

SCHOOL NEWSLETTER

Term 3 Week 6 2020
Tuesday 25th August

Rosary Park Catholic School

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Built on Faith, Knowledge, Respect

We acknowledge the Wonnarua people-the first custodians of this land

IMPORTANT DATES

Weekly Mass Times: 6pm Saturday Branxton; 8am Sunday Greta.

Monday 14th September: Summer uniform. Parents can use their discretion in the week prior to this.

Tuesday 1st September Father's Day stall (order and pay by Qkr)

Tuesday 24th November – Pupil free day

Principal's Message

Dear Parents/Carers

Go out to all the world and tell the Good News

Strong is God's love for us;

He is faithful for ever.

Mark 16:15

**KEEPING CHILDREN
SAFE AND WELL
IS EVERYBODY'S BUSINESS**

**Together we can
help every child thrive**

We can all...

...speak up if we see something that is
not safe for children

...talk respectfully with children and value
and act on their ideas

...help children thrive by supporting
families

...create places where children feel
safe to live, play and learn

This year, National Child Protection Week occurs across Australia from **6–12 September**.

This is the 30th year celebration with the theme "Putting Children First". In order to thrive, children need to be loved, feel safe, have access to the essentials such as food, shelter, medical and mental health. Putting children first means prioritising their safety, welfare and wellbeing.

The COVID-19 pandemic means there is added pressure on families and communities so more than ever, we all need to play our part in protecting children.

We can all play a part by creating stronger, happier communities. This can be achieved by checking in and helping your neighbours and friends, being a good role model, supporting and being kind to parents rather than judging or being competitive and speaking up if you see something that is unsafe.

It is important that we listen to, and value, what children have to say. Where possible, include their voices in decision making and be advocates for their best interest.

The Catholic Diocese of Maitland-Newcastle has an abiding commitment to promote the safety, welfare and wellbeing of children. The Office of Safeguarding (OoSg) is the structural expression of the Diocese's commitment to demonstrate the highest standards of recognising and upholding the dignity and rights of all children.

The below links, or QR codes, can access a Padlet created by the Diocesan Office of Safeguarding aimed to encourage discussion about online safety. There is a Padlet aimed at primary school aged children, high school aged children and carers. To access the Padlet via the QR code, download the "QR Scanner" app.

Kindergarten to year 2 https://padlet.com/OfficeofSafeguarding/K2 	Year 3 to year 6 https://padlet.com/officeofsafeguardingmn/years3_6 
High School https://padlet.com/Office_of_Safeguarding/high_school 	Parents https://padlet.com/officeofsafeguardingmn/parents 

Support Bravehearts' White Balloon Day

On Friday 11 September we will display white balloons as it is National Braveheart's Day. White Balloon Day is Australia's largest and longest-running campaign dedicated to preventing child sexual assault. It unites communities to commit to protecting kids.

During this week, our Personal Development, Health & Physical Education (PDPHPE) will focus on protective behaviours to empower and educate our children on this very important topic.

Office of Safeguarding

The following site <https://www.esafety.gov.au/key-issues/esafety-guide> offers tips for parents about how to keep their children safe online. The site gives a summary for the most recent downloaded apps, such as Tik Tok, House Party and as well as some of the older sites such as Instagram. For anyone who needs advice or just more information about these of social media sites, this site has some very useful information.

Uniform

We will move to full Summer uniform from Monday 14 September. If the weather is warmer in the week before this, children can wear FULL summer uniform.

Our students adhere to our school's Uniform Policy with a high degree of consistency and we greatly appreciate parental support shown in this aspect of school. Adherence to our policy strengthens pride in our School and promotes a positive image.

Just a few reminders regarding jewellery and nail polish

- Students may wear one small stud or one sleeper in each ear lobe (silver or gold)
- One single signet ring
- One plain gold or silver golf bangle
- *No nail polish* to be worn at school

Hair must be neat and tidy. Collar length hair must be worn in a ponytail or plait. Scrunchies, hair clips, rubber bands, ponytail holders, etc must be **blue/white** in colour and is to be worn in the hair and **not worn on the wrist**.

