



2026 Diary Dates...

Library Borrowing: Monday

Garden: Friday

Cooking: Friday

Piano: Friday

TERM 2

APRIL

Week 1

Newsletter

Mon, 27th : Back to School

MAY

Week 2

Mon, 4th: 8am OSHC Advisory Committee Meeting

Fri, 8th : Do it for Dolly Day

Sun, 10th: Mothers Day

Week 3

Tues, 12th: Governing Council Meeting 6:30pm

Thurs, 14th: Principal at Portfolio Day

Fri, 15th: Walk Safely to School Day

Fri, 15th : UP Assembly

Week 4

Newsletter

National Volunteer Week

Fri, 22nd: Auburn Volunteer Day (TBC)

Week 5

Reconciliation Week

Mon, 25th: PUPIL FREE DAY

Tues, 26th: National Sorry Day

Wed, 27th : Kindy Transition visit 8:30am-11:10am

Fri, 29th : JP ASSEMBLY

JUNE

Week 6

Wed, 3rd: Kindy Transition visit 8:30am- 11:10am

Week 7

Newsletter

Mon, 8th: KINGS BIRTHDAY PUBLIC HOLIDAY

Tues 9th -Fri 12th : SWIMMING WEEK

Week 8

Tues, 16th: Governing Council Meeting

Wed, 17th : Kindy Transition visit 8:30am – 3:15pm

Thurs, 18th: Principal at Portfolio Day

A note from the Principal...

SKYE IRWIN

Mr Marshall made the most of the holiday break, working tirelessly to maintain and improve our school grounds. His efforts included sanding and oiling benches, refreshing the stage, turning the bark chips, spraying weeds, and completing general upkeep to ensure APS remains both beautiful and safe for everyone.

Our Annual Playground Audit by KidSafe SA was completed on Monday. The auditor was pleased to see that we are actively working to address areas of the playground that require attention, including the replacement of our slides, to ensure our facilities remain safe for all students.

A friendly reminder to families that students should not be unsupervised on school grounds outside of school hours. If you notice any concerns during this time or over the holidays, please contact the school mobile on 0439 071 522, connect with a teacher via Seesaw so we can address any issues promptly or notify the police.

You may notice some new faces around the school. We are delighted to welcome a new family to our community, with Estelle joining the MP class and Zara joining the JP class. We also welcome university student Amelia Barry, who will be with us for six weeks as she completes her final placement in the JP classroom.

Term 2 is shaping up to be another busy and exciting time. Our School Captains and Kids Council representatives will play an active role in planning and organising upcoming events. Please keep an eye on the Diary Dates section in each newsletter to stay informed.

In this edition, you will find the child-friendly version of our Site Learning Plan. This supports our ongoing Wellbeing focus on encouraging students to challenge themselves, try their best, and develop a growth mindset toward learning. Class term overviews will also be sent home in the coming days.

Additionally, our mid-year transition visits will begin this term as we prepare to welcome our kindy friends at the start of Term 3. We look forward to a productive and engaging term ahead.

