Our last session with Donrita was very special!! The big kids sang their marvellous rendition of ‘Waltzing Matilda’ for us and we all sang ‘Ah Poor Bird’ together, showing the excellent skills that Donrita has taught us. As well as hearing these wonderful songs on Donrita’s last day, I will always remember our kids beautiful singing of ‘Away in a Manger’ at the Metung Carols last year. Thanks so much Donrita, we will miss you!!

Our new music teacher, Monique Calabro, will start soon, (unfortunately she is ill at the moment) and we hope to also start instrumental music next term.

Our older students are also part of the Boite schools chorus once again this year and we attended our first full chorus rehearsal on Friday. This year the performance is entitled ‘Windrush’ led by Geoffrey Williams and Stella Savy who bring us traditional and contemporary songs from the Caribbean. The first rehearsal gave us a real taste of this wonderful music and we are really looking forward to the concert!! Stay tuned for more details, but in the meantime go to boite.com.au to find out more about the Boite schools chorus.
Vicki and Rachel have been successful in applying for a grant for Nungurner Primary School to conduct a Children’s Art and Environment Day.

The purpose of the day is to provide a day of artistic activities which promote child development and well-being and give children the opportunity to participate in and gain enjoyment from arts based activities. The proposed date for this event is Saturday the 22nd during Children’s Week and most activities will be free. A few of the art workshops/activities we aim to run include:

- Indigenous Cultural Activities with Cassie Leatham
- Mindful art workshops with Dee Howlett
- Recycled Art workshops with Kate Shone
- Eco cubby building workshop with Norm Borg
- Music workshops
- Fun clay workshop - help needed
- Wool spinning, knitting - Jo Van Dam, Alyson Horne
- Finger knitting, knitting, wool art demonstrations - helpers needed
- Plant a garden using recycled containers - help needed
- Plaster Painting with Ninky, extra person needed
- Science demonstrations with Pete Roberts
- Find a fossil with Vicki Fraser, extra person needed
- Crashendo youth orchestra performance
- Woodwork workshop with Craig Tincknell, Wally Van Dam, extra people needed
- Sensory play area for under 5s - help needed to monitor
- Circus skills/Yoga for kids with Tanya Garland
- Healthy options food stalls - helpers needed
- and more………………………………………….

We would love for the Nungurner children and families to come along on the day and participate in these art workshops. We are looking for some extra helpers on the day to assist with the workshops, food stalls, setting up etc. If you are able to help or if you know someone who would be interested in helping, we would greatly appreciate any assistance offered.

Also if you know of any local artists who would be interested in doing some demonstrations to promote their art, or studio, please let us know. We would like to help promote the local artists too.

Please speak to Vicki Fraser or Rachel Bell for more information: Vicki: 0417 586 856
fraser.victoria.e@edumail.vic.gov.au and Rachel Bell: 0428 492 151
Senior Grade

Grade 2
Our grade 2 students have been busy learning about measuring length. They have been introduced to formal units of measurement and have been practising, using rulers to measure and record the length of objects in centimetres. In addition to our work in measurement the grade 2s have been building a range of strategies to add numbers. They have learnt to:

- Double 2 digit numbers/use near doubles
  \[7 + 8 = 15\]
  \[7 + 3 = 10 + 5 = 15\]
  \[\text{_____|____|____|_______}\]
  \[7 \quad 10 \quad 15\]
- Use bridge to ten e.g.
  \[7 + 3 = 10 + 5 = 15\]
- Count on to find a collection

Grade 4/5
Our grade 4/5 students have been revisiting how to measure the perimeter of different shapes. We have continued our work on learning our multiplication facts. We have discovered that if we know our 2 x tables we can also work out our 4 and 8 times tables by using doubling. Similarly if we know our 3 x tables we can use doubling to work out our 6 x tables. Our 10 times tables are really easy so if we know them we can work out our 9 x tables very easily: \[10 \times 4 = 40\] so \[9 \times 4 = 36\] I encourage everyone to continue memorising your multiplication facts. It makes work in the upper grades much easier if you know them.

