

Message from the Board of Directors

Dear Families and Friends,

2019 marks a significant milestone for Lady Gowrie Tasmania – 80 years of continuous service provision to Tasmanian children, families and those dedicated professionals who work with them every day.

This milestone reminded us of the importance of documenting the history of the organisation. To this end, the organisation has developed and published a snapshot of the history and the key milestones. The 80th anniversary publication lists programs and services provided over the past 80 years and several former and current employees, Board Directors and friends of Gowrie have been interviewed. Their insights make for a great read!

The Board are delighted with the history publication that will be launched by the Her Excellency, Professor the Honourable Kate Warner AC, Governor of Tasmania at a reception at Government House on Tuesday 25th June. As the current Chair of the Board of Directors, I was invited to provide the acknowledgement that forms part of the publication and now share this with readers:

'There are countless individuals, both past and present who have been and continue to be an important part of the Lady Gowrie Tasmania story. Their contribution across the past 80 years is acknowledged and valued as they paved the way for others to follow. To those who have been so generous with their time – to reminisce and provide their stories for this publication, again this is so highly appreciated.'

This publication is only a snapshot as it impossible to capture the immense contribution of the many people involved in the Lady Gowrie Tasmania story.

On behalf of children, families and those who work daily with them, I take the opportunity to thank Gowrie Training & Consultancy for undertaking the enormous task of mapping the past 80 years of this amazing and resilient organisation.'

We were thrilled when the Premier of Tasmania, Hon Will Hodgman MP, a former student at the original centre at Battery Point, agreed to kindly write the foreword for the publication reflecting on his time at Gowrie:

'My enduring memory of Lady Gowrie - over a number of years is of a bright, buzzing and safe place for inquisitive young minds to play and learn. And wonderful educators, in whom parents and carers place great trust. I know that many lifelong relationships are also born at Lady Gowrie, which has a special place in our community. Best wishes,

The Hon Will Hodgman MP, Premier of Tasmania.'

A hard copy of the 80th anniversary publication has been distributed to a range of key stakeholders and it is now available on the organisation website. I encourage our community to read of the rich and long history of Lady Gowrie Tasmania.

Sincerely,

William McShane
Chair - Board of Directors



CELEBRATING



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Message from the Chief Executive Officer

Dear Friends,

As indicated in the Board Chair editorial, Lady Gowrie Tasmania achieves a major milestone in 2019 – its 80th birthday. Reading the 80th anniversary publication in readiness for printing and ultimately the launch, was very nostalgic. It reminded me of the important role the organisation has played in the lives of so many individuals and its influence on government policy and practice in Tasmania over the years.

The very reason for the establishment of the Gowrie Centres around Australia back in 1939 and 1940 is now being reflected in current models of programs for children and families being developed by government and non-government agencies. It is ironic that 80 years on the original model is now being duplicated and considered as best practice. One might say, those visionary women were way ahead of their times and true leaders of early childhood development.

The history publication also provides an insight into how government policy has altered over the years – validating the view that the early years sector has suffered from continual change thus supporting the notion of being in change fatigue.

Regardless, Lady Gowrie Tasmania has been a resilient and agile organisation responding positively to change by using a strength-based approach in modifying programs and activities to ensure compliance with government policy. Importantly, the organisation position of 'Children First' has ensured that any changes have been underpinned by this mandate supporting the integrity of the organisation both internally and externally.

Her Excellency, Professor the Honourable Kate Warner AC, Governor of Tasmania and Mr Warner hosted a reception at Government House on 25th June at which the Governor launched the anniversary publication. The history is long and rich, and I am sure this tradition will continue for the next 80 years.

Whilst the publication has been a focus, the children's programs have continued to flourish. Children have enjoyed a raft of experiences within the services and beyond with excursions into the local community. This program will be enhanced with the purchase of a 13 seater vehicle to enable small groups to venture a little further into the community.

It is pleasing to note that four services are embarking on research projects collaborating with interstate Universities. Action research supports a wide variety of evaluative, investigative and analytical research methods. This reflective tool can be transformational as educators critically reflect on current practice and use evidence-based research to validate or inform changes in practice.

