

**Spotlight Transcript**  
**Episode 5 - Nicole Pleysier and Andy Yu**

## How Bubble Tea and Horrible Parent Badges help schools address Digital Safety

Yasmin London (00:00.000)

Hello and welcome to Spotlight by Qoria, the podcast where we unpack all of the best stories and strategies as well as learnings for schools by schools. My name is Yasmin London and I'm incredibly excited to welcome you to today's Spotlight and introduce you to our incredible guests. We've got Nicole Pleysier and Andy Yu from Rehoboth Christian College.

Nicole is the CEO and Andy is the Science, Digital Technology, and Extension Program Lead at Rehoboth, an innovative K-12 co-educational school located in Kenwick, Western Australia. Welcome Nic and Andy. So excited to have you here today!

Andy Yu (00:50.873)

Hello. Thank you.

Nicole Pleysier (00:51.348)

Thank you.

Yasmin London (00:53.162)

Excellent. So excited to hear your story. We've been hearing some great work that's been coming out of the school, some real innovation, some real, I guess, strategies and skills that other schools can really learn from. So I'm

excited to get into all of that. But before we start, what I'd love to do is to find out a bit about each of you.

What do you like about being an educator and working with young people and a bit about your career journey to get to where you are today So Nick, I might start with you. How did you get into the space of education?

Nicole Pleysier (02:26.952)

My journey in education was a bit of a slow start. I actually started my working life, started as a hairdresser and then while I was doing that, just felt this real pull towards education. I think I was sort of maybe even running away from it little bit. I kind of had been told by a lot of people that I should follow that pathway, but saw myself as a bit creative and wanted to pursue that.

But anyway, got the better of me and I started my degree and then got married in my second year and baby in the third. So it was sort of a bit of a stop-start, know, plans of man they say, it doesn't always work out how you expect it. But I started my career as an art specialist in primary school, moved around a lot, and worked in our far North for a little bit, but actually landed back in the school where I was a student myself and as it turns out my husband. So I have a very long relationship. My kids all went to this school and I have got a grandchild now at this school. It's like this 40, people say, how long have you been at this school? And I said since I was 10.

Yasmin London (03:44.117)

Wow.

Andy Yu (03:48.369)

Ha

Nicole Pleysier (03:50.44)

So I am embedded here. Actually lived on campus for three months. That's my claim to fame when we had a caretaker's house and that's so, yeah, so I am truly part of this school. But moved on from there to regular class teaching, sort of found my groove in middle primary and then ended up doing curriculum work and slowly morphed out of the classroom into a kind of more administrative role.

Yasmin London (03:58.766)

Nicole Pleysier (04:19.462)

And then was the principal of the primary school for eight years and this year is my first year as CEO of the school. So we have two campuses, about a thousand one hundred students, about two hundred staff. So it's a huge staff cohort. And this is the first time they've had a CEO that has been trained as an educator. So we've always had quite a business model.

My job is around risking compliance and things like that, which I've had to up-skill in. But bringing that sort of drive for students first, students first, has been kind of the mantra for this year.

Yasmin London (05:03.094)

Yeah, it's incredibly important, I think, in schools that lived experience to be able to connect with other teachers, with the leadership team, to have that anecdotal, the stories to share to really illustrate your experience. And I think, you know, becoming the CEO, even after being at the school for as long as you have or being an educator for as long as you have, the ability to still step into a new space is really, really exciting. So I think that's you know, real credit to the school, I guess, and the environment and the journey that you've been on. If I think about hairdressing, my dad's a hairdresser, so as the daughter of a hairdresser, I understand the skill that comes with communicating with clients would translate very well into the schoolyard, I'd imagine. Amazing.

And Andy, what about you? Science, digital technology, you know, this is an incredibly important space at the moment in schools. Tell me a bit about you how you got into the business of education and what you love about what you do today.

