Rehoboth Christian College
Wilson Campus

Kindy Orientation
2015
Rehoboth Christian College
Wilson Campus

Vision

As a Christian community we believe in the infallible Word of God. We will aim to provide a Christ-centred education in which God’s sovereignty over all of life is acknowledged.

It is our purpose to faithfully nurture the heart and mind of Christ in each child so that they will be equipped to be responsible disciples ready to serve God in His Kingdom and bring honour and glory to His name.

As a Christian community we uphold the covenantal principle that the school is an extension of the home and church.

Mission

- To teach children God’s truth, as revealed in the Scriptures, in all areas of student learning with a particular emphasis on developing a Christian world-life view.
- To see children as valuable because they are made in God’s image.
- To develop a collaborative community, working in harmony, for the benefit of the body of Christ; encouraging respect for the uniqueness of all members.
- To create an environment which encourages the children to be independent, self-motivated and self-disciplined.
Welcome to Kindergarten

Our Kindy programme seeks to:

- Build up each child in the knowledge, faith and love of God.
- Foster all areas of your child’s development.
- Develop in your child a sense of wonder and discovery in learning.

Education at the early childhood level is a process of steady and continual growth, occasionally with a setback or two. It is a time of exciting discovery and importantly a time to have fun. Play is a major part of preparatory skills of reading, writing and maths and also, to facilitate the growth of the whole child.

Session Times
Kindy Days for 2015 are Tuesday, Wednesday and every second Friday. Times are 8:45am to 3:00pm

What to Bring to School

- One box of tissues at the start of the year
- Two bars of soap at the start of the year
- A piece of fruit to share each school day for fruit time
- Lunch and a water bottle each school day
- A change of clothes in a plastic bag
- A reasonably sized school bag

What NOT to Bring

- Toys or jewellery from home as they can get lost or broken.

Uniform
Please refer to the Uniform Brochure. Please clearly label your child’s name on all articles brought/worn to Kindy. We prefer that velcro shoes be worn to Kindy. *(See uniform information at the end of this booklet)*

Levy
There is a $70 levy for each Kindy student to contribute to the cost of consumable resources.
Parent Roster
Please put your name down on the parent roster. It is a wonderful opportunity to assist in the classroom and to see your child grow throughout the year.

We welcome communication with parents. Please feel free to be in contact with us in relation to your child or the Kindy Programme. We look forward to our involvement with you during this coming year.

Preparing for Kindergarten

Getting excited about Kindergarten will make the transition easier for both you and your child. Parents/caregivers can do a lot to prepare their child for Kindergarten before the big ‘first day’.

Before your child starts kindergarten you can:

- Make sure your child knows they will soon be going to Kindergarten and that they will be staying with the teacher for the day without you.
- Talk positively about Kindergarten.
- Go past the school regularly and point that they will soon be going there.
- Read books to your child about starting school and Kindergarten.
- Encourage self help skills and going to the toilet independently.
- If English is your child’s second language please ensure they know words such toilet, drink, help.
- Go shopping with your child for their school bag, lunch box and drink bottle ensuring your child is able to open and close their items and recognise them.

Below is a list of skills that will be useful for children starting Kindergarten. We recognise that not all children will have these skills as everyone develops at a different pace, so this is intended only as a guide so that starting school may just be a little easier.
Encourage your child to attempt the things mentioned below, but don’t worry if your child can’t do all of them. Talk to the Kindergarten teacher, and together you can support and assist your child’s learning.

**Language**
- Recognise their name
- Speaks in full sentences
- Talks to other people about familiar objects and events
- Answers and asks simple questions
- Makes needs known
- Follows simple instructions
- Uses books for enjoyment or for looking at pictures
- Identifies pictures in books, magazines, on television or video
- Uses a variety of things (pens, pencils, textas, paintbrushes, sticks in the dirt) to draw, to scribble or to write
- Joins in singing familiar songs and rhymes

**Mathematics**
- Recognises that numbers can be used to count
- Counts orally 1-10
- Uses words such as many, a lot, more, less
- Identifies things in a group that are different and the same
- Sees differences in shapes
- Differentiates between opposites – up and down, under and over, in front and behind, day and night
- Has a basic understanding of patterns

