**FROM THE PRINCIPAL**

**SCHOOL VALUES**
**EMPATHY ~ RESPECT ~ RESPONSIBILITY**

**2016 SCHOOL THEME**
**Building a Learning Community**

**Building and Grounds**
During the holidays we are lowering the handles on all internal small rooms within classrooms. A number of students want to use the rooms as quiet spaces rather than as the storage space/teacher office space when they were built. This will ensure smaller students cannot accidentally shut themselves in the rooms. We are also lowering external high door locks in a number of rooms which have been challenging to open and shut.

In the small Junior wing we are replacing the aluminium doors as the internal hydraulic opening and closing mechanisms have succumbed to time and constant use.

In the administration area we are adding keypad locks on the door from the classrooms to the foyer and into the staffroom. This is to reduce the opportunity for students to navigate out the front door and through the staff room door to the car park. We have tried to improve the security of the school so we can prevent entry into the building but with building safety regulations we cannot prevent exit from the building. We are putting in measures to slow down students trying to leave the school, but we cannot totally prevent exit.

**Car & Road Safety:** Please remember to use the safety door (kerbside) when dropping off and picking up students.

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**2016 TERM DATES:**
- Term 1: 27 January—24 March
- Term 2: 11 April—24 June
- Term 3: 11 July—16 September
- Term 4: 3 October—20 December

**CURRICULUM DAYS:** Wednesday 27th January, Monday 22nd February, Monday 29th February, Friday 22nd April, Monday, 31st October.
Child Safe Standards
The Child Safe Standards are compulsory minimum standards for all Victorian schools, to ensure they are well prepared to protect children from abuse and neglect.

To create and maintain a child safe organisation, an entity to which the Child Safe Standards apply must have:

1. strategies to embed an organisational culture of child safety, including thorough effective leadership arrangements
2. a child safe policy or statement of commitment to child safety
3. a code of conduct that establishes clear expectations for appropriate behaviour with children
4. screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
5. processes for responding to and reporting suspected child abuse
6. strategies to identify and reduce or remove risks of child abuse
7. strategies to promote the participation and empowerment of children.

Here at JSA, we have a working party ensuring that all our policies and practices reflect the Child Safe Standards and will be well prepared for the roll out.

Walking to class - developing independence
Where appropriate, we try to provide students with maximum opportunity to develop independence. An additional opportunity we are trialing, is for students who come into school via the front door to walk directly towards their classroom after parents sign them in. Reception will advise the classroom that the student is leaving the reception area and a staff member will meet the student half way. Parents can say good bye to their children at the door. You can use the communication book to pass on messages to staff. It is an opportunity for students to develop a routine of leaving parents and focusing on walking to class. Visuals will be used to support students. Please speak to your child’s teacher if this is something you feel is appropriate for your child.

Community Hub Meetings
Reminder - The Positive Behaviour Support committee will build on the learning from the first meeting earlier this term. The next meeting will be a practical workshop to assist community members to apply some of the strategies with the PBS Framework.

Consistency in the application is very important in supporting all our students to be engaged in the day to day school life as valued individuals.

Our next meeting will be held on Thursday 16th June at 9.15am and 6.30pm.

Topic: Positive Behaviour Support Workshop

Term 3 dates to save
28th July – Speech Therapy
25th August - Occupational Therapy

Please contact Deb Munt for more information about the Community Hub Meetings

Absences—Code 806

‘Parent Choice Unauthorised’

Some families would have recently received a letter from the school asking for them to explain the reason why their child has been absent on a particular day. At Jacana School for Autism we are endeavouring to make sure that parents and teachers are communicating with each other regarding student absence. You may have told your teacher why your child was away from school but an error may have occurred when it was recorded. Therefore, when this code shows up on our records we have decided to follow through, to make sure that legitimate absences have not been missed. We are endeavouring to devise strategies that will make communication regarding absences a smoother process. An example could be that your child was unwell and you contacted the school, but it may not have been recorded correctly in our records. If you have any questions regarding this please call Deb Munt at school.