Andy Yu (06:03.385)

Yeah. Yeah. So it starts from my high school. I was quite a lost young man. I do not know what I'm doing. I was kind of a troublemaker, but during my school years, there's incredible teachers that actually had a great influence on my life and they actually helped to turn my life around. So I understand how educators had such an impact. And later on, I went and joined the army and

One of my postings is actually stationed in a primary school. So I got started teaching them English. And I just see the incredible amount of influence that I could have on young people's lives. So when I came back to Australia, I was like, you know, let me try and I fell in love with it since day one. So that was my rough journey. Yeah.

Yasmin London (06:57.998)

That's a really beautiful story and one that whether you feel comfortable or not at different times to share with students would really validate the struggles that they sometimes go through and to show what engagement with the system can actually do. Can find your calling by giving back and by being that role model for kids as well. It's really, really powerful to be able to share that. And your role now as science and digital technology head teacher.

Andy Yu (07:08.909)

Yes.

Yasmin London (07:26.506)

What are you responsible for in the day-to-day?

Andy Yu (07:29.367)

Yeah, so besides just teaching science and digital technology, this year we actually had a new role, just looking at how we integrate technology into the classroom. That involves, you know because AI has just started and kicked off so much. So one of my jobs actually, besides classroom teaching, is to look at our AI policy, put something together, also to educate our students about AI, what to watch out for, how to use AI wisely, plagiarism and all those sorts of issues. And also, yeah, sometimes, I mean, we just started looking at their digital habits. We have been experiencing different abuse of technology. So one of my roles is just to orientate our new year sevens coming in, just helping them to know how to navigate around the use of devices and train the rest of the high school, just how to use AI properly and wisely. So that's pretty much, yeah.

Yasmin London (08:36.512)

Yeah, it's definitely, you know, a new era in education, isn't it, when it comes to AI. And I think over the last year, we've, I've heard from schools as a real focus on issues like plagiarism and academic dishonesty, but certainly that safety conversation is so important now, isn't it? It's sort of moving now to that next iteration of how we make sure we're looking at children's experiences of AI and making sure that it's not just about what they're doing or not doing in class, it's about

Andy Yu (08:48.835)

Hmm. Yeah. Yes.

Yasmin London (09:04.984)

how that could possibly be used to harm their wellbeing. So, so many interesting things to unpack. The digital environment for schools right now, it's really complex. How would you describe it, Nick, if you were to describe how you're feeling as a CEO and how your staff are feeling about it? What would you say?

Andy Yu (09:16.227)

Yes.

Nicole Pleysier (09:25.62)

I think much like probably a lot of parents that we feel like we're five, 10 steps behind the kids. As soon as we sort of put some safety parameters around kids, they're finding ways around it. I think, and I think there's so much technology out there that it's a bit like lingo, we're the last to know kind of thing, what's going on.

So I think there's an element of that. Think very much feel that our job is to partner with parents in responding to their concerns. We have our own concerns, but parents certainly are articulating a lot of concerns and maybe even some concerns about the wrong thing. I think they're predominantly worried about things like pornography and violence. And I think more harm or just as much harm is being done by just that lack of social, know, real social interaction and things like that. Yeah, so just helping parents, Yeah.

Yasmin London (10:38.626)

Yeah, it's a tricky thing, isn't it? One of the observations that I've made as well over the last little while is parents do seem to be quite fixated on things like screen time rather than, I guess, the content that kids are consuming or how that might impact their thoughts or their behaviours. So really sort of helping them shift gears a little bit to what that next iteration is that they need to be aware of. And importantly, how can they work with their kids to make sure that they've got a good two-way

I guess, a communicative relationship and that they know what to do if something goes wrong. What about you, Andy? How would you describe the digital environment for schools now?

Nicole Pleysier (11:12.532)

Yeah. Yeah.

