

Message Stick



Educating Communities

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15 August 2018 No. 12 (Week 4 Term 3)

Respect, Responsibility, Learning, Co-operation and Participation

MESSAGE FROM THE PRINCIPAL

Education Week



Open Day

Thank you to everyone who was able to join us for our Open Day last Thursday. It is truly wonderful to have so many visitors to our school to mark such special occasions. The students thoroughly enjoy having you in their classrooms and performing for you. The pride on the faces of family and students who receive awards is also immensely rewarding. I attempted to sum up my thoughts this year through my address at our awards assembly which you will find following.

Good morning everyone, and thank you all so much for being here.

Education Week is a celebration of public education. It highlights the achievements of public education and our local schools, shining the spotlight on our students, our educators and the communities that support them. We are all either proud providers of, or users of, public education and we gather here this morning to celebrate with our friends and families and recognise the achievements of just a few of our talented and hard-working students, while I trust acknowledging them all.

The theme of Education Week this year is 'Today's Schools - Creating Tomorrow's World'.

In announcing this theme, Secretary of the Department of Education, Mark Scott, noted that 'A young child who started school in Kindergarten this year is going to leave our school system in 2030 and he or she is going to spend the vast majority of their working life in the second half of the 21st century.' I don't know about you, but 2030 sounds so far away (and my goodness, by then I will be approaching 61!) but I do know that we will be there in what will seem like the blink of an eye.

Today's students are learning in a time of great change.

It used to be that when we thought about 'the future', we thought about developments in technology and increases in its use. We see the impact of technology every minute of every day - some of it good, some of it not so good - and it does evolve and increase almost daily it seems. With that, however, must come a much broader understanding of what skills and abilities today's students must acquire to thrive in tomorrow's world. We are living in a time when the traditional walls of the classroom are opening up to new worlds and ways of learning, which is truly exciting, albeit at times challenging. We are also living in a time where skills that were historically taught informally by parents to children, or by master craftsmen to apprentices, such as communication, critical thinking, creativity, collaboration and problem-solving are now often falling to educators as the primary teachers of these skills.

Although it is difficult to imagine exactly what the future will look like, we do know that children (and adults) will continue to require literacy and numeracy skills and many will require scientific and technical knowledge. That being said, however, it is also vital to note the importance of the arts, literature, creativity, social sciences, culture and humanities in the development of young people. Despite advances in technology, social and creative intelligence surely must remain the domain of humans. It is therefore not so much what we are teaching but the way in which we teach it that we continue to develop, evaluate and revise to meet the changing demands of today and tomorrow.

Our work focuses not only on curricula, but through its innovative and contemporary delivery, and the creation of a culture of community, we also aim to develop competencies to enable students to thrive in work and life and act as positive contributing members of their communities in the future.

We aim to guide young people to develop a strong identity about who they are and what they care about. We strive to teach consideration for other people's points of view and for how the decisions made today can have consequences for other people, the environment and their lives in the future. We help students cultivate the habits of mind that will help them to empathise and think scientifically, strategically, humanely and systematically through the consequences of their actions, and to listen to people who may disagree with them. We attempt to instil participatory, problem-solving and partnership skills so that students may contribute meaningfully to their local and global communities through becoming creators who make good judgements about complex issues and consider the common good. We encourage and support students to grow in humility, reflection and self-awareness and to become curious and courageous life-long learners.

Schools are working hard to equip students with the skills of self-regulation, arguably one of the key skills likely to be critical for future success. Students are encouraged to run and play, but also sustain attention and stay focussed; to be emotionally expressive, but also regulate emotion; to take initiative, but also comply; and to be conscientious in social interaction. Young people must develop enthusiasm and curiosity, learn to pay attention and follow directions, respect the rights of others to learn without disruption, and to develop sensitivity to other people's feelings. The development of social and emotional skills are increasingly becoming elements of our core business.

And finally, a reminder about the importance of the home and school partnership. It really matters what parents do with their children in the home, and it is through the building of a collaborative and mutually respectful community where responsibility for the social, emotional and intellectual development of young people is shared, that we can all be most effective.