Fundraising Sub Committee

The Fundraising sub committee is preparing for a number of events. Meeting for Term 2 was held on Thursday 2nd June at 10.30 am in the Community Learning Hub.

Fundraising events for term 2, 2016 include:

- **Entertainment Books** – Cost $65.00 Profit per book sold $13.00 – Now available
- **Special Lunch Order Day** – Thursday 16th June – BBQ and Fruit Tub – Orders have been sent home
- **Father’s Day** – 23rd & 24th August
- **School Performance** – Family BBQ
- **Shopping Tour** – 6th November

Lisa Sette is our Fundraising Co-ordinator and can be contacted via the school office or sette.lisa.l@edumail.vic.gov.au
# 2015/16 School Councillors

<table>
<thead>
<tr>
<th>MEMBER</th>
<th>POSITION</th>
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<tbody>
<tr>
<td>Corinne Pupillo</td>
<td>Executive Officer (Principal) / <a href="mailto:pupillo.corinne.s@edumail.vic.gov.au">pupillo.corinne.s@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Lisa Sette</td>
<td>President / <a href="mailto:sette.lisa.l@edumail.vic.gov.au">sette.lisa.l@edumail.vic.gov.au</a></td>
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<tr>
<td>David Edgar</td>
<td>Vice President</td>
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<tr>
<td>Nikki Davis</td>
<td>Treasurer / Parent Representative &amp; DET Employee</td>
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<tr>
<td>Dianna Lauria</td>
<td>Parent Representative</td>
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<td>Edward Stolinski</td>
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<td>Rosa Figliola</td>
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<td>Angel Sauzier</td>
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<tr>
<td>Virginia Smedley</td>
<td>Community Representative</td>
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<td>Denise Clarke</td>
<td>DET Representative</td>
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<tr>
<td>Mark Taylor</td>
<td>DET Representative</td>
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<tr>
<td>Sue Johnston</td>
<td>DET Representative</td>
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</tbody>
</table>

**Corinne Pupillo**

**Principal**

19 - 39 Landy Road, Jacana VIC 3047  
Phone: 9309 6258  
Fax: 9309 6426  
jacana.school@edumail.vic.gov.au  

**Reminder:** Our newsletter is published each fortnight and will provide you with important information about the school and events that may be of interest to you. I encourage you to read the newsletter that will be sent home with your child, emailed to you or on the school website:  

JSA also has a Facebook Page administered by the leadership team.  
https://www.facebook.com/JacanaSchoolforAutism

Like Us On faceboook

www.jacanaschoolforautism.vic.edu.au
In Room 11 we are using our senses to learn and explore the school environment.

We are using the story of “The Five Little Ducks” to learn about sharing, waiting, turn taking and the maths concept ‘take away’.

We are learning to enter the water safely, blow bubbles and float when it is our turn to go swimming.

We make class books to help us learn to read.

We are learning to walk safely as a group to the shops so we can buy fruit for our afternoon tea.

When we have our cooking lesson we are learning how to make sandwiches and sushi.

We are developing our fine motor skills by participating in the ‘Funny Fingers’ program.
Room 21

Students are engaging in the Social activities in 2016. The students are engaging in activities like drumming through to board games. Room 21 have been encouraged to invite other students from other classrooms to join in with the classroom social activities. It is great to see the students interacting with their peers within the classroom and with other students within the school.
The Primary Sub-School would like to thank all the parents who made it to the open classroom day. It was a great opportunity for our students to be able to demonstrate to their parents what types of activities they do during the school day. We hope you got a lot out of the experience. There will be more open classroom days throughout the school year so stay tuned!
Advance Classes participated in First Aid Certificate Course last week.