With the Federal election completed and the Liberal Government re-elected for a further term, advocacy will continue to ensure that children's rights are paramount to policy and practice.

As winter is with us along with the usual winter ills, health and hygiene practices are certainly heightened to prevent the spread of infection. In the meantime, stay warm and safe.

Until next time.

Ros Cornish
Chief Executive Officer



Upcoming Events

Lady Gowrie Tasmania Family Support Service will be hosting two parent conversation evenings '**Managing Children's Big Emotions**' on Thursday 18th July for families with school age children and Thursday 25th July for families with pre-school children. Please see attached flyers for further information about these evenings. Please note that places are strictly limited so book in early!

Lady Gowrie Tasmania is proud to be attending the **Festival of Bright Ideas** this year at Princes Wharf in Hobart on Friday 9th August (schools only day) and Saturday 10th August, 2019. The Festival of Bright Ideas is a family friendly, community event which celebrates the science sector in Tasmania. This year's theme is 'Science for the Curious and Creative' and there will be a variety of hands on, engaging and innovative experiences and activities for children. We hope to see many of our families there!



Her Excellency, Professor the Honourable Kate Warner AC, Governor of Tasmania, pictured at the reception with Mr William McShane, Lady Gowrie Tasmania Chair – Board of Directors and Mrs Ros Cornish, Lady Gowrie Tasmania Chief Executive Officer.

Celebrating 80 Years

To celebrate Lady Gowrie Tasmania's 80th birthday Her Excellency, Professor the Honourable Kate Warner AC, Governor of Tasmania and Mr Warner, hosted a reception at Government House on Tuesday 25th June.

During the evening Her Excellency officially launched the 80th history publication and spoke of the enduring theme – 'Children First' - that is woven through the eight decades of historical facts and the many personal stories shared in this publication.

Her Excellency spoke of her interest in Lady Zara Gowrie's keen determination to advocate for children through the development of six child centres across Australia with a focus on nutrition, health and well-being as well as education. Her Excellency then acknowledged that this advocacy and determination remains today with Lady Gowrie Tasmania providing quality programs to the community that promotes the best outcomes for children, families and early to middle childhood professionals.

'A child whose behaviour pushes you away is a child who needs connection before anything else'.

KELLIE BARTLETT

Important Dates

Lady Gowrie Tasmania Children's Education and Care Services will close for the Christmas break on Tuesday 24 December 2019 and will re-open on Monday 6 January 2020. Please check with the educators at your particular service to confirm exact closure dates and times.

Practical Tips for Managing Meltdowns for Children with Autism Spectrum Disorder

Parents and carers of children with Autism Spectrum Disorder (ASD) know that there is a big difference between a tantrum and a meltdown. A tantrum, while still an expression of emotions and frustration, generally doesn't last as long and can often be controlled by the child. A meltdown, once underway, is difficult to stop and usually only ends when the child is completely exhausted.

While all children have both tantrums and melt downs, neuro-typical children are less likely to have meltdowns and are more likely to learn how to regulate their emotions in a shorter time than children with ASD (Ryan, 2010, Health and Place).

Children with ASD do have tantrums when things aren't going their way and/or they are expressing their emotions and the difficulty for parents and carers is in knowing the difference. It usually takes someone who knows the child very well and has observed them over many situations to identify when an ASD child is having a tantrum rather than a meltdown.

The causes of meltdowns are generally different from the causes of tantrums. Where tantrums can be caused by a child

