

# Exford Primary School

Newsletter No 11 – Term 3, 2023

Thursday 13 July 2023



[www.exfordps.vic.edu.au](http://www.exfordps.vic.edu.au)

## Ms Campo's news....

### Holidays

We hope all our families have had a relaxing holiday after our very tough Term 2. I'm not sure where the two weeks have gone, but they seemed to be over in a flash.

### Kids Foundation – Camp Phoenix

At the end of Term 2, we were approached by Dr Susie O'Neill, the CEO of the Kids Foundation, offering support for our kids who were severely injured in the bus accident and also a range of supports for children who were not physically injured, but still affected by the event.

The children who were severely injured (and their families) have been offered a place at Camp Phoenix [KIDS Foundation - Event - Camp Phoenix - Tangalooma Island Resort 2023](#) for either the August 2023 experience or one at a later date. The families will travel to Moreton Island and stay for a long weekend, with all expenses paid. I have been asked to attend as well to observe and take part in the therapy practices as Principal, but I haven't accepted their financial offer and will pay all my own expenses.

All children who were on the bus have been provided with the Kids Foundation packs, which offer a range of experiences.

### TAC provided psychologist

I have let the families of children who were on the bus know that TAC are providing a psychologist to be based at Exford on Wednesdays for Term 3 to support the children (rather than each family trying to source their own therapist). I emailed the consent forms to the families last week and these must be returned before the psychologist can begin supporting children. Monica had her first day at Exford, working with our children yesterday.

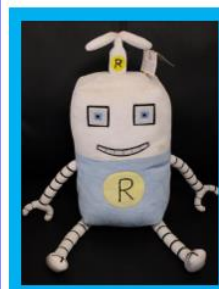
### Getting back to our new 'normal'

We will begin to return to our new 'normal' after keeping our kids close throughout Term 2. Events and activities outside of the school will begin to happen (see dates on page 2) and we know that our kids will need lots of support and reassurance as they return to participating in the full range of school activities. We surveyed our Year 2 and Year 3-4 parents about the Camps scheduled for the last weeks of Term 3 and the clear majority wanted the Camps to continue, whilst expressing understandable concern about travel. We will send out Camp forms which will include the option of parents driving their children to Camp – please note that if staying at Phillip Island, parents will need to find their own accommodation and activities to do in between times.

### Due to the Office

- Friday 14 July – Year 3-4 Phillip Island Camp - Expression of Interest Form due.
- Thursday 20 July – Year 2 Lady Northcote Camp – Non-refundable deposit due.
- Monday 31 July – Year 3-4 Melbourne Excursion – Form due (please complete new form on XUNO) and Monies due (For those that haven't paid previously)

*At Exford these qualities are really important:  
and it's up to all of us to show them every day in  
everything we say and everything we do!*



RESPECT



KINDNESS



PERSONAL BEST

## Absences

I will be absent from Monday 17 July for two – four weeks (surgery depending) as I need to have another shoulder surgery. Mr Wilson will be Acting Principal and Ms Littlewood will be Acting Assistant Principal. I will be working from home for some of the time, once I get over the initial surgery.

Ms Zaffie Mastrop is on leave for nine weeks and Ms Abbey Watt is taking her place for our Arts program.

Ms Rhiannon Jones will be on leave for four weeks and Mr Jenner will be taking her place in Year 3-4 Jones.

## Congratulations Sumair!

Well done to Sumair in Year 3-4 Monagle who has won a gold medal in his Chess Tournament. Exford has a Chess Club three times a week, which is one of our Lunchtime Clubs. Mr Jenner and Ms Rundell provide this club for our students.