Word-work
It has been really pleasing to see some great improvement in students spelling this semester. A special mention must go to Tahlia and Ethan for really incorporating the understanding that they have developed in word work sessions into their writing in class time. Well Done!

Writing
Students have continued working on their narrative writing in class. We have some very creative and imaginative stories underway and we look forward to sharing them with you soon.

Inquiry Unit
Our unit of Inquiry this term “What is it made of?, How does it work?” has involved students participating in a range of science experiments to get us thinking about how different objects move. We are currently in the “finding out” stage of our inquiry and have discovered that there are visible forces like a push, pull or twist and invisible forces like gravity, and magnetic forces.

Another way of thinking of these forces is labelling them contact and non-contact forces. We are looking forward to the next phase of our inquiry where students will learn about different materials and design a game or toy that uses a variety of forces and materials.
**Junior Grade**

**Reading**
We have enjoyed several new Big Books together including “The Greedy Grey Octopus”, “Oh Bother”, “The Old Man’s Mittens” and “Patch at the Pet Show”. As well as making predictions about the story, learning about rhyme and enjoying the plot and the characters, we are also noticing words we know as we read. Lately we have moved on to reading non-fiction texts and are noticing the differences between fiction and non-fiction. We read a book about Tadpoles and found out that tadpoles have breathing holes called spiracles. We’ve also done lots of independent reading, working with our buddies and are all making great progress.

**Writing**
After reading about Tadpoles we drew diagrams showing their growth and wrote captions for our pictures. We’ve also been practising not only reading our high frequency words, but also writing them and these are starting to appear in our writing. We’ve been practicing our handwriting, learning how to form letters correctly and the grade ones are learning how to size their letters correctly, learning which ones have heads and which have tails. We loved writing about going to see ‘Hippo Hippo’!! (see next page)

**Maths**
In Maths we have learned about time, including seasons, days of the week and an introduction to the months of the year. We have looked at digital and analogue clocks; the preps are learning to tell the time to the hour and the grade ones to the 1/2 hour. Learning how a clock works and how we measure time is difficult and will take some time (no pun intended!), so you can easily help at home by drawing attention to clocks, talking about what day it is, what happens in particular months etc.

We continue to develop our counting skills to 100 and are starting to work on addition, getting to know our number facts to 10 in particular. We have also been talking about odd and even numbers. Here’s a great Maths question from Amber…Is 0 odd or even?? (Apparently mathematicians have been arguing about that for centuries!)

**Inquiry learning**
Emma works with all our students on their Inquiry learning topic on Wednesday & Thursday afternoons so lots of the learning we do in this area we do with our buddies. That said, we also do some of this in our classroom!

We have learned about different types of materials (wood, fabric, metal, plastic etc), and this week did an experiment to find out what would make the best absorbent material for Kitty Litter, sand, paper or gravel. What do you think????
On Thursday 2nd June Prep/one children from Nungurner Primary School went to Bairnsdale. They went to the Forge theatre to see a musical ‘Hippo Hippo’. Hippo Hippo is a performance based on the story ‘There’s a hippopotamus on my roof eating cake’. The prep/ones enjoyed the show. Here are some of their favourite parts of the show.

The favourite part of the play was when the girl had her birthday.

Amber

We went to see Hippo Hippo.

Harrison

I liked when Hippo and the girl got stitches.

Bonnie

I like the show ‘Hippo Hippo’.

Rusty
Our vegie patches are coming along a treat, despite the ever present kikuyu. We’ve planted garlic, broccoli, lettuce, celery, chives, garlic chives, silver beet and spring onions. Only a few have been mistaken for weeds! Bert’s also given us some leek seedlings. Thanks Bert. We’ve also planted daffodil bulbs, and we’re watching hyacinth bulbs send down root into jars. No shoots yet. Our bean seeds did really well growing in jars and it was great to be able to see what goes on underground when plants are growing. Some of our flower pot boots have some seedlings. Some replanting needs to be done!