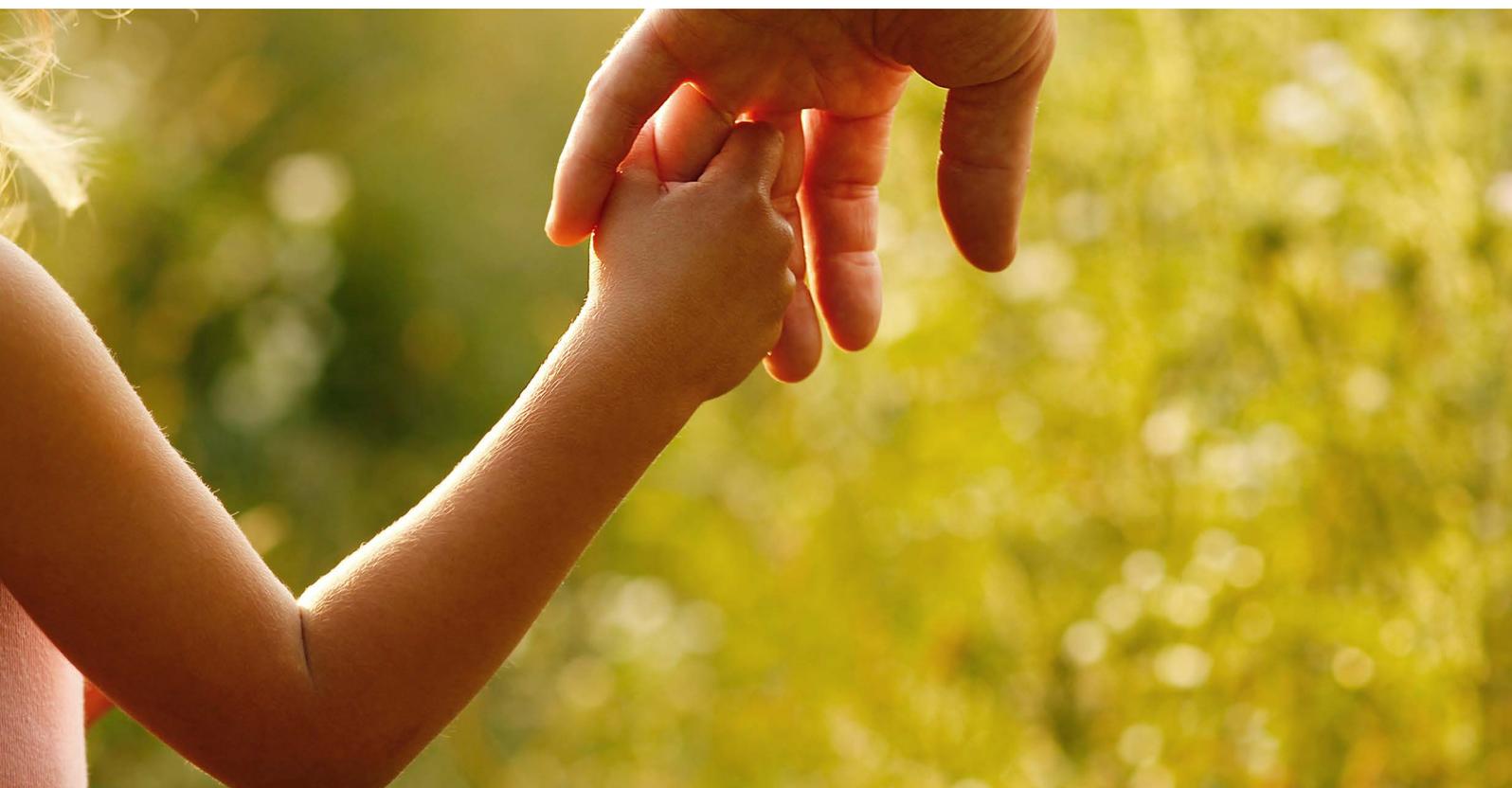
becoming frustrated and feeling out of control - a meltdown is often caused by sensory overload and/or a build-up of overwhelming emotions. Sensory sensitivities to noise, touch sensation, visual overstimulation, smells, proprioception (body sense), can build up and the child can seemingly 'explode'. The melt-down may involve big physical movements, hitting, pushing, self-harm, crying, vocalising loudly and the child may lie on the ground. As the build-up can happen over time the melt down can seem 'out of the blue' for onlookers and seem completely unprovoked and unwarranted.

Sue Larkey (<https://suelarkey.com.au>), an experienced teacher and expert on ASD, describes the three stages of a meltdown:

1. Build-Up Stage

The Build-Up stage might look like - a change in body posture, observed tenseness in body, pacing or circulating repetitively, wringing hands, hyper-sensitivity to touch, slowing responses and increasing vagueness, or asking more questions, being distractible, using stock standard responses. How this looks will be very individual for each child.

