



OAKBANK
SCHOOL
NEWSLETTER



Connection | Respect | Responsibility



Government of South Australia
Department for Education

TERM

3

WEEK

6

AUG 2026

Principal's Tours

Do you know any friends or family who are searching for a new school to call home?



They're invited to join us for one of our **Oakbank School Principal's Tours**, booked via **QR**, oakbank.sa.edu.au or **phone** us on **83987200**.

We'd love the chance to show you why Oakbank School is a great choice to activate and inspire your child's education!



OAKBANK
SCHOOL

Upcoming Dates

Please check our Daymap Companion calendar for further dates & amendments.

Week
06

Book Week

Activities throughout the week

28
AUG

Book Week Parade

9am Friday 28 August

Week
08

Royal Adelaide Show

Senior School Ski Trip

07
SEP

School Closure

Monday 7 September

08
SEP

Student Free Day

Tuesday 8 September

Week
10

Dental for School visit

Yr 7-11 Semester Progress Reports

25
SEP

End of Term 3

Friday 25 September
2.15 Dismissal

UPCOMING
Dates

OAKBANK
SCHOOL



oakbank.daymap.net/daymap



oakbank.daymap.net/portal

Having problems with Daymap? Call us or try our guides on oakbank.sa.edu.au/guides

OAKBANK SCHOOL R-12 Education
oakbank.sa.edu.au **8398 7200**

154 Onkaparinga Valley Rd, Oakbank SA 5034



Government of South Australia
Department for Education

OAKBANK SCHOOL

Reception to Year 12

ACTIVATING *Curiosity* INSPIRING *Growth*

From the Principal

Sharing what we do at Oakbank School with other sites is something that we take a great deal of pride in. Recently we facilitated a visit from leaders and teachers from schools around the hills to learn from us how we have implemented our successful regulation program for all students from reception to year 12. Sharing our journey, our challenges and our success is at the heart of who we are at Oakbank.



We work in a collaborative way to help not only each other but our colleagues at other sites as well. This collaboration makes the transition to Oakbank in year 7 for our students just that bit easier.

Staff & student Wellbeing

The Department for Education facilitates whole of state wellbeing surveys for both staff and students.

Students are surveyed every year in the Wellbeing and Engagement Collection Survey and staff are surveyed bi-annually in the MyWellbeing survey.

We are very pleased to report that our whole community is experiencing significant increases in all aspects of wellbeing.

Student wellbeing from years 4-12 is measured across four domains (see below), and our students' wellbeing has increased in all four.



Emotional Wellbeing



Engagement with School



Learning Readiness



Health & Wellbeing Outside of School

Inside these areas some particular subdomains growth has been in specific areas:

- **Important Adult at school**
- **School Climate**
- **School Belonging**
- **Resilience and Feelings about the Future.**
- **All areas of bullying – physical, verbal, social and cyber students have reported significant improvements.**

Outside of school students have reported improvement in sleep, nutrition and overall health. The survey also gives us some areas to continue to work on with our students including a focus on wellbeing literacy, learning practices and after school studies.

Staff Wellbeing

Our staff wellbeing survey results were also extremely heartening. As you have no doubt heard through the media teaching is emotionally taxing. Without the right supports and culture many are choosing to leave educational setting – both as teachers and SSOs.

Our staff wellbeing survey results show that we have very good collegiate and leadership support in place for our staff. They are clear on their roles and optimistic about the future of the site.

Areas of greatest strength

Staff relationships and leadership are clear strengths.



belonging
& colleague
support



social
inclusion



leadership
support



role clarity



meaningful
work



site optimism

These results show a workforce that has the right pre-conditions to create a strong learning environment for our students. When staff are feeling well and functioning effectively, they are better able to support and work successfully with our children and young people.



Build & Upgrade progress

We are getting closer to a start date! The tender for a builder will go out soon and they should be selected and partnering with us by early November 2026.

Once selected, they will work closely with Cox Architects to finalise designs, with the first step in the build progress to build a new electrical distribution board in December 2026. Whilst not that exciting, this will be an essential element to allow all other works, including demolition of the hall and old classrooms, to proceed.

In 2027 we will start to see the new buildings rise from the ground. This will be very exciting. Works will be staged over 2027 and 2028, to minimise disruption to teaching and learning programs. We are now back on track to have all works completed by mid-2028.





