



VICTORIA AVENUE PUBLIC SCHOOL

Include • Inspire • Innovate

SCHOOL NEWSLETTER • 22 MARCH 2024 • TERM 1 WEEK 8

IMPORTANT DATES

TERM 1

Week 9

Monday 25 March

Gymnastics K – 6

Parent Teacher Interviews

Tuesday 26 March

2:15 K-2 Assembly – Flying Foxes

Parent Teacher Interviews

Wednesday 27 March

Parent Teacher Interviews

Thursday 28 March

2pm Easter Hat Parade

Friday 29 March

Public Holiday - Good Friday

Week 10

Monday 1 April

Public Holiday – Easter Monday

Tuesday 2 April

2:15 3-6 Assembly – Owls

National Ride to School Day

It is wonderful to see so many students ride to school each day wearing their helmet. Victoria Avenue Public School are excited to be celebrating National Ride2School Day on Friday 22 March 2024. National Ride2School Day is the perfect opportunity to kick-start new healthy habits and promote the many benefits of active travel. We encourage all students and their families to leave the car at home and give riding, walking or scooting to school a go.

You may like to brush up on the rules when riding on the footpath or shared path:

<https://www.nsw.gov.au/driving-boating-and-transport/roads-safety-and-rules/bicycle-safety-and-rules/cyclist-road-rules#toc-shared-paths-and-footpaths>



Easter Hat Parade

Our Easter Hat Parade is being held on Thursday 28 March April at 2:15. Classes in K – 2 will parade their extravagant hats to 3 -6 students and parents.

Harmony Day – Thursday 21 March

Harmony Week is a time to celebrate Australian multiculturalism, and the successful integration of migrants into our community. Australia is one of the most successful multicultural countries in the world and we should celebrate this and work to maintain it. The message of Harmony Week is 'Everyone Belongs'. It is about inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values. Students wore orange or national dress to celebrate our diversity.



Parent/Teacher Interviews

School interviews will be held in Week 9 from Monday 25 March until Wednesday 27 March. The school interview booking site will open on Wednesday 13 March at 8:30 am and will close at 3:00 pm on Friday 22 March. Information on how to make your parent teacher interview appointment will be sent out on Monday 11 March.

Year 7 2025 High School Enrolment Information

To enrol your child in Year 7 for 2025, you will need to complete an Expression of Interest for Year 6 to Year 7 transition. The Expression of Interest (EOI) lets you indicate which school(s) you would like your child to attend in Year 7. The EOI process will be available online from Wednesday 6 March and will close on Thursday 4 April 2024. The EOI can be found via the school's website under the enrolment tab <https://year7.enrol.education.nsw.gov.au/?schoolCode=4655>

Positive School Attendance

Regular attendance at school is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

Parents and Carers can help foster positive attendance habits by:

- helping their child learn the importance of punctuality and routine
- ensuring their child arrives on time from the start of the school day, ready to participate in learning
- reducing disruption to learning where possible, by planning any necessary appointments outside of school time
- promptly communicating any absence to the school (within 7 days of the first day of any absence)
- working with the school to encourage and support regular attendance.

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstances e.g. attending a funeral.

Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence. Where an explanation has not been received within the 7-day timeframe, the school will record the absence as unjustified on the student's record. For further information you can read this brochure from the NSW Department of Education.

Please remember students are encouraged to be *In the Gate by Half-Past 8 – Attendance Matters*

Late Drop off and Early Pick Up

If you are picking up your child early, you must go to the school office and sign them out. If a student is late coming to school, you must sign them in at the front office before they go to class. Students cannot sign themselves in or out of school. Please try to avoid collecting children during our break times. Should this be unavoidable please allow enough time for us to locate them within our grounds.