The students have also been participating in a series of activities run by the I Can organisation. This organisation is run wholly by people who are themselves on the Autism spectrum and seeks to promote self-confidence and team building skills.
The VCAL students began working on the Totem sculpture in their Art classes half way through 2015. First they looked at images of traditional totems and, working in teams they then drew up their own designs. They then learned how to safely use saws, chisels and files and how to achieve the desired result. Finally, students painted and applied mosaics to the carved stones. All the students were surprised at how long the process was—especially when they had only 1 hour per week to work on their pieces!

This year with the help of Rob, Karen and Matt the pieces were finally erected. Students had to make decisions about safety and aesthetics. The result is fantastic and all the VCAL students should be proud of their achievement!

We are now aiming to produce more outdoor sculptures to create a sculpture garden in the car park for everyone to enjoy.

Rosie Lugg - Art Specialist
Positive Behaviour Support

What is proactive?
Proactive means thinking in advance what might go wrong and planning alternative solutions; developing strategies that will support your child to take part in what the day brings. Proactive strategies help to reduce many of the environmental obstacles that trigger inappropriate behaviours such as noncompliance, arguing, aggression, and tantrums. Continuing to build our knowledge of Autism is essential in this process.

Proactive strategies may include:
- Setting up structure/routine at home
- Modelling functional communication, such as “I want more” or “I don’t like it”.
- Building on strengths and interests such as taking a favourite puzzle to an occasion that may be stressful.
- Teaching and rewarding turn taking when playing family games.
- Planning movement breaks throughout the day.

Preventative
‘Preventative’ means predicting what could go wrong and putting into place strategies to avoid the behaviour from occurring. For example, if you know your child will touch and annoy their sibling during meal time, position the children either side of you and provide them with appropriate interaction and sensory input.

Environment
When creating a positive environment for children with Autism it is important to consider:
- Providing predictability in your child’s daily routine and introducing any change slowly. It may take some time to transfer learnt skills to different settings.
- Providing opportunities for your child to communicate; finding out appropriate communication needs applicable to their development e.g. communication boards.
- Working with your child’s teacher to set up expectations that are realistic and manageable in your home environment.
- Structuring the daily routine using such things as visuals and checklists.

We love hearing from our JSA families; thank you for sharing with us the times you feel are the most challenging at home.

One of those times that a number of families mentioned to us is going grocery shopping. Does your child struggle when you take them to the shopping centre? Being proactive when shopping with your child might mean giving them the responsibility of holding the shopping list and marking off the items

PBS aims to increase the positive behaviour. What does this look like?
- We give them social praise e.g. you are being such a great helper.
- We model how to keep our body calm at the shopping centre or how to ask for a break.
- We give them tangible reinforcement such as stickers.
Every person deserves the fundamental right to communicate. Some people with communication difficulties need support to aid their communication. This occurs in the form of an AAC system. For some students who have extremely limited to no verbal communication skills their AAC can be viewed as their voice. For other students who have some verbal communication an AAC system may be implemented to support and augment their communication. Either way an AAC system plays a huge role in allowing an individual to communicate.

If a student does not have their AAC system with them it may be difficult to get their message across. This may lead to feelings of frustration and anger. Think about how frustrating it would be if you could not speak for an hour of the day. It is important to encourage students to carry their AAC systems with them throughout the school day so they have the ability to communicate in the best means possible at all times.

We are working as a school to promote the transportation of AAC systems throughout the day. We will be teaching students to take their AAC systems as they move around the school. We have been brainstorming ways to make transportation of AAC systems safe and effective.

If you would like more information on AAC transportation, please raise this with your child's classroom teacher.
Executive Functioning relates to more than just planning and organisation...