Public education is for everyone and it is as unique and special individuals that together we build our strength as a community, and I am proud to represent public education here tonight. Whether we be students, teachers or community members we all have an important role to play. We don't know what the future will hold, but we can know that we are focussed as a community on equipping today's students with the skills and knowledge they will need to lead fulfilling lives and thrive in the future, and that we are leaving this future in safe hands.



LMG Presentation Evening

Each year in Education Week our Local Management Group (Ashtonfield P.S., East Maitland P.S., Hunter River Community School, Maitland P.S., Maitland Grossmann H.S., and Nilo Infants School) hold our annual Presentation Evening. The purpose of this evening is to celebrate public education and acknowledge the achievements and hard work of just a few of our community members. Awards are presented in five categories. This year the EMPS awards went to:

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Award	Recipient/s	Award for:
Student	Darcey Robson (6R)	Always enthusiastically participating in extra-curricular activities in a variety of contexts.
Excellence in Teaching	Mr Matthew Rowley	Outstanding commitment and achievement in all facets of the teaching profession.
Non-Teaching	EMPS SLSOs (School Learning and Support Officers)	Always going the 'extra mile'. We couldn't do it without you.
Community Member	Mrs Suze Hamilton (P&C President)	Ongoing commitment to the EMPS community, support of staff and often 'taking one for the team'.
School Program	CAFÉ ('Comprehension - Accuracy - Fluency - Expand Vocabulary') accepted by Mrs Kirran Gurr	Developing competence and the passion for reading in all students.

The evening is a lovely opportunity to recognise the outstanding talent and commitment that exists within our local community.

Book Week Reminder!



Please remember that our Book Week celebrations and activities are taking place next week, commencing with our character parade on Monday! You will have received a note home with details last week. We look forward to sharing this exciting event with you.

Fundraising

We have two fundraising events coming up in the next fortnight.

Our Student Parliament have chosen the RSPCA as their charity this year and will be joining in the RSPCA annual Cupcake Day fundraiser by holding our own Cupcake Day at school on 27 August. Order forms have been sent home.

In response to community enquiries and in support of our rural 'neighbours' we are also holding a gold coin donation mufti-day tomorrow. All funds raised will go to support local drought relief charities.

I understand that two events so close together are not ideal, however, thank you in advance for your support of these worthy charities, support of which is largely driven by our students.

Public Speaking Finals

Yesterday we had a large number of students visit us to represent their schools in the finals of our local public speaking competition. We of course also participated in the finals and look forward to hearing more about the day's events. If Ashton and Joel's presentations on Open Day are anything to go by, the standard will be amazing! Congratulations to all participants.

2019 Kindergarten Enrolments

If you have, or know a family who has, a child/children eligible for Kindergarten enrolment in 2019, please note that now would be a good time to begin the process. Enrolment forms may be collected from the school office. Children may enrol in Kindergarten at the beginning of the school year if they turn five years of age on or before 31 July in that year.

Our school policy and procedures relating to enrolment are located on our website at:

www.maitlande-p.schools.nsw.edu.au

Teacher Professional Learning

Our sessions where findings from our action-research projects were shared have been completed. The teachers (& some of our SLSOs) have all participated in this professional learning experience and again, I am so proud of the work undertaken in the carrying out and presentation of projects. Staff continued to share the achievement of educational, social and emotional outcomes and documented gains in student confidence and engagement through investigation of the following topics:

- Effects of mindfulness on trauma affected students.
- Mindfulness within the classroom setting.
- Behaviour management strategies for boys.
- Moving from cooperation to collaboration.
- Prompting when reading.
- Outdoor learning spaces.
- Creative and critical thinking.
- CAFÉ fluency strategies.
- How technology affects students' learning and engagement.
- Embedding picture books into the curriculum.
- 'Good-fit' books.

I know that teachers involved in these projects will be continuing at least aspects of their programs in their own classrooms and have inspired others to consider the use of such strategies as well.

Changed your details???

Just a reminder that if you have had a change in personal details such as address or contact numbers; work, mobile or home, please ensure that you notify our office ASAP.

Please note that any change of address details will require **proof of address**. (Documents such as a rates notice or home-related bills, such as telephone, gas or electricity, including name and address).

