

SCHOOL NEWSLETTER

TERM 3 2025

PRINCIPAL'S PONDERINGS

As we draw Term 3 to a close, I want to acknowledge the many highlights, challenges and important decisions that have shaped our school community over the past ten weeks. Charleville School of Distance Education continues to thrive thanks to the dedication of our students, families, staff and wider community.

Teaching, Learning and Staffing

This term has been filled with rich learning and connection: from our TRACK expectations and "cameras on" focus, to successful E-Kindy play days, and the positive launch of the Thargomindah Secondary Learning Centre. On 18 August, we welcomed Mrs Deborah Blackford as the new teacher aide in Thargomindah, where three students have made an excellent start. The position of Principal has been advertised and closes on 14 September. The process will be finalised early in Term 4 and the Principal will commence in January 2026.

Next term will see some changes to staffing:

- **Returning:** Miss Head and Mrs Scheerer
- **On leave:** Mrs Washbrook (classes will be covered by teachers across the Western Alliance and Miss MacMahon)
- **Principal leave:** I will be away in Weeks 9 and 10 of this term, and during this time, Rickie Itzstein will act as Principal and Dave Kruger will act as Deputy Principal. Also, I will be away for one week in Term 4 (Week 2/3).

School Opinion Survey – Your Voice Matters

Thank you to all families, staff and students who have taken part in the School Opinion Survey. Your feedback is essential. It informs decisions by the leadership team, staff and Management Committee, and is shared with our P&C to guide planning. The survey helps us identify strengths, listen to concerns and focus our efforts where they matter most – improving outcomes for every student.

Industrial Relations – Queensland Teachers' EB

This term, our staff participated in a day of protected industrial action as part of the Queensland Teachers' Union (QTU) Enterprise Bargaining negotiations. With more than 20 of our staff members as active QTU members, we are strongly represented.

The improvements being sought – fairer pay, manageable workloads, and better resourcing – directly benefit our students. When teachers are recognised and supported, they can deliver engaging, high-quality learning, build stronger relationships, and sustain the energy needed for distance education. We await the outcome of conciliation processes and further updates from the QTU.

PRINCIPAL'S PONDERINGS

Facilities, Funding and Achievements

- Water bubbler: Congratulations to Helen for securing \$2,244 in funding for a new outdoor water bubbler at CSDE. This is on its way.
- ICT Subsidy Scheme: From July 2025, student subsidies will increase to \$472 for hardware and \$517 for broadband, with future rises linked to CPI. Families become eligible after more than six months of enrolment. Payments are made automatically through the school.
- Chaplaincy and wellbeing: Our school has been allocated additional state government funding to strengthen chaplaincy and wellbeing officer services. This includes \$12,168 for Semester 2, 2025, and \$24,336 annually from 2026 to 2027. A decision is still to be made on how these funds will be engaged.

Student Opportunities

- E-Kindy Play Days: Four of our future Prep students joined Miss Jillian this term, enjoying classroom activities and outdoor fun.
- High School Campdraft: In October, a team of secondary students will represent CSDE at the Pittsworth Secondary Schools Campdraft. We wish them every success.

Looking Ahead – Our Western Alliance Decision

This term has also brought one of the most significant decisions for our future: Charleville SDE will withdraw from the Western Alliance (with Longreach and Mount Isa SDEs) at the end of 2025. The Alliance has been a valuable chapter in our history. It has provided shared learning, leadership opportunities, student connections, and a stronger collective voice for remote education. We have grown through these relationships, and they will be missed.

However, the time has come to re-focus. With changing leadership and staffing, Charleville is at a crossroads. Our future lies in consolidating and excelling as a Prep to Year 10 school.

This will allow us to:

- Keep students at the centre of all decisions.
- Strengthen our teachers' capacity as the wrap-around support for students.
- Renew our identity and direction to ensure long-term sustainability.

We will continue as part of the Alliance until the end of 2025, and families of Longreach and Mount Isa can be assured that their partnership will continue to thrive.

