



FREELING SCHOOL PRESCHOOL - YR 6

20th November, 2023 TERM 4 WEEK – 6 NEWSLETTER # 19

Coulls Street FREELING SA 5372 Email: dl.0139.info@schools.sa.edu.au
Phone: 08 8525 2045 Mobile: 0439 973 806 Absence SMS: 0428 179 768

Website: <https://www.freelingps.sa.edu.au/> Facebook: <https://www.facebook.com/Freelingp7/>



HAPPY HAVEN IS CURRENTLY STILL ABLE TO OFFER Out of School Hours Care
OSHC Service hours (6:45 – 8:45am and 3:00 – 6:15pm)

Outside of these hours the mobile number is available for you to leave a voice message or send a text message regarding bookings/absences.

HAPPY HAVEN - FREELING SERVICE – DIRECT 0404 735 135

PLEASE REMEMBER STUDENTS ARE NOT TO BE ON SCHOOL GROUNDS BEFORE 8:30am

PLEASE STAY MINDFUL of the HEALTH and SAFETY of OUR SCHOOL & WIDER COMMUNITY

- IF YOUR CHILD IS UNWELL, DO NOT SEND THEM TO SCHOOL. PLEASE NOTIFY THE SCHOOL VIA **PHONE 8525 2045** OR **SMS 0428 179 768**
- IF THEY ARRIVE AT SCHOOL OR BECOME UNWELL, WE WILL CONTACT YOU FOR THEM TO BE COLLECTED.
- PLEASE WASH OR SANITISE YOUR HANDS AND COVER YOUR COUGHS AND SNEEZES.
- MAINTAIN SOCIAL DISTANCING - 1.5 M BETWEEN ADULTS IN OR OUTSIDE OF SCHOOL GROUNDS.

THESE ARE RESPONSIBLE AND NECESSARY ACTIONS THAT RESPECTS THE HEALTH AND SAFETY OF EVERYONE

If your child develops symptoms such as a fever, cough, sore throat, shortness of breath, runny nose, loss of smell/taste, muscle/joint pains, diarrhoea, nausea/vomiting or extreme tiredness, please get tested.

If your child tests positive, you must inform Freeling Primary School on 85252045 immediately. You must also lodge the positive test result with [SA Health](#)

POSITIVE COVID-19 CASES SHOULD STAY HOME until acute symptoms have cleared (usually 5 to 7 days).

Although many COVID restrictions have been lifted and parents/carers are welcome to be on site and enter classrooms, we ask that all adult visitors practise physical distancing when on site and not attend the site if they are unwell. Please continue to advise us if your child is COVID positive and keep them home whilst unwell.

QUICK and EASY COMMUNICATION USING the SEESAW APP

In preparation to receive school information and make contact with your child's teacher, we ask that you download the SEESAW APP available free of charge from the APP Store or GOOGLE PLAY STORE. Information about joining your child's/children's class group has been shared by the class teachers.

At this stage, all school newsletters will be sent to class teachers who will send them out to families via the SEESAW APP.

DIARY DATES

TERM 4

NOVEMBER

Thursday 23rd

Rm's 7 & 8 excursion

Wednesday 22nd

Preschool & school
transition

Wednesday 29th

Preschool & school
transition

Monday 27th

Incursion Rm's 9 & 10
Bunnings Craft

DECEMBER

Friday 1st

Incursion Rm's 3 & 11
Bunnings

Mon 4th – Fri 8th

Year 5 swimming

Tuesday 5th

Volunteer Morning tea

Thursday 7th

KHS transition (all day)

Wednesday 13th

EOY Assembly 9am

Yr 6 Graduation Dinner

Thursday 14th

Reports sent home

Xmas parties

(dress up day)

Assembly timetable

Week 7: Host - Rm 2

Showcase - Rm 7,6

Week 9: Host - UP

End of Year



CONCERT 2023

It was fantastic seeing our families and students come together last Thursday evening to celebrate their learning and showcase aspects of their performing arts work undertaken throughout the year with Emily Hewitt and Jon Wilson.