Kim Dudgeon

BY MICHAEL GROSE

Let consequences do the talking

Behavioural consequences are a parent's best friends. When consistently applied, behavioural consequences will improve kids' behaviour and increase personal responsibility.

Too often parents will over talk or repeat themselves to get cooperation from their kids. Too much talk and most kids tune out.

Alternatively, parents who protect their kids from the consequences of poor or selfish behaviour aren't doing them any favours as they are robbing them of terrific learning opportunities.

I love the notion of behavioural consequences as they teach kids to take responsibility for their lives and to make smarter choices. They are also a non-punitive discipline measure, enabling kids to keep their dignity and ensuring that learning is maximised.

Parents can use two types of behavioural consequences: natural and logical.

Natural consequences

A natural consequence involves no adult interference. For instance, a child who leaves an excursion note at home will miss the excursion; a child who spends all his pocket money on the first day will have nothing for the weekend and a child who oversleeps and misses the bus walks to school. In these examples, children learn from the direct consequences of their own decisions and thus they are not protected from negative outcomes by their parents.

"It's your fault, mum!"

Some kids are experts at manipulating their parents to rescue them from experiencing the consequences of their poor choices. They'll blame their parents for not getting them out of bed on time, or for not reminding them about their responsibilities. It's best to stand back and let the consequences work their magic!

NOTE: You shouldn't use natural consequences when safety is an issue. Act decisively to ensure your child is safe.

Logical consequences

A logical consequence is used more frequently in family situations as it is the type of consequence that requires some form of adult intervention. A logical consequence is used when a child's behaviour disturbs other people, infringes on others' rights or is unsafe. A child who makes a noise in the family room is asked to leave; children who refuse to clean up their toys lose them for a period of time; a child who comes home late from a friend's house loses the right to go out next time.

The 3 Rs of logical consequences

Consequences often involve the withdrawal of a privilege or a right. For example, a teenager who spends more time than agreed on Facebook may lose access to technology for a day or two.

Restitution, or making up to someone for unfair treatment or for loss of a possession, is another form of consequence. A child who wilfully breaks his sister's toy may make full or part payment for a replacement.

In both these examples the consequences are related to the child's misdemeanours, are reasonable and are respectful of their dignity.

Here are four simple tips to help make sure your consequences are effective:

Tip 1: Set consequences "like whatever?"

Much of your success with the use of consequences lies in the manner with which they are issued. Issue a consequence using sarcasm or anger and your kids will be angry at you. Issue it free from emotion and without being heavy handed and your kids are more likely to be mad at themselves.

Tip 2: When possible, negotiate consequences

If a child is going to friend's house for the first time at night, talk about their behaviour and home time. Also discuss the likely consequences if they don't stick to the agreement. As a rule, kids are more likely to abide by consequences when they've had a say in deciding them.

Tip 3: Avoid life sentences

Ban a child from going out for a few days rather than leaving the duration open ended. Set a time frame for the consequences and remember the second of the 3 Rs - reasonable - means that parents shouldn't go overboard with consequences.

Tip 4: Don't acquiesce to terrorism ... or guilt

If your child issues a threat saying something like, "There's no way you can make me come home at six o'clock," don't rise to the bait. Deflect it by saying, "We'll talk about this tomorrow." Don't give in to threats of running away or non-cooperation. "I hope you don't run away. It's great having you at home. I want what is best for you." Avoid stating what you would love to say, which may be something like, "Yeah, try running away. You wouldn't last outside two days before you are back here begging for a good feed and comfortable bed!" Bite your tongue instead, and let the consequences do the teaching!

Kids in the early stages of adolescence draw strength from each other and rarely make parental challenges individually, or at least not without some back-up. "Everyone else is going..." "Bonnie's mum is letting her go..." are the catchcries for this age group as they battle to get into the headspace of their parents. That's why they gang up on parents. Not only is it more effective but working together gives them false bravado.

School News

PBL

The Positive Behaviour for Learning focus this fortnight was our playground incident process. At East Maitland Public School, we strive to cooperate and play safely on the playground.