2026 ROYAL ADELAIDE SHOW

Show team

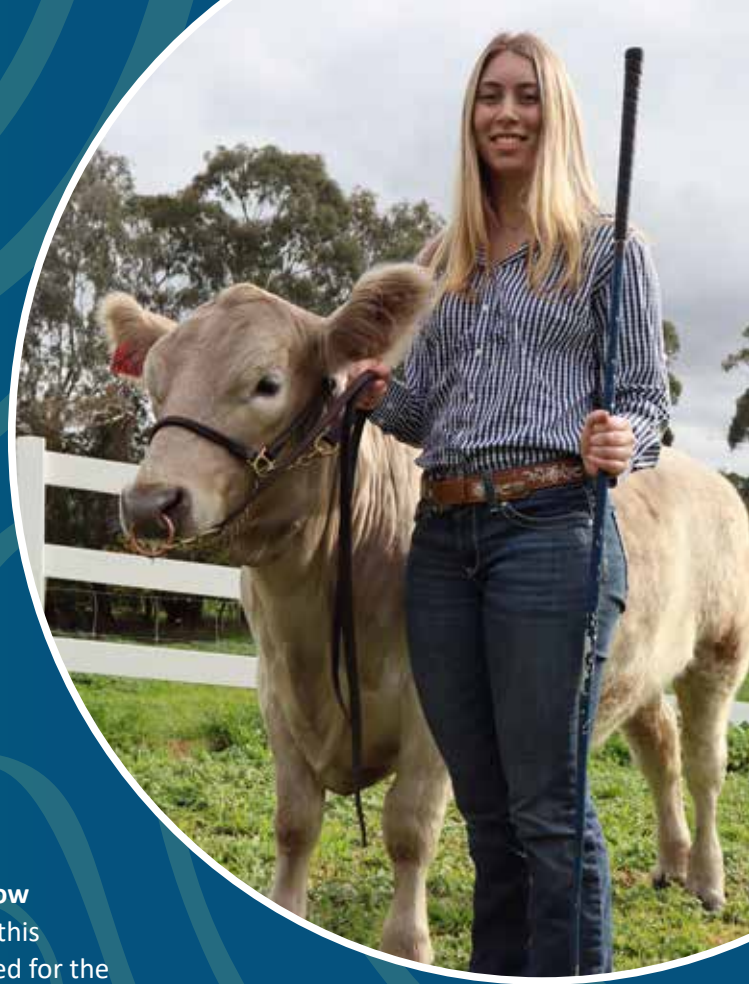
We're hoping to see many of you at this year's Royal Adelaide Show - please see our guide to some of what our team will be involved in.

Our students will be represented in many events, including the steer and sheep showing.

Our seed growing plots are also in the **Sow and Grow** competition. Whilst all poultry has been cancelled this year (due to bird flu) the poster the students created for the competition will still be on display. Additionally, our students have also entered the cake decorating, so look out for these entries in the pavilions. Dan Koehler's amazing art work will also be on display in the art competition.

Enjoy everything the term 3 has to offer!

Lee Knight
Principal



Royal Adelaide Show

2026 ROYAL ADELAIDE SHOW TEAM



03

SEPT

THURSDAY

DAY
01

SHOW NOT OPEN TO THE PUBLIC

- Preparing Steers
- Taking Steers to the showgrounds

04

SEPT

FRIDAY

DAY
02

SHOW NOT OPEN TO THE PUBLIC

- AM: Weighing and Scanning
- ATASA/YBB Handlers Competition

05

SEPT

SATURDAY

DAY
03

SHOW OPENS TO PUBLIC

- AM: TFI Team Selections
- PM: Grand Parade (PM)

06

SEPT

SUNDAY

DAY
04

SHOW DAY 2

- Steer on Hoof Judging

07

SEPT

MONDAY

DAY
05

SHOW DAY 3

NO STAFF AT SHOW

SCHOOL CLOSURE DAY

Young Judges

- 12.30pm Meat Sheep
- 2pm Dairy Cattle Handling

08

SEPT

TUESDAY

DAY
06

SHOW DAY 4

STUDENT FREE DAY

SHOW TEAM STUDENTS TO
ARRANGE OWN TRANSPORTATION

- AM: Prep and transportation of Wethers to Adelaide
- PM: Unload the Wethers for weighing and scanning.

09

SEPT

WEDNESDAY

DAY
07

SHOW DAY 5

SHOW TEAM STUDENTS TO
ARRANGE OWN TRANSPORTATION

- School Merino Wethers Judging
- Young Judges
 - 9.00am State Dairy Cattle
 - 10.30am Grain
 - 12.30pm Soil

10

SEPT

THURSDAY

DAY
08

SHOW DAY 6

SHOW TEAM STUDENTS TO
ARRANGE OWN TRANSPORTATION

- State Merino Sheep Young Judges Championship
- 10:30am session
- 1:30pm session

11-12 SEPT GAP DAYS - NO STAFF
OR STUDENTS AT SHOW

13

SEPT

SUNDAY

DAY
11

SHOW DAY 9

SHOW TEAM STUDENTS TO
ARRANGE OWN TRANSPORTATION

Young Judges

- 9.00am Beef Judging
- 11.00am Beef Parading

ART SHOW HIGHLIGHT

Visible Voices: Art beyond words

We are thrilled to share that Daniel K, was recently featured in the "Visible Voices: Art Beyond Words" exhibition at the Stirling Coventry Library as part of the SALA Art Festival. This exhibition celebrates the creativity and lived experiences of people with disabilities, shining a light on their unique perspectives and talents.

Daniel's artwork is truly one-of-a-kind, drawing inspiration from his love of The Wiggles and his personal experiences as a wheelchair user. Innovatively, Daniel uses the wheels of his own wheelchair to create his art, allowing him to authentically express his journey and share the joy he finds in the creative process.

Congratulations to Daniel on this wonderful achievement! We look forward to seeing how his art continues to inspire our school and community

Meagan Crewe | SSO



“

We are excited to announce that Daniel's piece has already been sold and will be featured at the Prancing Pony Brewery after the exhibition concludes. Daniel hopes that his work brings others the same happiness it brings him.