Tracks and patterns cut into the hair are NOT permitted. Thank you for your cooperation in this regard.

COVID 19 Update

As outlined in our last newsletter and in recent communication from our Director of Schools, we are working to re-vision our end of year awards, year 6 graduation and end of year mass as we know that these cannot proceed in their normal format. I understand that this is disappointing particularly for our year 6 children, however we will nevertheless work to make these events as special as possible.

Thank you to those families who promptly returned their COVID-19 evacuation contacts to us. It is important to make you aware that if we were to be in the position of a positive case in our school community, we are very much bound by the direction of NSW and Hunter New England Health. This includes timelines around communication to families of the positive case. It is unfortunate, however indicative of the world we live in today, that the media takes hold of these situations often before we are allowed as a school to communicate to our families, as was the case with the cases at St Pius and St Francis Xavier in recent weeks.

I encourage you to please remain vigilant in maintaining yours and your child's personal hygiene, social distancing and avoiding hot spots. Please ensure that you keep your children home if they are in any way symptomatic. Thank you for cooperation with this.

Casual Teachers

As mentioned above, teachers are even more susceptible to illness in their role working with children every day. With such a demand across schools, it can be difficult to engage a casual teacher for the day so there may be occasions where we must split classes for small groups of children to work in other classes for the day. Please be assured this is always our last option and teachers have already set work based on their class work for children in the class to work on should this situation arise.

Building Works

We are in the process of upgrading our security with installation of automated gates on the staff car park and main gates.

Strawberry Allergy

Children are now able to bring fresh strawberries to school, as we no longer have a strawberry allergy in our school.

Congratulations

Congratulations to Caitlyn Leal and her husband Cameron who are expecting their first child at the end of January. Caitlyn will start maternity leave at the end of the 2020 school year.

Congratulations also to the McLaren children on the birth of their baby brother.

Kind regards,

Sallyanne Stanbridge (Principal)

Assistant Principals Message

Ways to build word knowledge with your child.

As part of Rosary Park's School Improvement Plan (SIP) developing our children's oral reading fluency and expanding their vocabulary is a school focus in 2020. The conversations and interactions that children have with their parents, family and friends are integral in developing children's writing, oral language and reading. Families play an important role in the development of oral vocabulary and the more that they are engaged in conversations the more words children will learn and this will assist in reading and writing.

The level of vocabulary knowledge and skills are strong predictors that children will be able to develop reading comprehension skills and phonological awareness and phonic knowledge in the early years at school. Without a good vocabulary some children struggle to comprehend what they are learning and then, they may experience difficulty to deal with some social situations and resolve conflicts. (Parsons and Branagan, 2017)

Word Walls- Vocabulary is important

At Rosary Park all classrooms have a word wall. A word wall is where words that children hear from shared reading and topics across other Key learning Areas are placed into 3 tiers. Students increase their understanding of the meaning of the word and strategies to create sentences and incorporate into their writing and oral language daily.

Learning opportunities enable students to be exposed to new vocabulary and children can organise words into these word walls into 3 tiers. Through discussion and sharing their opinion of where and why they think the word should be placed in that tier, students are then encouraged to use them in their daily writing and oral language. At home children should be provided with opportunities to link and develop vocabulary and build on their knowledge through reading, writing and speaking.

Parents and carers play a crucial role in exposing their children to targeted words that are sent home and also introducing words at home that target your child's interest area eg sport, hobbies. It is important to have fun with words and that talking with your children and exposing them to new vocabulary is just as important as reading and writing.

Vocabulary is important.

Children learn new words by hearing and seeing them and the more times that children hear and see these words the more that they learn them. At home you can assist and support your child by-

- Having fun with words-build interest words through games.
- Talking and exposing your child to new words and using these words daily and encourage your child to use them in sentences also.
- Introduce new words several times and then explain what the word means, for example, translucent.
- When reading with your child take one new word from the book and then talk about what it means, create an oral sentence and then use it in questions. This new word will then be added to their personal word bank.
- When listening to your child read ask them to recall a powerful word from the book or a word that they liked the sound of and then put it on a post it note and refer to it several times throughout the week and create lots of different oral sentences. This strategy reinforces the importance of talking about words and then reading and writing.