## Term 3 events

**Upcoming events ... there's so much on this term 😊**

- 1) Monday 17, Tuesday 18, Monday 24 and Tuesday 24 July – AFL lessons for Year 3-4 classes
- 2) Wednesday 26 July – Bunnings Activity day for all our kids
- 3) Monday 7 August – Professional Practice Day – **no school** for our students
- 4) Friday 11 August – Police in Schools – for our Year 3-6 kids
- 5) Wednesday 16 and Thursday 17 August – MPSSA Year 3-6 Athletics Carnival
- 6) Monday 21 August – Year 3-4 Melbourne Museum excursion (rescheduled)
  - o Please note that Melbourne Museum are very generously waiving the entry cost for the Museum and the IMAX theatre for our children
  - o Families who have already paid will have this portion of the excursion cost credited to their family account (could be used against Camp?)
- 7) Monday 21 and Wednesday 23 and Monday 28 and Wednesday 30 August – Life Education Program (rescheduled)
- 8) Thursday 24 August - Western Water Incursion for Year Preps
- 9) Wednesday 30 August - MPSSA Year 5-6 Basketball Clinic
- 10) Wednesday 30 and Thursday 31 August – 3:45 – 5:45 pm – Parent Student Teacher Conferences TBC
- 11) Monday 4 and Tuesday 5 Sept – Year 2 Lady Northcote Camp
- 12) Monday 4 Sept – Planning Week
- 13) Tuesday 5 Sept - MPSSA Year 3-4 Basketball Clinic
- 14) Monday 11 - Wednesday 13 Sept – Year 3-4 Phillip Island Camp
- 15) Friday 15 Sept – Footy Colours Day

## Car Park

Our car park is a very busy place, especially whilst under construction. As we are having some cars entering in the car park via the exit point, a timely reminder that we have both an **entry and exit point**. All cars should enter via the entrance, which is closest to our administration building.

Melton Council have submitted the application to have the speed zones outside our school reduced to 40 / 60 kph, as per our discussions with Melton Police and Melton Council. I will keep you informed about the other items on our action list.

Melton Council graded the car park over the holidays, adding 60 tonne of new crushed rock. It certainly will help!

## Respectful Relationships program

Please see the detailed information about the Respectful Relationships program later in this newsletter. We have provided the overview of the eight topics and also the 'Frequently Asked Questions' responses for parents.

## 2023 dates to remember

### Term 3

#### Monday 10 July

- Term 3 begins for staff and students

#### Wednesday 26 July

- Bunnings Activity Day for our students

#### Monday 7 August

- Replacement Semester One Professional Practice Day – **no school** for our students

#### Thursday 10 August

- Semester One student reports will be sent home

#### Friday 11 August

- Police in Schools Program (Year 3-6 classes)

#### Wednesday 16 & Thursday 17 August

- MPSSA Year 3-6 Athletics Carnival

#### Monday 21 August

- Year 3-4 Melbourne Museum

#### Friday 15 September

- Footy Colours Day Parade and Assembly
- End of Term 3
- 2:30 pm Dismissal

### Term 4

#### Monday 2 October

- Term 4 begins for staff and students

#### Monday 13 November

- 2024 Prep Transition Visit No 1 (TBC)

#### Monday 20 November

- 2024 Prep Transition Visit No 2 (TBC)

#### Monday 27 November

- 2024 Prep Transition Visit No 3 (TBC)

#### Tuesday 12 December

- 2024 Year 6-7 Transition Day
- 2024 Prep Transition Visit No 4 (TBC)

#### Wednesday 13 December

- End of year and Christmas Concert at 9:30 am at EPS

#### Wednesday 20 December

- Term 4 ends
- 1:10 pm Assembly TBC
- 1:30 pm dismissal TBC

## Thank you to ...!

A big thankyou to the following families that helped prepare and serve our hot chocolates and fruit and take part in our cosy last day of Term 2.

- Paige, Indianna and Logan
- Annabella & Kyle
- Afraa and Taimoor
- Mohammad
- Jack & Max
- Levi W
- Mackenzie

**Thank you** to our students who raised \$274.60 for the Red Cross Turkey Earthquake appeal.



## Fundraising News

Our Fundraising efforts work hand in hand with our school's ICT budget to provide our kids with access to Reading Eggs, and iPads.

We will hold a range of fun fundraising activities throughout the year, some are traditional parts of our Fundraising approach and these happen each year.

