

Principal's Report | - 3

This week in the Principal's Report the following topics are covered:

- * School Council News
- * Safety when dropping off/picking up children from school
- * The Child Safe Standards
- * Social Media
- * Epilepsy Day - Wear Purple
- * Easter Bonnet Parade
- * Bentleigh Farmers' Market Flyers
- * Photo Day - Wed. 31st March
- * Student Free Day - Thurs 1st April

BREAKFAST CLUB IS HERE!

8:15-8:45am

in new Performing Arts
Centre (PAC)

*If your child has allergies—
please email*

*jane.ross@education.vic.gov.au
before they attend.*

Reporting Student Absences

Please remember to let the
school know by 9am if your
child will be absent.

Please call or email the school
office on Ph: 9570 3525 Email:
east.bentleigh.ps@edumail.vic.gov.au

You must also provide a
reason for the absence so that
we can accurately record it.

****A signed note by you is also
required - to be handed to the
class teacher for each
absence. Thank you**

Diary Dates

Yr 3&4 Swimming Program - 9 days
15th Mar to 26th Mar.

****WEAR PURPLE DAY****

Friday 26th March

Epilepsy Awareness

Gold Coin Donation

EASTER BONNET PARADE - Tuesday
30th March

SCHOOL PHOTO DAY

Wednesday 31st Mar

also - Last Day Term 1
finish @ 3:30pm

STUDENT FREE DAY- Teacher PD
Thurs 1st April



East Bentleigh Primary School

Bignell Road
East Bentleigh 3165
Phone: 9570 3525 Fax: 9579 0205
Email: east.bentleigh.ps@edumail.vic.gov.au

18th March 2021

Term 1 / Week 8, Issue 4

SCHOOL VISION:

East Bentleigh Primary School provides a rich, inviting, child-focused environment ensuring that all students feel safe and stimulated. Our students are able to achieve their full academic, creative and social potential, equipped for the challenges of lifelong learning. Students develop into healthy and confident individuals, actively contributing to the world in which they live.

At East Bentleigh Primary School we are committed to child safety.

Principal's Report - Maria Shearn

Hello everyone,

I hope that this communication finds you all fit and well. I am certainly enjoying the beautiful weather that the change of the seasons brings us in March. The mist in the air in the early morning as I look towards Yarra Yarra Golf Course and the warbling of the magpies as I arrive at school in the mornings is a lovely way to start the day.

Yesterday I spent a very enjoyable few hours at the Toby Haenen Swim Centre watching the excellent instructors putting our students in Years 3 and 4 through their paces, and boy did they work hard. I'm sure all our swimmers will sleep well during these days.



School Council News

Our new school council for 2021 met for the first time on Monday. At this meeting we elected our new executive for 2021.

Our new council is:

President – Lisa Vance

Vice President – Andrew Goldfinch

Treasurer - Sue Jackson

Minute Secretary – Lee Jellis

Parent Representatives Lisa Vance, Petra Betschart, Emily Jones, Andrew Goldfinch, Ofer Fridberg and Carmen Smith.

DET Representatives – Lee Jellis, Jill Griffin and Sue Jackson

Executive Officer - Maria Shearn

I am delighted to be able to report that we now have a full complement of parent representatives as we welcome Carmen Smith to the team to fill the casual vacancy.

Once again I would like to thank those people so willing to commit their time and effort into improving our school. Our first meeting was most productive, with school council members willingly putting their hands up as office bearers.

Please let us know if you would like to be involved in any of the groups below as they are definitely not restricted to school council members only.

Convenors of these subcommittees are usually a member of school council. Please let us know if you'd like to serve on any of the following (each group sets its own meeting time, meeting at some time before each school council meeting): Finance, Policy/Education, Facilities, Publicity, Bentleigh Farmers' Market, Communication and Grants.

Continued next page.....



East Bentleigh Primary School acknowledges Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respect to Aboriginal and Torres Strait Islander cultures and to Elders both past and present.

Principal's Report - Maria Shearn

Safety when Dropping and Picking up Children from school

I'd like to acknowledge and thank the vast majority of parents who do all the right things when dropping off and picking up their children, however it seems that another reminder is required for the small number of parents who continue to make unsafe choices at these times.

I need to ask again, please do not enter the staff car park to drop off or pick children up.

Doing a U-turn in the middle of Bignell Road is also very unsafe, particularly during busy drop off and pick up times.