”

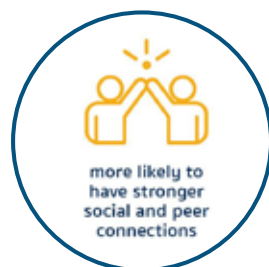


IMPORTANT INFORMATION FOR PARENTS

Attendance & engagement

Why Attending School & Being Punctual Matters

Benefits of
going to school
every day



Regular attendance at school is essential for supporting every student's learning, wellbeing, and future pathways. Research and Department for Education policies demonstrate that consistent attendance leads to better educational outcomes and maximises life opportunities for young people. Attending school every day helps children build routine, develop social connections, and engage in high-quality learning experiences designed to foster success.

Regular Attendance

Department procedures also outlines clear responsibilities for families in managing absences. If your child is unwell for three or more consecutive days, a medical certificate should be provided to the school. This helps us support your child's return to school and ensures their health needs are met. For absences due to holidays or family travel, an exemption must be requested in advance. School principals can approve exemptions for up to 4 weeks;

“

Attending school every day helps children build routine, develop social connections, and engage in high-quality learning experiences designed to foster success

”

longer periods require additional approval.

Being punctual, on time & "Ready to learn"

Arriving to school on time is just as important as regular attendance. Punctuality supports a positive start to the day, allowing students to settle in, connect with peers, and be ready to learn when classes begin. Here are some of the key benefits for being punctual:

Establishes Routine

Consistent arrival time helps students develop healthy habits and time management skills, which are valuable throughout life.

Supports Learning

Being on time ensures students do not miss the initial instructions or activities that set the learning focus and expectations for the day.

Promotes Wellbeing

Early arrival allows time for social interactions with classmates and staff, helping students feel included and supported.

Reduces Anxiety

Late arrival can lead to stress and embarrassment for students. Starting the day with their peers minimises disruption and helps create a calm environment for learning.

Builds Responsibility

Punctuality teaches responsibility and prepares students for future commitments in education, employment and other areas.

We are committed to monitoring attendance closely, supporting all families, and ensuring accurate records in line with departmental guidelines. Please remember that when your child is absent, to contact the school by either emailing your child's Connect Teacher, message through DayMap or telephoning the school.

Oakbank School Attendance Team

How to help
your child build a
habit of going to
school *every* day.



regular evening and bedtime routine and enough sleep



talk positively about school



limit the use of electronic devices in the evenings



show interest in what your child is learning, their progress and their friends



help your child be organised in the morning to get them to school on time



regularly communicate with your child's teacher



arrange alternative transport in case something unexpected happens



make appointments outside of school hours or in school holidays



take family vacations during school holidays

PROBLEM-BASED *learning*





PRIMARY YEARS STEM

Wastewater project-based learning

The Year 5/6 class visited the Bolivar Wastewater Treatment Plant as part of our STEM Project-Based Learning project. Fulton Hogan has asked our class, along with another school, to help investigate a real-life problem at the site that they have been working to solve for almost five years.

Students took part in a guided site visit led by Steve and the Fulton Hogan team. We wore safety equipment, including hard hats and high-vis vests, explored the site and observed the problem in person. We were able to see how STEM is used in the real world.

It was a fantastic opportunity to take our learning outside the classroom and begin thinking like real engineers as we work towards finding a solution to the challenge.

We have been learning all about STEM, which stands for Science, Technology, Engineering and Mathematics. Steve, who has been leading us on this journey, has been helping us understand how these areas work together to solve real-world problems. One of Steve's favourite words has been gravity, and we have been learning about the important role gravity plays in the processes undertaken at the Bolivar Wastewater Treatment Plant.

Our visit gave us the opportunity to see the problem first hand, connect our classroom learning to a genuine industry challenge, ask questions and gather information to help us develop possible solutions.

Maddy Abfalter | Yr 5/6 class

 **national science week**
15 - 23 AUGUST 2026 - AUSTRALIA WIDE



NEW TECHNOLOGIES *Lot Fourteen*

On Tuesday, Week 4, a group of our Year 9 and 10 students visited Lot Fourteen to learn about the emerging technologies and career pathways found within the district.

Lot Fourteen houses the Australian Space Agency, Cybersecurity centre, and AI-based companies that focus on the development and use of AI in multiple fields. Students had the opportunity to emerge themselves in the work and research that these firms do, and learn about how they can work towards a career within these fields.

Overall, the experience was rewarding and students gained valuable insights into future career pathways!

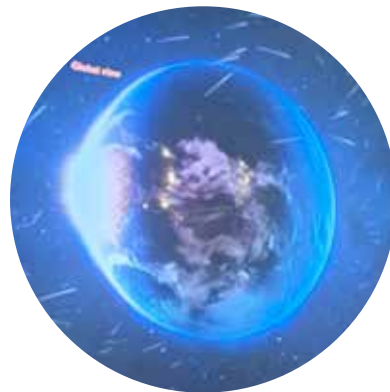
Chris Cordingly | Teacher



“
*Learning about
how the Mars rover
works was really
cool to see!*

Brodie W

”



“
*My favourite part of Lot
Fourteen was seeing
the Cybersecurity
building. The live map
of threats and attacks
around the world was so
interesting.*

Thomas H

”



“
*My favorite thing was
when we went to the
space center and got
to look around. It was
a fun experience and
I'd love to explore the
space again!*

Lil W

”

© Getting to know...

Jasmin Ferraro Wellbeing Leader



“ The trusting relationships I have built are incredibly important to me and have given young people a sense of belonging and the confidence to view school as a safe space.