If you have any questions or concerns regarding your child's reading and vocabulary development please contact your child's teacher,

Wishing you all a great week and take care,
Kind regards,
Louise Kevin
(Assistant Principal)



Religious Education Coordinator's Message

Father's Day

We think of our fathers, grand-fathers and all positive male role models in our lives this Sunday.

Let us pray for our fathers and for the generations of fathers before them. You care for us, O God, as a father cares for his children. Bless, protect and strengthen all the fathers of the world. Through Christ our Lord, Amen.

Please look out for a special e-message for the fathers in our Rosary Park community which will be posted via Compass this Friday afternoon. It is a collection of reflections, drawings, songs and prayers especially for Father's Day. Thanks to our Year 2 teacher, Mackenzie Gageler for using her digital expertise to deliver this heart-felt message.

Mass at St Brigid's 6pm Saturday evening:

The Parish Office will be operating at normal hours Tuesday to Friday, 9am-3pm each day. Please phone or email your name and contact phone number to register for Mass by 12pm Friday. There will be Reconciliation offered at 5.30pm and then Mass at 6.00pm at St Brigid's Braxton.

Rose Garden Expertise:

Is there is a parent or grandparent with any expertise in planting and growing yellow roses? Please could you get in contact with me via the office? We are keen to develop a yellow rose garden in honour of Catherine McAuley, the founder of the Mercy sisters to complement our school's tradition. In you have knowledge with roses, please let me know, I need your help!

Year 3 Random Acts of Kindness

I am delighted to share with you an initiative that two separate groups of Year 3 children instigated. The children came up with the idea of running a colouring competition with the intention of donating money to the Missions through the Caritas charity. They arranged their own colouring designed and worked in lunch times to distribute colouring sheets. They even offered prizes to the winners at their own cost (thanks mums and dads that helped with this). One group raised \$10- and the other \$32-. If you are interested in reading more about Caritas and the way they use the charitable donations, please have a look at this website: <https://www.caritas.org.au/> These Year 3 children are a wonderful example of 'making Jesus real' in our school community and I know our future is in kind and charitable hands based on these children's actions.

Fr Anthony visits Year 3 and Kindergarten

We are unable to visit the Church in the current COVID circumstances but have been able to arrange for Fr Anthony to visit us in the Rosary Park playground. Last week he met with Year 3 and they discussed their current unit about forms of prayer. This week, Fr Anthony was able to meet with Kindergarten, and help them to understand the layout of the Church building and the symbols used within it. It is wonderful to make a connection between our Parish's priests and the children of Rosary Park.



Year 4 Liturgy

At last Friday's Assembly, Year 4 led our community in prayer to celebrate the Feast of the Assumption of Mary. We are unable to continue Liturgies in their traditional form at the moment, but it was a blessing to have Year 4 acknowledge this special feast and pray together. Thank you, Year 4!



Blessings to you and your families,

Kate Levdo – Acting Religious Education Coordinator

Learning Support News



Resilience ... it's a familiar word, isn't it? But what does it really mean?

When we talk about resilience, we're talking about a child's ability to cope with ups and downs, and bounce back from the challenges they experience during childhood – for example moving home, changing schools, studying for an exam or dealing with the death of a loved one. Building resilience helps children not only to deal with current difficulties that are a part of everyday life, but also to develop the basic skills and habits that will help them deal with challenges later in life, during adolescence and adulthood.

2020 has really brought many anxious time for us all and we should never under estimate it in our children. Resilience is something that we have all needed. This is why I think we all need to take the time to equip our children or students with ways to work through concerns to help them make themselves better learners.

Am I ready to learn? How can I ensure my child is ready to learn? How can I build their resilience?

As parents, carers, or significant adults, (such as teachers) you can help to develop essential skills, habits and attitudes for building resilience at home by helping your child to:

- **build good relationships with others including adults and peers**
- **build their independence**
- **learn to identify, express and manage their emotions**
- **build their confidence by taking on personal challenges**

As Parents you know your child best, you are already very skilled in understanding, supporting and caring for your child. Your child's school is developing learning programs for all learners, inclusive of the individual needs of all children. The learning activities provided will reflect their stage of learning and the goals for them to reach their full potential. Everyone has a range of strengths and abilities that they bring to their learning.