The theme of "Froggle Box" saw students from preschool through to year 6 use the concept of television adverts and shows, spanning decades of Australian TV, linked with a narrative presented throughout by year 6 students and some very special guests 'on the couch'.

Both the matinee and the evening performance were well attended by families. The atmosphere was very positive and we were appreciative of the feedback we received.

BREAKFAST CLUB TURNS 1!

Breakfast club has been running every Wednesday morning for 1 year. Wow! We thank all of our volunteers and the Lutheran church for funding and providing this wonderful service to the students of FPS. The opportunity to start the day with a nutritious breakfast, socialise with peers over a meal and interact with others from different generations, has been well received by many students, with positive feedback from parents, students, teachers and volunteers. We look forward to continuing this partnership in 2024.

CLASS PLACEMENT 2024 - REMINDER

Once class placements are finalised and parents are notified of this in writing no changes can be made.

On our school website you will find a copy of our Class Placement Guidelines, outlining the many factors that influence our decision-making as we move through this complex process. www.freelingsps.sa.edu.au ([Reporting and Policies](#))

Whilst we endeavour to meet parent requests where possible, it may be difficult to accommodate all (particularly if there are conflicting requests from families).

As professional educators, a large part of what we do is get to know your children in the school environment and how the dynamics of placing students together or apart can impact. Our class structures are linked to staffing formulas and numbers of students at each year level. We do however, hold at the forefront of our thinking, what is in the best interest of our 250+ students in the teaching and learning environment and how we can optimise opportunities for learning and wellbeing.

PLEASE REMEMBER to contact the front office as soon as possible if you know:

- child(ren) will NOT be starting at or returning to Freeling School P-6 (excluding year 6 students moving to high school).
- they or any family/friends are intending to enrol children in our school or preschool for 2024.

Angela, Luke, Kaylene, Irene & Sonia
FPS Leadership Team

Public Education Strategy

Over the next few years, you will be hearing a lot about our Public Education Strategy. It has been developed after extensive consultation with parents, students and Department for Education staff and will shape our future work.

At the centre of the graphic (on the bottom of this page) and our aim for all learners - "Thrive and prosper. Learn and achieve."

The overlapping areas of impact are:

Wellbeing - Our learners feel safe, included, and valued. At Freeling Primary School, we understand that in order to get the most from and for our learners is by supporting them to feel that they are safe, they belong and they are able to cope with minor setbacks. We teach and model respect for self and respect for others.