Even when we are on the playground, we need to remember our Aussie 5:

- I can listen
- I can follow instructions
- I can control what I do and say
- I can raise my hand and wait
- I can work quietly

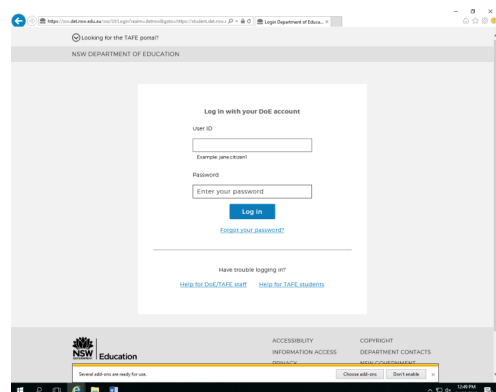
Ryan Cavallaro (KV), Regan Dodd (6R), Chloe Wheatland (2G) and Jack Williams (6R) were the winners of the gotcha ticket raffle. They received a \$2 canteen voucher. Congratulations and well done!



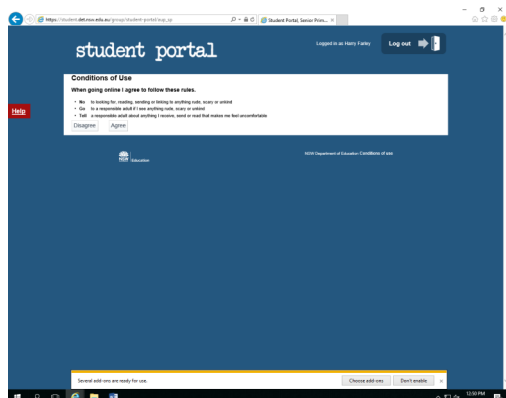
Using Google Classroom at Home

This year, some teachers at East Maitland Public School have been experimenting with Google Classroom. Google Classroom is a useful tool that allows students and teachers to work collaboratively, and to share important events or activities with the class.

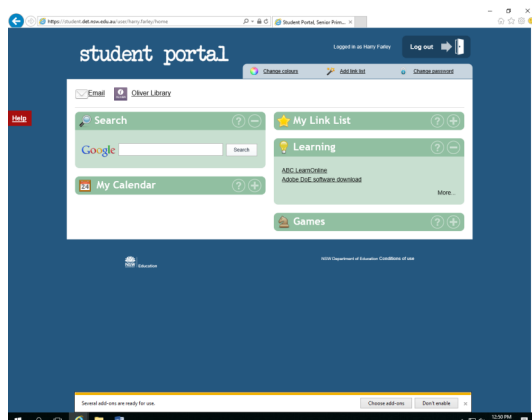
1. Go to <https://student.det.nsw.edu.au> on your computer or mobile device.



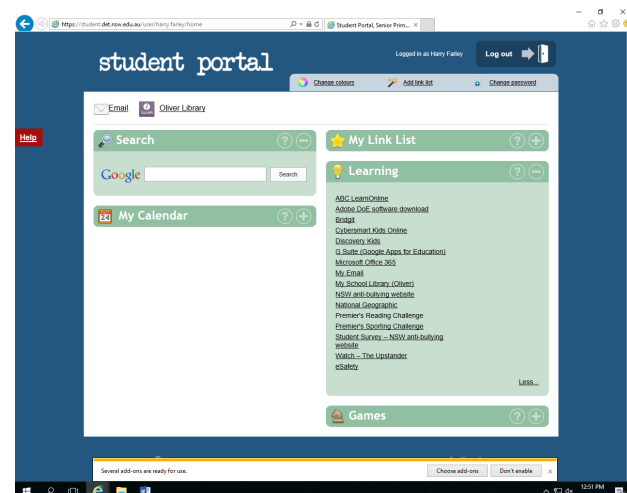
2. Enter your child's user ID- firstname.lastname and have them type their password.



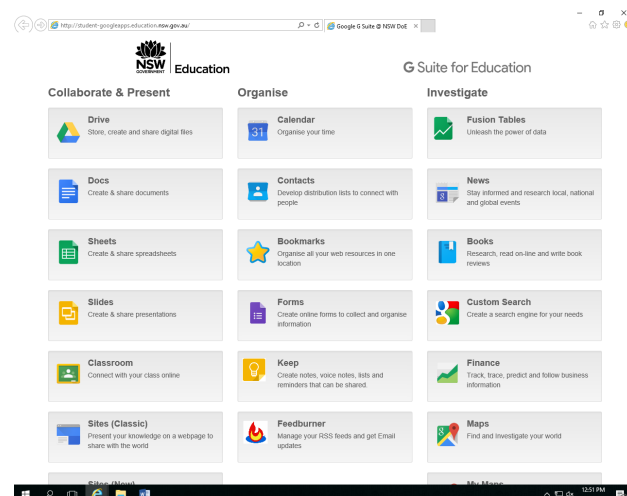
3. Select the 'More' tab under 'Learning'.