We ask you to consider your child's needs, at all times and discuss them with the classroom teacher. Something that may seem small and insignificant to you maybe an enormous concern for you child. Remember we are all in this together for the children and we all want them to achieve great things.

For more information visit: <https://healthyfamilies.beyondblue.org.au/healthy-homes/building-resilience>

Annmaree Hooker

Year 4 News

Since being back at school, Year 4 have experienced lots of changes! The biggest one being moving into our beautiful new classroom spaces and beginning a new journey of learning together. The students are loving working collaboratively across all subjects and using the amazing new furniture in our classrooms.

English

In English this term, Year 4 have been studying the text *Where the Mountain Meets the Moon* by Grace Lin. The novel is very exciting, and Year 4 have loved listening to the different 'cliff-hangers' and 'stories within stories' throughout the book. If you walk past the Year 4 rooms at about 11am, you'll hear lots of gasping, laughing, and cheering as our main character, Minli, encounters many different adventures on her travels.

We have been particularly focusing on the way Grace Lin uses interesting vocabulary, adjectives, similes and metaphors to describe her characters and settings throughout the story. Year 4 have been practicing writing their own character and setting descriptions. We have been focusing on expanding our vocabulary by studying the words found in our texts this term and using them in our own writing. Here are some examples of amazing descriptive writing by some of our Year 4 students!

Describing a character's emotions:

The weeping girl sat on her front porch, screaming for her little lost puppy. Her mind recalled all the joyful times they had shared which were now gone. She curled herself up into a ball and her eyes began to water. She thought she could still hear her dog faintly yapping, but the frown stretching across her face was too colossal to look up. – **Alice Lawler, 4 Blue**

Making the audience feel scared through description:

As my feet gently touched the creaky basement stairs, my heart was thumping faster and faster. The only light in the basement was very dim, and I could hear whispers trying to pull me back up the rickety stairs. I heard croaking in the distance. A shiver tickled my spine, causing my body's blood to turn cold, like ice in the north pole. SPLAT! Dripping blood was chucked on the wall. SCREECH! Long, jagged, crooked nails were being scraped on the blackboard in front of me. The creature's hair was wet and dirty. Its body smelt like mould under an abandoned home. I tried to run but my petrified body stood very still, my eyes embedded on the horrifying creature. – **Ella Matthewson, 4 White**

Maths

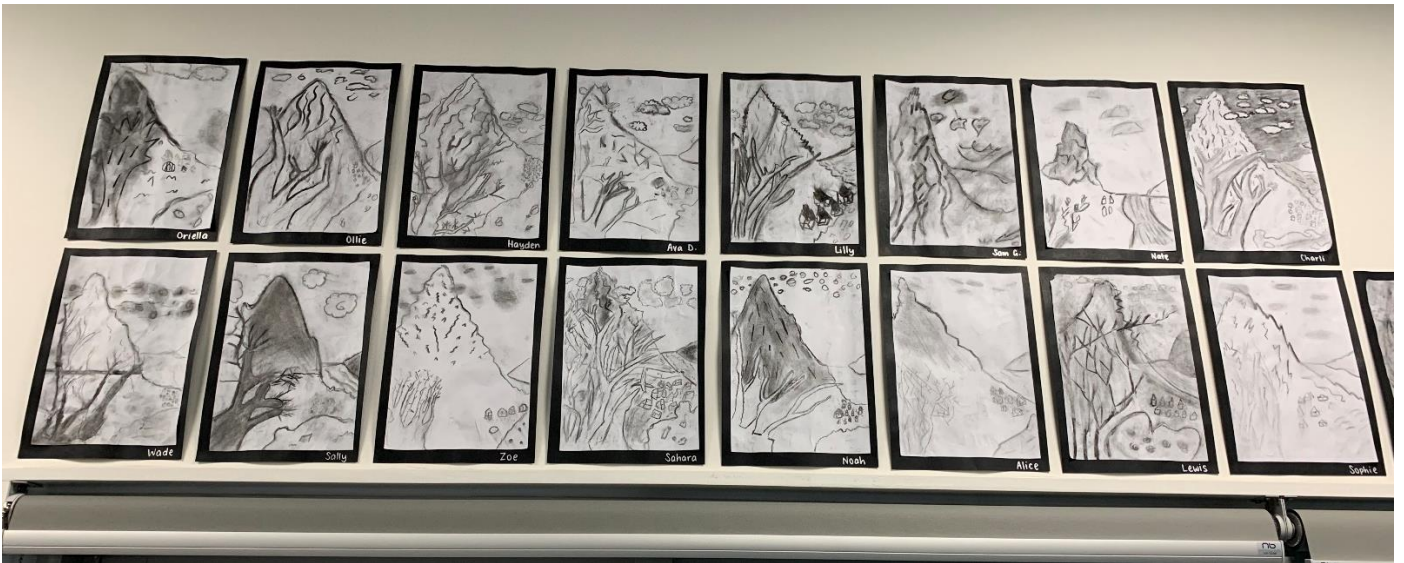
In maths this term, students have been working very hard on their multiplication and division skills. Students have been testing themselves by answering multiplication and division questions as fast as they can and trying to improve their time each day. Students have also been working on real-world problems involving multiplication and division and linking this to other areas in maths, such as area and time.