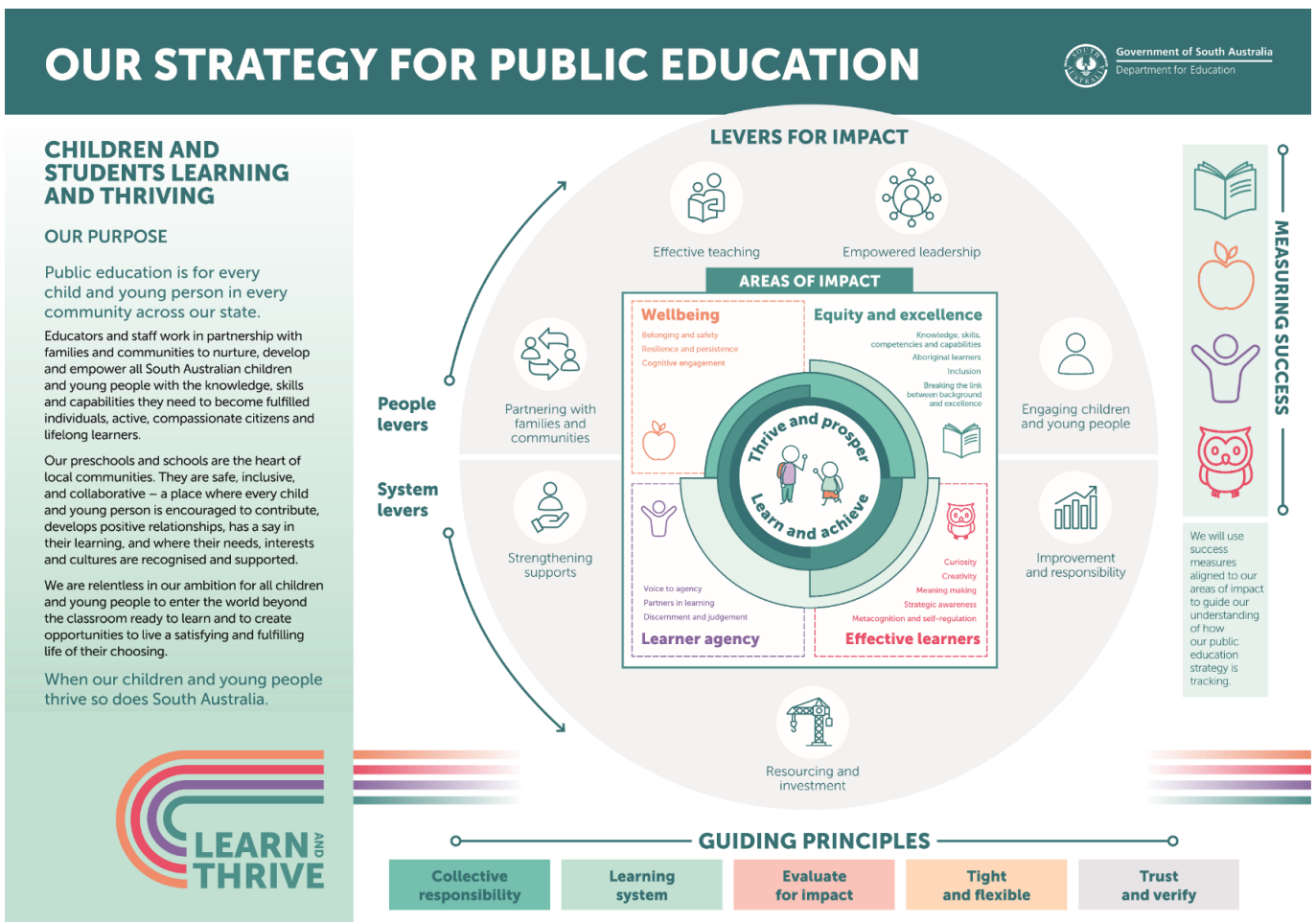
Equity and Excellence - We strive for excellence including foundational capabilities such as literacy and numeracy in all learners, by providing varied, challenging, and stimulating experiences. Our teachers strive to ensure all learners have high expectations and are challenged to get better no matter where their learning lies. Our focus on respect for learning is for every member of the school community.

Learner Agency - Our learners are empowered to develop a sense of identity and responsibility as they participate in their preschool and school community and are supported to play a role in shaping their learning experiences. At Freeling Primary School, we believe we work with the child to achieve better outcomes. Our teachers and students are a team and learning improvement is achieved by the team working together.

Effective Learners - Education must develop children and young people who can learn, not only when they are being taught. We teach students the strategies to become lifelong learners in a rapidly changing world. Our role is to support students to find out, rather than fill them with knowledge.

We will examine our role in each of these areas in 2024 and beyond and aim to continuously improve to help our students to become happy and successful adults.

I encourage you to join us in this work. You may like to visit Our strategy for public education in South Australia to read more about the Public Education Strategy.





MATERIALS & SERVICES CHARGES 2023

Thank you to those families that have paid the Materials and Services charge of \$169.00 (M&S \$269 less \$100 Government Rebate). The M&S Charge was due to be paid by 10 March 2023 so if you have not yet paid please arrange to do so as soon as possible. M&S Fees 2023 are now well overdue.

A final notice and statement will be sent to families shortly. If fees are still outstanding please pay as soon as possible to avoid debt collection procedures.