Closing Thoughts

Term Three has been a time of growth, change, and renewal. I am proud of our students for their efforts, our staff for their dedication, and our families for their ongoing support. Together, we continue to deliver quality education to all our students, no matter the distance between us.

As we look ahead to Term Four, we anticipate a fabulous finish to the school year, with opportunities for students to showcase their learning, celebrate achievements, and strengthen connections through the upcoming events of Minischool, Multischool, Speech and Awards, Sim Muster and year 6 and 10 celebrations. At the same time, we are laying the groundwork for a strong future. Planning for 2026 and beyond is already underway, ensuring that Charleville SDE is positioned to thrive as a Prep to Year 10 school. With thoughtful leadership, clear direction, and the continued support of our staff and families, we are building a future that honours our history while embracing renewal, innovation, and the unique strength of distance education.

FROM THE DEPUTY'S DESK



Learning at a Distance: The 'Real Schools' Story from Charleville

Let's be honest, distance education isn't for the faint-hearted. At Charleville SDE, our students don't just have to find their resources; they have to find their motivation, their focus, and sometimes even their Wi-Fi signal. It's a different kind of school day when your classroom might be the kitchen table, the back of a ute, or somewhere between the dog and the chooks.

But here's what makes our school special: every day, we see students who show up, log in, and give it a red-hot go. They tune in for their on-air lessons, rain, hail, or dodgy internet. They listen, they ask questions, and they keep their eyes on the prize, even if the prize is just finishing the maths worksheet before lunchtime. It's not always easy. There are distractions everywhere—siblings, pets, the lure of the fridge, or the temptation to sneak in a quick YouTube break. But our students keep turning up. They return their assessment work on time. They keep learning, keep growing, and keep proving that distance doesn't have to mean disconnected.

Behind every focused student is a family member, a home tutor, a teacher, or a friend cheering them on. We know it takes a team effort. We also know that sometimes, the biggest achievement of the day is simply showing up, logging in, listening, and giving it a go.

If you haven't quite found your rhythm yet, Term 4 is the perfect time for a fresh start. It's never too late to turn things around. Every day is a new chance to show up, join your lessons, and get those assessments in. We believe in you, and your teachers are here to help you finish the year strong.

So, here's to our students who make distance education work, one lesson at a time. You're building resilience, independence, and a sense of humour that can survive even the most stubborn internet connection.

To every student who turns up, hands in their work, and keeps going, you're the real story of Charleville SDE. And we couldn't be prouder.

Student Leadership: Looking to 2026

Five of our Year 5 students have already stepped up to take on the challenge of preparing for leadership roles in 2026. They are working through applications and speech preparation and showing just how capable and committed our next generation of leaders will be.

Compass Rollout: Supporting Parents and Teachers

Our Compass rollout has made great progress this term. Primary families are now using the app to explain absences, which helps teachers plan more effectively, and we are also trialling the upload of Morning Notices and other key information. A big thank you to the parents and teachers who used Compass to book Term 3 parent-teacher interviews, your support is helping us make the most of the system. If you have not yet signed up, or if you would like to share feedback about how we are using Compass as a school, please contact us. The full Prep to Year 10 rollout is planned for 2026, but already Compass is strengthening communication and giving us a clearer picture of student engagement.

FROM THE DEPUTY'S DESK

Canberra Snow Camp: Almost Here

Excitement is building as we count down to Snow Camp in Week 10. With 41 students and a team of dedicated staff and a parent helper ready to head off, this will be an unforgettable experience of learning, adventure, and connection. We will be sharing highlights along the way via our school's social media, so families can follow the journey in real time.

Learning and Innovation: QVLE Collaboration

This term, Charleville SDE joined other distance education schools at the Queensland Virtual Learning Ecosystem Community of Practice. Together, we shared ideas and explored ways to strengthen curriculum, pedagogy, and data use, while also diving into exciting opportunities in digital learning.