- Term 4 – End of year Raffle and Christmas Concert



**Our 2023 target is...**

**\$5,000 - \$10,000.**

<b>Our Tally so far...</b>	<b>\$5079.60</b>
<b>Easter Raffle</b>	<b>\$1654.60</b>
<b>Furniture Sales</b>	<b>\$3425.00</b>

CLASS	Art	PE	LOTE (French)	Science
Prep Akamatis	Wednesday	Friday	Wednesday	Thursday
Prep Smyth	Wednesday	Friday	Wednesday	Thursday
Year 1-2 Ambrose	Thursday	Wednesday	Tuesday	Tuesday
Year 1-2 Roe	Thursday	Wednesday	Tuesday	Tuesday
Year 1-2 Romanski	Tuesday	Tuesday	Monday	Wednesday
Year 1-2 Talevski	Tuesday	Tuesday	Wednesday	Wednesday
Year 3-4 Jones	Wednesday	Monday	Wednesday	Friday
Year 3-4 Micallef	Thursday	Wednesday	Wednesday	Friday
Year 3-4 Monagle	Wednesday	Wednesday	Monday	Wednesday
Year 5-6 Fyfe	Tuesday	Monday	Tuesday	Thursday
Year 5-6 Higgins	Tuesday	Tuesday	Monday	Monday
Year 5-6 Mounsey	Thursday	Tuesday	Tuesday	Thursday

## Office News

Uniform / Lost Property – a reminder to ensure all uniform items are clearly marked with your child's name, this enables us to return items to your child without delay.

Asthma & Anaphylaxis Plans – A reminder to return your child's Asthma and / or Anaphylaxis plans back to the Office. If you have misplaced this document, please call Mrs Kelly in the Office.

## Attendance – Every moment of every day counts

### Did you know that:

When children regularly arrive late, they miss out on so much:

- They miss on the lovely morning meet and greet that connects children to their classmates, staff and classroom environment and is an important part of children feeling that they belong
- We schedule literacy and numeracy for our morning lessons – so regular lateness means that children are missing critical learning
- The opportunity to prepare for the school day (including changing their Take Home book for reading that night)

**Please help your child to arrive on time for and to be at school EVERY day.**

**Please make sure that your child is only absent if they are unwell – EVERY day at school counts.**

### **If your child has missed 5 days or less this school year.**

This will support your child to achieve their best at school – academically and personally.

### **If your child has missed more than 10 days this school year.**

The amount of time your child is missing will impact on their learning and their friendships.

**CAUTION - If your child has missed more than 15 days this school year - your child is missing so much time from school that it will be extremely difficult for them to keep up with their learning, their friendships and to feel connected to school.**

A reminder that all holiday absences require an Absence Learning Plan, developed with your child's teacher and signed by the Principal or Assistant Principal to cover your child's absence.

Please make sure that you use the FlexiSchools app or email the school directly on [exford.ps@education.vic.gov.au](mailto:exford.ps@education.vic.gov.au) – all student absences must be explained in writing.

## Happy Birthdays!!

### **To our students who celebrated their birthday 23 June - 13 July**

Melody, Mikado, Aleesha, Ryder, Ruby-Rose, Summer, Adelina, Arnavnoor, Kabir, Lesley, Kyle, Aritrika, Aryan, Charlotte. D, Charlotte. L, Sienna. B, Lincoln, Elissia and Garv.

We love celebrating birthdays at school, making a fuss over the child who is celebrating and (individually wrapped store-bought) birthday treats are always welcome! We also love for birthday children to visit us in the Office for a sticker and birthday song.

Having birthdays at school is a very special event and if your child is absent on their birthday, they miss out on all the fuss made over them.

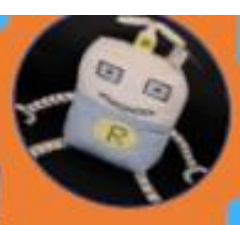






Personal Best

Respect



# Student of the Week

## Week 9

Student	Exford Value
Year Prep Akamatis	Mikado Kindness
Year Prep Smyth	Dylan Personal Best
Year 1 - 2 Ambrose	Charnjot Personal Best
Year 1 - 2 Roe	Clara Personal Best
Year 1 - 2 Romanski	Bilal Personal Best
Year 1 - 2 Talevski	Ella Respect
Year 3 - 4 Jones	Kyle Kindness
Year 3 - 4 Micallef	Patrick Personal Best
Year 3 - 4 Monagle	Seana Personal Best
Year 5 - 6 Fyfe	Charlotte Personal Best
Year 5 - 6 Higgins	Ashton Kindness
Year 5 - 6 Mounsey	Candy Kindness
The Arts	Ella Respect
Physical Education	Japreet Respect
French	Kingston Personal Best
Science	Anmolreet Kindness
OSH Club	-
Ms Campo	Harper Personal Best
Mr Wilson	Emity & Ella Respect