PAYMENT OF MATERIALS AND SERVICES

There are many payment options (such as the instalment payment plan, and applying for school card) available to suit individual circumstances. Please feel free to reach out to the FPS Finance team on (08) 85 252 045 if you need to speak with someone about your options.

Payment may be made by cash, cheque, EFTPOS, or by EFT - Direct Bank Deposit (see details below). Payments can be made to the Front Office Reception from 8:30 - 3:30pm each day.

Name: Freeling Primary School *BSB No.:* 105 109 *Account No.:* 396 038 240

When making payments to FPS bank account for M&S fees or other invoiced amounts please remember to use the reference indicated on the invoice and family surname.

SCHOOL CARD

If you think you may be eligible for School Card, please complete the online application form at the link below as soon as possible.

[Click Here to Apply for School Card](https://www.sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/school-card-scheme) <https://www.sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/school-card-scheme>

INSTALMENT PAYMENT PLAN

Please contact the school to arrange a payment plan.

CONCERT

Frogglebox - Gogglebox @ Freeling

Last Thursday, students were excited to present a matinee and evening concert to the school community.

Planned by Performing Arts teachers, Jon Wilson and Emily Hewitt, with help from all the staff, students showcased some of their learning this year in song, dance, and drama based around TV viewing - connected by Froggleboxers on couches each side of the audience.

From Preschool students "Wiggling" right through to "Rage", the audience laughed, clapped, and connected to each item in the concerts, as our students did themselves proud! It was wonderful to celebrate the arts across the whole school, with the community. Feedback from the concert is welcome, please contact the front office.





YEAR 6 POETRY PIECES

By Ella

This is not a stick

This is not a stick, it's a shiny magical wand.

It's a big spear flying into a pond.

It's a long old sword crashing into stones.

It's a wooden knife to cut the chicken bones.



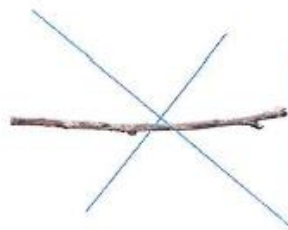
This is not a stick.

This is not a stick, it's a gleaming sword stuck in a rock.

It's a mystical lever attached to a block.

It's a magic wand shining bright.

It's a purple snake causing such a fright.



Rope

This is not a rope it's a slimy snake slithering through the grass

It's a long wire bringing electricity to my class

It's a ray of light about to hit a large land mass

It's a laser beam fired at a house made of glass



This is not a pencil

This is not a pencil, it's a butter knife spreading paste.

It's a lonely gear shifter from a car going to waste.

It's a used light Sauber putting up a fight.

It's a beam connected to the sail flying like a kite.

This is not a pencil.

This is not a pencil, it's a shiny sword stuck in stone.

It's a large board made into a king's wooded throne.

It's a Long spear pointed straight at tonight's food.

It's a strong telescope pointed at the night skies to be viewed.



Parents & Friends
TERM 4

Week 6

TUESDAY 21st November

NO SCHOOL LUNCHES
PUPIL FREE DAY

Week 7

TUESDAY 28th November

Ham & Cheese	
Cheese toastie	\$3.50
Jelly cup	\$2.00
(strawberry or lime)	
Fruit box	\$1.50
Choc or strawberry milk	\$2.00

Helpers : Rachel Lobrovic, Donna Hill

Week 8

TUESDAY 5th December

Pie or pastie	\$4.00
Sausage roll	\$3.50
Ice swing	\$2.00
(raspberry, cola, lemonade)	
Fruit box	\$1.50
Chocolate or strawberry milk	\$2.00

Helpers : Rachel Lobrovic, Lucy O'Leary

Week 9

TUESDAY 12th December

TBA



GROWTH MINDSET MATTERS
CONGRATULATIONS (Week 5 Term 4)