Executive Function is an umbrella term for cognitive processes that regulate, control, and manage other cognitive processes. It relates to: **planning, impulse control, inhibition of dominant but incorrect responses** (an inability to answer correctly and instead provide a dominant preferred answer – even if they know the correct answer), **organisation, ‘set maintenance’** (attention) and **flexibility of thought and action**. Individuals with Autism have a deficit in the area of Executive Functioning, so it’s really important to provide structures and earning opportunities to assist in developing skills in all of these areas, both at home and at school.
Using community facilities:

Visiting the library
- on a regular basis provided opportunities for you to help and be involved in your child's literacy learning.
- Allowing them to choose books to borrow and take home
- Attending free reading sessions during the weekend and school holidays

Visiting the local park
- Using swings, slides, climbing equipment develop gross motor skills which assist in developing core strength, body coordination, balance, weight bearing and cross patterning
  - Core strength to develop proper posture for table top activities,
  - Coordination skills for writing and cutting
  - Gross motor skills will also prepare children for sports and cooperative play with their peers.
  - Movement activities can help to regulate the nervous system, so that a child can be better able to pay attention during class or when doing his homework.
  - provide proprioceptive input to the joints and muscles.

Visiting your local supermarket
- Reading a shopping list
- Creating a shopping list from a recipe
- Children will become aware of the different sections of the grocery store (fresh produce, meat, dairy, frozen food, bakery, and canned goods)
- Develop categorisation skills (fruit, vegetables, packaged, canned, meats, frozen)
- Develop mathematical skills (money, counting, adding using a calculator, size, weight, budgeting, etc.)
- Problem solving (where will we find the tomato sauce?)
- Building independence and life long learning

Sue Johnston - Assistant Principal (Teaching & Learning)
COUNSELLING GROUPS 2016

* Registration and assessment essential.
* All groups are free of charge.

For information about Counselling & Support Services or any of our group programs contact:

9302 8803

You will be asked to leave a message and a Counselling Intake Worker will return your call within 2 working days.

Or email us at: counselling.intake@dianella.org.au

Group Counselling Support Service

2016
**WHAT IS GROUP COUNSELLING?**

Group counselling is a form of therapy that invites people to share their experiences, concerns and accomplishments amongst fellow members. Group counselling provides a safe and respectful space for members to gain support and strategies through interpersonal feedback. It can be a great way to gain specific skills and strategies in achieving your goals.

**Groups that are available?**

**Tuning in to Kids**  
*“Emotionally Intelligent Parenting”*

Next Group: Term 1, 2016  
Date/ Time: Tuesdays 9/2 (6 weeks)  
12:30pm- 2:30pm  
Venue: Broadmeadows

Suitability:  
Parents/ Carers of children 2–11yo  
This group will help parents be more aware and accepting of emotions in themselves and their child and develop skills to help their child name emotions.

**Tuning in to Teens**

Next Group: Terms 2 and 4, 2016  
Date/ Time: TBA (6weeks)  
Venue: Broadmeadows

Suitability/ description:  
Parents/ Carers of teens 12-18yo.  
This group will help parents/ carers to be more aware and accepting of their teen’s emotions with a focus on supporting emotional development & strengthening the parent-teen relationship. This group will be run in partnership with headspace.

**Dad’s Tuning into Teens**

Next Group: Term 3, 2016  
Date/ Time: TBA  
Venue: Broadmeadows

Suitability/ description:  
Fathers/ male carers for teens 12-18yo. This is a group specifically for males focused on supporting and understanding their teen’s to enhance their relationship.

**Meditation for Relaxation**  
*“Calm the mind & relax the body”*

Next Group: Terms 1 and 2, 2016  
Date/ Time: Thursdays 18/2 (6 weeks)  
1:00pm- 2:00pm  
Venue: Broadmeadows

Suitability/ description:  
Adults— ‘Beginners’ (prioritised ) and ‘Experienced’ welcome. The group will provide a place to learn how to calm yourself down from mental and physical tension and create a ‘relaxation response’.