Art

Last term, students studied the Canadian artist Sandra Silberzweig and her 'Self-Portraits'. We focused on the use of complementary colour and line in these artworks, and students created their own abstract self-portraits. If you walk into the Year 4 rooms, you will see these beautiful artworks brightening up our space!



We have also been focusing on visualisation and perspective. Students completed an activity visualising "Fruitless Mountain", the setting of our novel in English, *Where the Mountain Meets the Moon*. We then looked at Grace Lin's illustration of the setting and created our own charcoal drawings of Fruitless Mountain.



Stage 3 News

At the start of this term, stage 3 students began to look at the traditional way of life of the Awabakal people before the impact of European Settlement. Students began by studying paintings of Joseph Lycett. Lycett was a convict sent to Australia after being convicted of forging money. When he was sent to the new penal settlement of Newcastle, Lycett's talent was discovered by the settlement's commander.

Lycett was given the task of recording and painting scenes of the new settlement and its surrounding environment. As a result, Lycett's paintings gave stage 3 a deeper insight into the traditional way of life for the Awabakal people. Students recreated some of these images using a thinking routine called Memory Draw. Below are some of the student's drawings.



Hannah Norton



Darcey Fuller



Amira Mueller

Students were then asked to answer the following question:

If Joseph Lycett returned to paint the Newcastle area fifty years later, would the scenes be similar?

Students wrote their response using a TEEC paragraph structure (T-topic sentence E-explanation E-example or evidence C- Connection/conclusion) which they had been focussing on in their writing in English. Some student examples are below.

HSIE Joseph Lycett	Joseph Lycett
<p>If Joseph Lycett returned to paint the Newcastle area fifty years later, he would be painting different scenes.</p> <p>The paintings that Joseph Lycett would do fifty years later would be different because the Europeans had arrived and changed the land. There would be less nature and more city.</p> <p>Joseph Lycett would be painting different pictures because the Aboriginal people did not live in houses they lived in caves, stick huts, trees and leave huts. When the Europeans arrived that all changed, there were shops, bakeries, schools, churches, jails, hospitals, and houses. Aboriginals never had any buildings like these. Aboriginals had to hunt and make their own medicines.</p> <p>The land changed a lot when the Europeans arrived, so the Aboriginals hunting days were over, and they were treated terrible and they had to watch their land change and parts of it die.</p> <p>By Claire Jordan</p>	<p>If Joseph Lycett returned to paint Newcastle fifty years later the landscape would change because of the European settlers and how they changed Australia's landscape. The difference between when the convicts came to Australia compared to fifty years later is <u>absolutely incredible</u>. The Awabakal people may have no longer been there and their lifestyles may have been altered.</p> <p>The Aboriginal Australians would have been anxious and scared because they had no idea who the settlers were and where they came from. When coming back 50 years later to draw a different landscape, Joseph Lycett's style of drawing would have <u>definitely changed</u>. He would have to draw small colonies, houses and farms including the different animals, <u>humans</u> and weapons. This would have <u>changed</u> and their lifestyles would have as well. The Aboriginal Australians would be forced away.</p> <p>When painting the <u>landscape</u> the shading and colours used would be very different. When drawing areas of Newcastle in 1818 there would've been native animals wandering around and Aboriginals <u>would've</u> been living in groups together to. If drawing the same places in Newcastle 50 years later in 1868 the landscape <u>would've</u> been extremely different with houses and colonies starting as white Europeans would have started to take over the Aboriginals land.</p> <p>If Joseph Lycett returned to paint the pictures 50 years later it would be very different, this would show how the European settlements had changed Newcastle's landscape.</p> <p>Jack Yeatman</p>