Looking Ahead: End of Year Events

As Term 4 approaches, we are preparing for a busy and exciting finish to the school year. Our Minischool will give students a valuable opportunity to connect face to face and strengthen relationships. In December, we will come together for our End of Year Celebrations, a chance to recognise the hard work and achievements of our students. We will also see the official handover from our 2025 student leaders to the incoming 2026 team. These events are always a highlight of the year, giving us the chance to reflect, celebrate, and look forward to the future together.

HEAD OF DEPARTMENT: PRIMARY

Shared Reading at Home: Tips for Parents, Caregivers, and Home Tutors

Reading together is one of the most powerful ways parents and caregivers can support a child's learning. Research shows that children who regularly share books at home not only perform better academically but also build stronger social and emotional skills. Shared reading is more than simply listening to your child read—it's about enjoying stories together, taking turns reading aloud, and talking about characters, settings, and ideas along the way.

The benefits are wide-reaching. Shared reading introduces children to new vocabulary and sentence structures, develops critical thinking through predicting and questioning, and fosters empathy as they connect with the experiences of characters. Just as importantly, it builds imagination, creativity, and valuable bonding time between parents and children. This helps children see reading not just as schoolwork, but as something enjoyable and meaningful.

Parents can make shared reading part of everyday family life by setting aside a regular time—such as before bed or after dinner—and creating a cozy, distraction-free space. Choose books that suit your child's age and interests but also include some that stretch their vocabulary and ideas. For younger children, picture books, rhymes, and repetition work beautifully. Older children may enjoy more complex chapter books and often benefit from listening to stories that challenge their thinking and expand their knowledge.

Most importantly, use reading time as a chance to talk and connect. Ask questions like "What do you think will happen next?" or "Why do you think that character acted that way?" Relating the story to their own experiences makes reading more personal and meaningful. And remember—reading doesn't always have to mean books. Recipes, signs, magazines, and even shopping lists show children how reading is part of everyday life. By making shared reading a daily habit, you are helping your child grow into a confident, capable, and enthusiastic reader.

Author in Residence

This year, we were delighted to welcome Dee White as our Author in Residence. Dee is an award-winning children's and young adult author whose stories spark imagination, curiosity, and creativity in young readers. Dee shared a wonderful selection of her books with our students. Prep and Year 1 were treated to *The Hullabaloo about Elephant Poo*—a lively and humorous story that had the children giggling while also learning fascinating facts about elephants. Students in Years 2–4 enjoyed excerpts from Dee's witty *Eddy Popcorn's Guide to Teacher Taming* and *Eddy Popcorn's Guide to Parent Taming*, exploring the fun side of storytelling.

For our older students in Years 5 and 6, Dee introduced deeper themes through her novel *Beyond Belief*. She also shared insights from *The Girl in the Painting*, where she explained how a holiday visit to see the iconic artwork *Shearing the Rams* sparked the idea for one of her stories. This inspired students to think about how writers can gather ideas from the world around them.

Across all sessions, Dee led engaging discussions about character development and storytelling. She explored the theme of "escaping a problem" and encouraged students to consider how characters face challenges—an idea that many students connected to their own experiences and writing.

This was an inspiring experience for our school community. Students responded enthusiastically to Dee's stories and questions, demonstrating creativity, curiosity, and empathy. We thank Dee for sharing her passion for storytelling and for leaving our young readers and writers motivated to create imaginative stories of their own.

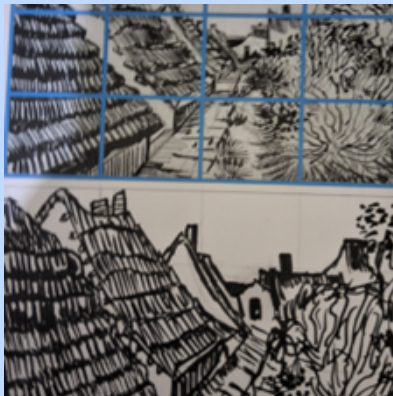
HEAD OF DEPARTMENT: SECONDARY

Student Spotlight – Year 7 and 10 Visual Arts

Haley and Hannah have created a Cubist artwork in oil pastel based for their studies of natural forms and the art movement Cubism.