**Personal/Social Skills**
- Uses the toilet independently
- Can say own name and address
- Adapts to unfamiliar settings and new experiences
- Can finish a task, and tidies up afterwards
- Plays cooperatively with other children- shares and takes turns
- Can sit still to listen to a story for a few minutes
- Is curious about the world
- Can share an adult attention with several other children
- Can open and close own school bag and lunch box
- Participates in imaginative play

**Physical Skills**
- Uses scissors to cut along a straight line
- Enjoys a variety of indoor and outdoor play
- Can put on and take off jumpers, **shoes** and socks independently
- Makes and designs things using a variety of materials
Early Childhood

In early childhood, children learn by engaging in play activities, which include, informal play times and more structured learning experiences. There are constant positives within the classroom and also different learning themes, which provide for variety and facilitate development across the main learning areas.

During the Kindy year, parents can expect that their child will grow and develop in these key areas:

**Spiritual** – understanding and loving God, believing in Him, learning to live in a way that pleases Him.

**Social and Emotional** – how to relate to others in positive ways, esteem self and others, express feelings, behave appropriately, co-operate, make needs known, have fun.

**Physical** – movement and control of the body in gross and fine motor skills.

**Creative** – exploring things, using imagination and own ideas.

**Language** – reading, writing, listening and speaking.

**Cognitive** – thinking and problem solving.

Our Kindy Programme uses the principles, practices and outcomes from *The Early Years Learning Framework* which are essential to support and enhance young children’s learning.

For further information on supporting your child in Early Childhood please use your smartphone to scan this QR Code.
**Kindergarten Classroom Goals**

During Kindergarten we aim:

- To create a pleasant and safe environment for the child to play, learn and grow.
- To build the child up in the knowledge, faith and love of God.
- To value the child and to encourage the development of a positive Christ-centered self image.
- To encourage the child to relate in positive and kind ways to others.
- To provide a variety of learning experiences that are developmentally appropriate for the child.
- To develop in the child a sense of wonder and discovery in learning.
- To assist the child to develop communication skills and the ability to express ideas, thoughts and feelings.
- To assist the child to accept and follow limits, routines, rules and social courtesies.
  - This will include learning how to sit mat, developing listening skills, participating in outside and inside activities in a respectful manner, speaking in confidence, conflict resolution and peer interaction.
- To assist the child to confidently separate from parents.
- To foster all areas of the child’s development.
- To partner with parents in the process of nurturing the heart and mind of Christ in the child.
Helping Your Child With Reading

- Read to your child as often as possible from the time that they are young right through their primary schooling.
- Encourage your child to read to you.
- Take turns at reading in the family. Family devotions is one good time to do this.
- Share Bible reading, develop a love of God’s Word and discuss the meaning of passages.
- Share favourite authors, poets and illustrators with your child, finding out their preferences.
- Share the reading of labels, signs, instructions and posters.
- Read together television guides, magazines and newspapers.
- Write notes for each other and leave them on the fridge, in the letterbox or in the lunch box.
- Choose computer programs that require some reading.
- Visit the local library as a family on a regular basis.
- Discuss materials read so that you are developing an understanding and an appreciation that written material contains values and reflects the worldview of the author.
- Discuss the basis on which you choose reading materials, referring to Biblical principles such as Philippians 4:8.

Helping Your Child With Writing

- Read with children
- Talk about books with children
- Provide books for children to read
- Take children to the local library
- Refer to words and pictures when reading
- Ensure that children see adults reading
- Allow children to select books to read
- Write messages, shopping lists and cards in front of children and talk about what you are doing
- Ask children to draw pictures and start to write what the pictures mean
- Share letters and greeting cards received
- Write messages for, and read them to, children eg. ‘James, please feed the cat.’
- Encourage children to draw and write messages to you and others
- Provide children with paper and pencils for their own use
- Focus on the message children attach to their writing rather than the letter formations or spelling
- Answer questions children ask about print
- Talk about letter sounds/names
- Recount events of the day with the children joining in, eg. ‘What did we do this morning?’
- Help children to recognize their own names when they are written
- Talk about print around us, eg. Stop signs, advertisements
- Read or say nursery rhymes with children
- Read well known rhymes occasionally, leaving the last words for children to fill in
- Strongly encourage children to speak full sentences – children will write what they speak

[Taken from First Steps Continua-Writing Module]
Good Pencil Grip

What makes it easier?