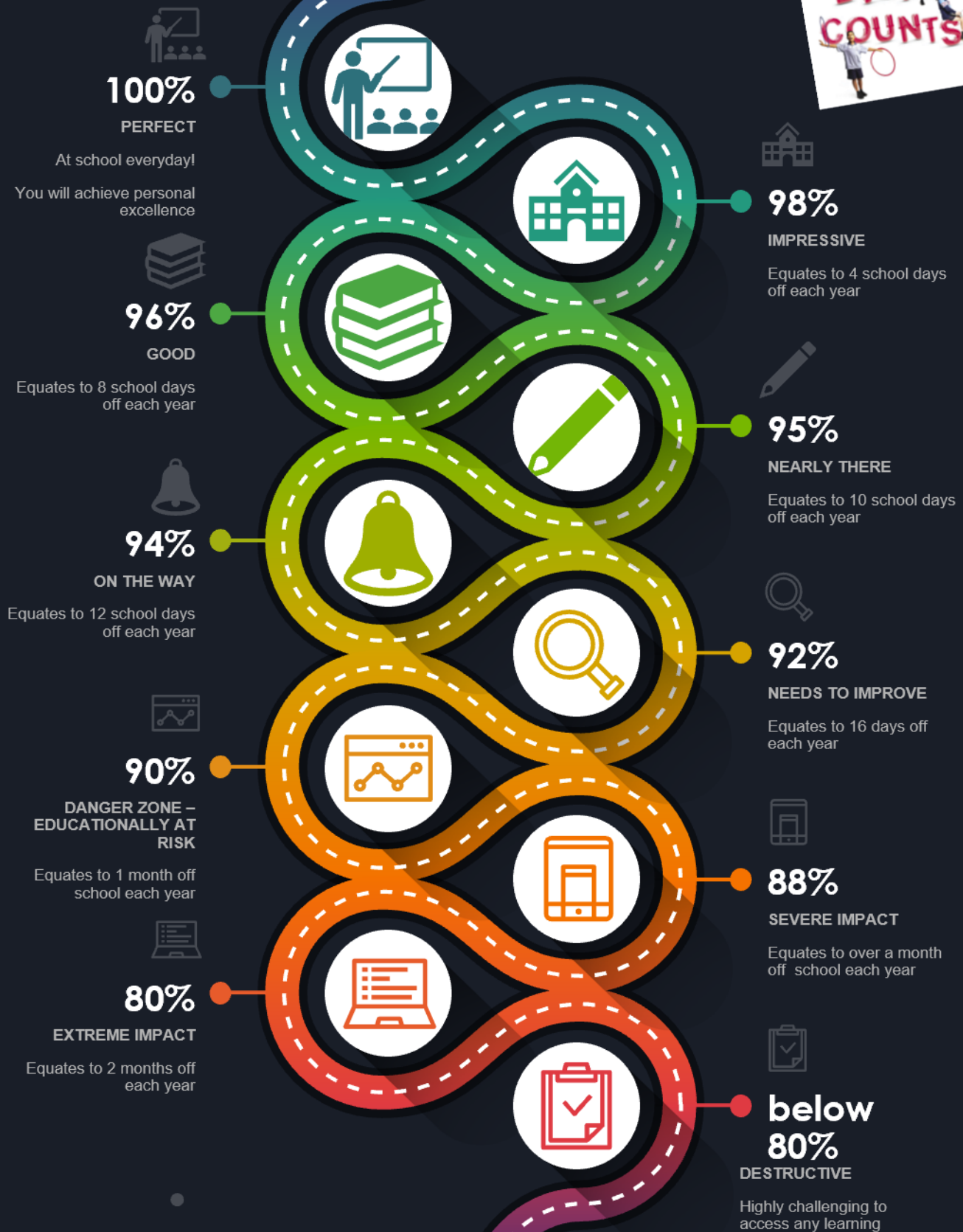
Allergies

Anaphylaxis is a potentially life threatening, severe allergic reaction which occurs after exposure to an allergen (usually to foods, insects or medicines), to which a person is already extremely sensitive. We have a number of students at Victoria Avenue Public School with anaphylaxis and similar allergic conditions and our staff undertake face-to-face and online training in providing an emergency response to this condition. The parents of our anaphylactic and allergic students work hard to educate their children about the risks of sharing food, as do our teachers. As this is a potentially life-threatening condition, we ask that you please consider these students before sending high-risk products such as peanut butter, Nutella and seafood in school lunchboxes. Please talk to your child about the potential risks of sharing food and ask them to wash their hands after eating any nut-based or seafood products. Thank you for your understanding, our anaphylactic children and their families appreciate your support.

Have a wonderful fortnight.

Elisa Baker
Principal

Attendance Road Map



Based on 195 learning days per year

Victoria Avenue Medical Procedures

Prescribed Medication:

When a medical practitioner has prescribed medication that must be administered during the school day, parents/carers must:

- notify the school
- provide up to date information as required
- supply the medication and any 'consumables' necessary for its administration in a timely way
- complete the Victoria Avenue Public School Medical Permission Note (please see the office for a copy of this note).

The administration of prescribed medication in schools is carried out by staff who volunteer and who are trained. Students must not carry medication unless there is a written agreement between the school and the student's parents/carers.

Individual Health Care Plans:

An individual health care plan must be developed for:

- severe asthma, type 1 diabetes, epilepsy and anaphylaxis
- any student who is diagnosed as having a condition that may require an emergency response
- any student who requires the administration of health care procedures

If your child has any health conditions and does not already have an existing individual health care plan, please contact the office to collect the required forms.

If your child has an adrenaline auto injector (EpiPen) prescribed by a medical practitioner, an Action Plan for Anaphylaxis must be completed. If the school does not have a current, Action Plan for Anaphylaxis please have your child's doctor complete one immediately.

If your child has allergic reactions where no adrenaline autoinjector is prescribed by a medical practitioner, an Action Plan For Allergic Reactions must be completed. If the school does not have a current Action Plan for Allergic Reactions please have your child's doctor complete one immediately.

If your child has been prescribed by a medical practitioner as having asthma, an Asthma Action Plan is required. If the school does not have a current Asthma Action Plan please have your child's doctor complete one immediately.

Dropping Off and Picking Up students

A 'Kiss and Ride Zone' or 'Drop-off and Pick-up' area utilises existing 'No Parking' zones around schools. In these areas, drivers may stop to drop off or pick up children, however No Parking rules apply:

- Maximum stop time is 2 minutes
- Driver must remain in or within 3 metres of the vehicle
- Vehicle must not be left unattended

Additional safety tips for school zones:

- Always drop-off or pick-up your child from the designated area, following the school's procedures
- Make sure children use the footpath-side door when getting in and out of a car
- Make sure the hand brake is applied when the vehicle is stationary
- Never double park
- Never park across a pedestrian crossing
- Never undertake a U-turn in close proximity to the school.

Safety Tips for Students:

- Stay buckled up until the vehicle has stopped in the 'Drop-off and Pick-up' area
- Make sure your school bag and other items are in a safe position, e.g. on the floor
- Be ready to get out of the car with your belongings when the car has stopped and you have unbuckled your seatbelt
- Always get in and out of the backseat of the vehicle through the safety door - the rear footpath-side door.

No Stopping



What does it mean? You cannot stop in this area FOR ANY REASON (including queuing or waiting for space).

Why is it there? Keeps clear sight lines between drivers and children/pedestrians.

Penalty \$330 + 2 Demerit Points (School Zone)

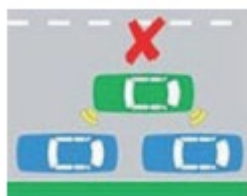
No Parking



What does it mean? You can stop in a NO PARKING zone for a maximum of two minutes to drop off and pick up passengers. If no spaces are available, you cannot queue on the road way or in any other zones while waiting for a space. You will need to drive away and park elsewhere, only returning when there is space to pull up. You must stay within three metres of your vehicle at all times.

Why is it there? To provide a safe place for children/pedestrian set down and pick up.

Double Parking



You must not stop on the road adjacent to another vehicle at any time even to drop off or pick up passengers.

Why is it there? Double parking forces other cars to go around you causing traffic congestion and reduces the view of drivers and children crossing the road.

Penalty \$330 Demerit points (School Zone)

Restorative Practices

Restorative Practices form the relational basis for Quality Teaching and Learning. Our Restorative Practice Framework, because of its explicit nature, offers a common language and practice capable of fostering healthy relationships. Student achievement is enhanced through Restorative values being embedded as a way of being and learning together. Our approach fosters individual responsibility and helps develop empathy. Inappropriate behaviour or choices and mistakes can be viewed as an opportunity for insight, learning and development in both the academic and social domains.

The explicit framework is inextricably linked to the Quality Teaching Framework and includes the following sets of questions to be asked by children, teachers and parents.