Emma completed an artist study of Vincent Van Gogh, recreating one of his drawings using the gridding method and the same mark making techniques as the artist.



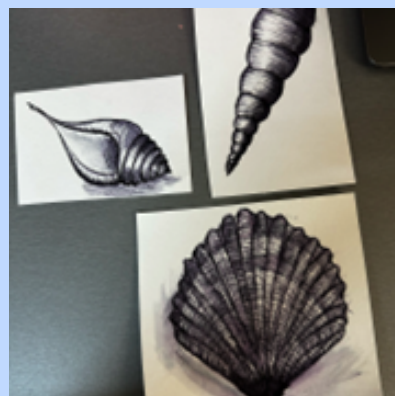
Oceane's series of sketching studies explored blending, tone and mark making techniques in pencil.



Bree's fine liner pen line drawings based on her study of natural forms over a watercolour tonal background is an outstanding creation.



Lacee-Blue created a series of fine liner pen and wash studies depicting tone within natural forms.



HEAD OF DEPARTMENT: SECONDARY

Curriculum V9 Development

Staff across the Western Alliance are working hard to write and implement Version 9 of the Australian Curriculum. Current projects include Year 8 Maths, Years 7–9 Science, Years 7–8 Japanese, Years 8–9 History, Years 7, 9 and 10 Geography, and Years 9 and 10 Economics and Business. Special mention goes to Ylenia Coquille (MISOTA) and Raquelle Vieira (HOD), who are aligning Science units across the secondary years to ensure a strong foundation for senior schooling.

Data & Engagement

After reviewing Semester 1 reporting data, teachers are using insights to refine teaching practices, offering one-on-one and small group sessions, and monitoring the impact of strategies to better meet student needs. This ensures students feel supported and confident as they move through Semester 2.

WA Camp – Emu Gully

In Term 2, 41 students and seven staff attended the WA Camp at Emu Gully. Students pushed beyond their comfort zones through adventurous activities such as Malayan Campaign 2, the Hindenburg Line, Templeton's Crossing and the Battle of the Nek. The camp was a fantastic opportunity for resilience, teamwork and independence – and a big hit with students and staff alike.

The end of Term 3 makes you realise how little time is left in the school year, and how much we still need to do and achieve.

We are currently planning Term 4 Minischool, Multischool and the Kickstart Conference 2026.

6 Positive ways to respond to your anxious child

By Dr Jodi Richardson

When our kids feel anxious, they come to us for help. Help to stop the worrying thoughts spinning around in their head, help to ease the feeling of dread that wells up in their tummy, and help to feel safe, calm and happy. We want so much to be able to do that for them. They turn to us because they know how much we love them, and they trust us — the all-knowing beings — to do and say all the ‘right’ things.

But what are the right things to do and say? While there’s no such thing as the perfect script for parenting anxious kids, there are things we can do that make a powerful difference to how they feel. These ideas will help you to help your kids feel understood, valued and empowered to manage their anxiety.

1. Empathy first, always.

When they’re feeling anxious, the very first thing kids need to know is that we get it — that we understand how they feel. When we show empathy, anxious kids feel validated. Different to sympathy, where they know you care about their suffering, empathy shows you feel their suffering — that you know what it’s like to experience fear, anxiety and worry.

If you stay calm, cool as a cucumber, and don’t show any emotion, this can signal to anxious kids that you don’t get it. This may lead them to dial up their emotions and behaviour so that you eventually do. You don’t have to agree with their reaction or what they’re saying, but a powerful first response to anxiety is to validate how they’re feeling.

2. The antidote to mental time travel.

When kids start thinking about the ‘if onlys’ and ‘what ifs’, they’re engaging in something humans are all too good at — mental time travel. And usually not in a good way. Helping them bring their attention back to the present moment through mindfulness can help down-regulate their emotional response.

A really effective way to do this is to help your child, no matter what age, tune into their senses. Ask them to name five things they can see, four things they can hear, three things they can touch, and so on. Bringing their attention back to the here and now is an incredibly powerful thing to do when anxiety shows up.