Continued next page



2. Survival Mode

The next stage is Survival Mode - this is where the child will use their own strategies to try and prevent the melt down. They may seek sensory input through repetitive actions such as rocking, chewing, jumping, pacing, or they may become rigid, and unresponsive, they might even run away or hide. The child is demonstrating they are in the 'fight or flight' mode where faced with an overwhelming situation they are either fighting it or running away from it.

3. Meltdown

The third stage is the Meltdown - the child is in panic mode and has no control, the child will use actions that will make people move away or leave them alone - hitting, pushing, swearing, crying, screaming and self-harm. The child is unable to respond to care givers and behaviour management techniques will be ineffective. When the child is in meltdown all caregivers can really do is make the space safe for the child and any people nearby and be available to support and comfort the child when they are eventually ready.

The most effective time to try strategies with the child is when they are beginning to show behaviours that are in the Build-Up stage and Survival Mode.

Ms Larkey suggests several strategies to try including:

- Limiting verbal instructions
- Sending the child on an errand
- Taking the child for a walk but not asking questions or commenting on their behaviour
- Redirecting to a quiet space designated for the child to use, using noise blocking headphones

- Directing them to use sensory toys (e.g. squeeze ball, playdough, plasticine, fidget spinner)
- Directing them to a repetitive physical activity (jumping on a trampoline, run around oval, obstacle course)
- Offering a break- toilet break, drink or snack break

Observing the child over time and in varying situations will help to determine their individual sensory sensitivities and/or their emotional status, implementing these strategies can help the care giver manage the meltdowns and support the child to begin to manage their emotions more independently.

As a parent of an ASD child I am aware of how unique the approach for each ASD child needs to be, and that determining the best approach is literally a process of trial and error. Developing the most effective approach can take time and perseverance and the process can be emotional and exhausting. Like most parents, having strategies that are practical and easy to apply means I am more likely to be able to fit them into my day to day life and therefore be able to maintain my approach for a longer time. Some of these strategies have been very effective for me personally and I find my son will now seek his sensory toy or retreat to his quiet space without direction which shows me he is learning how to avoid having meltdowns and to manage his own emotions. Hopefully some of these tips may be useful for other ASD parents and carers as well.

Neivh Gilligan

Lady Gowrie Family Support Worker and parent of ASD son.

References:

- Sue Larkey, 2017; Tip Sheet Three Stages of a Meltdown. <https://suelarkey.com.au> and Sara Ryan, 2010; 'Meltdown', surveillance and managing emotions; going out with children with autism. Health and Place Journal.

Immunisation

Immunisation is a simple, safe and effective way of protecting people against harmful diseases before they come into contact with them. Immunisation not only protects individuals, but also others in the community, by reducing the spread of preventable diseases. Your child can get the immunisations recommended on the Australian National Immunisation Program (NIP) schedule from several places including GP clinics, community health clinics and local government immunisation clinics. In January 2016, the Australian Government introduced a 'No jab, no pay' policy. This means that if a child isn't fully immunised parents are ineligible for the Family Tax Benefit Part A or the Child Care Subsidy. For more information about immunisations go to www.immunise.health.gov.au or talk to your family GP.



Outdoor Winter Play Ideas

Children need regular exercise and plenty of fresh air – even in the cooler winter months! The benefits of exercise for children include:

- Strengthening their bones and muscles
- Increasing their self-confidence and belief
- Helping to promote a healthy state of mind
- Reducing the risk of obesity and Type 2 diabetes

So get your family together, pop on your winter woollies and head out into the great outdoors! Tasmania has wonderful places to explore in winter and some ideas may include:

- Taking a day trip to the mountains to play in the snow or go for a bushwalk
- Finding an outdoor gym at your local park and do some circuits together
- Visiting your local beach to collect shells, look for crabs and have running races
- Setting up an obstacle course in your back yard or in your local park

Healthy Winter Recipe

Vegetable Nuggets

Prep: 20mins Cook: 40mins Makes: 12

Ingredients:

- 1 peeled and coarsely chopped medium sweet potato
- 1 head finely chopped broccoli
- 1/2 cup (60g) frozen peas
- 1/2 cup (80g) frozen corn
- 1/2 cup (60g) coarsely grated tasty cheddar
- 1 cup (150g) plain flour
- 2 lightly whisked free range eggs
- 1 cup (75g) panko breadcrumbs

Method:

Step 1 - Preheat oven to 200°C. Line a baking tray with baking paper. Cook the sweet potato in a large saucepan of boiling water for 15 mins or until tender. Add the broccoli and cook for a further 5 mins or until bright green. Drain well. Use a potato masher to mash until almost smooth. Add the peas, corn and cheddar and stir to combine.