”

My journey into education began at 21 while working at an Out of School Hours Care (OSHC) service. I loved helping children develop social skills, build relationships, and grow in confidence. The experience showed me how rewarding it is to make a positive impact on young people's lives and inspired me to pursue teaching. From the moment I began my degree, I knew I had chosen the right career.

My first teaching position was at Long Street Primary School in Whyalla, where I spent six years teaching Years 1 to 4 and later took on the role of school counsellor (now Wellbeing Leader). After the birth of my eldest daughter, I returned home and, following maternity leave, joined Marryatville Primary School. The school's focus on Positive Psychology strengthened my passion for wellbeing while teaching Reception to Year 2.

After my second daughter was born, I secured a permanent role at Oakbank School and am now in my eighth year here. For the past two and a half years, I have been

Wellbeing Leader, supporting students and families while building strong, trusting relationships that help young people feel connected, supported, and safe at school. No two days are the same, and that is what I love most about my role. One of my proudest achievements at Oakbank has been helping create a welcoming wellbeing space where students feel comfortable dropping in to chat, have a snack, or simply spend time together. I am grateful for the support of colleagues Liz and Ryan in making this space so valuable to our students.

Outside of school, I enjoy supporting my children in netball, football, and swimming, and I coach one of their netball teams with Ms Kaesler. I am also a passionate Adelaide Crows supporter and enjoy the friendly AFL rivalry within my family.

Working in an R-12 setting is incredibly rewarding, and I am proud to support the wellbeing and sense of belonging of the Oakbank School community.

Jasmin's 5 fun facts!



Favourite Food

- Japanese Food



Pets

- Oscar the pug
- Meow the cat
- Abby & Lilly the chickens



Hobbies

- reading
- time with family & friends
- supporting the Crows & Thunderbirds



Character strengths

- Fairness,
- Kindness
- Honesty



Favourite movies

- The Wizard of Oz
- Stand By Me
- Elf.



PRIMARY YEARS

Learning beyond the classroom

“DISCOVER
more
oakbank.sa.edu.au
”

Our Reception students have been enjoying a boundary walk through our amazing agriculture space, where every corner offers a new opportunity to explore, imagine and learn.

From discovering the natural environment to engaging in imaginative role play, students embraced the freedom to create, collaborate and explore together. Experiences like these spark curiosity, build confidence, encourage teamwork and help our youngest learners develop a deeper connection with the world around them.

INSPIRING Growth

ACTIVATING Curiosity



Have a little one
turning 5 before
1 May 2027?



OAKBANK
SCHOOL
RECEPTION - YEAR 12

Reception

ENROLMENTS

Enrol by
**23 SEPT
2026**

To start
**TERM 1
2027**



SMALL CLASSES

Personalised learning
in a supportive
environment



COMPLETE CARE

We know every child,
every family and every
story matters.



EXPERT TEACHERS

Dedicated, experienced
educators who bring out
the best in every learner.



OSHC PARTNERSHIP

Quality before & after
school care with our
trusted OSHC partner.



OAKBANK
SCHOOL
Reception - Year 12

Reception

ENROLMENTS

Tour



oakbank.sa.edu.au -
Book a Principal's Tour

Enrol



[oakbank.sa.edu.au/
enrolment](https://oakbank.sa.edu.au/enrolment)