In art the students have created some excellent pieces of work. They’ve made shell and bead necklaces, place mats using metallic oil pastels and water colour paints, kitchen utensil pictures, dot paintings of hand outlines (using skewers), pasta pictures and pasta sun catchers. Many thanks to everyone who has sent along requested items to school….very helpful and they have been put to good use!

P.S The Mother’s day bulbs are daffodils!
(pps...patience is a virtue...from Ms V)

Each day we involve the kids in a short fitness session, usually at the start of the day. These usually involve running games or other activities that give the kids the chance to use skills they have learned and get their heart rates up. On Friday mornings we have been doing Yoga with Rachel Bell, a different but still very beneficial style of exercise. It has taken a while to adjust to the slower pace and different demands on the body that Yoga presents, but our last couple of sessions have been fabulous with the kids demonstrating much more focus. Their flexibility and strength are improving, as is their enjoyment of the Yoga sessions. They are even making the most of the short relaxation exercise Rachel leads them through at the end of each session. Rachel also gives the kids the chance to develop their own poses and some are very inventive!

I’m really impressed with everyone’s efforts!! Well done to Jordan whose concentrated efforts won him a reward voucher last week.

MANY thanks to Rachel for volunteering her time and the effort she obviously puts in to make these sessions beneficial and rewarding for the kids.

Have you noticed our tidy and re-organised Library??? Thanks Audrey!!! You’ve done a marvellous job, and all of us a big favour by moving books and re-shelving. Now we just have to keep it that way!
Our chefs have been hard at work in the classroom kitchen preparing delicious lunches for our students to have for lunch on Wednesdays. Some comments so far include: “This is the best pumpkin soup I’ve ever had, even better than my Mum’s” (name withheld to protect the innocent).

“I’ve enjoyed helping out and making things. I love doing the dishes!” (Paul and Kylie can I please borrow Sarah!)

“I like chopping the vegetables. (Ethan)

“I like pouring the marinade in.” (Luke)
“I like how we all work together to make something.” (William)

“I’ve loved doing everything! I felt proud of myself because I tried the pumpkin soup and I don’t really like pumpkin.” (Tahlia)
Building deep relationships with kids

Building a strong relationship with their children is every parent’s dream. Here are some time-honoured ways of doing this … if you can stick to them.

Every parent I know wants a great relationship with their children.

An effective way of promoting such relationships is through rituals and traditions. Rituals and traditions build close families.

For example, most strong families I know are underpinned by a strong food culture. In these families, every kid, no matter what their age, is expected to come to the meal table. Kids in these families are generally also expected to participate in other rituals and traditions.

This can require some parenting spine, but these rituals build wide relationships – that is, they gather the tribe together creating a wide relationship circle.

Individual parent-child relationships need to go deep. Deep relationships provide leverage. They also survive the potential storms of adolescence, during which relationships can become stormy and intense.

Certainly some ages are more amenable to positive relationship building than others. Developmentally, it’s easiest to build deep relationships in the opportunity years of latency: five through to ten years of age.

The easiest way to build a deep relationship between yourself and each of your kids is to spend regular one-on-one time together.

Go somewhere for a whole day with a child.

Go away for a weekend with just one child. Do things you enjoy.

If possible, go camping.


These shared experiences can have a magic impact on relationships. They can sometimes lead to vast improvements in children’s behaviour.

Another way to build deep relationships is to share an interest with a child. Having something in common, whether it’s a shared love of sport, books or a hobby, creates an individual bond that goes deep. A shared interest also creates ‘natural’ opportunities for one-on-one time.

Make it happen

One-on-one time needs to be organised. It generally won’t happen by accident.

It takes time. It takes energy. It takes a support mechanism to make it happen. Most of all takes permission.

But one-on-one time is so worth the effort.