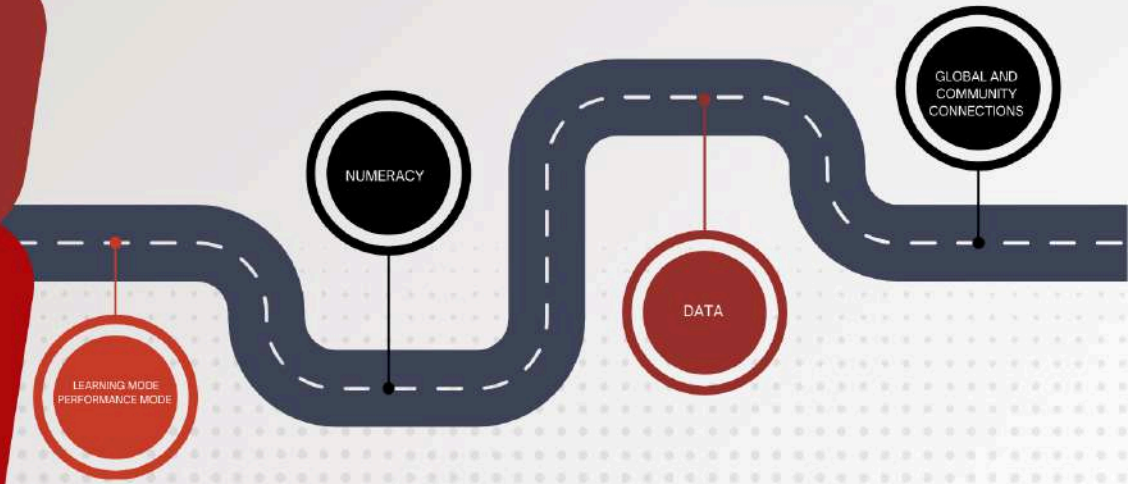
SITE LEARNING PLAN



GLOBAL AND COMMUNITY CONNECTIONS

Area of Impact:
Wellbeing
 Sub-Area of Impact:
Cognitive Engagement

Vision and values:
 At Auburn Primary School, we want to help you get really involved in your learning. We will encourage you to try challenging things and keep going, even when they feel tricky. We want you to understand that your brain can grow stronger when you practice and don't give up—being smart isn't something you're just born with, it's something you build! When you challenge yourself and keep learning, you can feel proud, happy, and successful.



▶▶▶ You are able to think, join in, and take part in your learning. You are encouraged to try hard things and challenge yourself. You practice and "flex" your thinking skills so you can stay active and involved while learning.

AWARD WINNERS!



TERM 1
**House
Challenge**
AUBURN

**HAS
TALENT**

Students were challenged to make groups within their school house and additional points were awarded to performers who collaborated with peers they don't usually spend time with. Our School Captains introduced the event and House Captains to support their houses, building their leadership and public speaking skills. It was fun to watch the varied performances and to see our new reception friends have a go at performing on stage in front of an audience! Thank you to the family members who were able to watch!



10 Reasons to NOT Call the Other Child's Parents

Put down the phone. Trust us on this one... It won't be worth it & here are 10 reasons why!

Written by Dana Kerford
Friendship Expert and Founder of URSTRONG

Let's start with this: You love your child. That love you feel for your child is raw and visceral – that kick-in-the-stomach kind of love. And, because of that, nothing hurts more than to see your child in pain. With physical pain, you pull out the first-aid kit, the homemade chicken noodle soup, or your favourite little boo-boo buddy! With emotional pain, you give your child a hug, you try to console them, and you wipe away their tears. But, the second you find out the pain came from another child, that sweet, warm mother hen morphs into Mama Bear! What once was warmth and compassion is now anger.

Wait...what? What did Riley do to you? Riley did WHAT? What did the teacher do? Riley didn't get in trouble? Is Riley like this to all the kids in your class? What else has Riley been doing?

One of the most surprising omissions that we hear from mums (we have yet to hear this from a dad!) is that their response to this intense, protective, emotionally charged feeling is to call the other child's parent. While we get and understand why, here are the top 10 reasons this is a **really terrible, horrible, no good, very bad idea**:

- 1. Your child doesn't want you to.** This has emerged as the #1 reason why children do not open up to their parents about issues with friends – they're worried you're going to make it worse. Calling the other child's parent is humiliating, embarrassing, and erodes trust. Believe me...this is the last thing they want you to do and risks your child shutting you out.
- 2. You can't view the situation or your child objectively.** No matter how hard you try to see things from all perspectives, you will naturally have a bias towards your own child. You not only love your child, you also have a very large sample size of their behaviour (i.e. their entire life) to draw conclusions. You know them inside out and you are very familiar with who they are, albeit you see these things through rose-coloured glasses. You will naturally not see the other child in the same light. And, unless you are a teacher or you work with children their age, it is very hard to have an accurate, fair take on what's 'normal' behaviour for children. If you do feel there is a situation that requires adult intervention, see if there is a teacher or guidance counsellor who can work with both parties as an objective mediator.
- 3. Your Mama Bear instinct kicks in and, let's face it, she tends to overreact.** This is totally out of your control. When we picture anything negative happening to our child, we immediately experience an innate, sometimes even physical reaction. When we hear a tragic news story on TV and imagine it's our child, tears or those gut-wrenching feelings are imminent. These powerful emotions are animal instincts designed to protect, not to have delicate conversations about our daughter or son's Friendship Fires® at the local café.