When Things Go Wrong.... When Someone Has Been Hurt

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you may do to make things right?
- What did you think when you realised what happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The process is empowering as it takes students from the past to the present and gives them hope for the future. It empowers them to make things right and heal any harm that has been done. A restorative classroom setting is one that values dialogue through an inclusive approach where everyone expects to be heard and through this participatory process, students develop the capacity to learn that emotions are an important and legitimate expression of healthy dialogue. This process helps students to deal with conflict, tensions and difference in respectful ways that engender trust and foster healthy relationships.

Our Help Increase the Peace (HIP) Keys

Our school values incorporate the 'Help Increase the Peace Keys' to promote a harmonious, nurturing, and challenging living and learning environment.

The HIP program offers a whole school approach to building relationships through communication, co-operation, trust building and conflict resolution.

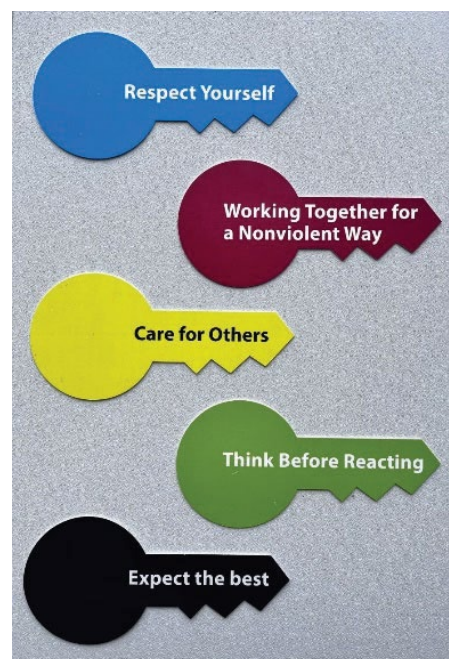
YELLOW KEY Care for Others

GREEN KEY Think Before Reacting

BLUE KEY Respect Yourself

RED KEY Work Together for a Non-Violent Way

BLACK KEY Expect the Best

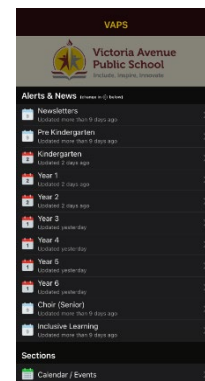


Parent Communication

We use a variety of platforms to communicate information about upcoming events and highlight the great things that happen at Victoria Avenue Public School.

School Enews App

Important notifications are posted and emailed on the School Enews App. School Enews is a free app available for all mobile devices. Just download the app from the App Store or Play Store by searching for Victoria Avenue Public School. Please ensure that push notifications alerts are turned on so that you can receive information as soon as it is distributed.



School Website

Our school website is updated frequently. Our school website is <https://victoriaav-p.schools.nsw.gov.au>



Victoria Avenue Public School

Include, Inspire, Innovate

T: 02 9743 1352

E: victoriaav-p.school@det.nsw.edu.au

[MAKE A PAYMENT](#) [ENROLMENT](#) [NEWS](#) [EVENTS](#) [GALLERY](#)

[About our school](#)

[Supporting our students](#)

[Learning at our school](#)

[Parents and citizens association](#)

[Newsletters, Notes and Sentral](#)

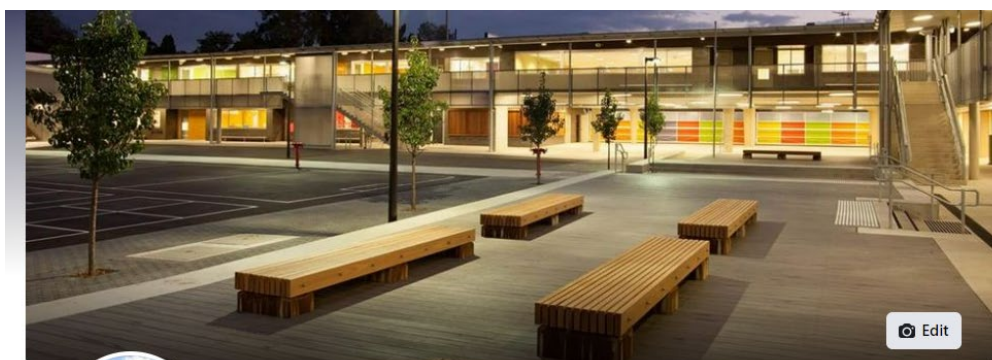
[Extracurricular Activities](#)

[Contact us](#)



Facebook

Victoria Avenue Public School has its own Facebook page where we celebrate student achievements. Parents are unable to post any news items but can comment on reports and photos. The page is designed to keep the community up to date regarding all the wonderful things that happen at Victoria Avenue Public School.



Victoria Avenue Public School

Create @Username · Elementary School

[Edit](#) [Send Message](#)

[Home](#) [Services](#) [Photos](#) [Videos](#) [More](#)

[Promote](#)



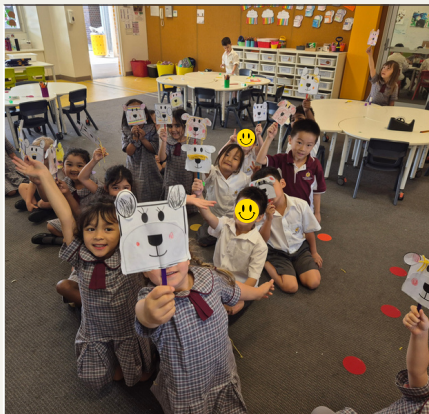
KINDY TURTLES

Term 1, Week 8



This fortnight we have been learning about character. We read Pig the Pug stories and made our own puppy puppet. We used adjectives to describe our puppies.

In mathematics we have been learning about different types of measurement. We compared the weight of our lunchboxes and drink bottles and described them as heavier than and lighter than.