Andy Yu (11:18.873)

Yeah, we are a one-to-one school, so students have a device with them all the time. Now, on the one hand, technology really has enhanced their teaching and learning experience a lot. In science, we could have so many animations, and we can go out to the world, and look at the different beautiful things in the world. So technology really has enhanced their teaching, and learning experience in the classroom as well. But at the same time, there are a lot of distractions that kids need to navigate through. In a classroom when things get boring, there are so many gaming distractions. Even they are able to talk to one another over the computer while lessons going on. And the kickoff of AI, there's a lot of things that kids had the ability to know how to use them. But not necessarily the wisdom to know how to use them. There's a big difference. So they know how to get there and use this. But at the same time, what I see is kids lack the wisdom to know what to discern or how, where to go, where not to go, how long and things like that. They tend to get fixated just, you know, on something they have stumbled upon. And sometimes that does harm their wellbeing. And so as a result, know, lack of that wisdom often impacts on their teaching and learning on their learning as well as their welfare overall, you know, their sleep, their everything. So I find that, you know, being able to target this area would be able to strengthen our kids a lot in the learning environment.

Yasmin London (13:04.248)

Yeah, absolutely. I think that's so important. Know, kids know how to use the tools, but they lack the wisdom, you know, and I think developmentally they don't have the, you know, the brain capacity, the impulse control, their frontal lobes not developed till they're, you know, in their early twenties. So they do just start using things without really a lot of thought. And I think there's a new term that people are sort of pointing AI literacy. So we've got digital literacy.

Andy Yu (13:12.643)

Hmm.

Andy Yu (13:31.523)

Hmm. Yes.

Yasmin London (13:32.568)

But AI literacy is the whole second phase to that. So interesting. Now, our topic today is about innovative models for digital safety and wellbeing. And that's something that you've done incredibly well at Rehab Oath. I've seen at the school you've implemented digital safety and wellbeing models, you've begun rolling them out to the community. So students, staff and parents, including online safety education based on surveys, detailed sharing of that data with parent communities that drives your decision making. I've even heard about, and I want to hear more about, horrible parent badges and doughnuts, lots of doughnuts. So tell me more about this program.

Nicole Pleysier (14:13.652)

Thank you.

Nicole Pleysier (14:19.402)

could start. I think I think it started back right at the beginning of the year, had to, I attended two different parent, you know, events, and just chatting with two parents and on both occasions at different campuses in quite different socio-economic cultural dip, the two schools are quite different. These two parents sort of said, just really struggling with the whole digital thing at home. You know, we haven't given our kids a phone yet and we're horrible parents and we're so, you know, like that's all we and but they were actually really quite not I would actually say they were quite choked up about it actually. Were feeling really under a lot of pressure for their kids and I said, you know, that is as old as time.

Yasmin London (15:06.382)

Mm.

Nicole Pleysier (15:14.57)

know the digital thing is not new but you know your kids telling you that they're the only ones that you know don't have this thing or that thing or aren't allowed to do this thing that's sort of a story as old as time. And you know I'm now a grandparent and so I've been through that you know early days of raising young kids and stuff and I've I really feel for them I didn't raise my kids up.

In the early years particularly, digital stuff came in sort of in their teens but I sort of think I would do exactly the same stuff they're doing. I walk in that space humbly because I sort of think some of the things that I kind of go, don't do that. I would have done, I know I would have done.

Yasmin London (15:59.118)

Yeah, 2020 hindsight, isn't it?

Nicole Pleysier (16:01.448)

Yeah, yeah. You sort of think I, you know, you've lived that reality of small kids and, you know, I've plumbed my kids in front of TV plenty of times. So the alternative to that would be an iPad, let's be honest. So, you know, hearing that story and then also at the same time, we have a partnership with Christian Education National, which is kind of a body that has no governance role, but just

Andy Yu (16:13.208)

Hmm.

Nicole Pleysier (16:29.338)

supporting role I guess across a bunch of independent Christian schools across Australia and they had partnered with author Daniel C. has written Raising Tech Healthy Humans and also Space Makers both you know they're selling books in the mainstream market and they've partnered with him to provide this sort of free resource which I think is now actually free to

everyone and so was starting to think around that. And that was also around getting parents together and really sort of driving this conversation amongst other parents. And we've got this great forum, you know, as a school, we have, you know, captive audience, if you like, with parents, you know, being really connected. And then I started hearing about the stuff that they were doing with ySafe and all of that in high school. And I just went, we could be working at Cross Purposes here and sort of drew

Andy Yu (17:25.421)  
Yeah.