Step 2 - Shape the mixture into 12 nuggets. Place the flour, egg and breadcrumbs in separate bowls. Dip 1 nugget in the flour and turn to lightly coat. Dip in the egg, then coat in breadcrumbs. Place on the lined tray. Repeat with the remaining nuggets.

Step 3 – Spray the nuggets with olive oil. Bake, turning the nuggets halfway through cooking, for 20min or until golden brown and crisp. Serve immediately.



Harmony Day 2019

Lady Gowrie Tasmania celebrated Harmony Day in March with various celebrations and activities held in all services and programs across Tasmania. Harmony Day is a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from other countries around the world. Lady Gowrie Tasmania honours and celebrates the cultural diversity of our community not only on Harmony Day but through our everyday practice and the provision of inclusive programs for all children, families and early to middle childhood professionals.

Lady Gowrie Tasmania Mowbray After School Care celebrated Harmony Day with a series of small projects. Children chose different countries to focus on and created their top 5 questions for each country of interest. The educators and children then collated the questions and researched together to find out the answer to their most popular questions. The children were very focused on this project and learnt so many new facts about different countries and cultures around the world.

Harmony Day 2019 – 'Everyone Belongs'.



Empathetic Educators and Outside School Hours Care

This article was published in the Gowrie Australia publication, *Reflections*, in March 2019.

Written by Brooke Harriss, Outside School Hours Care Manager, Lady Gowrie Tasmania.

Ongoing conversations with Lady Gowrie Tasmania (LGT) Outside School Hours Care (OSHC) educators have confirmed a shared and strong professional interest in developing effective strategies to support children's behaviour. Whilst I acknowledge this very real concern, I feel we often overlook a critical question; What do we know about the children who attend our services and of their lives away from us? Children's behaviours are shaped by their experiences yet, in our busy work environments we can find ourselves reacting rather than understanding, anticipating, preparing and responding.

Our work with children starts with building the strong relationships that enable us to bring the learning outcomes, principles and practice of *My Time, Our Place Framework for School Age Care in Australia* (MTOF) to life. Strong relationships take time to achieve and for some children, who have experienced high levels of stress and trauma, there can be complex barriers to participation in our programs. With deeper understanding of how stress and trauma can affect children, I believe we can consistently and collectively work in ways that build trust and achieve connection.

Gowrie Training & Consultancy, through support from the Education and Care Unit, Tasmanian Department of Education, recently presented a forum focussed on behaviour for educators, teachers and leaders who work with school age children. I attended with a group of LGT OSHC educators and other educators from across Tasmania who, like me, were keen to gain a deeper understanding of the impact of our behaviour and actions on those of the children and young people we work with. Guest presenter, Trent Savill's opening address *Guiding Children's Behaviour for Connection: Providing Therapeutic Care* explored stress and trauma and considered how educators can effectively support children to develop.

Savill stressed that positive early experiences, where healthy and secure attachment to a primary caregiver is established, are critical to healthy emotional development. Infants who are consistently seen as delightful begin to see themselves as delightful and consequently begin to develop trust in adults.

(Savill 2016, p. 12). This trust extends into the relationships they build beyond their primary care giver, eventually including, in some cases, relationships with their OSHC educators. Children who feel good about themselves and who trust adults are prepared to follow guidance and are able to meet reasonable expectations about acceptable behaviour.

Inconsistent or disengaged early experiences with primary caregivers, along with stressful or traumatic experiences, leads to ambivalent attachment, anxious-avoidant attachment and disorganised attachment (Bowlby, 1988). In the OSHC context, this results in children who can have negative perceptions of themselves, have limited or no trust in adults, are not prepared to follow guidance and are unable to consistently meet reasonable expectations about acceptable behaviour.