Room 1 - Sue Bishop

Marnie Phelan & Abigail Wilson

Room 2 – Sally Gardner

Seth Chapman & Lukas Clough

Room 3 – Carlee Tredrea

Kayleigh Chase & Finn Hardy

Room 7 – Lynne Randall

Issy Morrow & Georgia Holberton

Room 8 – Rachel Meinhardt

Quinn Gray & Toby Saunders

Room 9 – Heidi Markwick

Riley Van Houten & Landon Duncan

Room 10 – Emily Taylor

Rosie Quinlivan & Hamish Schreier

Room 11 - Coby Rodda

Lexi-Jo Smith & Chase Hutchins

Room 12 – Anabel Pascoe

Ella Henderson & Lincoln Douglas



FREELING PS
GOVERNING COUNCIL
MEETING
TUESDAY 5th December
7pm in the Staffroom



ZOOOPER DOOPERS

Student Voice members will be selling zoooper doopers on Fridays at recess.

Cost : \$1 each

Aboriginal children are eligible to attend preschool after their 3rd birthday. In these circumstances, children may attend for an average of 12 hours per week. Aboriginal children are eligible to access their full preschool entitlement (15 hours per week) at the beginning of:

- term 1, if the child has turned 4 years of age before 1 May of that year.
- term 3, if the children has turned 4 years of age before 1 November of that year.

Aboriginal children may either start school when they reach the age of eligibility for enrolment at a government school or continue at preschool until they turn 6 years of age.



SECOND HAND FRIDGE FOR SALE

\$500 ono, please contact Front office if interested



Children with disability



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Even if you have had a 'gut' feeling finding out your child has a disability can be emotionally overwhelming. This discovery can happen in pregnancy, after birth, as they grow or after an accident.

There may be challenges ahead but seeking support early and understanding more about the disability or impairment can be helpful. Some families say having a child with disability has taught them to value and appreciate life in a whole new way.

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What is disability?

There are many different ways to define disability, but generally it is any condition or impairment of the body or mind that makes it more difficult to do certain activities and interact with the world.

People and places can heighten or lessen a child's sense of their disability. If both are actively inclusive and supportive your child can participate and enjoy the space, activity or event with less impact of disability.

Dealing with the diagnosis

When you first realise your child has a disability you may feel shock, disbelief, anger, blame, guilt, sadness or a mixture of feelings. You may question why it has happened and worry about what the future holds for you, your child and family.

These feelings are normal. Speaking to your GP, supportive family and friends can be comforting and helpful.

How you cope with your feelings can be influenced by:

- how well the diagnosis was explained to you and how it may affect your child now and in the future

- your current understanding of people with disability and experience with disability services
- how your partner, family or others react to the diagnosis
- how much support you have from family, friends, support services, cultural or religious groups
- how your child's support needs may affect your family, work and social life.

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You have the right to expect the same standard of health care and support for your child with disability as for any other child.

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Your needs and rights

As a parent you are within your right to:

- expect you and your child to be treated with respect, dignity and privacy
- be given an explanation about the underlying cause of your child's diagnosis, if there is one
- be informed about how your child's condition or impairment may impact them and what sort of support they may need
- be involved in their daily care and shown how you can help
- ask how you can best support your child
- seek opinions from a range of professionals
- take time for self-care and/or respite

Supporting your child's needs and rights

Children with disability have the same need as all children to lead a positive and happy life.

Understanding and meeting your child's needs can be more difficult and demanding than for a child who is non-disabled.





For children to feel loved, supported and encouraged they need:

- to feel care for and valued
- to be supported to do some things for themselves
- opportunities to make choices for themselves. This can provide a sense of independence and control in their lives.

Children with disability have the same rights as all children. They have the right to:

- be treated with respect, dignity and privacy
- access to good healthcare, education and opportunities to participate in their communities
- achieve as much as they can
- be valued as a person
- play, socialise and develop friendships.

They also have the right to:

- be informed about their disability in a way they can understand and know how to talk about it
- have a say in their day to day care and treatment
- ask any questions about their diagnosis, care and treatment
- support to feel good about themselves within the wider community.