Nicole Pleysier (17:26.154)  
everyone together and formed, put one of a better word, a hate committee, but you know, a group of people who were sort of driving in the same direction in our school. So Andy can tell you a little bit more about the evening.

Yasmin London (17:39.426)  
I think that's great.

Andy Yu (17:43.694)  
Yeah.

Yasmin London (17:44.824)  
Go for it, Andy. What I will say Nick though is how great I guess your role as CEO is coming into this situation because one of the observations that we've made across schools all around the world is that silo effect that can happen between the junior and the senior school and the opportunity for you to see that from I guess an eagle eye point of view and realise we can work together, we can make sure that this is a well thought out longer-term programme I guess in the school. So valuable there.

And Andy, tell me a bit about the program and why you think it really works.

Andy Yu (18:20.729)

Yeah, so the program is really worked well in terms of, well, at the start, there's lots of conversations. So I was talking to IT, I was talking to various people, and then trying to bring everybody together. And that was actually a little hard at the beginning. But then when Nick saw us starting to talk and then she brought us all together.

And so various parties like the chaplain, the IT department, the school management, and we all come together and we start to share the same vision. And that was so important for us to actually all come together. And we had perspective and our own specialty and gifts and strength from various sites. When Nick got all of us talking together, we had a much clearer picture and direction to go. And I think that's one of the things that makes it so effective.

When every all parties have something to do with this, we all come together and so that we realise the problem together, we share the same burden and same vision, and we start to also complement one another. And that's one of the great, I think, reasons why this has kicked off so well. Yeah. And then from my side, another thing that makes it so good is, yeah, we started to... make a survey and really try to understand where we are in terms of our digital wellbeing. So yeah, so what happens is I try to, I send out a survey, but then I don't get many responses. So that was like a hundred, only a hundred out of, know, so many of us, about thousand school students. So we only got one-tenth. So I just thought, well, what can I get more students to respond to me?

So I just tell all the rest of the school, say, well, I'm gonna give out six gift cards, like, know, JB Hi-Fi gift cards, and I'm gonna, yeah, yeah, yeah, so I draw, I would say, I'm gonna draw two from each year group. So sign up, you get a chance to get, and then I mentioned about Bubble Tea. Bubble Tea always works. Teenagers love Bubble Tea, yeah.

Yasmin London (20:22.742)  
library always works

Yasmin London (20:34.648)  
Yeah.

Yasmin London (20:38.382)  
That's really good. I've not heard of Bubble Tea. I've heard of the pizzas and the doughnuts and possibly the gift vouchers, but Bubble Tea for everybody listening today. Give that one a try. That is a really fantastic idea. I want to look back really quickly, Andy, and ask you because I know people will be wondering. You talked about having all of these different stakeholders on, I guess, a team working towards a unified vision. So many schools try to do that.

Andy Yu (20:46.905)  
Cheers.

Yeah.

Yasmin London (21:08.12)  
But it's difficult, I guess when it's really busy and people are feeling the pressure of their day-to-day roles. How did you make that happen? How did you get everybody on the same page and delivering, I guess, what their responsibilities were so that this could drive forward?

Andy Yu (21:24.173)  
Yeah, I would say maybe Nick has some input, but I would say first of all I'm grateful to the school for giving me this role and being generous with time and giving me that liberty to drive this. If I were really caught up in my classroom, then I wouldn't be able to actually bring everybody together and actually go and talk to different parties. So I feel the first thing is actually

someone needs to be a capitalist to drive this and he needs to be given the time and the liberty to be able to do that and the support from the management. And then secondly would be, yeah, I think Nick has also by having that recognition from the leadership that this is important and we support you and let me come in, you know, get together and, you know, and when Nick comes into that space and working together with us, we could actually see this is a priority.