This indicates that educators need to develop deeper knowledge and understanding of the experiences of children in their care to build positive relationships with them. From this work, informed and skilled educators are better positioned to respond to behaviours with sensitivity, support children to manage their own behaviours and effectively guide children's behaviour when required.



'Children First'

Additionally, persistence and patience are essential professional attributes to supporting children's behaviour and are always strengthened when underpinned by sound developmental knowledge and familiarity with trauma informed practice. This manifests in reflective practice, incorporating daily professional conversations that inform decision-making, along with ongoing engagement in professional learning. Commitment to these actions not only strengthens educator capability, but also builds greater understanding and empathy. Empathic educators are committed to looking at triggers or reasons that underpin children's behaviour and utilising their growing knowledge about individual children to consider issues from the child's perspective. Consequently, there is a greater likelihood that educators will be able to effectively anticipate, prepare and respond.

Developing and sustaining strong relationships with families, carers and school-based colleagues is also critical to developing empathic understandings about children and for meeting their needs. Through sharing knowledge and insights, OSHC educators can together develop consistent and suitable approaches to supporting individual children across settings. Additionally, and perhaps most importantly, educators need to talk with the children themselves and where possible include them in decision-making. This lets children know they are valued and respected, which is essential to creating authentic inclusive environments for leisure and learning.

Child-centred OSHC services pay attention to creating safe, reliable and predictable environments. In safe environments all children can feel calm and cared for, and for children who have experienced stress and trauma safe environments offer opportunities to self-calm along with enhanced chances for positive connection with others. Reliable environments are populated with educators who are calm and responsive and who collaboratively engage in ongoing critical reflection that considers each child, the learning environment and their own professional actions. Predictable environments emerge when educators incorporate sensitive routines that are flexible enough to respond to the needs of all children. Routines that support the wellbeing of children in OSHC also include well-considered transition practices with partnering schools. Children carry the effects of their day to day and minute by

minute experiences between settings, so developing and sustaining effective protocols for communication between settings is essential work.

Effective educators in OSHC services work together to achieve and maintain positive connections with all children and to support and guide them with their emotional development. Trent Savill advocates for Dan Hughes' PACE model as a framework for developing healthy attachment; Playfulness, Acceptance, Curiosity and Empathy (Hughes, D 2004). This relationship based approach to therapeutic care works to support traumatised children by helping them to regulate emotions and overcome challenges that influence their behaviour. The approach also resonates when working alongside other children as it focusses on the whole child as opposed to behaviour alone. Playful educators strive to create a light and spontaneous atmosphere. Accepting educators take on board and acknowledge children's emotions without accepting associated behaviours. Curious educators want to know what children are feeling and thinking. Empathic educators show children that they care.

Principle 1 of MTOP resonates strongly with the PACE model.

'Educators who are attuned to children's thoughts and feelings support the development of a strong sense of wellbeing and social competencies. Exhibiting qualities of fairness, humour, sympathy and understanding builds respectful and trusting relationships with children, families, colleagues and other professionals. Educators foster independence and initiative thereby nurturing children's agency and leadership skills'

(Department of Education and Training 2011, p. 11).

Childhood is a time for discovery and joy and skilled, confident and empathic educators are central to the best possible outcomes for all children in OSHC settings.

Brooke attended the Guiding Children's Behaviour for Connection Forum, presented by Gowrie Training & Consultancy, at the Professional Learning Institute, Glenorchy in March 2019.

For full reference list refer to original article.

Sustainability in Action

Lady Gowrie Tasmania Outside School Hours education and care services are focusing on ensuring meaningful, collaborative practices centred on sustainability are embedded into daily routines. Across all services the educators are encouraging children to become active and empowered participants in discovering more sustainable ways of living.

World Environment Day held in June 2019 provided the inspiration for many meaningful projects and experiences for the children attending After School Hours Care Services in Northern Tasmania. Parents donated seedlings and plants at Norwood After School Care for the children's vegetable garden, at Mowbray After School Care parents, educators and children established a worm farm and donations of various recyclable resources for art projects were gratefully received at Launceston Preparatory After School Care.