Info



oakbank.sa.edu.au

154 Onkaparinga Valley Road, Oakbank SA 5243
dl.0762.enrolments@schools.sa.edu.au

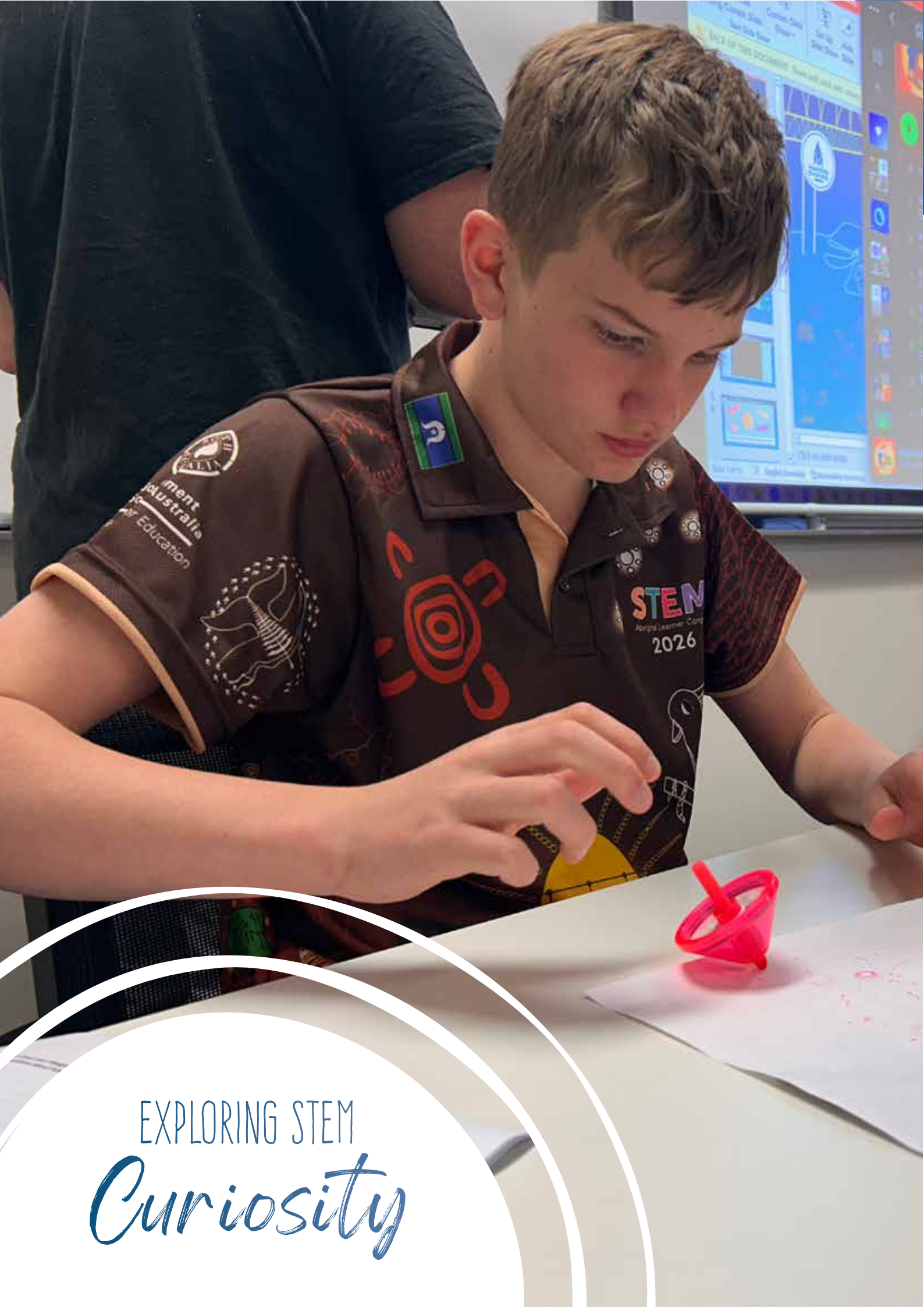
8398 7200

oakbank.sa.edu.au



Government of South Australia
Department for Education

education.sa.gov.au



EXPLORING STEM
Curiosity

ABORIGINAL STEM CONGRESS *Deadly Science*

On May 11 and 12, two of Oakbank School's Aboriginal students, Oliver and Darcey, represented our site at a unique two-day STEM event that brought together Aboriginal students from across South Australia. The event provided immersive learning experiences, practical workshops, and opportunities to connect with peers from other schools.

Day One began with an excellent Welcome to Country conducted by Uncle Mickey O'Brien. Students then enjoyed a keynote address from Brad Darkson, who shared insights on the environmental benefits of seaweed and the importance of regenerating coastal ecosystems. Oliver and Darcey particularly enjoyed a hands-on workshop exploring angular momentum with spinning tops, as well as "Nitro Nat's Science Show," which fostered curiosity and made chemistry engaging and fun.

Day Two started with a keynote from Latishamarie Francis, who spoke about her journey into environmental science and her passion for caring for Country. The students participated in a shelter design workshop led by Kurna Plains School and explored Indigenous engineering concepts. Another highlight was the hydrophilic and hydrophobic materials workshop, run by the Defence Science and Technology Group. Oliver and Darcey experimented with dissolving materials—discovering similarities with traditional food preparation methods for certain bush foods that require soaking before eating.

Both students had a fantastic time engaging in practical activities, forming new friendships, and learning from Aboriginal role models. They returned to school inspired by their experiences and keen to apply their learning to the classroom.





OAKBANK
SCHOOL

Are you following our socials?



oakbankas



oakbank_school



How to help kids feel good about their bodies

Body image is about how we feel about the way we look. Many things can affect how we feel about our bodies - like what we think, what others say and what we see on TV or phones.

What can hurt kids' body image?

1. **Negative comments:** When people tease or make fun of how someone looks.
2. **Comparing bodies:** When adults or kids compare how different people look.

What parents can do to help

Watch your words

1

Try not to say negative things about how you or others look. If you catch yourself doing this, change it to something positive. For example: Instead of "I need new jeans because I gained weight," say "I'm happy my body is strong and healthy."

Celebrate how different we all are

2

- Explain that bodies come in all shapes, sizes and colours, and they are meant to change over time.
- Remind kids they are loved just as they are and that they belong because they are unique.

Focus on function

3

- Our bodies are amazing! Talk about what bodies can do, rather than what they look like.
- They help us to do so many things like run, jump, play and interact with others.
 - They regulate our temperature, digest our food and heal us when we are sick or have a cut.
 - We can see, hear, smell and taste - all thanks to our bodies!

Encourage kids to be kind to themselves

4

- Everyone makes mistakes and has challenges – we get to choose to be mean or kind to ourselves. Encourage kids to choose kindness.
- Encouraging kids to be kinder and more forgiving of themselves has a positive impact on body image and mental health.

Choose good role models

5

- Watch shows that focus on what people do, not how they look (e.g. Moana instead of Sleeping Beauty).
- For older children, encourage them to follow social media accounts that show different types of bodies.
- Help your kids to seek out content about hobbies, skills and interests, instead of appearance-based content.



WE HAVE ANSWERS.