3. Press the button.

Anxious thinking can have our kids endlessly ruminating over thoughts and fears. As we teach them to tune into what they’re thinking, we can teach them that they don’t have to believe everything they think. Thoughts are just a bunch of words, like the ones on this page. It’s how we tie to their thoughts that hurts them. A fun way of helping younger kids see their thoughts for what they are is the ‘Press the button’ technique. I use this with our 7-year-old. Let’s say she’s thinking “A scary clown is going to chase me” in her dream when she falls asleep. That’s her thought. Now it’s time to press the button. The ‘button’ is actually my nose. And when she presses it I say her thought in the most ridiculous voice I can muster. She laughs her head off. Then she does the same. I press her nose, and she repeats the thought in an even sillier voice! We both crack up laughing. We keep going back and forth using silly voices. It takes all the sting out of the thought, and helps remind her that it’s just a thought, not a fact.

PLO PRATTLE

4. Ahhhh Statements.

Ahhhh statements are a brilliant way to validate how your child is feeling and to remind them that their thoughts are not facts. Repeating back what you're hearing about how they're feeling shows you're listening and trying to understand. It's also a great way to help your children develop a more nuanced emotional vocabulary.

"Ahhhh, you're feeling anxious right now"

"Ahhhh, you're having one of those 'I might mess it up' ideas"

"Ahhhh, you're feeling disappointed that didn't work out for you"

5. Thought bubbles.

Helping our kids to notice their thinking is such an important skill. We all have this kind of mental chatter constantly going on in our minds. When our kids are caught up in a thought it can be extremely worrying and anxiety provoking. A bit like getting swept down a river. But when we can get our kids 'out of the river' and start 'watching from the riverbank', it's far easier for them to see their thoughts for what they are. You can ask younger kids what their 'thought bubble' is saying and liken it to what they see when they read a comic. You can ask older kids to start paying attention to the thoughts that come and go in their minds. This really helps kids get some distance between themselves and their thinking.

6. Is it helpful?

Let's say your child come's home and tells you "I'm terrible at maths". Instead of trying to dispute this by saying "of course you're not", "you're being too hard on yourself", "remember last year when you won the 'mathematician of the month' award", try asking your child if what he/she said is helpful. It's a simple but powerful question. They'll say "no" which opens up a conversation to discuss what would be helpful. Maybe more support, perhaps a chat with the teacher, more time spent practicing or possibly even a tutor. It will help your child calm down and develop a growth mindset, with an understanding that ability isn't fixed, and that effort and persistence will move them forward, no matter how stuck they feel.

Enjoy your break and don't forget to book your accommodation for Swim Muster, Speech & Awards, Whole School Concert and Year 6 & 10 Celebrations.

DIGITAL DISCOVERIES

Microsoft Office

All Education Queensland students have access to a free copy of Microsoft Office. Programs (or Apps) included in the suite are:

- Word – perfect for typing up stories and assignments
- Excel – an essential tool for Maths and Science to present and sort data
- Outlook – be able to send and receive emails to and from your teacher using your school account and have access to a calendar to keep track of all your due dates
- OneNote – the Desktop App which is preferred by our school for students to complete their work in
- PowerPoint – for making slideshows for presentations

These programs are an essential part of learning through Distance Education and can be accessed using your student's school email address at <http://office.com>.

QLearn

QLearn is the department's digital learning management system for student learning. It is a simple, engaging, evergreen and reliable learning ecosystem that can support every student and learner at every stage of their learning journey. QLearn has been built by the vendor partner Infrastructure using the Canvas Learning Management System.

Teachers will be able to make use of a range of relevant resources, such as videos, quizzes and interactive online tasks, for students to use both during on-air lessons and when working independently at home. They will also be able to use integrated tools as part of the system.

QLearn integrates with Microsoft Office (including OneNote, Outlook, Teams and OneDrive), OneSchool, Equella Videos and Interactives and Turnitin plagiarism tool. It enables differentiated learning by having access to the Microsoft Immersive Reader and use of Mastery Pathways. QLearn can be access via the web and the Canva for Students App.