So everybody in our, besides all our busy work, we could still come together. Wow. You know, a manageable time where we can devote that time to start talking with one another on this issue. And, and also the parent's response, you know, when we send out sign-ups and we realised, wow, a lot of parents are actually wanting to know something about this. And they actually add fuel to the team and say, wow, that's put this well together so that the first launch night will be a great success, will be a great encouragement and we keep on this momentum driving this forward.

Yasmin London (23:00.428)

Yeah, it's incredible because when you see those results come in, you think, gosh, why didn't we do this earlier? But it's, difficult. And Nick, just wanted to ask you, you're obviously an incredibly engaged leader with your history in schools. You get it. What would you say to schools though, that know this is an issue, but they're still trying to sort of push upwards to leadership to convince them that this is something that should be done in the school or that, you know, if we've got restricted budgets or short on time.

Nicole Pleysier (23:00.554)

Mm.

Nicole Pleysier (23:06.363)

And.

Andy Yu (23:06.819)

Yes.

Nicole Pleysier (23:27.658)

Thank

Yasmin London (23:28.972)

why a school, what's the business case, I guess, to put people in a position like Andy has been, what could they do to help move that along?

Nicole Pleysier (23:36.98)

Yeah, I think asking the parents, think, you know, one of the, I guess, surprising engagements that we had like I knew that there were parents that were really struggling, but you often think, it's, you know, kind of maybe the more traditional parents and, you know, maybe the more mindful parents and things like that. And the average parent who's time strapped and, you know, working, you know, long hours and things are possibly not going to be so engaged. Think we had, correct me if I'm wrong, Andy, I think we had 200 people turn up to our launch event, which they didn't know what they were coming for. They were just keen to be part of the story. And I think so, you know, asking your parents. And I think there's, you know, especially older kids, year four up to year 12.

Andy Yu (24:10.264)

Yes.

Yes.

Nicole Pleysier (24:27.92)

ask them I think while they love the digital landscape they live in and you know would find it hard to live without it I think they do sense some of the

losses with not getting it right and before you were saying too about you know kids not having the wisdom I sort of think I'm a terrible example myself

I do scroll till 11 o'clock at night and don't get enough hours of sleep and I sort of think I'm not a digital native. You know, times that by 10, you know, for a 14 year old. So I just sort of think all being together on the same page is just so vital. And I think, you know, I think it has such an impact on all learning, you know, because there's alternatives to deep work, you know, always calling for your attention. And so I think it has an impact on all learning. So I think it's really important for schools to start engaging. And we're right at the beginning of our journey too, you know, we haven't got it all together and we're sort of fumbling our way through. But I think we've made some really exciting sort of strides into this space.

Yasmin London (25:40.226)

think your comments on engaging parents is so important. And I guess you've done that through the survey, right? You've shared that data. Everybody wants personalization. And so once you've got an opportunity where you've got 200 parents together and you're to tell them about their kids and your school, and it is a personalized approach, but not necessarily really onerous. Mean, if you give vouchers and some bubble tea and you've got some really helpful data that does engage parents and it's almost that.

Nicole Pleysier (25:51.21)

Yeah.

Andy Yu (25:58.137)

Hmm.

Yasmin London (26:09.006)

to get them in the room where they then understand the scale and what they're dealing with, guess, rather than just being that, you know, problem horrible parent. I do want to come back to you and you can find out what

you say to those problem parents when you give them a badge. But it is that sort of knock on effect. We start with those right steps. It really helps that momentum and flow as we move forward. So you get to the parent night. What happens next? You share the information.

I know that YSafe obviously did an education session as well to illustrate the risks and I'm sure some of the benefits as well and the practical strategies. What happens after that?

Nicole Pleysier (26:49.362)

So on the evening, all the stakeholders in the team that have been collaborating towards this event, each sort of had 10, 15 minutes each. And so we wanted to keep it short and sharp because we wanted to leave ample time for parents to have a coffee and chat with people on their table. So we set up the room rather than just in rows, had round tables sort of to sort of

Andy Yu (27:15.224)

Mm.