IND YOUR P
OPE

EXPLORING
*Tertiary
Options*

ENRICHMENT & OPEN DAYS

Flinders University



Earlier in the year, all year 10 students at Oakbank School had the exciting opportunity to participate in the Flinders University Enrichment Program. This annual excursion is designed to introduce students to university study opportunities, helping them explore future pathways with immersive, hands-on workshops across a variety of subject areas.

Throughout the day, students experienced what university life is like, connected with academics, and gained valuable insight into further education and career options. Students were able to select a focus area based on their interests, with options including:

- **Accounting & Commerce, Criminology, Government & Law**
- **Medicine, Medical Science, Laboratory Medicine, Paramedicine & Public Health**
- **Creative Writing, Screen & VEED, Digital Media & Games**
- **Biodiversity & Conservation, Robotics & Engineering**
- **Education, Languages, Psychology & Social Work**
- **Business, Exercise Science, Physiology & Sport**

These engaging workshops offered a practical introduction to university courses and career pathways, providing students with valuable information and experiences to help guide their decisions about the future. We thank Flinders University for providing such an interesting program and supporting our students as they prepare for life beyond school.



Flinders University Open Day

On Friday 14 August, our Year 10–12 students headed to Flinders University for Open Day, spending the day exploring what university life has to offer.

Students attended lectures and information sessions, explored the campus and collected plenty of useful information about university courses, future pathways and career opportunities. It was a great chance to experience the university atmosphere, ask questions and start imagining where their studies might take them after school.

Kat Thompson
Learning Culture Leader Yrs 11-12





ROAD AWARENESS PROGRAM

A powerful message

Our Year 11 and 12 students recently participated in the MFS Road Awareness Program (RAP), an important and thought-provoking session focused on making safe and responsible choices on our roads.

Students heard from Eli, a crash survivor, who courageously shared his personal experience of being involved in a serious road crash in which lives were lost. His story gave students a very real understanding of how quickly things can change and how one decision can have lifelong consequences.

The impact of the presentation was evident in the feedback from our students. One student described RAP as:

“a very great way to show young adults or teens that being a risky driver... is never worth the risk,”

while another described the topic as confronting but felt it was presented in a way that clearly got the message across. Students also commented on Eli’s courage in sharing his story, describing him as a very strong person and recognising how difficult it must be to speak openly about such a significant experience.

Importantly, students were able to identify practical messages they could take with them beyond the presentation. Their feedback included reminders to follow road rules, remain aware of their surroundings, avoid distractions and speak up or ask to leave a vehicle if they do not feel safe.

Another student reflected that the program was a **“wake up call”** and highlighted how the presentation demonstrated that

taking risks on the road can affect not only the driver, but passengers, families and the wider community.

Perhaps most importantly, students recognised the courage involved in sharing such a personal story. One student thanked Eli for being able to:

“come forward, take ownership and use experiences like this to share your story,”

describing his message as inspiring.

As many of our senior students are beginning to gain their licences and experience greater independence, road awareness education is incredibly important. Learning to drive is an exciting milestone, but it also comes with significant responsibility. Programs such as RAP help our students understand that road safety is not simply about following rules, it is about making good decisions, looking after your mates and understanding that the choices you make behind the wheel can affect many lives.

A huge thank you to the MFS RAP team and Eli for providing our students with such a memorable and important learning experience.



Kat Thompson

Learning Culture Leader Yers 11-12

YEAR 10 OUTDOOR EDUCATION

Cleland National Park

In Term 2, our Year 10 students participated in Outdoor Education, culminating in an 18 kilometre hike around Cleland National Park. This challenging trek was a true test of endurance, navigation, and resilience.

Throughout the term, students actively engaged in team-building activities, developed leadership and communication skills, and learned essential outdoor techniques like map reading and compass use. These experiences provided valuable opportunities for leadership and working with others.

The Cleland hike was the highlight, and students demonstrated outstanding teamwork and perseverance. We are proud of their efforts and look forward to seeing their development as they connect with nature and build confidence in the outdoors.

David Binney

Learning Culture Leader Yrs 9-10 & HPE Teacher





UNDERSTANDING VPNS & *Promoting online safety*

As part of our commitment to ensuring a safe and secure digital environment for our students, we would like to address the topic of the use of Virtual Private Networks (VPNs) by students at school and home.

What is a VPN?

A VPN, or Virtual Private Network, is a tool that allows users to create a secure and encrypted connection over the internet. It can be used to protect privacy, access region-restricted content, and bypass internet filters and restrictions. Popular VPNs include X-VPN, Hotspot Shield as apps and may also be built-in to browsers or available as extensions.

Why are VPNs a concern?

While VPNs have legitimate uses, they can also pose significant risks, especially in an educational setting:

1. Bypassing Filters

Some students may use VPNs to bypass our school's internet filtering system, accessing content that is otherwise restricted. **Sometimes websites are filtered (blocked) for a learning and teaching reason, and others filters do block sites that are useful. To request access to a site, contact a teacher or IT. Don't just use a VPN.**

2. Inappropriate Content

VPNs can grant access to inappropriate or harmful material, which goes against our efforts to maintain a safe online environment. Safety and an environment that allows students to learn and flourish is our priority.

3. Cybersecurity Risks

Whilst advertised as a safe way of hiding your identity, not all VPNs are trustworthy. Some, especially free or unverified VPN services may compromise user data or introduce security vulnerabilities, and considerably slow your internet speed and reliability.

Our School Policy

When students and families are enrolled at the school, they are asked to read, sign and follow the school's ICT Cybersafety Acceptable Use Agreement.