- Big pieces of paper.
- Big crayons, brushes and markers (larger tools ensure children use the right muscles and hand and finger position for the activity and are less likely to adopt incorrect grasps to control the tool).
- Use thick outlines.
Good Pencil Grip

What makes it easier?

- Big pieces of paper.
- Big crayons, brushes and markers (larger tools ensure children use the right muscles and hand and finger position for the activity and are less likely to adopt incorrect grasps to control the tool).
- Use thick outlines.
Key Area: Oral Language Skills

Speech and Language Developmental Milestones

Now that I am 4 years old... I should be able to:

Understanding/Listening
- Follow 2-step unrelated instructions, eg: "Get your bag and put your shoes on."
- Follow instructions with up to 6 key words, eg: "Put the black box and the keys under Daddy's chair."
- Understand words such as ‘yesterday’ and ‘tomorrow’
- Understand why and when
- Know colours and some numbers and shapes

Speaking
- Speak intelligibly with a few speech immaturities remaining
- Tell news with support
- Use basically adult like grammar
- Ask ‘what’, ‘where’ and ‘why’ questions
- Tell a long story, sing songs and retell a story
- Use future and past tense
- Use ‘and’, ‘then’, ‘because’ and ‘but’ in sentences

Play and Social Skills
- Make friends
- Use imaginary play
- Play simple games with rules
- Join in and start conversations
- Use an extensive vocabulary to express ideas and request information
- Enjoy social communication with a variety of people

Tips For Home
- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in books.
- Talk about past, present and future events with your child.
- Talk about what you are doing and ask your child to retell what you did together.
- Plan and rehearse your child's news prior to the school news telling day.

Causes For Concern
- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors.
- Can not retell an event or simple story even with support.
- Difficulty following instructions.
- Difficulty understanding simple ‘who’, ‘what’ and ‘where’ questions.
- Child’s speech is difficult to understand.
- Does not enjoy listening to stories.
- Short attention span.

Should you have any concerns about your child’s development, consult a Speech Pathologist.
Key Area: Oral Language Skills

Speech and Language Developmental Milestones

Now that I am 5 years old... I should be able to;

Understanding/Listening
- Follow 3-step instructions, eg: "Get your book, put it in your bag and then put your bag by the door."
- Follow instructions containing the words 'first', 'last' and 'after'
- Understand everything said to me (age appropriate)
- Answer 'when', 'why' and 'what' questions
- Understand opposites (hot and cold), location words (next to, between, in front)
- Understand humour and laugh at jokes

Speaking
- Speak intelligibly with a few speech immaturities remaining
- Use basically adult like grammar
- Tell news or stories without any assistance
- Retell a story accurately
- Participate in long detailed conversations with a range of people
- Explain why something happened

Play and Social Skills
- Enjoy social communication with a variety of people
- Make friends and engage easily with peers
- Play fairly in simple games with rules
- Engage in complex imaginary play
- Join in and start conversations
- Use an extensive vocabulary to express ideas and request information

Tips For Home
- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in textless books.
- Talk about past, present and future events with your child.
- Give your child the meaning of words they don’t know.
- Plan and rehearse your child’s news prior to the school news telling day.

Causes For Concern
- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors.
- Can not retell an event or simple story even with support.
- Difficulty following instructions with two or more steps.
- Difficulty answering how, when and why questions.
- Child’s speech is difficult to understand.
- Poor conversation and social skills.
- Does not enjoy listening to stories.
- Short attention span.

Should you have any concerns about your child’s development, consult a Speech Pathologist.
Move and Play Everyday!

Kindy children should be physically active every day for at least three hours, spread throughout the day.

Tips for Active Play!

- For preschoolers, choose toys and play materials that encourage movement and help develop skills like running, kicking, throwing and catching, such as balls, bats, tricycles and kites.
- When you can, involve all of the family – try walking to the park, a visit to the zoo for a special treat, or playing soccer in the backyard.
- Being outdoors is best – just make sure kids have sun protection, such as sunscreen, hats and shade. If the weather is no good, head indoors and build cubby houses or play hide and seek.
- Encourage children to be independent and to explore the world around them. Allow them the freedom to create, imagine and direct their own play, while maintaining a safe environment. This will help your child’s confidence grow!