In Southern Tasmania at South Hobart After School Care the children and educators worked on a project using recycled election day ballot boxes. These seemingly simple cardboard boxes were turned into 'recycling monsters' for recycling glass, paper and any unwanted toys. These 'recycling monsters' are providing children with daily opportunities for conversation and meaningful action towards more sustainable practices – not to mention the fun had by all during the creation of these wonderful 'recycling monsters'!



LADY GOWRIE TASMANIA FAMILY SUPPORT PROGRAM



Lady Gowrie Tasmania is a community-based not for profit organisation, providing a range of services for children, families and early childhood professionals within Tasmania.

Lady Gowrie Tasmania offers their families access to the Family Support Program.

The program provides free confidential, practical and emotional support to families who might be experiencing some of life's challenges or who may benefit from support in the day to day raising of their children.

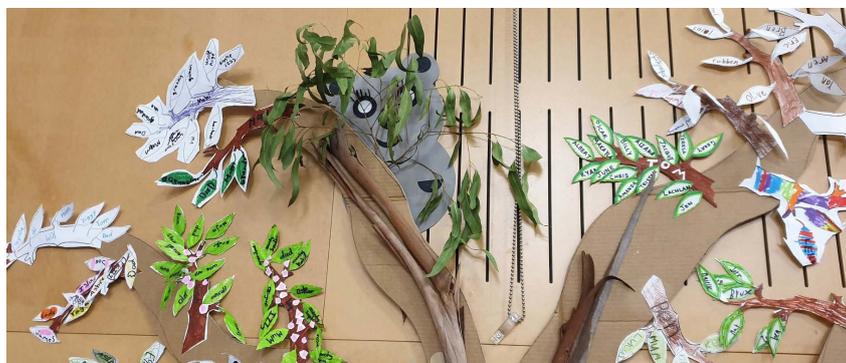
FAMILY SUPPORT SERVICE

229 Campbell Street, North Hobart
PO Box 422 South Hobart Tasmania 7004
P 6230 6860 E familysupport@gowrie-tas.com.au

National Families Week 2019

The children at Lady Gowrie Tasmania Taroona After School Care worked very hard to create their own family tree display to celebrate National Families Week 2019. Each child created their very own family branch to add to the tree. This was a fantastic opportunity for the children to connect and share stories about their families as they worked together with educators to complete the tree.

National Families Week 2019 - 'Stronger Families, Stronger Communities.'



Government Policy and Practice

The Tasmanian Government Department of Education, in consultation with the education and care sector, have developed a *Provisional Policy and Process to Guide Co-location of education and care and Department of Education Services*. This provisional policy is underpinned by the *Provisional Strong Partnerships Framework*.

Many Education and Care Services are co-located on school sites and provide a valuable service to the community in the form of long day care and outside school hours care. In terms of Lady Gowrie Tasmania – 6 long day care services and 26 outside school hours care services operate from school sites – a significant number.

These two documents will guide and inform existing and new services in a fair and equitable manner to ensure co-location processes and arrangements support genuine collaborative partnerships and deliver quality outcomes for children.

Prior to these policies, the process was not documented or clear, causing confusion and misunderstanding by many stakeholders. Lady Gowrie Tasmania look forward to working in collaboration with their school partners in order to continue to have genuine and respectful relationship that allows children to prosper in strong, connected communities.

More information is available on the Department of Education website.

Reconciliation Action Plan Working Group

Lady Gowrie Tasmania is currently working towards a Reconciliation Action Plan (RAP).

The RAP program, developed by Reconciliation Australia, provides a framework for organisations to support the national reconciliation movement. A RAP is a strategic document that supports an organisation's business plan. It includes practical actions that will drive an organisation's contribution to reconciliation both internally and in the communities in which it operates.

A group of dedicated and passionate staff across all Lady Gowrie Tasmania programs meet on a regular basis and are working towards the development of Lady Gowrie Tasmania's RAP. At this stage the group has gathered information from within the organisation, connected with staff across all programs to understand their thoughts about reconciliation and is working towards a shared organisational vision for reconciliation.