One-on-one time is the coat hook upon which each of your children will hang their memories of you.
The hidden benefits of reading aloud — even for older kids

I have long believed that reading aloud to children is probably THE most valuable way to help children become readers, and this has been confirmed by all my experience as a teacher. Australian author Mem Fox (Possum Magic etc) claims that children need to have had 1000 books read to them before they go to school to become readers.....1000! That’s 1 a day for at least 3 years. Vicki found this article (Thanks Vicki...I love how everyone at NPS cares about kids learning!!), and although it is American and by an author I have not heard of, it reminds me of a research study I read called ‘The 30 million word gap’. It showed that in families where children are not engaged in real conversation with adults, and are just being told what to do, by the time they reach grade 4 they have been exposed to 30 million LESS words than their peers. This has enormous repercussions for their ability to learn how to read....believe me, the best thing you can do to help your kids is to talk to them and to read to them!!

We have devoted a fair bit of space to this article, because we really believe that this is important for your (our) kids. Hope you have to time to read it.

Ms V, Emma & Vicki.

Jim Trelease is the author of the respected, Read-Aloud Handbook, which some parents have called the “read aloud Bible.” The book is packed with information — from what really makes kids love reading, to tips for luring kids away from electronics and onto the page, to hundreds of read aloud titles. The Handbook’s seventh edition will be published in the spring of 2013 and, at 71 years old, Trelease says it will be his last. We reached Trelease recently in his home in Connecticut and asked him to explain why reading aloud is essential for kids of all ages.

Can you explain the link between reading aloud and school success?

It’s long established in science and research: the child who comes to school with a large vocabulary does better than the child who comes to school with little familiarity with words and a low vocabulary.

Why is that? If you think about it, in the early years of school, almost all instruction is oral. In kindergarten through second and third grades, kids aren’t reading yet, or are just starting, so it’s all about the teacher talking to the kids. This isn’t just true in reading but in all subjects; the teacher isn’t telling kids to open their textbooks and read chapter three. The teaching is oral and the kids with the largest vocabularies have an advantage because they understand most of what the teacher is saying. The kids with small vocabularies don’t get what is going on from the start, and they’re likely to fall further and further behind as time goes on.

How does a child develop a large vocabulary even before school starts? Children who are spoken to and read to most often are the ones with the largest vocabularies. If you think about it, you can’t get a word out of the child’s mouth unless he has heard it before. For example, the word “complicated.”
A child isn’t going to say the word unless he has heard it before — and in fact to remember it, a child probably has to hear it multiple times. (That’s not true with swear words, of course. If a child hears his parent swear he’ll remember it the first time, and happily repeat it whenever he gets the chance.) But kids have to hear most words multiple times, so it’s important that their parents talk to and around them from the time they are very young, because that’s how they learn words.

So parents need to talk to their children — but reading aloud is important, too. Because where are children going to be hearing the most words? In conversation, we tend to use verbal shorthand, not full sentences. But the language in books is very rich, and in books there are complete sentences. In books, newspapers, and magazines, the language is more complicated, more sophisticated. A child who hears more sophisticated words has a giant advantage over a child who hasn’t heard those words.

Reading aloud also increases a child’s attention span. Finally, reading aloud to your child is a commercial for reading. When you read aloud, you’re whetting a child’s appetite for reading. The truth is, what isn’t advertised in our culture gets no attention. And awareness has to come before desire. A child who has been read to will want to learn to read herself. She will want to do what she sees her parents doing. But if a child never sees anyone pick up a book, she isn’t going to have that desire.

Why do you think it’s important to read to older kids, too?

People often say to me, “My child is in fourth grade and he already knows how to read, why should I read to him?” And I reply, “Your child may be reading on a fourth grade level, but what level is he listening at?”

A child’s reading level doesn’t catch up to his listening level until eighth grade. You can and should be reading seventh grade books to fifth grade kids. They’ll get excited about the plot and this will be a motivation to keep reading. A fifth grader can enjoy a more complicated plot than she can read herself, and reading aloud is really going to hook her, because when you get to chapter books, you’re getting into the real meat of print — there is really complicated, serious stuff going on that kids are ready to hear and understand, even if they can’t read at that level yet.