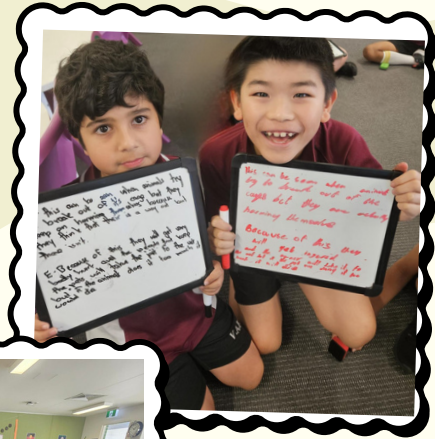


Sea Eagles (Year 3 and Year 4)



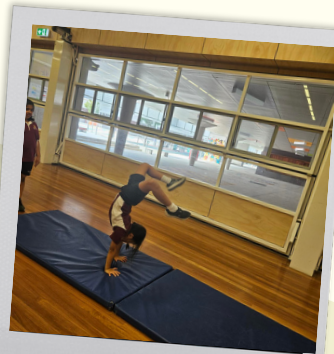
English

Over the past few weeks, the Sea Eagles have been diligently learning about various forms of writing such as persuasive and narrative writing. They have practiced and implemented various forms of language choices such as high modality words, adjectives and adverbial phrases.



Mathematics

In Mathematics, students have been comparing lengths, and how to estimate and measure things around them accurately using the right tools. They are currently working on using the right abbreviations. To go beyond, some students even converted between the units!



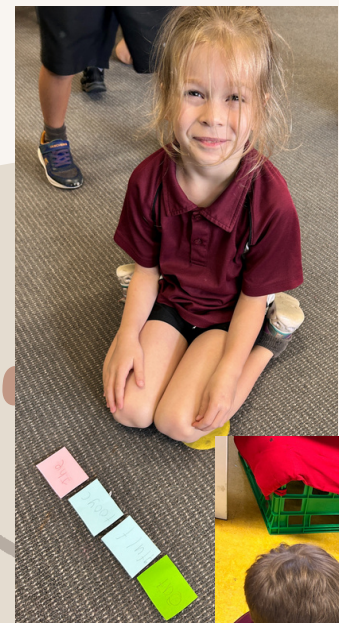
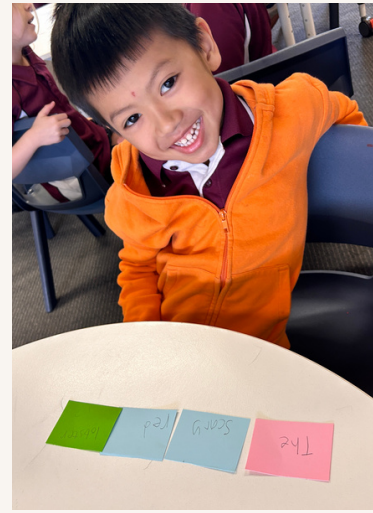
In gymnastics, the Sea Eagles have been working on their balancing skills. They also put to test their gripping and upper body and core strength, as well as simultaneously mastering two to three different actions.

