

Message from the Chief Executive Officer

Dear Families,

Welcome to the first edition of the Children's Services Newsletter for 2020.

I extend a very warm welcome to the many new families accessing Lady Gowrie Tasmania services and to those returning families, we look forward to continuing the partnership to provide education and care for your child. All families are actively encouraged to become participants in their child's learning and development and engage with educators in their child's group to ensure the program provided meets their child's needs and interests. The provision of education and care is a partnership and input by families is welcomed and highly valued.

This year has proven a challenge for many communities both at a local, national and indeed a global level. The devastating fires in New South Wales, Victoria and South Australia that impacted on so many with the loss of life, homes and livelihoods and of course the loss of animals and wildlife. Thankfully, Tasmania was not as severely impacted as other states, with the fires in the Fingal area quickly contained.

With the fires still the focus in Australia, the global outbreak of COVID-19 has proven to be the greatest challenge of our time. Lady Gowrie Tasmania continues to provide regular communications to families, staff and clients based on factual information and advice provided by federal and state health authorities. These communications have been distributed to families via the organisation website, Storypark, email and social media and will continue to be distributed at regular intervals each week.

Lady Gowrie Tasmania is committed to helping to reduce the risk of infection or contagion for all children, families, employees and clients, as well as to the general public. This is done by adopting policies and procedures recommended or directed by federal and state health authorities and Tasmanian Department of Education. As an organisation Lady Gowrie Tasmania takes children's families and our employees' health and safety seriously. Therefore, the COVID-19 precautionary measures are constantly being reviewed throughout each day to ensure we are providing the safest environment possible for our community. The services are highly regulated and already have extensive infectious disease



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policies in place. As an organisation, we have increased the hygiene processes to an intensive level, including supervision of children's handwashing, sanitisers available for people entering and leaving the services and additional cleaning services being undertaken.

We also rely on families to self-disclose when and if they meet any of the risk factors identified by the Australian Government and Tasmanian Public Health Authority. When, and indeed if, a case of COVID-19 is confirmed in a service we will act swiftly, communicate immediately with families and staff and follow the directives of the public health authorities. We ask that individuals do not attend our services if you are unwell, have been in contact with a person with a suspected or confirmed case of COVID-19 or if experiencing any symptoms.

Lady Gowrie Tasmania has a simple philosophy – 'Children First'. To this end, I encourage all our families to comfort and protect our children during these difficult times. Be mindful of the conversations you have in front of them and reduce their exposure to troubling images on television and online. Keep your children in their regular routines and schedules as much as possible and allow children plenty of time to relax and play. Take the time to listen to and respond appropriately to questions raised by your children. Further information to support families talking to their children about COVID-19 is attached to this newsletter and is available on the organisation's Facebook page and website. With children spending increased time at home as part of the measures to reduce the risk, included in this Newsletter are some ideas for activities for children from birth to school age.

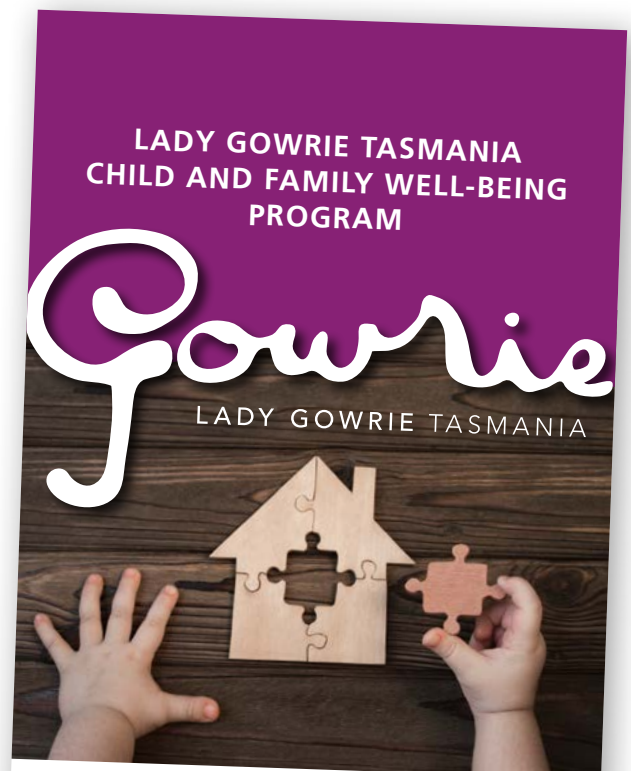
I encourage our families to stay informed about the COVID-19 situation in Tasmania through the organisation's regular

updates and the Tasmanian Department of Health and Human Services documents related to personal hygiene and social distancing attached this newsletter.