Regardless of how active kids may be at other times, it is still important to limit screen time. For children 2 to 5 years of age, sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than one hour per day.

[Taken from Move and Play Everyday: National Physical Activity Recommendations for Children 0-5 years]

For more information please use your smart phone to scan this QR code.
Key Area: Movement and Motor Skills

Fine and Gross Motor Developmental Milestones

Now that I am 4 years old…
I should be able to;

Use My Body
- To pedal a small trike
- Run around
- Climb up stairs
- Kick, catch and throw a large ball
- Balance on each foot for a moment
- Stand on tip toe
- Jump with both feet
- Sway and march to music
- Begin to hop on one foot

Use My Hands
- To do simple finger actions to songs
- Build with construction toys
- Hold my pencil with thumb and fingers and draw simple lines
- Manipulate large buttons
- String beads onto a shoelace
- Complete simple puzzles
- Use scissors to make simple cuts

Make Sense Of The World
- Recognise up to 5 colours
- Show my age using my fingers
- Count 5 objects aloud
- Put 2 halves of a picture together
- Understand hot and cold
- Start to remember details on a picture
- Start to sort real objects

Tips For Home
- Encourage your child to undress and dress independently. Help only in the parts they have difficulty with.
- At mealtimes encourage your child to eat their meal independently. Prepare to get messy!
- Provide a range of manipulative activities, eg: play dough, drawing, cutting, gluing, puzzles, beads and pegboards.
- Build some outside playtime into your day, use your local parks or your backyard to run, climb, swing, jump and play ball.
- Join in activities with your child. It is more fun to play together.

Causes For Concern
- Avoids or has difficulty with hand activities, eg: drawing, puzzles, scissor use.
- Has difficulty with dressing or eating.
- Stumbles or falls frequently or often bumps into people or objects.
- Has trouble keeping their eyes on what they are doing.
- Avoids or dislikes messy play or unexpected touch.
- Seems very busy and isn’t able to calm or quiet self.
- Avoids or dislikes equipment that is fast moving or off the ground, eg: swings, roundabouts.
- Has difficulty matching colours, sizes and shapes.
Key Area: Movement and Motor Skills

Fine and Gross Motor Developmental Milestones

Now that I am 5 years old…
I should be able to;

Tips For Home

- Have your child help with household chores, e.g., setting the table, packing away toys, or putting clean crockery and cutlery away. It’s great for matching and sorting.
- Encourage your child to be as independent as possible in dressing, eating, and grooming (i.e., teeth brushing, hair brushing).
- Try and build some table activity time into your day, drawing, cutting and gluing. Use a wide variety of materials, and writing implements to keep it interesting.
- Grab a ball and throw it, kick it, bounce it and catch it!
- Play some outside games, e.g., skipping with a rope, races that involve hopping, skipping, jumping, running, balancing.
- Join in activities with your child. It is more fun to play together.

Use My Body

- To pedal a small trike around objects and make U turns
- Run around obstacles and turn corners with speed
- Walk up and down stairs with alternate feet
- Begin to bounce a large ball
- Balance on one foot for the count of 10
- Walk on tip toe
- Walk backwards
- Begin to jump rope
- Hop on one foot for several hops
- Balance on a wide beam
- Begin to skip on one foot
- Catch and throw a beanbag

Use My Hands

- Use my pencil to draw a person and some simple objects
- Fasten small buttons and use a zipper
- Cut out large shapes with scissors
- Screw and unscrew lids, nuts and bolts
- Cut food with knife
- Brush my own teeth
- Colour in a simple picture

Causes For Concern

- Avoids or has difficulty with hand activities, e.g., drawing, puzzles, scissor use.
- Difficulties with dressing or eating.
- Stumbles or falls frequently or often bumps into people or objects.
- Has trouble keeping their eyes on what they are doing.
- Avoids or dislikes messy play or unexpected touch.
- Seems very busy and isn’t able to calm or quiet self.
- Avoids or dislikes equipment that is fast moving or off the ground, e.g., swings, roundabouts.
- Difficulty matching colours, sizes and shapes.