Sports

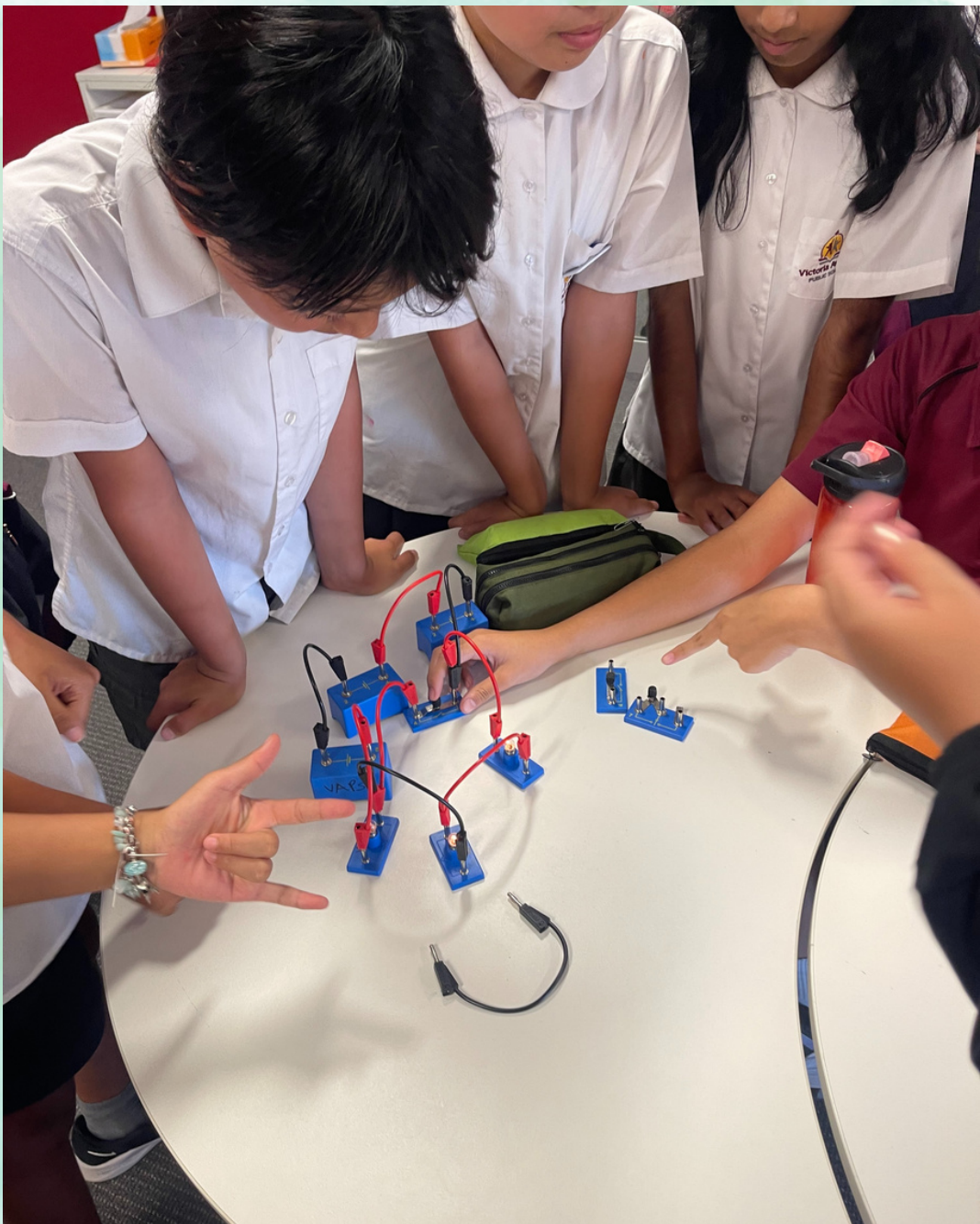
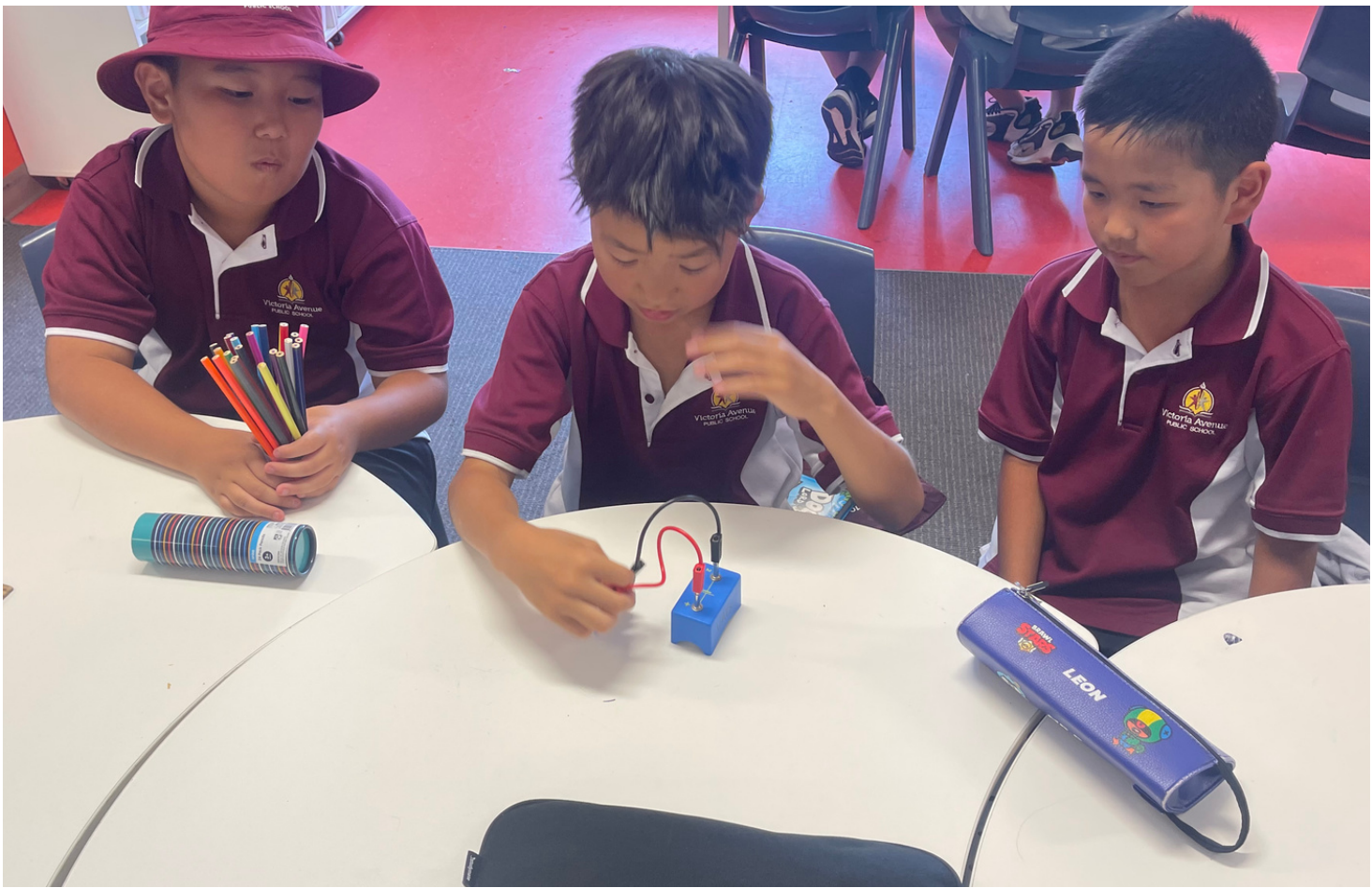
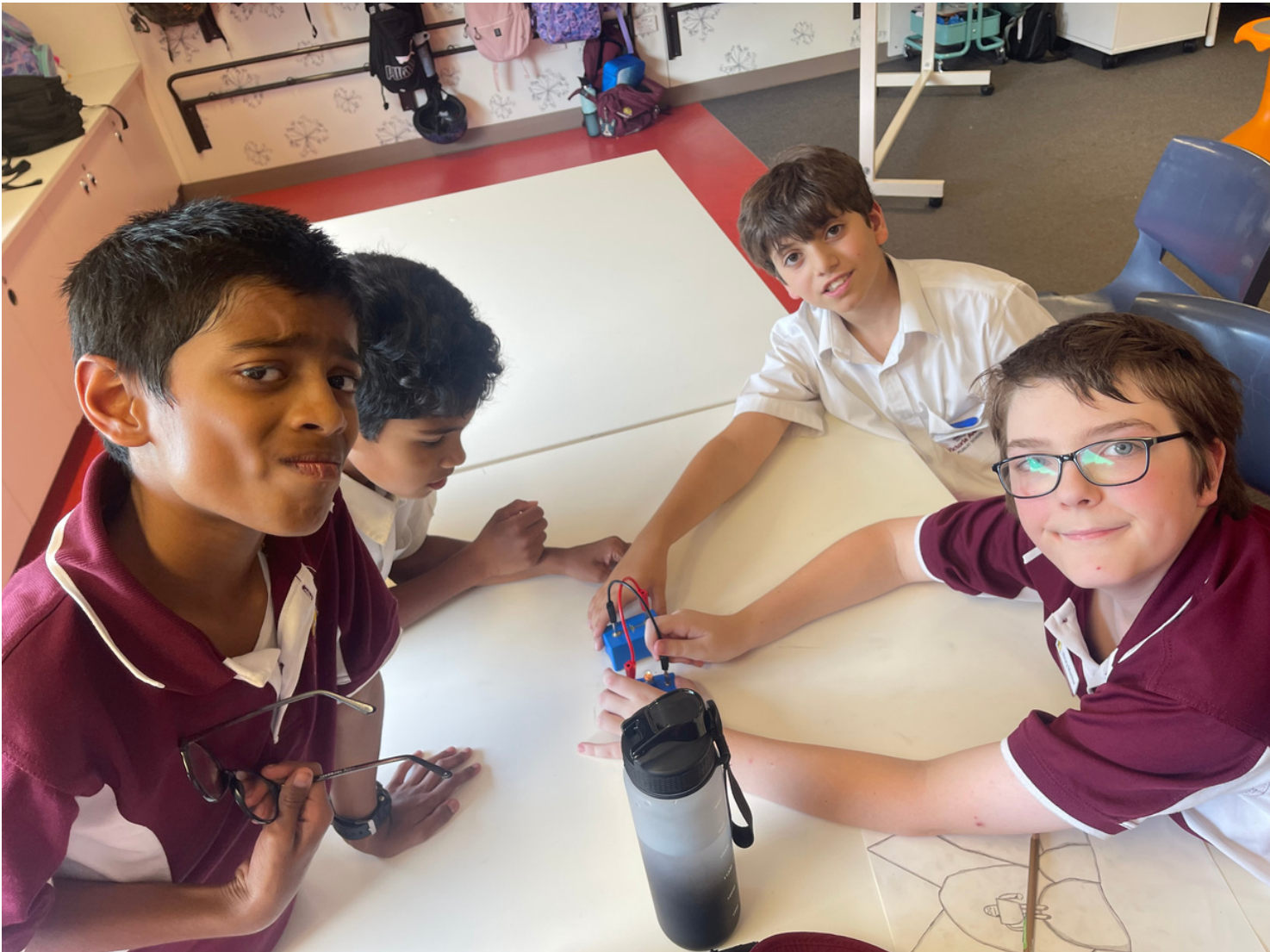