A reminder too, that if you are using the 'Kiss and Go' space, that this is a quick drop off space only **(2 mins. Max)** - **please do not leave your car unattended.**

Earlier this week a member of our ES team had a very unpleasant interaction after school with a school parent who was parked in the staff carpark and had his very young children walking through the staff carpark. When the staff member reminded the parent that the staff carpark was out of bounds to everyone but staff for safety reasons she was dealt with very rudely, which was very disappointing to hear. The only parents able to use the staff carpark are those with a valid 'disabled' sticker who have already spoken to us.

The Child Safe Standards

The aim of the child safe standards is to drive continuous improvement so that protecting children from abuse is embedded in everyday thinking and practice of leaders, staff and volunteers. The focus of the standards is on raising awareness and helping organisations to create and maintain child safe environments through education and training.

The Child Safe Standards have been introduced in response to the recommendations of the Victorian Parliamentary Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations, which found that more must be done to prevent and respond to child abuse. The standards apply to all organisations that provide services for children, including early childhood services.

Creating a child safe organisation

In complying with the child safe standards, schools must include the following principles as part of each standard:

- promoting the cultural safety of Aboriginal children
- promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
- promoting the safety of children with a disability.

To create and maintain a child safe organisation, an early childhood service must have in place the following 7 standards:

Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.

Standard 2: A child safe policy or statement of commitment to child safety.

Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children.

Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.

Standard 5: Processes for responding to and reporting suspected child abuse.

Standard 6: Strategies to identify and reduce or remove risks of child abuse.

Standard 7: Strategies to promote the participation and empowerment of children.

The National Quality Framework already requires schools to meet many aspects of the child safe standards. At EBPS we will be reviewing our policies, procedures and practices including our current child safe environment and staffing policies and procedures to ensure they meet the child safe standards.

The Department of Education and Training has also developed Frequently Asked Questions (FAQs) to assist.

There is an extensive array of resources and information to support our knowledge in this area. Go to the PROTECT – page at the following address: <http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx>

Social Media

In recent days I have been made aware of some inappropriate use of social media which has had flow on effects here at school. Whilst times have certainly changed since my child rearing years, social media platforms will continue to evolve and grow and whilst these technologies can be great for sharing ideas and keeping in touch, parents need to be proactive in monitoring their children's use.

5 tips for monitoring your child's social media

1. Don't allow kids younger than 13 on Facebook. ...
2. Check the privacy settings on your child's phone and apps. ...
3. Use monitoring apps such as Net Nanny and WebWatcher to track your child's social media behaviour.
4. Have a discussion.....
5. Stay educated.

Continued next page.....

Principal's Report - Maria Shearn

How do I manage my child's Social Media?

1. Decide which sites they can join. Monitoring may start before your child even has a social media account. ...
2. Create an email account for your child. Many large providers for email allow children to have email addresses. ...
3. Set up an account together. ...
4. Turn on privacy settings.
5. Be a good role model for your child in your use of social media.

Following is a list of popular sites and their recommended ages of use . It is a sobering read.

1. Instagram Minimum age: 13 years

Users can snap, edit, and share photos and short videos. Privacy settings allow content to be private or public. The platform allows sharing and commenting. As long as the account is private, no one can view or comment on a post. Risks include sharing inappropriate content among friends and sharing location publicly by using the location tags.

2. WhatsApp Minimum age: 16 years

A widely popular messaging app, WhatsApp allows users to send text messages, audio messages, videos, and photos to one or many people with no message limits or fees. It limits access to only those people in your contact list. But people in a group chat who aren't on your contact list can communicate with you.

3. Snapchat Minimum age: 13 years

A popular photo-sharing app, Snapchat lets users share pictures and videos for a preset length of time. Content will self-destruct when that time runs out. But keep in mind, people can still take screenshots and save the content. It gives a false sense of permanent deletion. The Discover feature may allow kids to have access to inappropriate content.

4. Twitter Minimum age: 13 years

A microblogging site that has the option to keep 'tweets' private or public. It can help teens keep up with their friends and favourite celebrities. Even though Twitter has the option to delete a tweet, the posted content could have been copied or stored.

5. Facebook Minimum age: 13 years

This widely used social media app lets users share pictures, videos, and comments. It also has an instant messaging feature. Facebook helps teens catch up with friends, family and events.

TikTok can be **safe for kids** 13 years and older. **TikTok** is intended for 13+ users according to the app's community guidelines. The app can be **safe** for teens with proper parental guidance.

Epilepsy Day – Wear Purple – Friday 26th March

Friday 26th is Epilepsy Day. Our student leaders have organised a **"PURPLE DAY"** to celebrate this event. All gold coin donations will go to the Epilepsy Foundation who do so much good work to improve the lives of people with Epilepsy.