Make Sense Of The World

- Know most of my colours
- Use my eyes to follow moving objects
- Count up to 10 objects aloud
- Feel objects without looking and can identify simple shapes and objects
- Copy simple patterns
- Differentiate differences in size
- Complete an unfinished drawing
- Start to notice when something is missing
Pray for your Children

**Salvation** “Lord, let salvation spring up within my children, that they may obtain the salvation that is in Christ Jesus, with eternal glory” [Is. 45:8, 2 Tim 2:10]

**Growth in Grace** “I pray that my children may grow in grace and knowledge of our Lord and Saviour Jesus Christ” [2 Pet 3:18]

**Love** “Grant, Lord, that my children may learn to live a life of love, through the Spirit who dwells in them” [Gal 5:25, Eph 5:2]

**Honesty and Integrity** “May integrity and honesty be their virtue and their protection” [Ps 25:21]

**Self-Control** “Father, help my children not to be like many others around them, but let them be alert and self-controlled in all they do” [1 Thess 5:6]

**Love for God’s Word** “May my children grow to find Your Word more precious than much pure gold and sweeter than honey from the comb” [Ps 19:10]

**Justice** “God, help my children to love justice as You do and act justly in all they do” [Ps 11:7, Mic 6:8]

**Mercy** “May my children always be merciful, just as their Father is merciful” [Lk 6:36]

**Respect (For Self, Others, Authority)** “Father, grant that my children may show proper respect to everyone, as your Word commands” [1 Pet 2:17]

**Self-Esteem** “Help my children develop a strong self-esteem that is rooted in the realization that they are God’s workmanship, created in Christ Jesus” [Eph 2:10]

**Faithfulness** “Let love and faithfulness never leave my children, but bind these twin virtues around their necks and write them on the tablet of their hearts” [Pro 3:3]

**Courage** “May my children always be strong and courageous in their character and in their actions” [Deut 31:6]

**Purity** “Create in them a pure heart, O God, and let that purity of heart be shown in their actions” [Ps 51:10]

**Kindness** “Lord, may my children always try to be kind to each other and to everyone else” [1 Thess 5:15]

**Generosity** “Grant that my children may be generous and willing to share, and so lay up treasure for themselves as a firm foundation for the coming age” [1 Tim 6:18-19]

**Joy** “May my children be filled with the joy given by the Holy Spirit” [1 Thess 1:6]

**Peace-Loving** “Father, let my children make every effort to do what leads to peace” [Rom 14:19]

**Perseverance** “Lord, teach my children perseverance in all they do, and help them especially to run with perseverance the race marked out for them” [Heb 12:1]

**Humility** “God, please cultivate in my children the ability to show true humility towards all” [Tit 3:2]

**Compassion** “Lord, please clothe my children with the virtue of compassion” [Col 3:12]

**Responsibility** “Grant that my children may learn responsibility, for each one should carry his own load” [Gal 6:5]

**Contentment** “Father, teach my children the secret of being content in any and every situation, through Him who gives them strength” [Phil 4:12-13]

**Faith** “I pray that faith will find root and grow in my children’s hearts, that by faith they may gain what has been promised to them” [Lk 17:5-6, Heb 11:1-40]

**A Servant’s Heart** “God, please help my children develop servants’ hearts, that they may serve wholeheartedly, as if they were serving the Lord, not men” [Eph 6:7]

**Hope** “May the God of hope grant that my children may overflow with hope and hopefulness by the power of the Holy Spirit” [Rom 15:13]

**Willingness and Ability to Work** “Teach my children, Lord, to value work and to work at it with all their heart, as working for the Lord, not for men” [Col 3:23]

**Passion for God** “Lord, please instill in my children a soul that ‘followeth hard after thee’ [Ps 63:8], one that clings passionately to you”

**Self-Discipline** “Father, I pray that my children may acquire a disciplined and prudent life, doing what is right and just and fair” [Pro 1:3]

**Prayerfulness** “Grant, Lord, that my children’s lives may be marked by prayerfulness, that they may learn to pray in the Spirit on all occasions with all kinds of prayers and requests” [Eph 6:18]

**Gratitude** “Help my children to live lives that are always overflowing with thankfulness and always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ” [Eph 5:20, Col 2:7]

**A Heart for Missions** “Lord, please help my children to develop a desire to see your glory declared among the nations, your marvelous deeds among all peoples” [Ps 96:3]
“A word of encouragement does wonders.” Proverbs 12:25 TLB

Start today to encourage your children with positive, constructive and life-giving words!