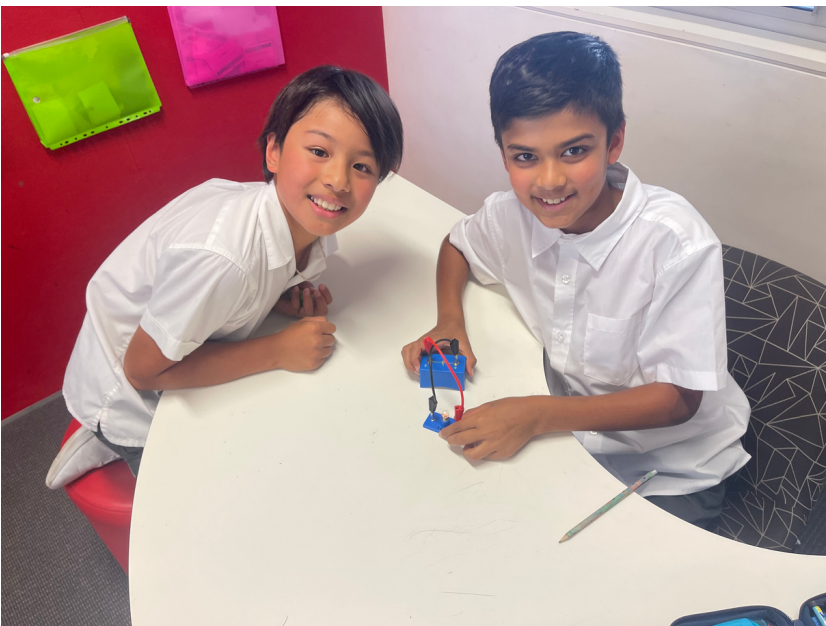
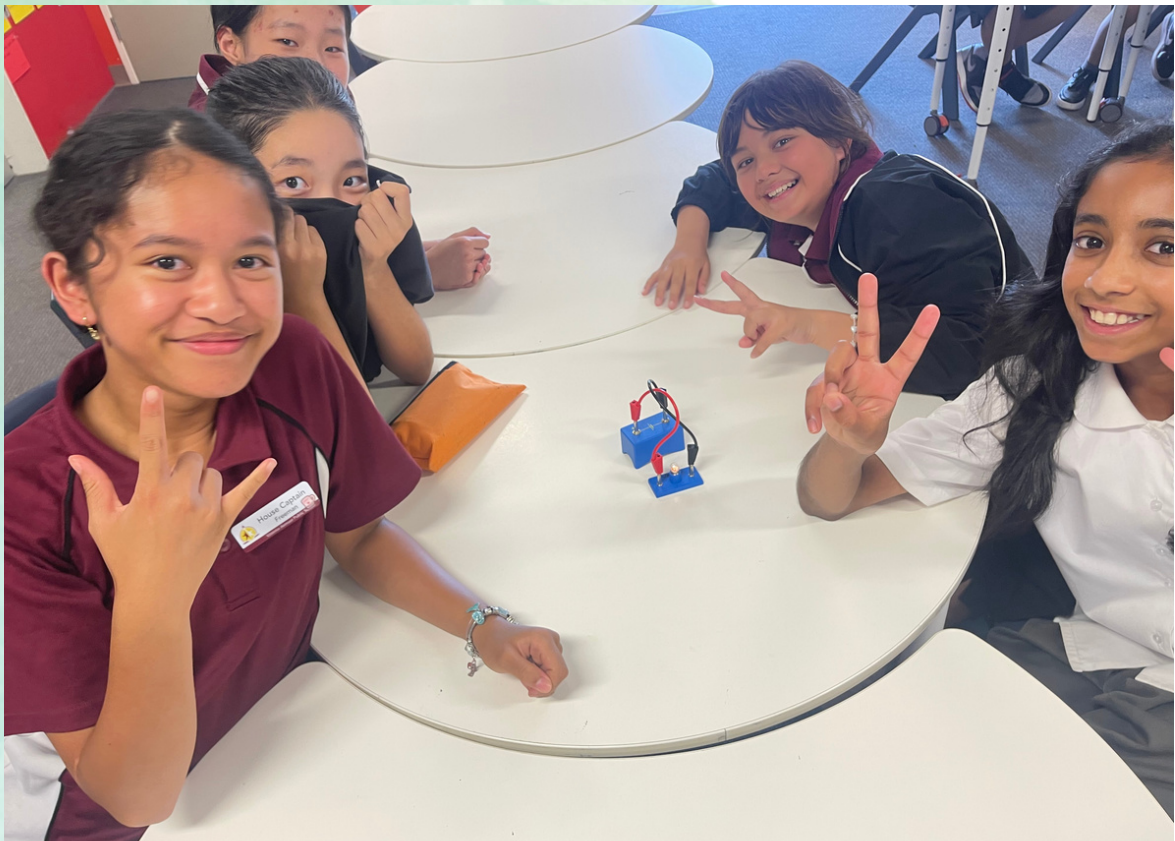
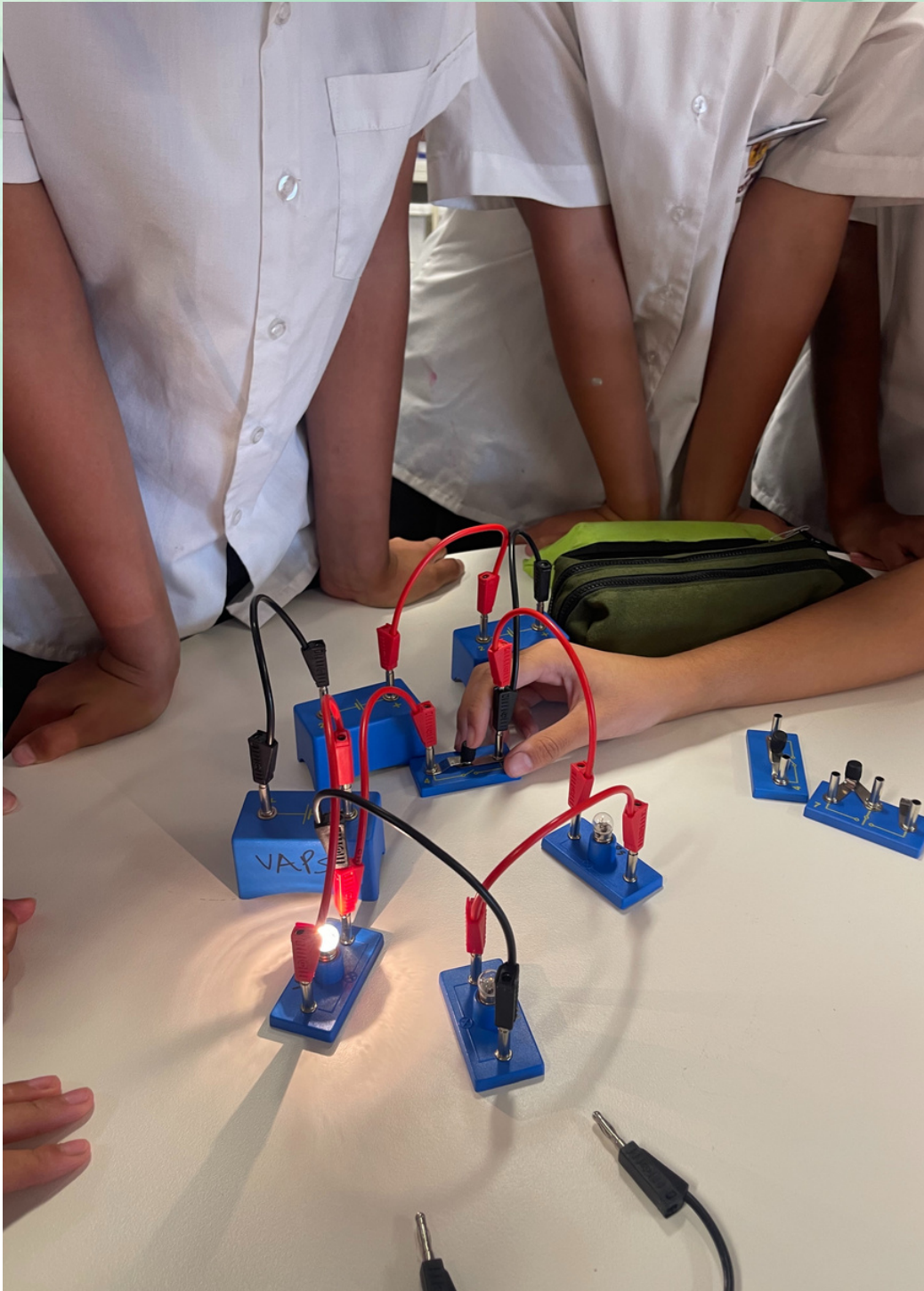