*Congratulations to the following students who received Student of the Week Certificates for Week 9*

Kindness





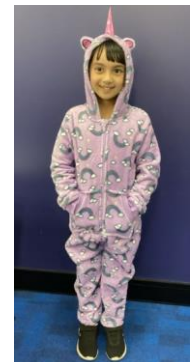
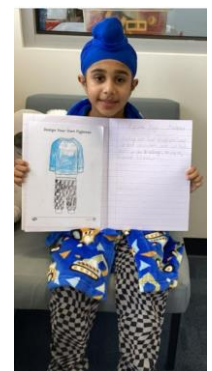
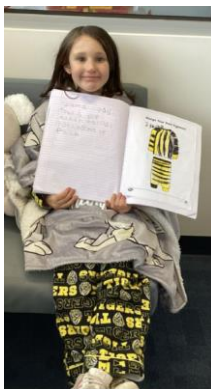
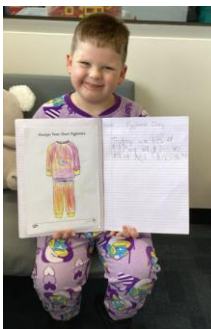


# Last day of Term 3 - Cosy Pyjama Day!



Our last day of Term 2 was such a lovely, cosy and heart (and tummy) warming day and a nice way to celebrate the end of what was a very challenging term.

Our sincere thanks go to Eynesbury Kinder, whose community provided us with enough hot chocolate sachets, marshmallows and chocolate biscuits for everyone. Thanks also to Brad (Jack's and Max's dad) who organised fresh fruit for everyone - thanks to Coles, his work place.



## Newsletter Year 1-2 Roe

**Visualising** helps us to get more excited to read more and make better predictions about the text as we read.







In Reading we have been learning to use the comprehension strategy of visualising to help us to understand the text. We are able to create a picture from our mind using clues and words from the text. The students were very excited to share their pictures after reading the Green Giant Poem. Inside the poem the students highlighted different adjectives from the text to help them to draw their giant.

## Green Giant

There lived a green giant whose name was Sam.

His hair was the colour of strawberry jam.

He had one brown and blue eye.

And a beard their colour of pumpkin pie.

His coat and pants were oh so bright,

Like a peppermint stick red and white.

His socks were yellow as lemon pop.

His shoes were brown as a chocolate drop.

His hat was the colour of gingerbread,

With a tall, tall feather of raspberry red.



# WRITING IN 3-4 JONES

## Procedural Writing



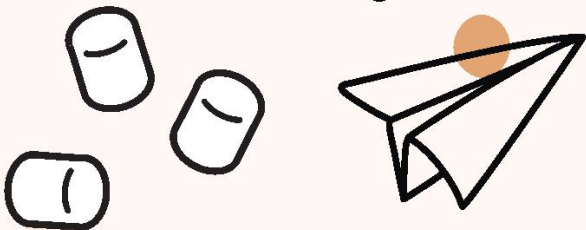
In Writing, we have been learning about Procedural Writing. During the last week of Term 2, we had so much fun getting to make recipes and origami as a part of our learning.



So far in Procedural Writing, we have learnt how to structure our writing pieces, where to add in the correct verbs and adverbs and how to edit and upskill our writing.



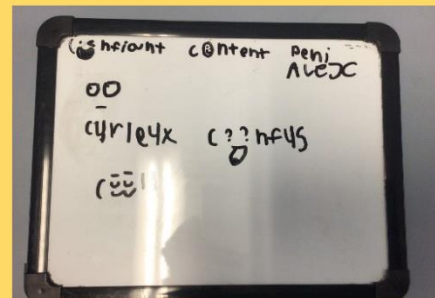
We have had so much fun making our 'Tiny Teddy Cars', 'Marshmallow Tea Cups' and 'Paper Planes' and are looking forward to getting to make more things in Term 3!