Nicole Pleysier (27:18.162)

you know, promote that conversation rather than all sitting in stiff rows. And then we had a spot where the chaplain spoke just about, you know, wellness in that digital space. We had Andy and our two primary tech teachers talk about what goes on in the classroom and the things that they're learning. So kind of a real positive, you know, spin on the actual learning that happens at our school.

Then I spoke about the Daniel C. Raising Tech Healthy Humans podcast. It's not really a podcast, but a sort of online lesson for parents. And then Andy did a bit of the launch around the survey results. And so I think that there was kind of these little snapshots of here's some, great and Andy really did a really good job in presenting that to you and so told parents the truth. You know there's some things that are concerning but also said look these are

things you know when you survey the whole of Australia this is where our results are really positive and particularly around talking to parents when they get into trouble basically was a really positive outcome.

And Andy also did a great job in engaging the parents by actually doing an activity with them rather than just telling them, know, having a PowerPoint. They sort of, what was it again, Andy? You did it in three categories.

Andy Yu (28:42.583)  
Yeah.

Yasmin London (28:44.376)  
talking at them.

Andy Yu (28:49.505)  
Yeah. Yeah. So I got parents to, well, we, had all these survey results. So I purposely asked parents to with all these survey results, tell me what is worth celebrating. So they, they just pinpoint and discuss with one another what's actually good of these data. And then similarly ask parents to say, well, pick out three concerning areas based on these data.

And could you rank it in terms of most concerning? Secondly, and thirdly, maybe have a chat with one another about why this is concerning. So those questions are like, you know, have you been asked to send a new photo before? You know, do you have a public social profile and all those very, very important questions for them to know. And then, you know, we finish off, you know, with a Duck Cat degree, what's worth celebrating? Yeah, let's celebrate it together.

Yeah, so those get parents to discuss and look at those data and really try to digest and see from one another's perspective. And I think also this survey, it's actually very encouraging. Now we compare to the state level kind of

statistics and then look at how our school overall, the parents actually have been doing a really good job trying to safeguard some of those areas. And they can actually see from the facts that they are doing a good job compared to, you know, what we see in the state. So they walk away feeling encouraged, okay? This is actually a fruit of my labour. I just don't see it, but tonight I get to see it. So they walk away feeling encouraged and supported. Now the school is doing this with you. So they feel they are not alone, but they actually were doing this as a community and as a team. So that's great, I think.

Yasmin London (30:26.85)

Yes.

Yasmin London (30:39.854)

That's so powerful because so often we don't see the fruits of our labour. We deal with the tantrums at home and those exhausting arguments where you just feel like you can't go any further but you're sticking to your guns. To give them a sense of hope and achievement in some way is so powerful. This is what you're doing right. And I really love that you've compared it to not just the WA schools started at the Australian schools data so they can see that you know what I'm doing is working even if I don't see the results visibly in that moment. What did they say was worth celebrating? What was some of the I guess if you could give me a what was worth celebrating and what were they most shocked about? When they heard that the data

Andy Yu (31:24.087)

Yeah, so from the data, think one of those really worth celebrating, it's actually mobile phones. So a lot of parents actually understand not to give mobile phones to their kids too early. So, and then they actually, you know, can see from that perspective, like kids without mobile phones and that they have much less sort of depression and, you know, those negative side effects. So

I think that's something they see because often kids will fight against them about, know, why don't you give me a mobile phone? The rest of my class have it. So they always feel that tension. And then so one of the celebrations is actually they see with their resistance, but they actually protect their children from all these. I think, you know, Nick has also given them a lot of encouragement in terms of

It's okay to be horrible parents in the eyes of your children, but because this is protecting them, this is loving them, even though you've been called a horrible parent. So that's something that they, and I think generally our statistics in terms of level of depression or their level of being distracted by their device or they feel being enslaved by technology, we have a relatively low, percentage compared to the state or the general sort of vibe. So I think those are big celebrations that parents can see, know, we all our effort actually has, you know, brought those things, those statistics down a lot, you know, yeah.