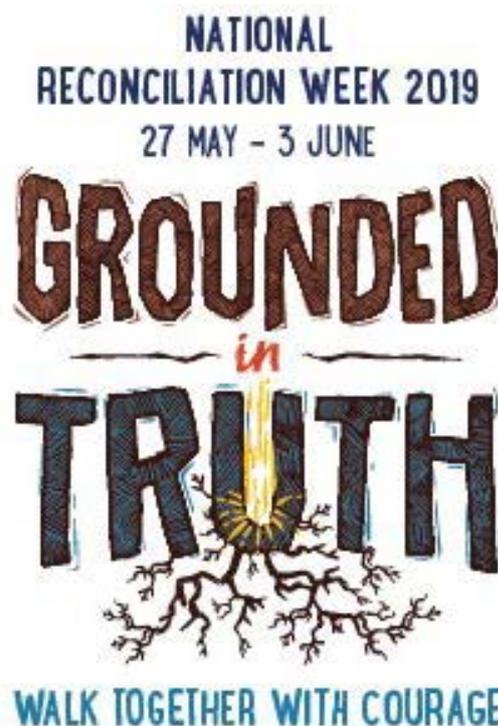
Actions were developed as a result of the surveys which included a RAP development template and follow up conversations after the survey process led to the following questions:

1. What does reconciliation mean?
2. Why is this process important to the organisation?

The RAP group is keen to identify and access resources for use in the programs to ensure ongoing education around cultural competence. One of the key messages the group wants to convey is the importance of exploring Tasmanian Aboriginal history and culture within our programs. Aboriginal culture is part of Australia's history - the past, present and the future and we need to understand what happened in the past and acknowledge it as we move into the future.

As a manager of Lady Gowrie Tasmania Acton Education and Care Service, I am, along with my co-manager Taryn, actively working towards finding ways to embed aspects of Tasmanian Aboriginal culture into our programs for children and ways to support the development of tolerance and acceptance for all members of our community.

Jodie Hayes
Lady Gowrie Tasmania Acton Manager



Contact Details

Head Office

346 Macquarie Street, Hobart	6230 6800	info@gowrie-tas.com.au
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Northern Services

Long Day Care Services

Alanvale	6348 1390	alanvale@gowrie-tas.com.au
Gordon Square	6382 2445	gordonsquare@gowrie-tas.com.au
Norwood	6336 6971	norwood@gowrie-tas.com.au
University	6324 3731	uninorth@gowrie-tas.com.au

Outside School Hours Care Programs

Frederick Street VAC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
Gordon Square ASC, VAC	6382 2445	gordonsquare@gowrie-tas.com.au
Launceston Preparatory School ASC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
Norwood ASC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
University ASC Mowbray, VAC Campus	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au

Occasional Care Program

Frederick Street Pre-School Program	6331 5106	oshclusternorth@gowrie-tas.com.au
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Southern Services

Long Day Care Services

Acton	6248 5644	acton@gowrie-tas.com.au
Battery Point	6214 0380	batterypoint@gowrie-tas.com.au
Bowen Road	6211 0340	bowenroad@gowrie-tas.com.au
Campbell Street	6230 6881	campbellstreet@gowrie-tas.com.au
Kingston	6229 1901	kingston@gowrie-tas.com.au
Integrated Centre for Children and Families	6230 6805	integratedcentre@gowrie-tas.com.au
Midway Point	6230 6872	midwaypoint@gowrie-tas.com.au
University	6226 2088	unisouth@gowrie-tas.com.au

Fahan	Swansea	6230 6805	clusteradmin@gowrie-tas.com.au
Richmond	Oatlands		
South Hobart			

Outside School Hours Care Programs

Albuera Street ASC & VAC	Mount Nelson BSC, ASC	6230 6806	clusteradmin@gowrie-tas.com.au
Bowen Road ASC	Richmond ASC		
Brighton BSC, ASC, VAC	Rosetta BSC, ASC		
Glenorchy ASC, VAC	Sorell ASC and Vac		
Goulburn Street ASC	South Hobart ASC		
Lansdowne Crescent BSC, ASC & VAC	Taroona BSC, ASC & VAC		
	Warrane ASC		

Family Day Care

Family Day Care Scheme	6230 6809	familydaycare@gowrie-tas.com.au
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