# French / Français

Salut Exford PS,

- ❖ Term 2, we learned how to describe the weather, seasons and months, expressed our feelings and enjoyed Imagine by Valentina or Kids United "repertoire" in French.
- ❖ Term 3, we will focus on le 14 juillet celebration, French fashion and talk about our hobbies with plays, songs and make a short film. Lalalala!



C'est la fête ! It's a celebration!



# Respectful Relationships program overview

The Respectful Relationships has eight topics.

## Topic 1: Emotional Literacy

Emotional literacy can be defined as the ability to understand ourselves and other people. It includes the ability to understand, express and manage our own emotions, build empathy, and to respond appropriately to the emotions of others. Building a large vocabulary for emotions helps to increase emotional literacy and build self-awareness and empathy for others.

## Topic 2: Personal Strengths

Children and young people need a vocabulary to help them recognise and understand strengths and positive qualities in themselves and others. This topic provides learning activities to build this vocabulary and to use it when discussing personal, social and ethical challenges.

Research in the field of positive psychology emphasises the importance of identifying and using individual strengths. Social and emotional learning programs which use strength-based approaches promote student wellbeing, positive behaviour and academic achievement.

## Topic 3: Positive Coping

Learning activities in this topic provide opportunities for students to identify and discuss different types of coping strategies. When children and young people develop a language around coping, they are more likely to be able to understand and deliberately utilise a range of productive coping strategies and diminish their use of unproductive coping strategies. Students learn to extend their repertoire of coping strategies and benefit from critically reflecting on their own choices and being exposed to alternative options.

Activities introduce students to the concept of self-talk and practice using positive self-talk to approach and manage challenging situations. Positive self-talk is a key strategy for coping with negative thoughts, emotions and events. It is associated with greater persistence in the face of challenge, and can be learnt or strengthened through practice.

## Topic 4: Problem Solving

Problem-solving skills are an important part of the coping repertoire. The classroom program provides a number of learning activities to develop students' problem-solving skills. The activities in the program assist students to develop their critical and creative thinking skills, and to apply them to scenarios exploring personal, social and ethical dilemmas.

## Topic 5: Stress Management

Children and young people experience a range of personal, social and work-related stressors in their everyday lives. Activities within this topic have an explicit focus on teaching positive approaches to stress management. Assisting students to recognise their personal signs and symptoms of stress, and to develop strategies that will help them to deal with stress effectively, will help students cope with future challenges. The activities focus on the ways in which self-calming strategies can be used to manage stressful situations.

## Topic 6: Help-Seeking

Learning activities in this topic area are designed to help students discuss the importance of seeking help and providing peer support when dealing with problems that are too big to solve alone. This helps to normalise and destigmatise help-seeking behaviour. Scenario-based activities help students identify situations in which help should be sought, identify trusted sources of help, and practice seeking help from peers and adults.

## Topic 7: Gender and Identity

Learning activities within this topic assist students to challenge stereotypes and critique the influence of gender stereotypes on attitudes and behaviour. They learn about key issues relating to human rights, gender, identity and focus on the importance of respect within relationships. The activities promote respect for diversity and difference.

## Topic 8: Positive Gender Relations

Learning activities within this topic focus on building an understanding of the effects of family violence and focus on the standards associated with respectful relationships. Students develop the skills needed to solve problems, set boundaries within relationships, and play an active role within the prevention of family violence. They develop peer support and help-seeking skills that can be applied in response to situations involving gender-based violence in family, peer, community or on-line relationships.





### WHAT IS RESPECTFUL RELATIONSHIPS?

- Respectful Relationships became a core component of the Victorian Curriculum in 2016.
- The initiative focuses on teaching social, emotional and relationship skills to students as well as assists schools to create caring and equitable learning environments. This is in line with Victorian policy and anti-discrimination legislation.
- Respectful Relationships aims to prevent gender-based and family violence in future generations by helping our students to develop healthy and rewarding relationships, resist harmful social pressures, resolve interpersonal conflict, and seek and provide help when needed.
- This is done by promoting equity and respect through direct instruction but also through the systems and practices across the school.