I would also like to thank all Lady Gowrie Tasmania staff who are working tirelessly to implement increased hygiene procedures in our programs and providing additional support to ensure our children and families are kept safe, both physically and mentally, during these challenging times.

Until next time.

Ros Cornish
Chief Executive Officer



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 Child and Family Well-Being 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.

CHILD AND FAMILY WELL-BEING PROGRAM

229 Campbell Street, North Hobart

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*'The things you can see
only when you slow down'.*

HAEMIN SUNIM

Message from the Board of Directors

Families and Friends,

With the emergence of the serious COVID-19, the Board are informed of current and emerging information as it comes to hand. The information contained in the Chief Executive Officer's article in this newsletter replicates our commitment to children and families. Families are encouraged also to access the organisations social media platforms and website for updates.

The start of the new year is always a busy period as we farewell families moving on to the next stage in their education journeys, and welcome new families to be part of the Lady Gowrie Tasmania community.

This time of year is a key transitional period for many of our children and their families as they move between rooms in our long day care services, with our early childhood educators starting work early in the process to plan for and support these changes. It is also a busy time for our school-aged educators and support teams, as they transition from providing before and after school care to holiday care and then back again, welcoming new and familiar faces and helping children adjust to the routine of the new school year.

While our teams have been busy providing services, support, educational programs, training and care, the Board has been dusting off our papers and the strategic plan with our first Board meeting for the year held at the end of February. These meetings are supported by the efforts of Board Directors out of session working through our Sub Committees which have also recommenced meetings focussing on the areas of finance, risk and audit, governance, and business development.

As well as making sure we have a strong forward focus, this is also a time and opportunity for reflection. The Board will shortly commence our annual Board review to make sure we're meeting the expectations we have set and that we are providing effective support and guidance to the organisation. I'll keep you up to date with our progress as the year unfolds.

On behalf of the Board, I'd like to take this opportunity to welcome back our families returning for another year, and to extend an extra welcome to our new families and friends joining us in 2020. And for those that have now moved on in their education journey, we look forward to seeing you flourish as part of our Lady Gowrie Tasmania alumni and thank you for being part of our community.

Anne Beach
Chair - Board of Directors

Important Immunisation Update

COVID-19 and Influenza Immunisation

It is recommended that all children over the age of six months be immunised against influenza when the vaccine becomes available in mid-April. Flu immunisation can help health professionals rule out the flu when assessing your child's symptoms. This is because COVID-19 and the flu have similar symptoms. Also, if fewer people get the flu, it can help reduce the demand on the health care system.

For more information about immunisations go to www.immunise.health.gov.au or talk to your family GP.



Be You – Supporting Children and Young People's Mental Health

'Be You is a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. Our vision is for an education system in which every learning community is positive, inclusive and resilient, and where every child, young person, staff member, and family can achieve their best possible mental health. Be You empowers educators by supporting them to develop their mental health skills and knowledge, while also providing guidance on how to implement whole-service and school approaches. It offers a range of online, evidence-based tools and resources aimed at improving the skills and knowledge of educators to foster and support mental health and wellbeing in children and young people'.

Commonwealth Government of Australia, 2018.

At Lady Gowrie Tasmania we continue to seek out opportunities to build on the wonderful foundations we create for children in order to enhance their overall health and wellbeing. Not just while they attend our services but as they transition from home, to school and throughout life. In alignment with Be You it is our vision that all children, educators, families and communities can achieve their best possible mental health. Be You compliments the work that we as an organisation have committed to through the recently launched reconciliation action plan in commitment to building respectful relationships and understanding of Aboriginal and Torres strait islander people and their culture.

Be You has five domains aligned closely with the National Quality Standard for Education and Care — Mentally Healthy Communities, Family Partnerships, Learning Resilience, Early Support and Responding Together — that intersect and together span the spectrum of promotion, prevention, early intervention, intervention and postvention.

Lady Gowrie Tasmania will work closely with their assigned Be You consultant to bring training, guidance and support to the educators and leaders who will weave the Be You framework through each service. It is our aim to empower educators with the knowledge they need to be cognisant of their own health and wellbeing, the health and wellbeing of the community context of their service and the impact that their work with children can have on positive mental health outcomes for their future.

The Be You framework is adaptable by all services types due to its indeterminate nature, leaving room for each service to start at any point of the framework regardless of their qualifications, level of experience or community context.

Did you know that half of all mental health issues in Australia emerge before the age of 14? Or that one in seven 4 to 17-year-olds in Australia experience a mental health condition every year? Regretfully, poor mental health is well documented in statistics such as these but with the commitment of many services like Lady Gowrie Tasmania across the nation we will continue to actively work towards providing a learning community that is positive, inclusive and resilient in the aim to improve the mental health outcomes of Lady Gowrie Tasmania children, families, employees and the wider community.