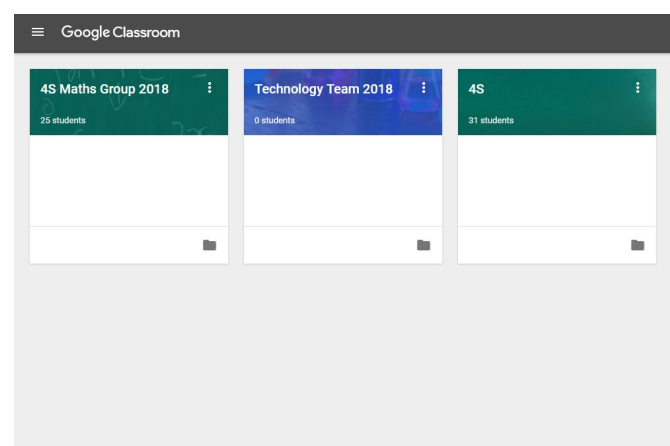
4. Click on G Suite (Google Apps for education).



5. A new window will open where you can navigate to Google Classroom or Google Drive (where their saved work is stored).



6. Navigate to the class you'd like to see.



Small Group Work in Year One



Students from Year one are learning about creating rhyming words orally and then writing these words. This is a vital skill when reading (it's also fun to play with sounds and invent your own nonsense words (pseudowords)).

Some ideas to help develop your child's enjoyment of playing with words and enhance their ability to hear rhymes.

When driving in the car or going for a walk or even doing household chores or gardening, engage your child in playing with words:

- play rhyming games to enhance your child's awareness of the sounds that make up words.
 - finish couplets by saying a rhyming word, e.g.,
"I like to run. It's so much ____." "We are driving in the car, are we driving very _____?"
 - Sing or say nursery rhymes
 - Change the words of modern songs, listen to the rhyme
- Practice identifying when words follow a rhyming pattern and when they don't. For example, listening to the list of words man, pan, and pat, children should identify that man and pan rhyme, while pat does follow the same rhyming pattern.
- Make up '**nonsense**' words (pseudowords) eg cat, mat, fat, bat, **dat, gat, lat**. Once your child gets the rhythm, they'll enjoy playing with language.
- Read rhyming books aloud, include books that play with the sounds in words, e.g., Dr. Seuss books.

Adapted from the following website:

<http://www.allkindsofminds.org/word-decoding-hearing-and-playing-with-sounds-impact-of-language-and-attention>

Year 5 Great Aussie Bush Camp

Wednesday 22 August - Friday 24 August

Students are to arrive at school as normal 9 am Wednesday, and parents are required to collect their child after 2:30pm Friday.

Year 4 Sydney Excursion

Thursday 30 August

Students are visiting The Sydney Royal Botanical Gardens and the Powerhouse Museum