### WHAT IS TAUGHT IN THE RESPECTFUL RELATIONSHIPS CURRICULUM?

- The *Resilience, Rights and Respectful Relationships curriculum* is a world-class teaching and learning program developed by experts at Deakin and Melbourne Graduate School of Education. These age appropriate resources include lesson plans and activities to help students learn and practice social skills and apply them in a positive way to learning, life and relationships.
- The materials cover eight topics of social and emotional learning across all levels of primary and secondary school.
- The first six topics teach social and emotional learning.
- Topics 7 & 8 focus on promoting respectful relationships by developing critical awareness of human rights and social norms.
- Topics 1-8 empower students with key skills to promote their health and wellbeing.

### WHY DO WE NEED TO TEACH SOCIAL, EMOTIONAL AND RELATIONSHIP SKILLS?

Apart from teaching academic skills, schools also focus on building students' resilience, wellbeing and positive social attitudes. Social and emotional learning teaches students how to manage emotions, set and achieve positive goals, show empathy for others, maintain positive relationships and make responsible decisions.

Students with well-developed social and emotional skills have a high level of self-worth, a well-grounded sense of who they are and how they can use their strengths to achieve their goals. They can evaluate choices and make responsible decisions. On a social level, they can play and problem solve collaboratively. They are able to form healthy relationships and can relate to others in a caring, respectful and constructive way.

### WHY DO WE NEED TO FOCUS ON GENDER AND RESPECTFUL RELATIONSHIPS?

All families want to give their children the best start in life. Some gender expectations can be harmful or restrictive and they can lead to practices that limit people's choices or can lead to discrimination and violence. Gender expectations can also lead to risky behaviour, with associated health impacts.

For example, gender norms around masculinity can mean that young men are more vulnerable to risk taking with driving, drinking and drugs, more reluctant to seek help and more likely to engage in violence against other men and women. Gender norms that oversexualise girls can lead to self-esteem and body image issues as well as girls limiting their potential and career choices.

Research has demonstrated that harmful gender stereotypes are a key driver of violence. It is important to develop young people's understanding of the importance of consent in relationships, and to equip with skills needed to respond assertively to protect their personal boundaries and standards.

### DOES RESPECTFUL RELATIONSHIPS TEACH RADICAL GENDER THEORY?

Respectful Relationships does not teach radical gender theory. It is a primary prevention initiative to reduce family violence. Respectful Relationships promotes respect and gender equality and helps students learn how to build healthy relationships. It prepares students to face challenges by developing problem-solving skills and building resilience and confidence. Schools involved in the Respectful Relationships initiative are building a culture of respect and gender equality, by looking at their practices and policies to drive meaningful change.

### WHY ARE SCHOOLS EXPECTED TO SOLVE THE PROBLEM OF FAMILY VIOLENCE?

Respectful Relationships is not intended to be the whole solution to addressing family violence, but it is an important primary prevention initiative. Just like other major social and health issues such as smoking and road tolls, evidence shows that gender-based violence can be prevented by working with the whole population, and in this case, all schools, to address the attitudes, beliefs and knowledge that supports the prevention of violence. Studies show that school-based violence prevention and Respectful Relationship initiatives can produce lasting changes in attitudes and behaviours.

## WILL RESPECTFUL RELATIONSHIPS TEACH BOYS TO FEEL ASHAMED AND GIRLS TO FEEL LIKE VICTIMS?

This is simply not true. None of the activities in the Resilience, Rights and Respectful Relationships teaching and learning materials teach students to feel ashamed, or feel like victims. Respectful Relationships promotes respect and equality and helps boys as well as girls learn how to build healthy relationships.

## ARE THE RRRR TEACHING AND LEARNING MATERIALS AGE APPROPRIATE?

The Resilience, Rights and Respectful Relationships teaching and learning materials were developed by leading education experts, who tailored the materials to each year level from Foundation to year 12 and made sure all information is age-appropriate and grounded in evidence.

## ARE THE RRRR TEACHING AND LEARNING MATERIALS EVIDENCE BASED?

The Resilience, Rights and Respectful Relationships teaching and learning materials have been developed by experts from the University of Melbourne's Graduate School of Education, based on evidence from reputable research bodies and leading authorities including:

- UNICEF
- VicHealth
- Australian Bureau of Statistics
- Office of the UN High Commissioner for Human Rights
- Australian Institute of Health and Wellbeing
- UNESCO

## WHY DOESN'T RESPECTFUL RELATIONSHIPS ADDRESS VIOLENCE AGAINST MEN?

Respectful relationships education is about building positive relationships for all young people. Students are given the opportunity to explore emotions such as anger and frustration, and develop non-violent problem solving strategies.