Joseph Lycett

If Joseph Lycett came back to paint the same locations of Newcastle, there would be several differences.

Joseph Lycett was an artist who was one of the countless convicts sent to Australia. He had a good connection with the Aboriginal people and studied their daily life, he used his talents to paint parts of their everyday life. Citizens of Australia have altered their ways somewhat compared to Aboriginal traditional ways of life, so the areas would have changed. Additionally, people have changed how we operate and provide the earth.

There would have been fewer plant life since Europeans would have started creating and building places. They even may have taken on careers and hobbies. They would also do things like digging, mining, hunting, and growing herbs. Aboriginal people did most of these things, although in different ways, but just because they did things in their own way does not mean their ways were bad.

Therefore, if Joseph Lycett went back to paint the same places of Newcastle these areas would have changed throughout the different times.

Amy Crick

Successful Foundations

This year, Kindergarten participated in the Successful Foundations research project. Successful Foundations is an action research project which supports the positive transition to school of Kindergarten children. The project took place in the first hour of each day, for the first five weeks of school. The classrooms were thoughtfully prepared to invite the children to play through intentional spaces called provocations. The five provocations were Dramatic Play, Blocks and Boxes, Maps in My World, Sharing Stories and Being Outdoors. The two most popular provocations were Dramatic Play and Blocks and Boxes. Through Dramatic Play, the children were able to become vets, ninjas, teachers and pirates. We would often find the children bandaging up our toy animals and trying to find their heartbeats. In Blocks and Boxes, the children could be found creating castles, building forts for our toy animals and creating garages for our toy cars.



Throughout the project the Kindergarten teachers were able to observe the children at play and witness the children make friends, create and solve problems together. Although the project has ended, play has continued in the Kindergarten rooms. The children are given opportunities to engage in imaginative play which has helped the children transition easily from home learning in Term 2. In both classrooms, you will find new provocations to assist the children in their learning. Newly installed grocery and coffee shops help the children to practice buying and selling food with money. The children also engage with Maths and English provocations to support their number knowledge and their writing skills. This term, the children are exploring the natural world in Science and in their English lessons. In each Kindergarten room you will find a provocation that allows the children to find out more information about the living things we are learning about in class.

We look forward to continuing to use play in the classroom to create meaningful learning opportunities for our Kindergarten children.

Jessica Mead, Alanna Seysener and Emily Capararo.



Lunchtime Sport

Year 5 students have started taking on responsibility and leadership in preparation for next year by refereeing younger grades during lunchtime sport. This includes refereeing all types of sport based on what the younger grades would like to play on that day. Year 5 students have learnt to become flexible and learn the rules to every game quite quickly. The referees have each been provided with a whistle and a vest allowing them to stand out in the game. Year 5 students have been showing great confidence and maturity during lunchtime. The younger students are enjoying having the referees as it is allowing for the games to be fair and they love having older students in charge of their game. Below are a few examples of what Year 5 students think of the referring:

I enjoy teaching other children the rules of the games and helping them play properly. I also like seeing the kids score tries and kick goals. I appreciate having the privilege of being the referee.