1. Acceptable Use

The responsible and appropriate use of devices and services, including not accessing inappropriate content is and always has come under our ICT Cybersafety Acceptable Use Agreement. The use of VPNs or hotspots to bypass filters is explicitly prohibited in our newer agreements, and covered under the inappropriate content being accessed in any older agreements. Breaches of this agreement will be investigated and addressed. Consequences may be applied if the acceptable use agreement is breached.

2. Safety

We work with the Education Department to provide students and staff access to a safe and usable environment. Elements of this safety are the use of filtering technology (an ongoing and evolving area) and education, behaviour and students learning to work under social expectations.

3. Digital citizenship

We educate students about responsible digital citizenship and the risks associated with the online environment. Knowing and following a code of conduct is a part of becoming a responsible digital citizen.

ICT Cybersafety Agreement Key Points



Acceptable Use

Responsibility



Use devices responsibly & appropriately



Do not use VPNs to bypass filters at school.

Safety

Respect



Protect your personal information



Respect your own & others' passwords.

Digital Citizenship

Connection



Respect rules & be aware of risks



Honour the wellbeing & property of others.

Breaches of the ICT Cybersafety Agreement will be investigated & consequences may apply.

Parental Role

We kindly request that you discuss the following points with your children:

1. Be aware

Do you know if your child has a VPN installed on their device? Help your child understand what VPNs are and why they are not to be used at school – and decide if you wish to allow their use at home also.

2. Safety

Emphasise the importance of using their devices in a safe manner – protecting themselves and others – keep your passwords private, and respect other students' passwords! Use devices in an open and visible area if possible to create a friendly and open environment with oversight.

3. Digital citizenship

Encourage responsible online behaviour, including respecting rules, being aware of potential risks and honouring other's wellbeing and property – at home and at school.

Actions & Overview

Using a VPN is a breach of the Oakbank School Cybersafety User Agreement. We require that students do not use VPNs at school in order to maintain a safe and accountable environment that allows students to learn and flourish. When detected or observed, we will ask students to uninstall VPN software on their devices.

Complying with this request is in line with our agreement, signed by both parents or guardians and students. There are generally very few legitimate reasons for VPN software to be installed on a student's device. You can tell if a VPN is installed by searching on the device for "VPN", "Hotspot shield" or "X-VPN" etc and seeing if VPN is installed. Some Browsers such as Opera-GX have limited built-in VPN functions.. ("VPN Settings" under System Settings is a normal part of Windows).

By working together, we can create a safer digital environment for our students. Thank you for your cooperation and ongoing support.



OAKBANK SCHOOL

School & Community Information

**Preschool
Enrolment
2026/2027**



Your child's eligible kindergarten year

- **Term 1 intake** - if your child turns 4 before the end of April
- **Mid-year intake** - if your child turns 4 before the end of October

Contact us today - 08 8388 4141

- 0419 506 872

Email: dl.4645.leaders@schools.sa.edu.au

Director: Irene O'Callaghan

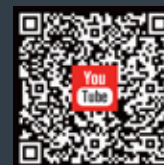
We offer a dynamic program in partnership with families and the local community that fosters a sense of care for ourselves, others and the environment. Children lead the learning through their interests, skills, family support and relationships with educators.



Government of South Australia
Department for Education



Australian Government
Defence



DEFENCE WORK EXPERIENCE PROGRAM

Defence provides Work Experience placements to secondary and tertiary students who are interested in a career in the Australian Defence Force (ADF) or Australian Public Service (APS). The program is nationally coordinated with placements offered at various Defence establishments throughout Australia.

DEFENCE CAREERS INCLUDE:

- Ship Building and Submarines
- Aviation and Space
- Science, Technology, Engineering, Mathematics
- Media, Communications
- Information & Technology, Cyber and Intelligence
- Healthcare – Doctor, Nurse, Medic, Dentist, Psychologist, Pharmacist
- Combat and Security
- Trades – Electrical, Mechanic, Carpentry, Hospitality, Plumbing
- Legal and Law Enforcement

ACTIVITIES YOU MAY PARTICIPATE IN:

- Ship or Aircraft Tours
- Vehicle and Weapon Displays
- Flight, Ship and Land Training Simulators
- Drones, Programming and Coding
- Military Working Dog Displays
- Physical Training
- Intro to First Aid / Combat First Aid and CPR

APPLY FOR WORK EXPERIENCE HERE:

Visit www.defence.gov.au/jobs-careers/student-pathways/work-experience



CONTACT DETAILS:

sa.workexperienceprogram@defence.gov.au

Kaitlyn Mason - Work Experience
Manager

Ali Morcom - Work Experience
Coordinator



DENTAL FOR SCHOOLS

Scan the QR code to fill out an online consent form instead



DFS is scheduled to visit : Oakbank School

TERM 3: Week 10, 2026

Commencing on : 21st September 2026

Help us fight dental decay this year AT: Oakbank School by getting your child to participate in our annual dental check-ups. Dental consent forms can be filled in online via the QR code or the link that will be provided. Paper consent forms will be available at the office if needed

Forms need to be submitted by the 7th September 2026



Check-up & Clean

We will provide a check-up & professional clean. Here we will identify any concerns and let you know if there are any areas that require further treatment.