All secondary school students, learn about and explore the relationship between gender and power and the way gender stereotypes and behaviours can lead to unhealthy relationships or coping strategies.

Primary school students are supported to learn new skills to build their confidence and resilience.

## IS THE RESPECTFUL RELATIONSHIPS PROGRAM THE SAME AS SAFE SCHOOLS?

Safe Schools is about creating inclusive and safe environments for all students, including lesbian, gay, bisexual, transgender and intersex (LGBTI) students. Safe Schools seeks to prevent, and respond to, discrimination against LGBTI students. **Safe Schools is not part of the Victorian Curriculum.**

Respectful Relationships is part of the curriculum. It promotes respect and gender equality and helps students learn how to build healthy relationships.

## WILL RESPECTFUL RELATIONSHIPS BAN FAIRY TALES?

This is untrue. In schools, the Victorian Curriculum provides opportunities for students to read fairy tales as part of both the Languages and English Curriculum. In fact, as educators reflect on whether there is balance in how genders and professions are represented in toys and books, it is likely that more books and resources will be added to provide balance and diversity in representation.

## IS THE RESPECTFUL RELATIONSHIPS INITIATIVE TRYING TO SAY THAT BOYS CAN'T PLAY WITH TRUCKS AND GIRLS CAN'T PLAY WITH DOLLS?

Absolutely not. This initiative is not seeking to make children 'gender neutral' or trying to prevent girls from playing with dolls, or boys with trucks. Respectful Relationships is about creating an environment in which children are not restricted by gender stereotypes and assists children to develop rich identities that are not constrained by stereotypes.

## IS RESPECTFUL RELATIONSHIPS IS A SEX EDUCATION PROGRAM?

Respectful Relationships is **separate** to sex education in the curriculum.

## IS RESPECTFUL RELATIONSHIPS SAYING THAT CHILDREN ARE SEXIST?

Evidence shows that children in early childhood settings may start to exclude others based on their gender. For example - some children may insist that some games are for boys or girls, and may exclude others from playing the game.

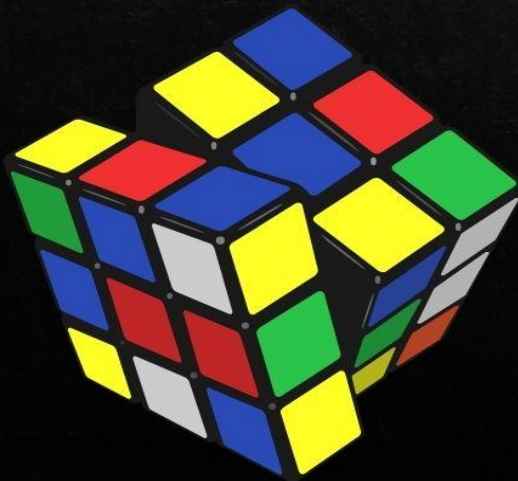
This evidence shows it is important for children to be learning about and building healthy and respectful relationships from the early years and to understand their opportunities are not limited by their gender - that girls can grow up to be firefighters or footballers and boys can grow up to be nurses or teachers.



# Melbourne Cubing for Kids August 26 & 27

Speedcubing Australia will donate 50% of all registration fees from this competition to the Exford Primary School to assist the children who were injured in the bus rollover accident in May 2023. The funds will contribute their ongoing support and rehabilitation requirements.

More information can be found here:  
<https://www.worldcubeassociation.org/competitions/MelbourneforKidsSaturday2023#general-info>



To be held at  
St Oliver Plunkett  
Primary School  
1/33 Landells Rd, Pascoe  
Vale VIC 3044





Amazing  
Community Care



AMAZING  
COMMUNITY CARE  
(Soup Kitchen Melton)

*'Pop Up Market'*

Every Thursday afternoon

4 pm - 5 pm

\$5 per family

{Thank you for your Donation  
towards the ongoing costs of the  
Pop Up Market}

AMAZING CHURCH  
16-18 PALMERSTON ST, MELTON  
ALL ARE WELCOME