Eddie Walters Year 5

I like seeing kids have fun and I enjoy helping younger students. **Maddie Smith Year 5**

Having referees allows for the games to be fair and feels like a real game on the weekend. **Will Hanlon Year 4**



Mackenzie Gaegler

Weekly Awards

Congratulations to those children who have received awards this past fortnight.

Week ending 14 August, 2020

Class	Class Award One	Class Award Two	MJR Award
Kinder Blue	Flynn Chard	Blake Collins	Luke Healy
Kinder White	Ivy Hanlon	Zoey Doyle	Braxton Thomas
Year 1 Blue	Owen Clifton	Isla Charker	Indi Morgan
Year 1 White	Penelope Brunner	Josie Lawler	Nash Goddard
Year 2 Blue	Brooklyn Johansen	Marley Gibson	Anouk Findlay-Egerton
Year 2 White	Bryce Bogacz	Korban Longmate	Samantha Richards
Year 3 Blue	Summer Redden	Layla Hedger	Ashton Pople
Year 3 White	Joel Charnock	Hamish Alston	Sophia Hedger
Year 4 Blue	Sam Gray	Sophie Fox	Noah Lunan
Year 4 White	Gemma McCarthy	Sam Ramsay	Ginger Dougherty
Year 5/6 Blue	Amira Mueller	Emmie McGregor	Jarrold Charker
Year 5/6 White	Miley Young	Jemma Elderton	Isabella Theuma
Year 5/6 Gold	Mikayla Vella	Coby Dinsdale	Tom Drever

Week ending 21 August, 2020

Class	Class Award One	Class Award Two	MJR Award
Kinder Blue	Liam Russell	Addison Kowalski	Charlize Lott
Kinder White	Liam Dobos	Covey McLaren	Hunter Irvine
Year 1 Blue	Shelle Cole	Eliza Dagg	Kyson Crossman
Year 1 White	Kingsley Jackson	Mikayla Gillings	Cameron Norton
Year 2 Blue	Evie Matthewson	Ty Issanchon	Aubree Carter
Year 2 White	Liana Rock	Brooke Healy	Ruby Hampson-Dunn
Year 3 Blue	Zac Binnie	Lilah Bush	Amelia Saxby
Year 3 White	Nate Hamson	Miley Robertson	Xander Utjesenovic
Year 4 Blue	Jayden Slomka	Wade Grosso	Ava Brenton
Year 4 White	Bella O'Connor	Adam Vella	Xavier Thomas
Year 5/6 Blue	Amy Crick	Blake Little	Kiran Olive
Year 5/6 White	Claire Jordan	Darcey Fuller	Gabby Rule
Year 5/6 Gold	Madison Bailey	Tahlia Gillings	Ava Hanlon

Principal's Awards

Congratulations to those children who have received Principal's Awards this past fortnight.

Week ending 14 August, 2020



Cameron Dobos, Hudson O'Connor, Ruby Hampson-Dunn, Sienna Marr, Annika Marr, Chase Roberts, Elke Bereza, Hannah Norton, Brooke Healy, Jed Ayscough.

Week ending 21 August, 2020



Korban Longmate, Hamish Alston, Emmie McGregor, Owen Clifton, Sam Richards, Amira Mueller



St Nicholas Early Education's newest service is

now open at Branxton!

St Nick's Branxton offers a range of natural and man-made play spaces, purposefully designed so children can experience, explore, discover, take risks, derive meaning and solve problems.

Some of Branxton's key features include its immersive natural outdoor play spaces with large sandstone sandpits, mud kitchen, bicycle tracks and garden beds; open-plan classrooms with plenty of natural light and well-equipped to cater to children of all different interests; and co-location with Rosary Park Primary School, offering a convenient one-stop drop-off and pick-up for parents with children attending both services.

In line with St Nicholas' commitment to supporting working parents, the service also offers long daycare hours (6am – 6pm), with meals, snacks, nappies and cot linen all included with daily care.

We'd love to give you a personalised tour to share more about how we can help support your family needs, and hear your thoughts.

Call 0491 200 578 or email
branxton@stnicholasmn.org.au
 to book in your tour.


St Nicholas Early Education
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www.stnicholasmn.org.au

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