Yasmin London (33:08.59)

Absolutely. And that they're not alone too. That, you know, coming together, even though it's difficult to get to these events at the end of the day, it's that moment where you go, I'm not the only one. I'm not the only horrible parent. Now, Nick, what do you think, what you've done so much in this space, and we mentioned earlier that, you know, as a leader, you've already identified this as an issue and given it the green light. So we're seeing fantastic results as a result of that.

Andy Yu (33:11.213)

Yes, correct.

Andy Yu (33:19.373)

Yes.

Yasmin London (33:35.82)

What would be the consequences do you think if you didn't take action in the school around digital safety, you hadn't given Andy that role and given him the freedom to be the catalyst? What would be the outcome do you think?

Nicole Pleysier (33:51.164)

I think, well, the most simple answer is that it would continue to be an unaddressed issue in our school. Mean, we all know it's there. And so it's usually, you know when we've got the time and the passion and the money to throw at it in a real concerted way. But my first concern is always for students well-being because I think it you know it's chicken and the egg with their learning. If they're not you know functioning well within themselves and feeling whole within themselves they're not going to be at their kind of you know best bringing their best self to school whether that's because they're tired or whether because they've had some social anxiety around stuff that's going on online whether, you know, it's forming some addictions that are unhelpful, all of those things. I just sort of think if we didn't do something, we're just going to see more kids harmed and making mistakes that could be avoided.

Yasmin London (35:01.452)

Yeah, that's really, really important. Ultimately, these are places, not platforms, aren't they? And we need to make sure that we're looking after kids in that same way. Andy, do you have some comments?

Andy Yu (35:03.63)

Yeah.

Nicole Pleysier (35:07.177)

Yeah.

Andy Yu (35:12.055)

Yeah, yeah, I feel like I want to add that as well. I mean, in the past few years,

when this is not as a concerted effort, we find ourselves constantly having to just put out spotfires again and again, instead of so we have been trying to address this individually or segmentally, and we're always putting our fires. So I'm thankful for this year where we can take a more proactive approach and a more global approach to this, from top down instead of trying to just put out fires and then we know they're going to come up again and the speed of them coming out is so fast that if we don't approach it in a global level, it's actually not going to be effective.

Yasmin London (35:55.17)

Yeah, no, that's incredibly poignant. Know, spot fires, we've got to be more strategic. We've got to stop spending our time and ultimately wasting what could be, you know, really productive time in other tasks. And, you know, we're busy in school. So let's be strategic and let's be well-planned and make sure that we do this right from the start, getting that foundation really, really solid. So one last question, I guess, for both of you before we do wrap up is,

Andy Yu (36:01.592)

Yes.

Andy Yu (36:05.91)

and

Andy Yu (36:15.107)

Yes.

Yasmin London (36:22.39)

what your key takeaway would be for our listeners that you've learnt through this process. What's the one thing that you want other schools to know about? Nick, maybe we'll start with you.

Nicole Pleysier (36:36.426)

Yeah, I think it's that parent engagement thing it's like filling a whole bucket with a hole in it. If you just do it from one end, think parents will find the same. If the school is not on board, they're sort of trying to manage this behaviour in this space. They don't necessarily completely understand alone. And the same goes for us on the other end. And I think that partnership is just vital. I think, you my horrible parent, I actually got enamel pins made. I could stop, get me to stop and get one. Okay, hang on to it.

Yasmin London (37:11.95)

Go and grab one. We're all about love to see the horrible parent badge. Think there'll be listeners today that will be implementing that even as a provocation, right? It's a conversation starter. It's little things like this that visibility that people have to show, hey, you're not alone. I'm a horrible parent too. And hey, wear it at home. I love it. Horrible parent.

Andy Yu (37:15.609)

Yes.

Andy Yu (37:23.832)

Yes.

Nicole Pleysier (37:24.682)

That's right.