Seeking support early from services can be helpful for you, your child and the wider family.

Relationships in your family

Strong relationships

Spending time with your child can help build a strong relationship. Playing, reading stories, drawing, going to the park or listening to music together can strengthen your connection. Children love to be part of your everyday world (even chores!), so talk to them about what you are doing and let them be involved where they can. If your child doesn't use spoken words spend time

observing their body language, facial expressions and any noise or actions they make to communicate. You'll be amazed at how much you can learn by being with and observing your child. Be patient, give them time to start a conversation. Provide opportunities so they can contribute meaningfully. Encourage them to feel good about who they are by openly talking about, but not always focussing on, their impairment.

Strong family relationships

Families that have a child with disability can experience additional challenges. This can cause stress and put pressure on relationships. Finding ways to manage and avoid feeling overwhelmed will benefit the whole family. It can help to:

- share your feelings with your partner and listen to how they feel. If you are a single parent talking to family, friends or services can be supportive and reenergising
- share daily tasks where possible to create a sense of a team
- make time to spend together. It is also important to take some time for yourself
- remember to spend time with your other children - they need your love and attention too
- celebrate the little things as a family.

Extended family and friends

Grandparents, other extended family members and trusted friends may be good sources of support for your family. However, some people may not understand the impact of the impairment or disability. They may find it hard to accept due to their own feelings of grief and loss. They may feel worried about your child's future and any extra stress parenting a child with disability may bring for you. Don't forget you are their daughter/son/sister/brother/friend and they care about you too.

Give them time and space to process their feelings. Encourage them to learn about the disability or impairment and ways you can help each other. You may need to clearly explain what grandparents or others can do to best support you and your child. Remember some family or friends may not be able to provide the support you need.

If family members or friends have cultural beliefs that make it hard for them to accept and understand the disability, encourage them to talk to a community leader. They may benefit from talking to a support service. The services listed on the back of this Guide are a good place to start.

It can help to find a support group of parents with similar experiences. Keep up contact with supportive family and friends.

Supporting children to learn

For many children with disability everyday activities can be challenging. Learning what your child is able to do is a great starting point. They will have strengths and interests as other children do. Supporting these will help your child grow, develop, feel capable and gain confidence.

You can:

- demonstrate and communicate tasks step by step. This gives your child something to follow as they watch what you are saying match what you are doing. eg 'see how I am'
- assist your child with basic tasks until they master them. You are helping to develop independence and confidence
- show your child you have faith in them and they are not alone in their learning or managing the disability
- support and affirm who they are and what they can do.

Useful things to think about:

- there may be times when your child is upset or frustrated. Try to reassure them and acknowledge they are learning a new skill. It may be hard but give them the chance to try without rushing in too soon to help
- if there are worries about your child's ability to undertake tasks it might be helpful to contact an occupational therapist - they can suggest how best to engage with your child to continue developing their skills at home
- while your child will benefit from support and encouragement, allow them to learn and develop at their own pace. Try not to compare them with others.

Safety and your child

Parents do their best to ensure their child is never in an unsafe situation. While it's important to protect children we can't be there all the time. As they grow, helping your child learn safety rules to the best of their ability can help manage situations in which they feel uncomfortable or unsafe.

Teach your child about keeping safe around fire, water, electricity, pets, swimming pools, phone calls, knocks at the door and online. Other aspects of safety include:

- how to keep safe at home and stay within safe boundaries
- taking medicines (when, who from, how much)
- how to stay safe when using roads, footpaths or public transport when shopping or visiting other places.

When they are developmentally able, show your child how to use a mobile phone and landline. Teach them important phone numbers and help them learn their home address. You may even like to practice using a phone to contact someone.

Personal space

Unfortunately, children with disability are more at risk of being abused than non-disabled children. You can help reduce the risk for your child by teaching them about personal space and consent.

As far as your child is able, it is important to have some understanding about their own bodies, privacy and how to tell others if something worries them or feels unsafe.