**Looking Forward**  
*“Moving towards healing, strength & positive growth”*

Next Group: Terms 3 and 4, 2016  
Date/ Time: TBC (6 weeks)  
Venue: Dianella–Craigieburn  
A group for women that provides a space to explore roles, relationships and emotions. Discover ways to build self esteem, confidence, assertiveness and to promote positive mental health and self care.
Call the Counselling Intake Line on 9302-8803

You will be asked to leave a message and a Counselling Intake Worker will attempt to return your call within 2 working days.

Or email us at:
counselling.intake@dianella.org.au
Interpreters can be arranged.

We embrace diversity in sexuality, age, gender, ability and culture.

www.dianella.org.au
Email: info@dianella.org.au

Our Vision
“We share a vision of health, wellbeing, equity and quality of life for all in a community which is empowered, has opportunities, is caring and works together.”
What is Counselling?
• A safe, respectful and confidential place for you to talk openly with someone regarding concerns you have about yourself, your friends or your family. Designed to help you manage strong emotions and develop strategies and goals.
• Information and links to other appropriate community agencies will be provided, as needed.
• We can arrange interpreters.
• Waiting periods may apply.

Types of services offered:

Generalist Counselling
Counselling, support, advocacy & referral for individuals within the City of Hume.

Social Work Support
Short term support for assistance with referrals & advocacy for individuals and families within the City of Hume.

Refugee/Asylum Seeker Social Work Counsellor
Support, advocacy and counselling for individuals and families who are refugees and asylum seekers within the City of Hume.

Child & Youth Psychology
Psychological intervention for children and youth ranging in age from birth to 25 years and their Parents/Carers within the City of Hume.

School Focused Youth Service
Working with young people and their families on school engagement and successful transition from primary to secondary school. For families within the City of Hume.

Groups
• Meditation for Relaxation
• Tuning in to Kids/ Teens
• Looking Forward

Please note:
This is not a crisis service.

We refer clients needing urgent specialised support to the relevant crisis agencies.

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<tr>
<th>Crisis Service Contact Information</th>
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<tr>
<td>Lifeline (24hours)</td>
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<tr>
<td>Suicide Helpline (24 hours)</td>
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<tr>
<td>Nth/West Area Mental Health - CATT (Crisis Assessment &amp; Treatment Team)</td>
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<tr>
<td>Women’s Domestic Violence Crisis Service (24 hours)</td>
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<td>Directline (24 hour drug counselling)</td>
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<td>Centre Against Sexual Assault (CASA) (24 hours)</td>
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<td>Child Protection</td>
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<td>Men’s Referral Service (No to violence)</td>
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</table>
Mount Ridley College Proudly Presents...

Tom Brunzell

“Developing Resilience”

Parent Information Evening

Come along and listen to world renowned, international speaker Tom Brunzell, who will be sharing research-based strategies and tools you can use at home with your children to:

- Develop your child’s resilience
- Help your child get organised and ‘ready to learn’
- Win those tough conversations

His presentations are always highly engaging and entertaining. **Do not miss it!**

Tom Brunzell currently serves as a Senior Advisor of Teaching and Learning for Berry Street Childhood institute, working with school leaders and teachers in the areas of school culture and curriculum development. Mount Ridley College is currently engaging with Tom to enhance our Positive Education Program. He is working with staff and students and has made himself available for a parent session.

There is a limit of 120 people for this information evening.

**Date:** Monday 8th August, 2016  
**Time:** 7:00pm – 8:00 pm  
**Venue:** Landale Professional Learning Centre  
**Cost:** FREE

To secure your FREE place for this important event please either call Ph: 8338 3600, complete the slip below and return to your child’s mini-school office or register online at:


*Please return to the school office by Monday 1st August, 2016*

Parent Information Evening  
With Tom Brunzell

Names of attendees: ___________________________________________

________________________________________________________________

Contact Number: ______________________________________________

Email Address: _______________________________________________
BASELINE PRESENTS

Transition Forum

Are you a secondary school aged young person who identifies as having a disability?

Do you have questions about future pathways after you finish school?