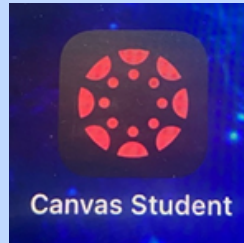
Need More Help?

Digital Learning Facilitator – Sam Owczarek: sowcz1@eq.edu.au or 07 4656 8915

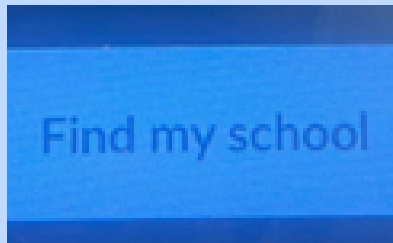
DIGITAL DISCOVERIES

To access QLearn using the Canvas Student App, follow these instructions on your device.

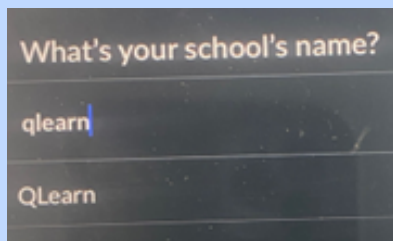
Step 1 - Install the Canvas Student App from the AppStore or Google Play



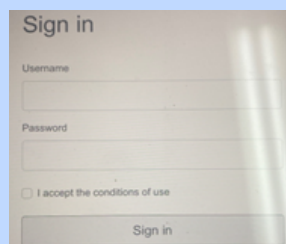
Step 2 - Open the app and select 'Find my school' at the bottom of the screen



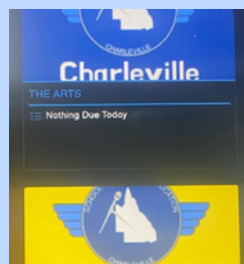
Step 3 - Enter 'QLearn' as your school and select on the name when it appears below



Step 4 - Sign in using your student's school username and password



Step 5 - Select the desired Course from the subject list



Screen time for your child – 7 tips

There is a lot of conflicting advice and emerging research around screen time. But, the right amount of screen time can depend on a range of factors like your child's age and maturity, the kind of content they are consuming, their learning needs and your family routine. It can be easy to focus only on the clock and how long your child is spending in front of the screen, but the quality and nature of what they are doing online, and your involvement are just as important.

Consider your child's screen use in the context of their overall health and wellbeing – for example, is online time getting in the way of their sleep and exercise? Is it impacting on their face-to-face connections with family and friends? The answers to these questions will guide you and help strike the right balance of online and offline activities for your child.



1. Be involved

Sharing screen time and online activities like gaming with your child helps you gauge the appropriateness of what they are doing and manage potential risks. It's also a great way to start conversations with your child about their online experiences.



2. Work with your child to set boundaries for screen use

If you decide that setting screen time limits is right for you and your child, discuss these new rules with your child. Older children are more likely to cooperate if they have been part of the decision-making process. Colourful pictures or charts of daily limits and other important activities is a fun way to get younger children on board.



3. Be clear about the consequences of not switching off

Part of our role as parents is to set clear limitations and boundaries. The same applies to technology limitations so, being clear and consistent about the consequences for your child if they do not stick to these rules is paramount. The [Raising Children Network](#) provides some useful tools and advice.



4. Set device-free zones and times at home

Device-free zones can help you manage your family's digital use. Here are some ideas for setting digital boundaries within your home:

- no devices in the bedroom for younger children
- all screens off in bedrooms after a certain time for older children
- all screens off at least one hour before planned bedtime
- all family members switch off at dinner time
- charge devices overnight in a place your child cannot access

5. Ask your child to explain their screen use

Get your child in the habit of explaining why they want to be in front of a screen or online. It's a great way to get them thinking about their own digital habits and balancing screen time with other activities.