Help them to understand:

- what being unsafe might feel like in their body (butterflies in their stomach, twitchy hands, racing heart, feeling sick)
- their body is private and no one is allowed to touch the sexual parts of others
- how to say 'No' if someone makes them feel scared, sad or uncomfortable
- 'secrets' are to be shared with a trusted adult, even though it may upset someone
- who they can talk to if they feel unsafe or have any concerns.

It can help children to teach them the correct names for parts of the body so they are better able to communicate about them. Helping your child develop their eating, dressing, hygiene and toileting skills will contribute to their independence.

Education

Many children with disabilities go to mainstream childcare centres, preschools and schools. This is a large part of their lives and it's important they are enjoying it and learning.

Children with disability are entitled to personalised learning support as outlined in the Disability Standards for Education. These Standards ensure students with disability have the same opportunities and choices as student without disability. They require schools and other education providers to consult with students or their parents/carers regarding any required supports or adjustments to the learning program or environment.

What parents can do

- Check out the service or school first and make sure it's right for your child. If possible take them with you when you visit.
- Ask about extra resources from education, health or other agencies, eg support staff, suitable desks, quiet spaces, wheelchair ramps.
- Help your child learn to manage their own clothes and needs as far as possible so they can be independent.
- Find out what school activities your child can take part in, eg drama, music, outings. This can also include lunchtime programs or groups. Being part of things can make children feel happier and more confident.
- Communicate openly with the school to help them understand strategies that have worked well at home and things that have not been so successful.
- It may help to have a health professional come to the school and talk to the children and staff about your child's disability and how they can engage respectfully.
- Where possible, try and arrange medical appointments during the school holidays so your child doesn't miss out on school events or activities.

Remember that having a disability should not exclude your child from participating in activities at school.

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Communicate openly with teachers so any issues can be sorted out early and successes shared.
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Encouraging friendships

All children benefit from having friends. Empower your child to be more comfortable with who they are and to make friends with those who share common interests. Look for age-appropriate activities.

Make sure your child knows what bullying is and to tell you or another trusted adult if it is happening. If they do experience bullying:

- take action to keep them safe
- ask your childcare centre, preschool or school what practices they have to manage discrimination and bullying - most have anti-bullying policies
- ask what steps they will take to ensure your child's safety and support their health and learning needs. Stay in contact until the problem is resolved
- help your child understand bullying is never their fault. The problem is with the other person
- ensure they know not to retaliate and to seek help. (See Parent Easy Guide 'Bullying')
- friends are very important so encourage friendships where you can. Make it easy for their friends to visit your home.

Growing up

As your child gets older there will be new challenges. Some parents try to keep their child young and avoid new situations. Helping them develop their independence could include:

- involving your child in participating and deciding about their own care as much as they can
- letting them practise being more independent, eg weekends in respite care, trips away, connecting to community groups



- understanding that growing up can present emotional problems for young people. They may find it hard to be a part of the group if they are limited by what they can do
- being aware some young people may need help to cope with sexual feelings and how to express them in an acceptable way
- finding out about options for future care. Transitions like this can take some time to arrange. In addition to your support it may be helpful to see what assistance services can provide.

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It may be hard at times to establish a connection with your child. Keep working at it. Don't give up.

Feelings of grief

A diagnosis usually involves a realisation that things may be different than what you imagined. This can bring feelings of grief and loss. These feelings can (but may not) come back at times through your child's life, eg if your child is having difficulty making friends, doesn't meet independence milestones alongside their peers or can't participate in something due to their impairment. It is very common for parents of children with disability to experience feelings of grief.

If these feelings have not eased over time it may affect the way you care for your child, other children, yourself and your relationships. Some signs you may need help with your grief can include:

- not coping with daily life, finding it difficult to get out of bed
- over time not being able to see anything good about your child's life
- not feeling able to accept your child as they are
- not being able to 'get away' from negative thoughts about the diagnosis or memories of the incident that caused the disability
- continuing to feel angry, resentful or guilty
- continuing to look for a reason the disability happened, after you have had all the possible information
- experiencing physical symptoms of ongoing stress such as headaches or difficulty sleeping.