Nicole Pleysier (37:30.026)

Yes. So everyone thought I was daft. Well, that's nothing new there. I got 100 made because it was cheaper than getting 50 made. I really didn't think I'd get rid of 100. But it was like a Boxing Day stampede.

Them and they were all gone and I've ordered another hundred that have just arrived so that's why I've got some there but yeah it was they were very

popular and I've got a dad who wears it to he's a plumber and he wears it on his plumbing thing and gets asked by all his clients why the horrible parents and but it's it was just kind of a fun way of saying you know what you're not alone they're making you feel like you're alone but you're not and you have permission to be a parent.

Yasmin London (38:01.432)

This is so good.

Nicole Pleysier (38:25.546)

and do what you know is right for your kid. And so they've been really popular and like I said, I've had to get another hundred. Yeah, it's really fun.

Yasmin London (38:32.489)

love it. Is this going to be part of year seven orientation every year? This is where you get the badge. Amazing.

Nicole Pleysier (38:36.575)

Yeah.

Andy Yu (38:37.049)

I'll go with AA.

Nicole Pleysier (38:39.1)

Yes, exactly. Yeah. Yeah. So we've rolled out Daniel C. Raising Tech Healthy Humans. We give that to all our kindy and year seven. We get a big influx of students in year seven and kindy. We're giving them that book sort of as a welcome orientation gift to the parents and catching them up. Our plan is that the launch night will be a repeated event early in the year, every year. So we catch new parents.

Yeah. Yeah.

Yasmin London (39:10.294)

reinforcement as well. Sometimes I need to hear these things more than once for it really to sink in.

Nicole Pleysier (39:15.156)

Yeah, or bring their partner along who may have opted to look after the kids at night or whatever and just give lots of parents. Yeah.

Yasmin London (39:18.574)

Missed out. That's it. That's such a key point, those multiple touch points and opportunities, because those are very real struggles that parents have to grapple with. Just thinking a bit about their point of view and what might work. And Andy, what's your key takeaway? Having been the lead of all of this, seeing the ins and outs, probably dealt with all of the late nights and early mornings trying to get this organized. What's been the key takeaway for you?

Nicole Pleysier (39:28.938)

Yeah.

Andy Yu (39:44.087)

Yeah, I think a key takeaway would be it's really important to have support from the management. And that would make things that will allow this whole initiative to gain a lot of momentum, lots of attention and then bring all the parties, all the relevant parties together. And I could not do this without all these fantastic teams where we could actually work together and complement one another.

It's giving a real kick to this. So I'll say management support is key. And also getting good teams together of all different parties that have something to do with this. Our chaplain, our IT, school management and teachers, and just looking after all sites and even parent representatives, so they're working

together with this. And I think that's great. And try bubble tea, it works. And maybe lots of doughnuts.

Nicole Pleysier (40:40.49)  
I'd be

Yasmin London (40:40.648)  
absolutely. Bubble tea. Bubble tea and doughnuts are high on the priority list for any listeners on today's podcast. Unbelievable. I really, really loved this conversation. Listening to both of you, the takeaways that I've got are really that schools can take charge in this conversation, particularly when we listen to different stakeholders. But ultimately it starts by thinking differently and being bold and innovative, using data of course to have that

Andy Yu (40:46.105)  
Sorry.

Yasmin London (41:10.222)  
solid foundation, but also the power of humour, know, having badges, having that visibility, bubble tea and vouchers, you know, using that sort of the fun, I guess, in the process as well. And as well, you know, being genuinely inclusive of your school community as really paid dividends is what I'm understanding from all of this. It's a lot to achieve that level of engagement and community support that you've got. So that's a really significant takeaway as well. So some incredible tips for other schools to consider taking. Kori, one of the things that we always say is that as the digital world evolves, so do we. And Nick and Andy, you've really shared some incredible thoughts and ideas with our listeners. So we can't wait to see what Rehoboth does next. We'll be keeping a very, very close eye on it. Thank you so much for joining us today.

Andy Yu (42:03.491)  
Thank you.

Nicole Pleysier (42:03.606)  
Thanks, Yasmin.