Reading aloud to your kids is also a good way to grapple with difficult issues. For example, you can tell your child, “I don’t want you to hang out with so and so,” but that’s a lecture that will probably go in one ear and out the other. But if you read a book about a kid who gets in trouble by hanging out with the wrong crowd, your child is going to experience that directly, and she’s going to experience it with you at her side, and you can talk about it together. You can ask questions like: “Do you think the boy made the right choice?” “Do you think that girl was really her friend?” When you talk about a book together, it’s not a lecture, it’s more like a coach looking at a film with his players, going over the plays to find out what went right and what went wrong.

Books to blow your mind

Someone once said that books allow you to examine explosive situations without having them blowing up in your face. Books allow you to develop awareness of people outside your experience and develop a sense of empathy. When I was growing up, I wasn’t rich, but by reading books I learned that there are kids out there who are a lot worse off than me, kids growing up with real disadvantages. The wider your world, the more you understand and the more you can empathize.

Another advantage of reading aloud: if you weren’t a reader yourself growing up, reading to your kids gives you the chance to meet the child you used to be and read the books you never read. I hear from people all the time, especially fathers, who say, “Wow! I never read The Secret Garden as a child, and I had no idea what I was missing!”

I’ve had that experience myself, and I was an avid reader as a child, but I mostly read boys’ books, like The Call of the Wild. I didn't read the classics like The Secret Garden and Little Lord Fauntleroy, so it was great to have the chance to read them with my kids.
Do you think teachers should be reading aloud to kids even in high school?

Yes, because if you stop advertising, you stop selling. Kids have to read for school but that’s not an advertisement for reading. Most of the material kids read in school, no one would read for pleasure. And if all your reading is tied to work, you develop a sweat mentality to reading, so by time you graduate you can’t wait to stop reading. You become a school-time reader, not a life-time reader. Of course, kids have to do a certain amount of reading that’s tied to work, but you don’t want kids to forget that there are books out there to make you laugh, make you cry, and move the soul.

Are you disturbed by how ubiquitous electronics are and their impact on reading?

Screens are addictive. You push a button and magic happens – what could be better than that? So it’s easy for kids to get hooked on screens.

Parents need to set limits, because kids aren’t going to limit themselves. In too many households, one parent is watching the game, the other parent is online shopping, and the kid is in front of a screen, and before you know it, the kid hasn’t done any reading in years and the family’s intellectual worth is going down the drain. Boys play more video games than girls but girls spend hours Facebooking, instant messaging, and texting — probably more than boys do. The average teen spends 90 minutes a day text messaging, and that’s the average, which means lots of kids are doing even more.

The distracted generation

We’re entering an age unparalleled since the age of Guttenberg; the world is changing faster than we can keep up with. Today, school districts that used to watch kids suffering as they hauled home 20 to 30 pounds of textbooks are turning to electronic tablets. A student can read a social studies textbook on the iPad and tap on a hyperlink to, say, watch a PBS special on the Great Depression.

That’s the good news. The bad news is that there is evidence that we don’t remember information as well when we read it on a screen. Yet people are on screens all the time. We’re raising the most distracted generation in the history of the world. The more distractions you add to the agenda, the less well you think. Technology may save space, weight, and time, but there is no science showing that it will save children’s minds, especially if they spend all their time on screen and never open a book. So parents have to play a big role. It’s up to parents to limit screen time, and to keep reading to kids and continue to plant and encourage their interest in books and reading.

Visit the Great Schools website which has a list of recommended read aloud books.

http://www.greatschools.org/gk/articles/read-aloud-to-children/

Happy Birthday to you both!!

Jordan will turn 7 on June 22nd

Juliet will turn 6 on June 21st.
Written reports about students progress in the first half of this year will be sent home in the last week of term. There will be some changes in the report format from the end of last year as we are now reporting against the new Victorian Curriculum, and we are using a new program (Accelerus Light) to write our reports.