I love you!
I’m glad God gave me you!
You’re fun!
You’re learning!
Wow!
Super!
You’re special!
Outstanding!
Excellent!
Great!
Neat!
Well done!
I knew you could do it!
Remarkable!
I’m proud of you!
Fantastic!
Nice work!
Looking good!
You’re beautiful to me!
You’re my treasure!
You’re catching on!
I miss you when you’re gone!
Now you’ve got it!
You are incredible!
Bravo!
You’re fantastic!
You’re exactly what God wanted!
You did it all by yourself!
How nice!
How smart!
Good job!
You’re unique!
Good for you!
You always do your best!

You’re my little angel!
You’re a winner!
You’re my friend!
You’re my sweetheart!
Remarkable job!
Beautiful work!
You learn well!
Spectacular!
You’re precious!
God loves you!
You’re my darling!
You belong here!
Great discovery!
You figured it out!
Magnificent!
Marvellous!
Terrific!
You’re important!
Phenomenal!
You’re sensational!
What a happy face!
Super work!
God is pleased and so am I!
Creative job!
Exceptional performance!
Fantastic try!
Super job!
You’re a good helper!
You are very responsible!
You share well!!
You are exciting!
You learned it right!
What an imagination!
How creative!

What a good listener!
You’re fun!
You’re growing up!
You’re so loving!
You try hard!
I trust you!
You’re the best!
You make me so happy!
You’re mine!
You’re one of a kind!
You make me laugh!
You can do it!
You’re so thoughtful!
I see you’re trying!
That’s so cool!
That’s awesome!
How did you do that?
I wouldn’t want you any other way!
God and I treasure you!
A+ job!
You’re my buddy!
You make my day!
It’s fun to do this with you!
I like sharing with you!
You amaze me!
You’re so special!
You’re a peacemaker!
I’m so glad you said “Sorry”!
Give a big hug!
You deserve a medal!
You’re the sweetest in all the world!
I can’t believe you’re so clever!
## SUMMER

**SHIRT**  
Red shirt with crest.

**SHORTS**  
Navy blue rugby knit.

**WINDCHEATER**  
Rugby style with crest.

**FOOTWEAR**  
Sandals – navy or brown – of a secure nature with a front and ankle strap and a low heel.

**HAT**  
Navy with crest, to be worn outside for protection from the sun.  
*Only College hats are to be worn.*

## WINTER

**SHIRT**  
Red shirt with crest.

**WINDCHEATER**  
Rugby style with crest.

**TRACKPANTS**  
Navy.

**TRACKSUIT TOP**  
Navy with red trim (OPTIONAL)

**FOOTWEAR**  
Sport shoes, predominantly **white** with coloured trim  
*(NO OTHER COLOURS).*

**SOCKS**  
White ankle length with navy trim, to cover ankle bone.

**HAT**  
Navy with crest, to be worn outside for protection from the sun.  
*Only College hats are to be worn.*  

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All uniform items must be obtained from the college uniform shop located at the KENWICK CAMPUS, (entrance off Brixton Street) with the exception of footwear. The shop is located in the rear of the Rehoboth Centre (gymnasium building). Please park in the main car park, and proceed along the verandah to the right of the Rehoboth Centre, turning left into the central courtyard – the shop is then located at the end of the courtyard, behind and to the left of the covered stage. **Please do not access the shop through the gymnasium.**

### SPECIAL OPENING DAYS FOR “BACK TO SCHOOL 2015”

- **Thursday 29 January** 9.00am – 3.00pm (FOR NEW FAMILIES TO THE SCHOOL)
- **Friday 30 January** 9.00am – 3.00pm (FOR EXISTING FAMILIES)

The Uniform Shop will be open on the first day of school,  
**Monday 2nd February 2015,** from 8.00am to 10.00am

Then for the remainder of 2015 – normal trading hours:

- **Tuesday** – 8.30am – 10.00am  
- **Tuesday** – 2.30pm to 4.00pm  
- **Thursday** – 8.30am – 10.00am

**Contact:**  
UNIFORM SHOP ON 9452 3431  
or  
Mrs Leah Phillips (after hours) on 9459 3360

*Mobile: 0431 087 224*