These feelings can pass after a short time. If they persist for more than a few weeks or are interrupting your ability to do normal activities it's important to get support. Your GP is a great first point of call.

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You don't have to manage this alone. All parents need support sometimes.

Looking after yourself

Being a parent takes a lot of energy. Parents of children living with disability face additional demands. It can be easy to lose sight of your own needs. Looking after yourself is important for your own health and wellbeing. It can make it easier to support your child and benefits the whole family.

- Ask for help and support.
- Take time to do things you enjoy.
- Find ways to relax and recharge.
- Acknowledge all the ways you are helping your child's learning, development and self-belief.
- Value your own strengths and try to embrace a positive outlook.
- Be kind to yourself if you feel overwhelmed at times.
- Connect with supportive family, friends, health professionals or parents with similar experiences.

Note: The term 'Parents' in this Guide refers to anyone caring for and/or raising children and young people, eg parents, caregivers, step-parents, grandparents, guardians, foster or kinship carers.



COMMUNITY NOTICES



FREELING CHRISTMAS STREET PARTY

FRIDAY, 8TH DECEMBER 2023 | 5PM UNTIL 11PM
IT'S BACK IN THE STREET!

CHRISTMAS PARADE | RIDES | MARKET STALLS | LIVE DJ
 MAJOR RAFFLE | SMOKEY'S TRAIL | FREE FACE PAINTING
 FREE AIR BRUSH TATTOOS | FREE PETTING ZOO

PARADE COMMENCING AT 6PM WITH
FATHER CHRISTMAS
 ARRIVING AROUND 6:30PM
 FREE LOLLIES (FOR KIDS)

THERE WILL BE PRIZES FOR:
 BEST DECORATED BIKE (OPEN AGE) | BEST DRESSED CHILD
 TINY TOTS (UNDER 5) | LITTLIES (AGED 5-8) | OLDIES (AGED 9-13)

TO SUPPORT THE EVENT BY SPONSORSHIP PLEASE CONTACT
 MICHELE RIDDLE AT freelingstreetparty@gmail.com
 OR VISIT OUR WEBSITE www.freelingchristmasstreetparty.com

WE THANK OUR SPONSORS

Light Regional Council | Tupperware by Sheree | MK Pools | The F.A.R.M Centre | Simon Barraclough
 Jonesie's Garden Care | Bunnings Gawler Warehouse | Vinmech Pty Ltd | Big W Gawler | Em's Cookie Jar Café
 Haseldine Automotive & Diesel Repairs | Freeling Foodland | Freeling Chiropractic | Freeling Hotel

Freeling Christmas Street Party DESIGNED AND PRINTED BY @THE PRINT BARNET



Barossa Valley Pop-up Blood Donor Centre
28 November to 7 December

Tuesday 28 November	10 am – 6.30 pm
Wednesday 29 November	10 am – 6.30 pm
Thursday 30 November	10 am – 6.30 pm
Friday 1 December	9 am – 4 pm
Monday 4 December	10 am – 6.30 pm
Tuesday 5 December	12.30 pm – 6.30 pm
Wednesday 6 December	12.30 pm – 6.30 pm
Thursday 7 December	9 am – 2 pm



KAPUNDA
High School

Attention: current Year 6 students and KHS families

Devon Clothing Uniform Fitting Session

at Kapunda High School Gym
Monday 4th Dec
2.00pm - 6.00pm



- Full range of sizes and items available to try on
- Items available for purchase and walk away with
- You can place an order at session and pay to have it delivered to you.
- Devon now offer ZipPay in store as well or PayPal Pay in 4 for online orders.

Uniforms may be ordered online from Devon Clothing
(<https://onlinestore.devonclothing.com.au/shop-by-school/kapunda-high-school/>) at any time.

Enquiries: Mrs Kaye Clancy, Uniform Coordinator
85662203