6. Use tech tools to help manage access

There are robust products and device functions which allow you to see which apps are being used in your home and for how long. But try not to use these tools to secretly monitor your child. Instead, be open about the process and check the whole family's usage, including your own. Start with [Google Family Link](#) for Android devices or [parental controls](#) and [Screen Time](#) for iPhone/iPad.

7. Lead by example

Your behaviour is one of the most effective ways to help your child develop a positive digital mindset. Show your child you can put down your device too.



What Parents & Educators Need to Know about ROBLOX

Roblox is one of the most popular video games among children. In 2020, the game's developers claimed that more than half of the USA's children had played it. As a 'sandbox' title, the game lets players create their own gaming experiences with Roblox Studio to build custom levels, which can then be shared online.

AGE RATING
PEGI
7

WHAT ARE THE RISKS?

CONTACT WITH STRANGERS

Roblox encourages players to interact online (including a group chat function), which could expose children to various risks. Scammers often attempt to trick young Roblox fans into exchanging their paid-for items for something which turns out to be of much lesser value – or something they never even receive. The in-game chat has some filters, but it isn't perfect: players can still send unpleasant messages, while predators can reach out to children directly.

PUBLIC SERVERS

Roblox has private or VIP servers which allow people to play exclusively with their friends, but this costs money – usually a one-off payment. Most Roblox players will instead be on public servers that anyone can join. Servers can host games which focus on all kinds of aspects, including direct player interaction. Some lobbies, therefore, will put children at greater risk of contact from strangers than others.

ONLINE DATERS

These are also called 'ODers' and are quite common in Roblox. An ODer is an individual who joins a game with the intention of finding someone to date online – and eventually meet in person. Such online dating is against the Roblox community guidelines, but this doesn't usually deter such people. Some player-built Roblox levels have even been designed with online dating specifically in mind, and this will not always be obvious.

IN-APP PURCHASES

Roblox is free to download and play, but bear in mind that there are some extra costs. These are usually indicated with the symbol for 'Robux' (the in-game currency). Players are encouraged to make purchases in the game using real money. People can also buy extra Robux to spend on cosmetic items in the game, and it's also possible to purchase a private or VIP server.

Advice for Parents & Educators

SET PARENTAL CONTROLS

Roblox comes with several parental control options, which are explained well on the game's official website. It's essential to enter the correct date of birth for younger players, as that allows Roblox to automatically apply appropriate chat filters. The game also allows parents and carers to set monthly spending restrictions and monitor their child's account.

DISABLE PRIVATE MESSAGING

Roblox's private messaging function raises the risk of children being contacted by people they may not want to speak with – potentially leading to bullying, harassment, toxicity and scam attempts. Keep in mind that the game allows you to disable messages from anyone who hasn't been added as a friend on your account.

PRIVATE SERVERS

If a child has friends to play Roblox with, paying for a private or VIP server decreases the risk of contact from strangers. Even then, however, the player who owns the server could invite other people – who might not be child friendly – to join them. Additionally, private servers can be set up in such a way that any player on the host's friends list can join, so it's important to discuss who children are playing with.

MONITOR SPENDING

If they don't understand they're using real money, it's easy for children to accidentally spend a sizeable amount in the game. Using parental controls to place limits on their spending will help avoid any nasty financial surprises. Ensuring that two-factor authentication is enabled on any payment accounts also makes it harder for children to spend money inadvertently.

DEALING WITH STRANGERS

At some point in their development, children must learn how to deal with strangers online. Show them how to block and report any users who are upsetting them or asking uncomfortable questions. Talking to them about what's okay to discuss – and what they should *never* tell a stranger – can help them understand how to communicate more safely with other people online.

Meet Our Expert

Clare Godwin (a.k.a. Lunawolf) has worked as an editor and journalist in the gaming industry since 2015, providing websites with event coverage, reviews and gaming guides. She is the owner of Lunawolf Gaming and is currently working on various gaming-related projects including game development and writing non-fiction books.



The National College

Sources: <https://www.theverge.com/2020/7/21/21333431/roblox-over-half-of-us-kids-playing-virtual-parties-fortnite>
<https://corp.roblox.com/parents/>