Easter Bonnet Parade

As we inch towards the end of first term I am delighted to say that we will once again be holding this fun annual event on **Tuesday 30th March** at 9:00am, so get your creative juices flowing to support your child to make a special bonnet to show off on the day.



Bentleigh Farmers' Market Flyers

Thank you to those families who have kindly taken up the task of distributing some flyers in their street to help promote our very important school fundraiser. If you would like to assist - please call or email the school office to arrange for some flyers to be sent home.

Photo Day- Wednesday 31st March

A reminder that MSP will be here on the Wednesday of the final week of term to take our annual school photos. Please ensure your child is in correct school uniform on this day.

****Student Free Day** Thursday 1st April**

A reminder too that the final day of this term is a student free day for the purposes of staff professional development.

Thought

Until next time.....Maria Shearn - Principal





Literacy @ East Bentleigh PS The Six + 1 Traits of Writing at EBPS



The WORD CHOICE trait. Word choice in writing is about the use of rich, colourful language that communicates ideas but also succeeds in painting a 'mind picture' for the reader. Students are learning to use rich descriptive language but also to use everyday words well so that they convey the intended message in a precise and natural way.

In this lesson students heard a powerful story 'Feathers and Fools' by Mem Fox. They were asked to note the words and phrases that helped to paint a 'mind picture' for them. Their task was to then expand small simple phrases into phrases that 'painted the picture' for the reader.

Examples of student work

Before - The storm was coming.

After - The grey clouds swirled, bright plasma streaked across the sky. The wind caused hot springs to turn ice-like while I watched my windows go a frosty white. One step outside is like walking into an ice labyrinth. The rain felt like frozen needles. I ran to my home and I felt my blood turn into a glacier. When I got to my room I turned the eater to full strength and embraced the soothing warmth. The storm had come. **(Bryce 5/6G)**

Before - My shoes are tight.

After - My toes suffocating, screaming in pain, ankles turning purple and so did my brain. I took them off with a sigh of relief. **(Madi 5/6G)**

Before - The chicken was scared.

After - His wings tucked against his sides, his pupils small black dots, his heart beating rapidly. Scared out of his mind, poor chicken. **(Althea 5/6G)**

Before - The crowd cheered the goal.

After - There was thunderous applause as the lightning fast ball smashed into the net like a flaming hot meteor. **(Byron 5/6G)**

Before - The avatar was just like me.

After - The virtual character was an exact replica. It was an excellent likeness and I adored it. **(Itay 5/6G)**

Before - My bed is comfortable.

After - As soon as my head touched the pillow I thought I was in heaven on a fluffy piece of cotton candy high in the sky. **(Lola 5/6G)**

Before - Mum is mad.

After - I peeked nervously at my mum's bright red face, it was time to face the consequences. **(Troy 5/6G)**

Maths at EBPS



This week we are taking a look at.... **Number Sense**

What is number sense?

Number sense is a relatively new term in education, in simple terms it means a person's ability to understand, relate, and connect numbers.

What does this mean in the classroom?

It means that we are moving beyond the memorization or rapid recall of number facts. Educational research tells us that timed tests and rapid recall 'on the spot' quizzing leads to maths anxiety and misleading learners that fastest is best and is the only way to have successful outcomes in their mathematical learning. We are not saying that the learning of maths facts is unimportant merely that there are a variety of ways these can be learned. Activities are concentrated more on the how of coming to a solution rather than what is the solution.

E.g.

In an early years classroom a teacher may display the number 10 and ask the students what might the question have been? Through materials this would lead students to explore and develop their understanding of addition to 10 facts. Learning the facts as well as a sense of ten.

In an older setting the teacher might pose the following $18 \times 5 =$ and ask students to share how they solved the question eliciting the following responses.

$20 \times 5 = 100$ $2 \times 5 = 10$ $100 - 10 = 90$	$10 \times 5 = 50$ $8 \times 5 = 40$ $50 + 40 = 90$	$18 \times 5 = 9 \times 10$ $9 \times 10 = 90$	$18 \times 2 = 36$ $2 \times 36 = 72$ $18 + 72 = 90$	$9 \times 5 = 45$ $45 \times 2 = 90$
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By focusing on number sense students learn to think flexibly about numbers, develop confidence and are able to talk about maths as a language.