Some other changes for 2016 are:

- We are reporting against the new Victorian Curriculum. Whilst much of this curriculum is unchanged from AusVels, the most significant change is the introduction of capabilities; Critical & Creative Thinking, Ethical Capability, Intercultural Capability and Personal & Social Capability.

- The introduction of the capabilities is a good direction for Nungurner: it lines up well with the focus in our strategic plan on developing students’ abilities as powerful learners and our belief about the importance of developing social & emotional capacity. Therefore we have chosen to report against these areas specifically in our new report.

- As a result of moving to the Victorian curriculum, reports will not show progress from where the student was 12 months ago. Progress dots (the open dot with the dotted line connected to the solid dot showing where the student is now) will not appear until mid year reports next year. This is because transfer of data from Quick Vic is not possible.

- The areas we report against are different for different year levels, and will change according to what we cover in each semester. New subjects appear as they are being taught, in line with our inquiry learning plan. For example this semester we are reporting on students’ personal and social capabilities, and design and technologies for the older students as this fits with our inquiry units for this half of the year. As a general guide, we are required to report on English, and Mathematics for P-6 twice a year and then other subjects will be reported on once every two years, with new subjects introduced at grade 3 and at grade 5. Even though we are not required to report against the new Victorian Curriculum until 2017, Emma and I think the changes are positive and are using the new material in our teaching, so it makes sense to report against those standards.

I understand this can be confusing for parents, so please come and talk to us if you are unsure about what reports are all about. Reports were discussed extensively at school council recently so talking to a school councillor may also make it clearer.

Sport & Transition

Despite the weather our football clinics at Swan Reach have been very successful and soon the older students will also take part in a round robin competition as part of a TUBBS team, playing other schools such as St Brendan’s & Lakes. These games are played using AFL 9’s rules, which means no tackling, and this is the rule we use at school.

We begin a series of Netball clinics this week and next term we are going into Bairnsdale for some Gymnastics and will also have our swimming program. Dates for our swimming program were confirmed but the pool may need to make some changes so these will go home in a separate note.

The older kids will also participate in the TUBBS athletics carnival on July 28th next term. will need to do some practice for those events.

We are getting towards the time of year when we start to think about welcoming new preps and their families to our school.

In the past we have invited the Kinder kids from Swan Reach to visit Nungurner, but this year we are taking a different approach. We are having an ‘Open Morning’ where everyone is invited to visit our classrooms between 9-11 am this Thursday, June 16th, to see what happens at NPS.

Early next term we will hold an information session for parents, and then transition visits for children coming to Nungurner in 2017 will take place in term 4.

Attached to this newsletter is a combined brochure with information about the first transition events for schools and kindergartens in the Lakes Entrance area.
Save the date!!

We are planning a working Bee on the last weekend in July...**Sunday July 31st** and we hope many families will be able to come along and lend a hand.

Jo Van Dam is the co-ordinator of our grounds & maintenance committee for school council and she is organising the working bee.

Jobs to be done include:

- Complete removal of old playground
- Repairs to fly wire screens in Multi-purpose room
- Removal of rotten timbers around playground at front of school
- General gardening & work in veggie garden
- Repair to floor in MP room.

Family social night

Nungurner PS has been given the Metung pub raffle on Friday June 24th. All families are invited to come along, have dinner together and help sell raffle tickets. Let’s make it a fun social night for everyone!!

Some Drama fun with Ninky’s props!!
Become a LEADER...

- Learn what motivates you (and others).
- Understand team dynamics
- Qualified and experienced tutor
- Short course 3 sessions x 3-hours

Start Date: Tuesday, July 19  
Time: 9.30am to 12.30pm  
Where: Federation Training, Bairnsdale  
Cost: $90 or $70 eligible conc.  
Duration: 3 hrs x 3 sessions

Phone: 51560 214  
Web: www.pnc.vic.edu.au  
Email: pncskilltraining@gmail.com

PAYNESVILLE NEIGHBOURHOOD CENTRE

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Do you like spending time with families and young children?  
Do you have a couple of hours to spare each week?  
You could be a Good Beginnings Volunteer Family Connect Volunteer!  
A new round of training for volunteers will be held in Bairnsdale in July/August 2016  
For more information please contact Jenny or Hayley or 5153 7500

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The ‘Incredible Years’  
Parenting Program for parents of children aged 3-7

The ‘Incredible Years’ program is a relationship focused program that will help you connect with your child in new ways.