ECHIDNAS

In English, the Echidnas have been diligently exploring noun groups to make our writing more interesting. We have been experimenting with different combinations of adjectives and nouns to create engaging noun groups.



In Science, the Lyrebirds have been studying various forms of energy, with a specific focus on electricity. Recently, we constructed electrical circuits. Beginning with a simple circuit, we challenged ourselves by adding a switch to the configuration. This hands-on experience was both enjoyable and educational, providing insights into conductors, energy sources, and the transformation of electricity into light energy.



INITIALIT

PARENT INFORMATION SESSION

WEDNESDAY 3RD APRIL
2:15PM

VICTORIA AVENUE PS LIBRARY

Come and join us in the school library to learn more about the InitialLit program being run in K-2 classes at Victoria Avenue PS.

What is InitialLit?

InitialLit is a literacy program for all children in K-2. It has been developed by MultiLit, a research-based initiative of Macquarie University.

What does InitialLit do?

InitialLit teaches children how to read and spell through daily lessons, using research-based teaching methods. It also uses a range of good quality storybooks to develop children's vocabulary and oral language.

Please RSVP by Monday 1st April.



RSVP here



HARMONY *day*

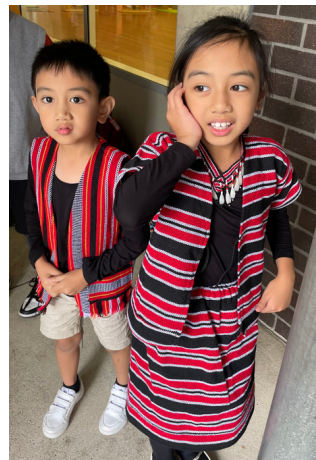
21 March 2024



On Thursday, students and staff at our school came together to celebrate cultural diversity. We dressed in cultural dress and our favourite orange clothing, which is the theme colour of Harmony Day. Students and staff shared popular books and traditional fairy tales in their home languages. There was everything from 'The Hungry Caterpillar' in Japanese to 'Cooee Mittigar' which is written in our local Darug language.