Take home pack + Report

Participant's will receive a take home pack with dental essentials as well as a written report of details of your child's oral health and any concerns.



Visit with friends

Take the stress out of your child's dental visit while they visit with their friends and classmates. Our clinics are fitted with movies to watch while they wait.



W. dentalforschools.com.au

P. (08) 7225 8142

Unwind • Connect • Share with others who understand

Parent to a child with disability or additional needs?

MyTime is for you.

It's free, and there are 24 groups in South Australia.

Contact us today ☎ 1300 567 110



Health
Women's and Children's
Health Network



MyTime – Support for Parents & Carers

Caring for a child with a disability, developmental delay, or a chronic medical condition can be overwhelming. **MyTime** is a relaxed, welcoming support group just for parents and carers. Guest speakers, resource sharing, activities & craft in a safe & supportive space. Scan the QR code to connect with your local group.

- Stirling - Mount Barker - Murray Bridge -

www.mytime.net.au



WAIT
MATE

Wait Mate Free parent session

Tuesday 1st September 2026

6.30pm-7.30pm

Hahndorf Primary School Gym

Bookings: Wait Mate – South Australia

Hahndorf Primary School's session is the second on the list. However, if you can't attend here, you are more than welcome to attend the session at either Littlehampton or Mt Barker South.

What is Wait Mate?

Wait Mate is a parent led movement that helps families delay giving their kids a smart phone. Wait Mate connects parents in school year groups, so there is strength in numbers to wait on smart phones for as long as possible.

Wait Mate is designed to reduce smart phone use among children to reshape social norms around early phone adoption. The program empowers parents to unite, delay smart phone introductions, and support each other through shared commitment.

Sessions are free and run entirely by Wait Mate. There's no pressure to come or join. But the more parents in the room, the more chance we have of changing what's normal.



Join Woolworths Cricket Blast

Designed specifically for kids, our weekly 60-90 minute sessions are filled with game-based activities that get kids moving and having fun!

Onkaparinga Cricket Club

Wednesday's 4:30 - 5:30pm

8 Sessions

Balhannah Oval

Starts - 21st October 2026



SIGN UP TODAY!

Q Play Cricket



L'ORÉAL
PROFESSIONAL PRODUCTS

DISCOVER YOUR PASSION IN HAIRDRESSING

Discover your future in hairdressing with
L'Oréal Professional Products Divisions'

FREE 3-day **Future You** Program!

Get a real taste of the industry with hands-on
training, expert insights, and even well-being
support.

DREAMING OF A CREATIVE CAREER?

-  Explore Exciting Career Paths & Industry Secrets!
-  Get Hands-On Hair Experience!
-  Learn Colour & Personal Branding Skills!
-  Learn from Expert L'Oréal Professionals
(All with Working With Children Checks)

DETAILS



29TH SEPTEMBER - 1ST OCTOBER



10AM-3.30PM

CLASS REGISTRATION OPENS 9.30AM



VENUE TBC



SCAN THE QR CODE TO COMPLETE THE APPLICATION FORM



ACCESS
HAIR EDUCATION
by L'ORÉAL

BECOME THE STYLIST
YOU WANT TO BE.

Dear Community Members,

Attn: Removal and Closure of the Brockhoff Park Bike Jumps, Balhannah

What is happening?

Council is notifying community that the dirt bike jumps at Brockhoff Park, near Johnston Memorial Oval, Balhannah will be closed and removed during the first week of August.

Why are the bike jumps being removed?

The bike jumps were originally community-built and have provided enjoyment for local riders over many years. However, as they were not formally designed or constructed to the standard required for a public recreation facility, they have now reached the end of their useful life.

A recent assessment by an independent industry professional found the jumps to be uneven, eroded and inconsistent in shape and condition. The track was assessed as being in very poor condition and requiring removal. Unfortunately, in its current state, it presents an unacceptable level of risk for a public facility.

Can the bike jumps be repaired or upgraded?

Unfortunately, repairing the existing jumps is not a practical option. To continue operating safely, the facility would need to be completely redesigned and rebuilt.

A full rebuild would also present challenges for the surrounding trees. There is also no funding allocated for replacement of the facility.

What will happen to the site after the jumps are removed?

Following removal, the area will be restored to grassed open space.

Brockhoff Park is an important community reserve, valued for its mature trees, open space and connection to the wider park area. Protecting these features is a priority, and the ongoing digging, reshaping and compaction associated with dirt jumps is not considered suitable for this location.

Will future recreation opportunities be considered?

Brockhoff Park is connected to the nearby Johnston Memorial Park play space, and when that area is due for future renewal or upgrade, Council can consider the broader site and any potential recreation opportunities as part of that process. Community engagement will be undertaken to help inform future planning at this time.

“

New easier username!

You can now log on to Daymap with your registered email.

”

“

Use Daymap on a computer?

There's a new address:
oakbank.daymap.net/portal

”

“

Password not working?

You can now reset it with only your email address!

”



OAKBANK
SCHOOL

Meet the new



Daymap Companion

Daymap have released their new and improved **Daymap Companion** app for parents & caregivers, offering a more user-friendly experience.

Search in your device's store for "Daymap Companion" to download.

Sign in by searching for "Oakbank School" and signing in with the email address registered with the school and password.

Need to reset your password?

Try the Daymap Quick Connect Guide
oakbank.sa.edu.au/guides

dl.0762.icthelp@schools.sa.edu.au