For ideas about developing number sense at home visit:

Ages 3-5 <https://numeracyguidedet.global2.vic.edu.au/numeracy-focus-areas-birth-to-level-2/#Developing%20Number%20Sense>

Ages 5 and up <https://numeracyguidedet.global2.vic.edu.au/numeracy-focus-areas-level-3-8/#Developing%20Number%20Sense>

References:

Scholastic 2017, Demystifying Math: What Is Number Sense?, viewed 2021, <https://www.scholastic.com/parents/school-success/learning-toolkit-blog/demystifying-math-what-number-sense.html>

Youcubed 2015, Fluency Without Fear: Research Evidence on the Best Ways to Learn Math Facts, viewed 2021, <https://www.youcubed.org/wp-content/uploads/2017/09/Fluency-Without-Fear-1.28.15.pdf>

NRich 2005, 2011, Number Sense Series: Developing Early Number Sense, viewed 2021, <https://nrich.maths.org/2477>

Laura Siu - Numeracy Coordinator



Respectful Relationships in Primary Schools

The Respectful Relationships initiative teaches our children how to build healthy relationships, resilience and confidence. It also supports school leaders, educators and our school communities promote and model respect and equality.

ABOUT RESPECTFUL RELATIONSHIPS

We all want our children to have an education that gives them the best start to a happy, healthy and prosperous life. Respectful Relationships supports students to develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage safe and respectful relationships.

Respectful Relationships takes a whole-school approach, recognising that schools are a place of learning, a workplace and a key part of local communities. It embeds a culture of respect and equality across our entire school community, from our classrooms to staffrooms, sporting fields, fetes and social events.

This approach leads to positive change in students' academic outcomes, their wellbeing, classroom behaviour, and relationships between teachers and students. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and gender equality are lived across the school community.

Together, we can lead the way in creating genuine and lasting change, so every child has the opportunity to achieve their full potential.



IN THE CLASSROOM

Respectful Relationships acknowledges that children of any age have challenges to overcome, teaching social and emotional skills appropriate to their age and level of maturity. It is being taught in all government and Catholic schools and many independent schools from Prep to Year 12, as a core component of the Victorian Curriculum.

In the primary years, Respectful Relationships focuses on treating everyone with respect and dignity. It is taught as part of the Health and Physical Education and Personal and Social Capability areas of the Victorian Curriculum.

The supporting Resilience, Rights & Respectful Relationships teaching and learning materials have been developed by world-leading experts from the University of Melbourne. These age-appropriate resources align to the Victorian Curriculum and include lesson plans and activities that help students learn and practise social skills and apply them in a positive way to learning, life and relationships.

The Resilience, Rights & Respectful Relationships resources cover eight topics for each year level.

- Topic 1: Emotional Literacy
- Topic 2: Personal Strengths
- Topic 3: Positive Coping
- Topic 4: Problem Solving
- Topic 5: Stress Management
- Topic 6: Help-Seeking
- Topic 7: Gender and Identity

FOR MORE INFORMATION

The best relationships are respectful ones. That's why the Victorian Government is introducing Respectful Relationships in all government schools and many Catholic and independent schools are choosing to participate. To find out more about Respectful Relationships, please visit:

www.education.vic.gov.au/respectfulrelationships

MUSIC NEWS

Dear Parents,

It has been very encouraging to see more and more students joining the Violin, Viola and Cello ensembles and we would continue to encourage students to consider making use of these extra opportunities to hone their skills.

Violin Ensemble - MONDAYS 1:10pm - 1:50pm

Viola Ensemble - THURSDAYS 1:10pm - 1:50pm

Cello Ensemble - TUESDAYS 3:45pm - 4:30pm

A reminder that these ensembles are run via donation as we are raising funds for our...

Baby Grand Piano

As we have our wonderful performing arts space we would love to make sure that we have all the equipment necessary to create a wonderful music program for all at EBPS.

The first addition would be a Baby Grand piano, wonderful for accompanying students for concerts, soiree's for our piano students and other concerts.

We would like to open up our donations to any families who wish to donate. I will be taking a list of names and families who have contributed and we will make a plaque as an acknowledgment to all whom have made this possible.



Extension Orchestra

Extension Orchestra runs on Wednesdays 3:45 - 4:30pm.

If there are any students who would like to join for Term 2 please let myself or your individual music teacher know. We will hold auditions in Week 2, April 28th at lunchtime and new members will join from Week 3 - 5th of May.

Felicite Heine -Instrumental Music Coordinator
feliciteheine@gmail.com



[engage] 1 on 1 Psychology for Young People

East Bentleigh Primary School has acquired the counselling services of Registered Psychologist **Kathy Astrinakis**, from Engage 1on1 Psychology.

Kathy is a private Psychologist who will be providing a bulk billed counselling service to the students at East Bentleigh PS who have a **referral letter** and a **Mental Health Care Plan** (item No. 2715 or 2717) from a referring GP.

The Mental Health Care Plan will entitle students to 6-8 bulk billed counselling sessions each calendar year. The counselling service will take place at East Bentleigh Primary School allowing ease of access to the service.