4. **Get off the rollercoaster.** We all have our own rollercoasters called, “My Life.” You should not ride anybody else’s rollercoaster but your own. You can cheer your child on and offer support from the ground, but don’t ride the rollercoaster with them...and we all know you don’t have the ‘stomach for it’ like you used to!
5. **Your perspective is different from your child’s.** What’s huge to you might be small for them or vice versa. As an adult, you are lucky to have the grand scheme of things and, because of that, you have one of life’s greatest gifts: perspective. A child has not developed this yet and is finding their way through the weeds. They’ll get there, but don’t project your perspective onto them. They might have situations that are water off a duck’s back to them (while you’re still steaming!) and situations that seem bigger than they should be. It’s their reality, not yours.
6. **Rescuing them isn’t helping.** Empower them to put out fires on their own. Getting overinvolved to swoop in and save the day is right in line with today’s “helicopter parenting” phenomenon. Solving our children’s problems for them does more damage than good and deprives them of the chance to learn these critical conflict resolution skills. Use these opportunities as teachable moments to empower, equip, and train your children to stand up for themselves. These **teachable moments** are golden...take advantage of these real-life learning situations.
7. **It often makes the situation worse and rarely ends well.** Not only will your children resent that you discussed their personal issues, it often makes matters worse for them at school. Telling your parents about a Friendship Fire is not considered a ‘cool thing to do’ (we’re doing our best to change that!) and word travels fast. Plus, 9 times out of 10, the conversation with the other parent will not go well...there are too many factors working against you to have a productive, harmonious conversation.
8. **It makes things unnecessarily awkward between you and that parent.** In the 1/10 times where the conversation seems to go relatively well, even if both parents are well-meaning, it is often the beginning of the end. Your relationship with that parent will naturally feel awkward and one or both of you will come away feeling defensive (it’s instinctive). There will be a hypersensitivity that develops and the next time you see or hear of her child doing something, it will bug you...even if it’s a little bit. It just will.
9. **Relax... give it some time.** The truth of the matter is, your child could be “besties” with this other child tomorrow. Just relax. Your child will not grow up to be a pushover with no friends, as long as you’re coaching them along the way. Interpersonal skills develop over time and, like everything, they need to practise.
10. **Your child’s got this!** Don’t deny your child this amazing opportunity to learn and grow. It’s in our struggles that we strengthen, so give them this chance to dig deep. Use this platform called **friendship** to allow your child to learn valuable life lessons. Conflict resolution, interpersonal skills, and resilience don’t just happen...they are formed through experience. These qualities are critical in developing healthy relationships. Success in life, no matter how you define it, relies on the ability to form and maintain relationships.

Your child. has. got. this.

kids council update



By Daniel

In kids' council we have heard from the teachers that the representatives are going to be from the UP, Hugo and Abby J, the MP, Elsie and Ruby, and the JP, Isla and Alex. So far, we have had 1 meeting on Monday these are the things we discussed:

Do it for dolly day next week on Friday were having morning tea with toast wear a splash of blue (you can wear something with blue) Miss Irwin will put conversation cards up on the board in the lunch shed to help the students to talk about bullying but we really want is to help how people talk to each other like to be kind.

Volunteer week is in week 4 on Friday we will have a Morning tea to say thank you to our school volunteers at auburn primary we have lots of school volunteers to help us garden, cook, supporting the kids, the CWA and parents who helped with governing council. We are planning the term 2 house challenge on the last day of term but we know it will be a bike relay Castine VS Bleechmore. We are looking forward to the upcoming meetings to discuss our house challenges and help to plan our upcoming events.

Auburn Primary School 
Playcentre

**We're
ready to
play**

Commencing Friday May 1
9am - 11am

OSHC update



Our Term 2 at OSHC began with butterflies! We were visited by some beautiful friends on our first afternoon



Vacation Care



During Vacation Care we enjoyed fun activities with other children from the region We started out with a walk to the local park, playground fun, bottle rockets and games, followed by balloon tying and arts and crafts. g

On pizzeria day we rolled out sourdough, tried a bit of flipping!, added our favourite toppings and baked our mini pizzas. we are all bellissimo! And the secret sauce (grated carrot makes it yum) was a hit
 We continued with our wonderful arts and crafts using natural items that we found on our walk to make little creatures and dioramas.

Vacation Care



On Tie Dye Tuesday we used squeeze bottles of dye in our chosen colours to decorate our shirts. some also added pictures and designs with fabric marker. In the meantime we ublicked, hama beaded and made beautiful creations. it was busy, messy day and much enjoyed by all.