Come along and meet industry professionals from a range of local educational institutions and many others who are there to assist you to make this important transition.

When: Thursday 16 June 2016

Where: Fountain View Room
Council Offices
25 Ferres Boulevard
South Morang VIC 3752

Time: 6pm-8pm

Contact: Sarah for further information, bookings and/or enquiries
Ph. 9404 8800 or email baseline@whittlesea.vic.gov.au

www.whittleseayouth.com
e. baseline@whittlesea.vic.gov.au
p. 9404 8800
BONUS WEEK

13TH - 26TH JUNE 2016

DOUBLE YOUR SCHOOL DONATION FROM $5 TO $10
WITH EVERY FOOTWEAR PURCHASE

*See theathletesfoot.com.au/school-rewards for more details

The Athlete's Foot

SCHOOL REWARDS PROGRAM

AIRPORT WEST Ph. (03) 9338 0788
We're fundraising with Entertainment™

"I love this Book! I'm discovering places I have never been before.”

"I have the Entertainment™ Digital 'Book' on my smartphone and I love it!"

The entertainment Book
OR
The entertainment Digital Membership

With thousands of up to 50% off and 2-for-1 offers, here's a taste of what's in it for you:

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<thead>
<tr>
<th>185+ Contemporary Dining Offers!</th>
<th>360+ Casual Dining Offers!</th>
<th>200+ Takeaway and Attraction Offers!</th>
<th>2,000+ Retail and Travel Offers!</th>
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<tr>
<td><strong>La Famiglia</strong></td>
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Jacana School For Autism
Contact: Carlee Tonilo Phone: 03 9309 6258 Email: tonilo.carlee.j@edumail.vic.gov.au
To order your Book or your Digital Membership securely online visit: www.entbook.com.au/9186w32

OR - Alternatively complete the order form below and return to the contact above

| MELBOURNE Edition $65 inc GST: | GEELONG Edition $60 inc GST: |
| Book(s) # Digital Membership(s) | Book(s) # Digital Membership(s) |
| $ | $ |

TOTAL ENCLOSED $ 

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Credit Card number: __________ / __________ / __________ / __________ Expiry date: __________/ __________ CVV*: __________

Cardholder's name: __________________________ Signature: __________________________

Pre- Purchase before 12th April 2016 to receive Early Bird Bonus Offers you can use straight away! (Subject to availability)

20% from every membership sold contributes towards equipment for Bloomfield Hall

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Jacana School for Autism
Shopping Spree Bus Tour 2016!

Are you needing some ‘you time’ that you never seem to have? Some retail therapy? The Shopping Spree Bus Tour is just for you!

Please join the fundraising team on a fun-filled FRENZY spending day! We will be visiting great outlets where you can SAVE UP TO 70% OFF RETAIL PRICES! Our profit will be 11% of the commission on our total sales for the entire day which will go towards our fundraising goal of 2016 - modernization of Bloomfield Hall

TOUR INCLUDES: Luxury coach transport, a friendly and informative hostess, 10 outlets and a 2 course lunch at The Croxton Park Hotel with soft drink and tea/coffee. Alcohol will be at bar prices.

Also throughout the day on the bus there will be raffles, prizes, giveaways,

The outlets still to be confirmed closer to the date

DATE: Sunday 6th November 2016  PICK UP TIME: 7.30am for 7.45am departure
PICK-UP ADDRESS: Kmart Campbellfield, Hume Hwy (across from Hungry Jacks)
DROP-OFF: approx. 6.00pm   PRICE: $60 per person (Due 21/10/16)

***PLEASE EXPRESS YOUR INTEREST BY CONTACTING CARLEE OR JULIE ON 9309 6258 OR COME IN TO SEE US AT RECEPTION
FULL PAYMENT IS DUE BY: October 21st 2016

SO DON’T MISS OUT!
TOGETHER WE WILL HAVE GREAT DAY!