Cost is \$50 payable to the office by Thursday, 23 August

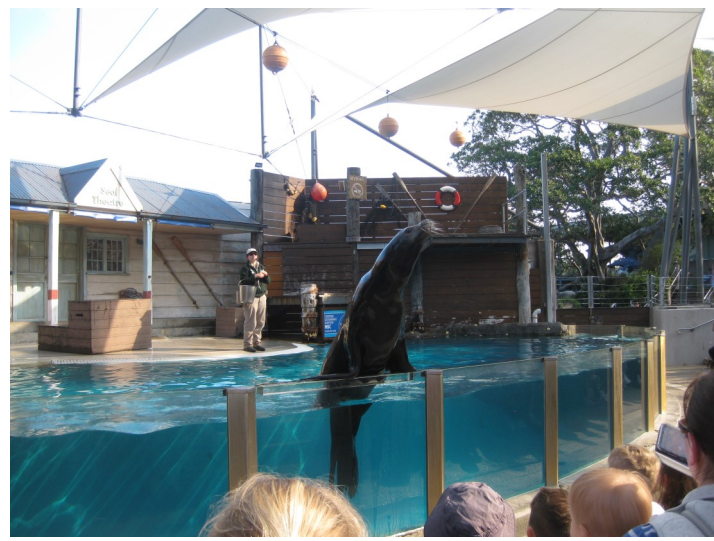
Year 3 Visit to Taronga Zoo

In Week 2, Year 3 went for a day out to Taronga Zoo. Despite the long bus ride to Sydney, they all had an amazing day and the weather was perfect.

Some of the animals that they got to see included the giraffes, tigers, elephants, meerkats, gorillas and a variety of reptiles. The crowd favourite was definitely the Seal Show.

The day ended with a ride on the Sky Safari, where students had a bird's eye view of the zoo and could see all of the animals.

Thank you to all the parent helpers who volunteered their time to come on the excursion. It is greatly appreciated.



This Week's EMPS Award Winners

Infants Awards

KD	Sophie Bottrell Ruby Eckford Levi Cotton Lawson Burns	KF	Taylor Dukes Rose Achandy
KV	Myah Boyce Oliver Findlow Tom Cameron Sofia Baldwin	K/1P	Grace Lobley Keven Milford-Chilvers Mia Johansen Kieran Spinks
IM	Benjamin Carlton William Baxter Willow Pilgrim Macy Adams	1S	Xander Campbell Ava Lobley Jack Thomas Nixon Stammer Ryan Culver Toby Webber
1/2N	Princess Manlapas Faith Clarke Xander Whatson Ben Johansen Chayton Edwards Amelia Skarin	2G	Harrison Wood Grace Berthold Ashton Sams Hamish Leckie
2L	Alana Deeks Jeramy Conibear Jamie Snow-Cole Chace Mapp	2O	Ruby Fuller Nixon Perrin Fynn Jaunalknis Felix Newton

Primary Awards

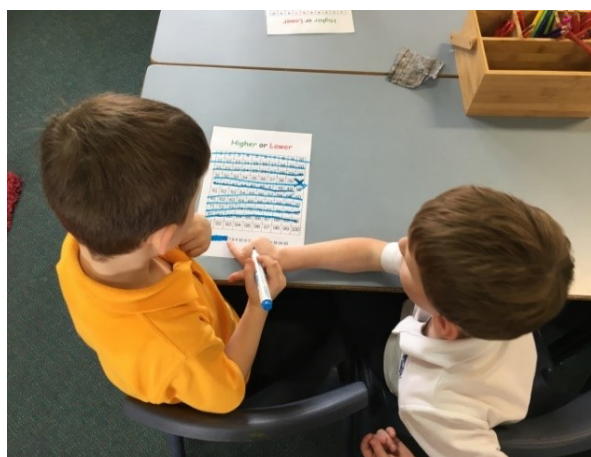
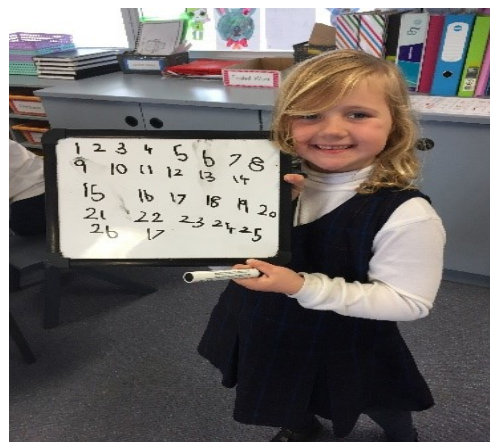
3D		3R	Lachlan Clark Jett Labry Sienna Starkey Logan Benson Chase Koop-Folkes Isaac Masterson Thomas Livingstone Harry Thompson Holly Ford Jordan Grant
3/4S	Blair Vorenkamp Jorja Lorenz Wyatt Faulkner-Tranter Ed Slater	4N	Dekota Scott-Drosd Lachlan Brennan Branden Waretini Emily West Liam Leckie Baily Miles
4S	Noah Allwood Tiarna Taylor Lachlan Hanna Sienna Price Noah Alwood Ben Nicholls Sophie Boyson Ezekiel Woolaston	4/5C	Lily Collis Rylie Berthold Preston Willett Amity Cassar Ewan Watts Jenny Ngo
5C	Brandan Farley Logan Duering Jarrod Spinks Millie Janson Sophie Davis Tyler Caddy	5E	Liam Auld Charlie Chapeyama Hayden Roberts
5/6P	Mackenzie Mears Nicholas Briers Matthew Sanderson Travis Dumbrell	6R	Eric Barlow Katie Slater Arabella Lane
6S		MCC B	
MCC R		MCC Y	