Next week we will be crafting for Mother's Day and Children's day as well as (May the 4th be with you) Star Wars day!



WEEK 2, TERM 2 OSHC AT AUBURN



SUNDAY

Don't forget to
book for the week!

via

• spike



• dl.OSHC.0470@schools.sa.edu.au

MONDAY

Star Wars day



Educator: Sharni

TUESDAY

kodomo no hi
crafts



Educator: Judith

WEDNESDAY

Mothers Day crafts



Educator: Judith

THURSDAY

Outdoor play



Educator: Judith

FRIDAY

Mothers Day crafts



Educator: TBA

MOTHERS DAY



CHILDREN'S DAY –
KODOMO NO HI (JAPAN)

SNACKS FOR THE WEEK

- Monday: sandwiches
- Tuesday: Cheese and crackers
- Wednesday: snack mix
- Thursday: toasties
- Friday: fruit kebabs

*A fruit platter is always available
for children*

Save The Date
Term 2

Pupil Free Day

Week 5
Monday, May 25, 2026

SAVE THE DATE

WALK SAFELY TO
SCHOOL DAY

Friday 15 May 2026
National Walk Safely to School Day

MINI EAGS

REGISTRATIONS
NOW OPEN

Learn • Play • Have Fun!

A 10 week tailored program, designed to provide early stage skill development, team work & social skills to young netballers.

Ages - 5-8 years old

Contact netballsec@minmaneagles for more info

STARTING THURSDAY 30TH APRIL @ 5PM

Friday
May 8

DO IT FOR Dolly DAY

**Wear blue
and bring along
a gold coin donation**

2026 RSMU NETTY mini hawks

**A FUN PROGRAM TO INTRODUCE OUR
LITTLE HAWKS TO NETBALL**
for kids born 2020-2022

School SWIMMING Lessons

Auburn Primary School Swimming week will take place in Term 2, Week 7.
More details to come later in the term



World Autism Day is April 2nd

Since 2007, the United Nations has observed this day to affirm the rights and freedoms of autistic people. Today we have moved beyond raising awareness to promoting acceptance and appreciation of autistic people and their contributions to society.

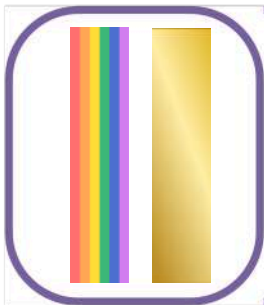
Below are some considerations around respectful ways to raise awareness and promote acceptance and appreciation. To be inclusive when referring to an autistic learner, you can understand and respect their identity by recognising their unique strengths and abilities. Celebrate and affirm your learner however they choose to identify. We have presented the preference of the majority of the autistic community, however we encourage you to use respectful curiosity to learn and affirm each individual preference.



We use the infinity symbol to represent autism.

The infinity symbol also represents neurodiversity and the infinite ways of being. It can symbolise the infinite potential and possibilities. The continual loop represents the continual need for support, understanding and acceptance.

We avoid using puzzle pieces as they can suggest that autism is puzzling, or needs to be solved, or that autistic people need to fit in.



We use rainbow and gold to represent autism.

Rainbow represents the spectrum, diversity and that all colours are included. Gold represents value and worth. The chemical symbol for gold is Au.

We avoid using blue, as it represents the stereotype that it's more common in boys. The 'light it up blue' campaign is associated with an American organisation that wanted to fix or cure autism. Many people in the autistic and autism communities avoid associating with this.



Try using identity-first language and avoid diagnostic terms.

'Autistic student' is an example of identity-first language, versus 'student with autism'. Autism is a valuable and important part of someone's identity, which is why many people prefer to use identity-first rather than person-first language.

Try using terms such as 'autistic' and 'autism'. ASD is a diagnostic term. Unless you are specifically talking about a diagnosis, autism is not seen as a disorder. Similarly, we recognise that everyone's ability varies between every area of living. This is a dynamic view of functioning, versus describing someone as a high or low functioning autistic.



We are inclusive.

Attending education, having needs and engaging in interests is something that everybody has and does. Having a disability might make those things different, but not special. Inclusive education is a fundamental human right of all learners (UNCRPD, 2016).