Please contact **Sue Jackson (or the school office)**, once a referral letter and Mental Health Care Plan have been obtained from your GP. We will then liaise with Kathy to set up an appointment time for you to meet.



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Well done Sinead!

Our Prep teacher - Sinead managed to capture one of our escaped chickens today - Thanks Sinead 😊





Guiding children's growth

Newsletter



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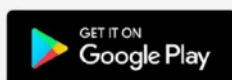
A message from your Coordinator

Hello!

How crazy to think term 1 is almost over! It has been so great hearing about swimming the past few weeks and how excited everyone was. I am looking forward to hearing about Camp this week! So many big things have been happening and as you might have seen, we have an awesome competition hosted by Camp Australia. In our service we are doing an inhouse handball/4 square competition. We have so many great players within the school, who can come show off their skills in after school care and be in the running to go to the championships against many other players from other schools! If you would like to sign up, pop into the library, we can give you a bouncy ball and get you in the running!
GAME ON!

It's free to register

To attend our program, you must register your child. You can register an account with us at pp.campaustralia.com.au or by downloading our Camp Australia smartphone app from the Apple App Store or on Google Play. Once registered, it's easy to make bookings and manage your account.



22nd - 26th March



Whether your child calls it
Handball, Downball or 4-Square –
it's the game that they all
know and love.

Enter the competition now via
your Parent Portal

Enter

Visit our blog

New articles are added each week
for parents and cover various
topics to help families.

Visit our blog

INSIGHTS

by Michael Grose – No. 1 parenting educator



Attention is the currency of relationships

Being in the moment when parents are with their children boosts their confidence and resilience

Article contributed by Justin Coulson

There is one thing that shows our children we love them more than anything else in the world. It is taking the time to be emotionally available for them. In my book I refer to it as 'being where your feet are'.

This idea seems so simple that it might be easy to nod your head in agreement, shrug your shoulders, and move on. But to do so may mean you miss the valuable insight that practicing emotional availability provides for your family. Parents who are emotionally available will find that their children are among those most likely to grow up secure, confident and resilient.

Being emotionally available requires us to pay attention – close attention – to the emotional world of our children, and to respond compassionately. In fact,

Just as dollars are the currency of our economy, attention is the currency of our relationships.

Being emotionally available

My eight year old daughter drove this point home to my wife and I during a recent conversation. We were conducting a parenting performance appraisal (which you can read more about on my blog). My wife asked Ella,

"Do Mummy and Daddy make you feel important?"

Her response:

"When you are busy you don't listen to me properly. Like when Dad's on the computer or you [Mum] are doing craft you're not available to me. It feels like those things are more important than me."

Ouch. Those were her words, not mine. Our kids notice when we are not available.

A father told me he was having daily battles with his teenage daughter. I suggested he go for regular walks with her each morning or evening and be emotionally available. The first few walks were awkward. She felt like he had an agenda, and she refused to talk. But within a week they were looking forward to their time together and talking more freely and pleasantly than they had for months. He complained to me (in jest) that he was thinking of making the walks less regular just so she would stop chewing his ear off!

Invite Your Children Into Your Space

Whether your child is two or twenty two, being emotionally available will improve your relationships with your children. Here's how to do it:



Go out, turn off your phone, and simply be together – and listen.

It may be in a park, at the beach or on a mountain trail. It might simply be wandering around your neighbourhood. Just make sure there are no distractions (so that means no movies – you can't talk). Then ask questions, listen carefully and suspend judgement.

Your children will love being in your space and will feel special. Invite them to allow you into their space. It may take more than one date. But if you put your attention into your relationships, they'll become enriching sources of happiness and meaning for you.

Mums and dads who make themselves available for their children have happier families and better functioning children. Kids do best with both parents being there emotionally, regardless of your family structure. Having happy kids and strong family relationships ... it's about time.

Hints for being emotionally available to your children:

- ▶ Minimise distractions by turning off TV, radio, the internet and iPods.
- ▶ Ensure every child gets some one-on-one time with just you.
- ▶ Ask questions, listen, suspend judgement.
- ▶ When one of your children says something to you, stop what you're doing and really take in their words.
- ▶ Try to look past the things they say to see their heart and the intent behind their words.
- ▶ Recognise that challenging behaviour may be your child using her limited communication skills to send a signal that she needs you.

Dr Justin Coulson is a parenting expert and the author of *What Your Child Needs From You: Creating a Connected Family*. He blogs at happyfamilies.com.au and offers parenting coaching and workshops.

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FOR MORE INFORMATION
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FOR ENQUIRIES
programs@mckinnonbasketball.org



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