Events / Reminders

15 August	Parent/Teacher Interviews
16 August	Farm Relief & Mufti-Day
20 August	Book Week Parade 2018 Cup cake orders close
22 August - 24 August	Year 5 - Great Aussie Bush Camp
30 August	Yr 4 - Sydney excursion
27 August	Cupcake day
31 August	Fathers’ Day Stall & Breakfast
5 September	Disco
Week 2 Term 4	Bandfest at Warners Bay

Kindergarten Differentiated Maths Groups in Action

Towards the end of Term 2, our Kindergarten team implemented differentiated maths groups. Maths groups provided teaching and learning opportunities for students at their point of need, with other students at their level. This also allowed students to develop their social skills across their stage group through hands on learning experiences.



Our new Garden Club Area

In recent months EMPS has been slowly deconstructing the garden area for refurbishment. The first task is our chicken yard. The area will be cleared, secured with new mesh, planted out to restore the environment, and the chicken hutches and roosting sites restored. Once complete, we will begin to build our new garden beds, potting shed, and compost recycling and worm farm areas.

A small dedicated group of parents have been working to secure funding for a range of activities in the school. Our first funding grant to assist with refurbishment of the garden area was awarded by the ARTC / Junior Landcare initiative for \$1,000. This funding will assist with developing our environmentally sustainable, quality outdoor learning space.

In addition EMPS, through the P&C, have successfully secured a further two grants through Stocklands community grants. This funding will help with plants and improvement of the chicken areas so that we can eventually accommodate up to 10 chickens and provide healthy eggs for our canteen lunches.



Presenting the cheque to the school are two representatives from ARTC, Miss Dudgeon, Miss Lindner, Ms Moore and Mr David Donnelly from Landcare.



Three fantastic parents, supporting our outdoor learning environment focus, are Kellie, Rowena and Kylee. They have secured \$2000 towards planting and the chickens from Stocklands community grants funding.



Men's Shed working hard to provide a very professional secure fence.

National Tree Planting Day

On Friday, 27 July students from EMPS participated in the Schools' National Tree Planting Day by planting a row of alternating Lemongrass plants and Lilly Pilly trees in the Garden Club's chicken yard. In addition students from the MC Unit planted some ground covers and a sensory Lavender in the Nutcote garden. The successful day was due, in part, to our sponsor 'Maitland and Port Stephens Toyota' who contributed \$200.00 worth of plants, National Tree Day shirts, garden stakes, tree guards and potting mixture. Three staff from Maitland Toyota also helped with student participation on the day. A big thank you to Jeanine Burton, Guest Experience Manager at Maitland Toyota for the organisation of the sponsorship, and to the three fantastic staff helpers, Kevin, Jera and Shannon.



Maitland and
Port Stephens Toyota



P&C NEWS



A big thank you to all the parents who continue to take time out of their busy lives to attend our meetings and support the P&C!!

It is never too late to come along to a meeting and check out what we are all about.

If you wish to join the P&C and to have a say in fundraising goals for our children's school then please come along to one of our meetings.

The P&C meets once per month, we try and switch our days and meeting times to include a few night meetings in order to accommodate working parents and carers.



Many pre-loved tunics and jumpers are available in the uniform shop, come in & say hi!



The Uniform Shop is solely run by volunteers. All funds made go straight into the P&C and back into our school for the kids. No one is paid, everyone is there donating their precious time to help our

school. We are ALWAYS on the lookout for some volunteers to help. A shift only takes approx. 40 mins and you are rostered on with an experienced person. Please keep in mind that without our wonderful volunteers we are unable to keep the uniform shop open.