- Help your child with school readiness.  
- Help your child to take control of their emotions and "use their words."  
- Learn new ways of dealing with challenging behaviours.

When: for 2.5 hours a week, for 12 weeks over Terms 3 and 4, 2016 (dates to be confirmed)  
Where: Good Beginnings East Gippsland site, 38 Pearson Street (corner McCullagh Street) Bairnsdale  
Contact: Hayley or Jenny from Good Beginnings Australia  
5153 7500 or email: jenny.fearen@goodbeginnings.org.au

FREE child care provided on site

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Good Beginnings provides free early intervention programs for children and families across Australia. This program is funded by R.E. Ross Trust.
Community Notices

School Holiday Program – Term 2 Holidays
Tuesday 28th June & 5th July: 10-12noon & 1-3pm
Friday - 1st July & 8th July: 10-12noon & 1-3pm
Fun 2hr class for 5-12yr old children. $25 per child, per class.
Program allows children to use all gymnastic apparatus, including our 9m Tumble Track (trampoline)
under guidance of our Nationally Accredited Coaches.
No Gymnastics experience necessary.
For information or to book please go to:
https://trybooking.com/205344

Lego Club

Junior Lego enthusiasts are invited to attend our after school Lego Club sessions
The supervised sessions are held in Meeting Room 1 at Bainsdole Library, and incorporate freestyle
creativity and themed construction activities.
Donations welcome
The library will gladly accept donations of old or new Lego brand pieces for our Lego Club collection.
Bookings for each session open the day of the previous session. Phone 5152 4225 or book in
person at the library for these FREE sessions.

Bainsdole Library
4.00 pm – 5.00 pm
Tuesday 12 July 2016
Tuesday 9 August 2016
Tuesday 13 September 2016
Tuesday 11 October 2016
Tuesday 8 November 2016
Tuesday 13 December 2016
Children aged six and under must be accompanied by an adult.

Peter Pan

Friday 24 June, 7:30 pm
Saturday 25 June, 7:30 pm
Sunday 26 June, 2:00 pm

Tickets: Adults: $17
Children: $15 (16 & Under)

Forge Theatre and Arts Hub
80 McKeon Street, Bainsdole

For more information visit www.gippslandarts.gov.au/theatre or call 5152 3482

BOOKINGS

DO YOU HAVE A LITTLE ADVENTURER IN YOUR FAMILY?
GIVE THEM A TASTE OF ADVENTURE.
10KM MOUNTAIN BIKE RACE FOR KIDS.
10KM & 5KM ADVENTURE TRAIL RUN
KIDS ADVENTURE CHALLENGE & OBSTACLE COURSE.

School Holiday Movie Screening
Zootopia

Join us for Walt Disney’s animated movie Zootopia.
The plot describes the unlikely partnership between a rookie police officer and a red fox as they uncover a conspiracy that involves the disappearance of firebox civilians within the mammalian metropolis.

FREE
BOOKINGS ESSENTIAL
AGES 5-12
22-23 OCTOBER 2016
EAST GIPPSLAND, VICTORIA
www.adventurefestival.com

FRIDAY 1 JULY
Paynesville Service Centre
2:30 pm - 4:30 pm

TUESDAY 5 JULY
Omeo Service Centre
2:00 pm - 4:00 pm

WEDNESDAY 28 JUNE
Lake Entrance Service Centre
2:00 pm - 4:00 pm

THURSDAY 30 JUNE
Barham Library
2:00 pm - 4:00 pm

Phone 5832 4225 or book in person at the library for this FREE event.

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