use for entertainment may impact productivity, sleep, and other offline activities.
- Social Connection and Trends - Teens Connect with friends, follow trends, and share content with a global audience.
Challenge: The pressure to conform to trends can lead to unhealthy behaviors or inappropriate challenges.
- Self-Expression Teens use TikTok to express their personality, talents, and potentially gain recognition or fame.
Challenge: The pursuit of online popularity may impact self-esteem, leading to comparison and potential mental health issues.
- Learning and Skill Development from dance moves to DIY projects.
Challenge: The potential for misinformation or unsafe content within instructional videos can pose risks.
- Short-Form Video Creation fosters a sense of accomplishment and creativity.
Challenge: The emphasis on appearance and performance may contribute to body image concerns and self-esteem issues.

Understanding these reasons and challenges can help guide discussions around responsible TikTok use, encouraging digital literacy and healthy online behaviours among teens

TikTok poses several challenges to teens. Addressing them requires a combination of awareness, communication, and the fostering of digital literacy.

Privacy Concerns:

Challenge: TikTok's open nature can expose teens to privacy risks, including the potential sharing of sensitive information.

Solution: Educate teens about privacy settings, encourage the use of private accounts, and guide them on what information is safe to share online.

Cyberbullying:

Challenge: The platform's interactive nature can lead to cyberbullying, with users leaving hurtful comments or engaging in online harassment.

Solution: Promote open communication with teens about their online experiences, encourage reporting of bullying, and guide them on effective blocking and reporting tools.

Inappropriate Content Exposure:

Challenge: Teens may come across age-inappropriate or explicit content on TikTok.

Solution: Discuss the importance of setting age-appropriate content filters, using TikTok's Digital Wellbeing features, and encouraging responsible content consumption.

Time Management and Addiction:

Challenge: The addictive nature of short-form content can lead to excessive screen time and potential negative impacts on mental health and well-being.

Solution: Set healthy screen time limits, encourage a balance between online and offline activities, and discuss the importance of self-regulation.

Pressure to Conform and Body Image Issues:

Challenge: The platform's focus on appearance and trends may contribute to pressure to conform and body image concerns.

Solution: Foster a positive body image by discussing media literacy, promoting diverse content, and emphasizing the value of authenticity over conformity.

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TIK TOK

(Previously Musical.ly)



TikTok has faced scrutiny and concerns regarding its data collection practices and privacy policies. The platform collects a significant amount of user data for various purposes, including personalisation, ad targeting, and platform improvement. Users concerned about privacy should review TikTok's Terms of Service and Privacy Policy and make informed decisions about their use of the platform and the data they share.

TikTok's Terms of Service outline the information TikTok collects and how it is used. Here's a summary:

Information You Provide such as your username, password, email address, phone number, date of birth, and profile picture. TikTok uses this information to create and manage your account, communicate with you, and provide personalised features.

Content You Generate like videos, comments, messages, and other content you create.

Information TikTok Collects Automatically about your device, usage patterns, and interactions with the platform. This includes your IP address, device type, operating system, unique device identifiers, location data, and usage data.

Information from Third Parties TikTok may also receive information about you from third-party services, such as social media platforms, if you choose to link your account with those services.

Cookies and Similar Technologies collect information about your interactions with the platform and to provide personalised features and advertisements.

TikTok states that it uses this information for purposes such as improving the platform, delivering personalised content and ads, and ensuring the security of the platform.

How Do I Delete My TikTok Account?

- Open the TikTok app and login.
- Tap on the person icon at the lower right of your screen to open your profile.
- Click on the three dots located in the upper right corner.
- Click on 'Privacy and Settings'.
- Click on 'Manage my Account'.
- Add a phone number if you haven't already.
- A verified phone number is a requirement for removing your TikTok account.
- Scroll to the bottom of the page where it says 'Thinking about removing your account?' Tap it.

- Tap 'Send Code'.
- Wait for the code to be sent.
- Enter the 4-digit code within 60 seconds of it being sent to you. Then hit continue.
- Read over the implications of removing your account. Hit continue if you agree with the terms.
- Hit 'Delete Account'. You'll be logged out and your account will be deleted.

How Do I Block a TikTok Account?

- Open the TikTok app and login.
- Tap on the magnifying glass.
- Search for the user you want to block.
- Tap their name or photo.
- Tap on the ... icon.
- Tap 'Block'.

How Do I Report a TikTok Account?

- Open the TikTok app and login.
- Tap on the magnifying glass.
- Search for the user you want to block.
- Tap their name or photo.
- Tap on the ... icon.
- Tap 'Report' and fill out the user report.

More App Fact Sheets available from the Carly Ryan Foundation. info@carlyryanfoundation.com

For additional support or to report inappropriate contact go to accce.gov.au or esafety.gov.au

Term 2 2025 (10 weeks)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|---|--|-----------------------------------|---|--|
| 1 | 28-Apr TERM 2 STARTS | 29-Apr | 30-Apr | 01-May | 02-May NEURODIVERSITY DAY |
| 2 | 05-May | 06-May | 07-May | 08-May MOTHERS DAY STALL-9AM | 09-May CROSS COUNTRY- NARACOORTE 'DO IT FOR DOLLY' DAY -WEAR BLUE- (gold coin donation) ASSEMBLY 2:45PM -Reception Performance- |
| 3 | 12-May | 13-May | 14-May | 15-May | 16-May PUPIL FREE DAY |
| 4 | 19-May | 20-May PARENT WORKSHOP Early Reading Support 9-10AM (Rec/year 1 parents) | 21-May | 22-May WALKING THE SEASONS EXCURSION Year 5/6 | 23-May NEWSLETTER  ASSEMBLY 2:45PM -Year 5/6 Performance- Walk Safely to School Day |
| 5 | 26-May | 27-May | 28-May | 29-May | 30-May LITTLE LEADERS MINI OLYMPICS |
| 6 | 02-Jun NUDE FOOD WEEK → | 03-Jun | 04-Jun | 05-Jun | 06-Jun ASSEMBLY 2:45PM -Year 1/2/3 Performance- |
| 7 | 09-Jun PUBLIC HOLIDAY King's Birthday | 10-Jun | 11-Jun | 12-Jun | 13-Jun LITTLE LEADERS SLUSHIE DAY \$2 |
| 8 | 16-Jun | 17-Jun | 18-Jun | 19-Jun WALKING THE SEASONS EXCURSION Year 5/6 | 20-Jun NEWSLETTER  ASSEMBLY 2:45PM -Year 3/4 Performance- |
| 9 | 23-Jun | 24-Jun | 25-Jun | 26-Jun | 27-Jun |
| 10 | 30-Jun ROUND ROBIN BASKETBALL Days TBC → | 01-Jul | 02-Jul REPORTS EMAILED HOME | 03-Jul → | 04-Jul LITTLE LEADERS SAUSAGE DAY \$2 LAST DAY TERM 2 ASSEMBLY 1:45PM -Performance Tom Wachtel- EARLY DISMISSAL 2:15PM |