If you are free and could donate some valuable time to help please contact us at eastmaitlandpublicschoolpandc@gmail.com or leave your contact details at the office and we will contact you. You can volunteer as many or as few times as you like.

ONLINE UNIFORM SHOP IS HERE!

Please log in using Flexischools – your same login used for canteen.

Orders will be packed and distributed during the Tuesday pm and Thursday am Uniform Shop Volunteer shifts. Please be patient as it's a new system there are bound to be teething problems.

Opening times: Tues 2.15-2.45pm + Thurs 8:30-9am. Cash only – no EFTPOS

Term 3 Uniform Shop Roster

Week	Term 3	
4	14/8 Renae & Crystal	16/8 Tara & Bron
5	21/8 Suze & Davina	23/8 Jodi & Fiona

Fathers' Day Breakfast

31st August 2018



Not a member of our P&C Facebook page? Simply type “**East Maitland Public School P&C**” into the search bar and apply to join. We use it as an informal way of reaching families and sending out reminders! It is only for P&C information and not run by the school. You do not need to be a member to join.

CANTEEN NEEDS HELP!

If you are free and could donate some valuable time to help please contact Jacki Cassidy at eastmaitlandpublicschoolpandc@gmail.com or leave your contact details at the office and we will contact you. You can volunteer as many or as few times as you like.

Photo Fundraiser Mini Sessions



Canteen Roster

Week commencing Monday, 20 August 2018

20/8	Lindsay Phillips	HELP NEEDED	
21/8	Megan Streeter	Jemma Welsh	
22/8	Suze Hamilton	Sara Kasteel	
23/8	Elizabeth Hakes	HELP NEEDED	
24/8	Renae Renehan	Lara Chapman	

Week commencing Monday, 27 August 2018

27/8	Jenni Blais	Phillipa Smythe	
28/8	HELP NEEDED	HELP NEEDED	
29/8	Jordan Croker	Carlie Livingstone	
30/8	Leighsa Cox	Sally Priestley	
31/8	Lee Hodges	Bente Talseth-Palmer	HELP NEEDED

If you are unable to come on your day please phone or msg Jacki - school 4933 7524 or mobile 0419143528.

Photo Fundraiser

Mini Sessions

20 min photo session + 8x12 inch enlargement

LEIGHSA COX
photographer





\$25

All Session fees go to East Maitland Public School P&C

Extra images available to purchase

Viewing session in studio-Belmore Road Lorn

27th + 28th October

Morpeth 10am till 5pm

Bookings & Info 0421034805

Northern Suburbs Cricket Club

Registrations for 2018/2019 season

Registration for Junior (U/10 to U/16) and Senior players

Dates:

Friday 17 & 24 August – 4.30pm to 6.30pm
Saturday 18 & 25 August 9.30am to 11.30am.

Where:

Lorn Park Clubrooms

All **new players** are welcome to attend. If you are a NEW junior player OR are registering with NSCC for the 1st time please bring your **Birth Certificate** with you.

OnLine Rego

Existing players are strongly encouraged to register through MyCricket.

Active Kids Vouchers

Can be claimed by going to www.service.nsw.gov.au and following the prompts.

Any further enquiries please

Visit website: www.northscc.com.au OR

Email: wcallinan@westnet.com.au

Facebook: www.facebook.com/northernsuburbscricketclub

Please Note: NSW Cricket is offering A Woolworths Cricket Blast this season. Jnr cricket program for 5 to 9 years. More details will be published on the website/facebook page once organised.

Expressions of interest for this program can be registered at the club rego days or phoning Will on 49301782.



MINI MINORS EARLY LEARNING

IS

CURRENTLY TAKING ENROLMENTS

If you are looking for quality care provided by loving, caring and experienced educators then Mini Minors Early Learning is the place to be. Our fees are competitive and we include breakfast, morning tea, lunch and afternoon tea all fresh prepared on site, nappies and wipes, bed linen for all rooms and all incursions and special days are free of charge for families.

If you would like to take a tour of our modern facilities and meet our wonderful educators please give us a call on 49331532

Email: info@miniminors.com.au

Website: www.miniminors.com.au