HARMONY *day photos continued...*





PLEASE JOIN US FOR THE
VICTORIA AVENUE PS



EASTER HAT PARADE

28 March | 2:15pm

VICTORIA AVENUE SCHOOL HALL



FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.

THE AB KIDS CLUB

WORKSHOPS

**the ab kids**
CLUB

**APRIL
17-24**

Prices starting from

\$44

**ARTS, SPORTS &
ADVENTURE**



**SCAN QR CODE
TO BOOK**

0414 488 308

202-210 GEORGE STREET, CONCORD WEST

POWELLS CREEK TENNIS CENTRE

Conway Ave, North Strathfield

April School Holiday Tennis Camps

	Half day tennis 9am to 12 noon	Full day tennis 9am to 3pm (drop-off from 8:30am)	After camp supervision 3pm to 6pm
Monday 15 th April			
Tuesday 16 th April			
Wednesday 17 th April			
Thursday 18 th April			
Friday 19 th April			
Monday 22 nd April			
Tuesday 23 rd April			
Wednesday 24 th April			
Friday 26 th April			

(Tick preferred times)

Half day tennis 9am to 12 noon	\$ 40 inc GST	CHILD NAME:
Full day tennis 9am to 3pm	\$ 72 inc GST	PARENT MOBILE:
2 days	\$ 132 inc GST	PARENT EMAIL:
3 days	\$ 180 inc GST	I WILL PAY THE AMOUNT OF \$ BY: (please circle)
4 or more days	\$ 55 per day inc GST	Internet banking BSB: 032 275 Account number: 437953 Account name: PC TENNIS PTY LTD
After camp supervision 3pm to 6pm for FULL DAY participants only <i>In event of a total washout, a decision will be made at 7:30am that morning and credit will be given towards a future tennis camp.</i>	\$ 20 extra per day	Credit card Cardholder name: Credit card number: Expiry date: CVV (last 3 digits on back): Visa / Mastercard (please circle)

No same day bookings or payments will be taken

Spots are only confirmed when payment is received

Brett.Miners@gmail.com 0439 844 124



has been activated

SCHOOL HOLIDAYS AT ROCKETEERS

Hop into an autumn holiday experience like no other with over 150 unique adventures, exclusively crafted to give your child the best holiday break ever! From cooking up tasty rainbow pasta, to crafting an amazing shadow puppet theatre, and a special incursion where your child will get to play a forensic detective - every day promises a fresh thrill!



ALL ABOUT CONVENIENCE

- Over 250 locations nation-wide
- Child Care Subsidy for eligible families
- Breakfast and Afternoon Tea provided



ROCKETEERS

Extraordinary Holiday Adventures

**During School Holidays,
primary aged, children from
other schools are welcome @
CA-VAPS ROCKETEERS!!**

COMING UP, AT

Victoria Avenue Public School

For more SCAN, the QR code!



Wednesday, 17 April

Flying fruit fly circus

Excursion to see striking aerial acts and highly choreographed acrobatic. It's a circus show like no other with plenty of action that takes place in, out and around a concert grand piano!



Friday, 19 April

The Ian Potter Children's WILD PLAY Garden

Discover the wild side of life and nature at The Ian Potter Children's WILD PLAY Garden. Run, jump, play and discover the wonders of nature through creek beds, a bamboo forest, treehouse and more



Wednesday, 24 April

COLOUR FESTIVAL WITH WS WANDERERS FC

Hosted by the Western Sydney Wanderers coaches, make your way through fun running obstacles to get some colour on you! You'll be provided with your own white shirt and protective gear as you experience an explosion of colour today

FUN FUN!! much fun this school Holiday @VAPS ROCKETEERS!!

BOOK NOW

www.campastralia.com.au/rocketeers

by  **Camp
Australia**

Parliament of
New South Wales



SPEAK

FREE
EVENT



MAKE

FESTIVAL OF DEMOCRACY

at the Parliament of NSW

Friday 19 April
9.30am – 3.30pm

Celebrate democracy at Australia's oldest Parliament with free, fun activities for children from four to twelve years, and their families.

- Give a speech in the Parliamentary chambers
- Make craft animals and objects
- Learn how to vote
- Visit our heritage rooms
- Participate in a committee role play

and more...



VOTE



SHARE



DRAW



FREE ENTRY
Activities 9.30am to 3.30pm

LOCATION
Parliament of New South Wales,
6 Macquarie Street
Opposite Martin Place

The public café will be open.

**BOOKINGS
ESSENTIAL**



P: (02) 9230 2047 or
E: communityengagement@parliament.nsw.gov.au



TERM-BASED PROGRAM

THE LAB FIVE DOCK

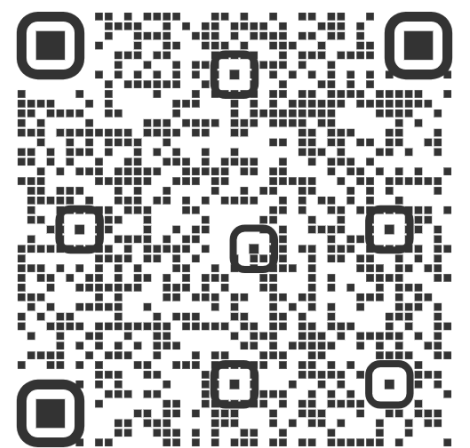
Mondays | 3:30-5:30pm

Five Dock Library | Level 1, 4-12 Garfield St

The Lab is a network of technology clubs for young people with autism, who enjoy working with computers. The Lab Five Dock is for ages 10–13 years with a focus on foundational skills, supported by mentors through gaming, coding and 3D printing. We offer a welcoming atmosphere for social development, alongside a vibrant mix of technology and fun!

Paid bookings are essential.

For more information please go to bit.ly/4aRthWo or scan the QR code below!



Parent Forum

Keeping Kids Safe Online

Event with the Federal Minister for Communications, Michelle Rowland, and the eSafety Commission.

Hear about the practical steps we're taking to **improve online safety for children.**



Sally Sitou MP
Member for Reid



Hon Michelle Rowland MP
Federal Minister for Communications



Thursday, 4 April
6:00 - 7:30pm



Russell Lea Public School, Whittall
St, Russell Lea



For more information: contact Sally
at sally.sitou.mp@aph.gov.au or call
(02) 9715 7444



Scan to RSVP!