For further information about Be You please visit beyou.edu.au

Kylie Britten
Children's Services Quality Manager

References:

Commonwealth Government of Australia (2018). Be You – Leaders Handbook: Early Learning Services. Retrieved 13th February 2020 from https://beyou.edu.au/-/media/pdfs/handbooks/leaders_handbook_early_learning_services_pdf_10mb.pdf?la=en&hash=C62FF07E651FC02004DE3249A7D932FBB83F0540



Fun at Harley Parade Park!

During the school holidays the children attending the northern vacation care programs travelled to Harley Parade Park in Prospect Vale for a picnic lunch before going on an excursion to the YMCA.

Harley Parade is always one of the children's favourite vacation care program destinations as it is not a traditional playground. It offers a natural play space featuring wood and stone with many challenges for the children.

There is a yarning circle, a water pump, a rivulet system, large boulder climbing rocks and balancing logs all designed to engage children's curiosity, interests and challenge their skills.

Courtney Hobbs
Northern OSHC Manager



Homemade Toys and Free Activities for Children

Homemade games and free activities at home are a great way to keep children entertained, and to help them learn and grow. They don't cost any money, and they can really boost your child's creativity.

It's easy to come up with ideas for children as they get older. There are lots of toys and games that you and your child can create together.

You can also give your child things from around your home for some open-ended play – for example, young children usually love putting on and taking off the lids of containers, and older children often enjoy playing make-believe with old tea towels. Make sure that the things you give your child are unbreakable and too big to be choking hazards.

Playing with school-age children

Keep your child entertained and stimulated with the following play ideas:

- Find some big, old boxes and see what your child can do with them. They could become a cubbyhouse, rocket ship or hide-out.
- Cook with your child – start with some simple family favourites.
- Turn old sheets into a tent by draping them over the backs of chairs or make a cubbyhouse by draping a sheet over the edges of the table.
- Let your child help you out with small household chores and tasks. Children often enjoy collecting the mail, helping to fold clean washing or watering the garden.
- Play word games – for example, make up silly rhymes and riddles.

What to expect: school-age play and games

Your child will mature and develop a lot at 6-9 years. You can help this process just by playing with your child.

For example, play and games with simple rules can help your child get used to the more formal learning structures that are being experienced at school. This kind of play also teaches your child about taking turns, which is important for making and keeping friends.

At this age, your child might develop new hobbies and interests through play. For example, your child might start to read more and really enjoy books and magazines about things that interest him – motorbikes, horses, bugs and more. These kinds of activities encourage your child to keep following his own interests and learn for himself.

By nine years, your child might have formed special friendships with one or two other children, probably of the same gender. These friends might be very important to your school-age child, but your child needs to know she's still important to you too. Playing with your child – like kicking a footy in the backyard or cooking together – can help to keep you close and strengthen your relationship.

Even though your child will probably enjoy the new adventure of school, he'll still need your guidance and support to deal with any worries or concerns that come up. Playing with your child will help to keep the lines of communication open.

Structured play and self-directed play

Your child's day is now more structured to fit around school. Sometimes parents worry that their child isn't doing enough structured activities after school like sport or music lessons.

In fact, self-directed, unstructured play – where children decide for themselves what they want to do and how to do it – is really valuable. That's because it gives children time to:

- let their thoughts and imaginations roam
- explore ideas and think creatively
- choose activities that match moods – for example, if your child is feeling full of energy, she might want and need to be physically active.

Play ideas and games for children

Your school-age child might enjoy some of these unstructured play activities:

- Outdoor play: your child can ride bikes (with trainer wheels, if needed, and a helmet) and other wheeled toys, run around at the local park, or go for a walk with you and some friends.

'Children First'

- **Art and craft:** some simple materials – like coloured papers, crayons, scraps of fabric, glue, paints, beads or string – can let your school-age child express his creativity. He might choose to thread beads and string, make a puppet with a paper bag, or create a print with paint, sponges or toothbrushes.
- **Dress-up games and pretend play:** these let your child explore and express emotions and try out different roles like being a pilot or doctor. Some old clothes and simple props like old hats or handbags are all children need to get started.
- **Musical play:** activities like jumping and dancing to music, or making and playing simple homemade instruments, are good for expressing emotions and imagination.

One or two structured after-school activities are usually enough to keep your child busy. But if you're thinking of getting your child involved in some more structured play, activities where you can get involved can be good. Your child might enjoy:

- playing outdoor games like football, soccer, netball or backyard cricket
- doing puzzles and jigsaws or playing simple card games and board games
- doing craft kits.

Article adapted from Raising Children website: <https://raisingchildren.net.au/newborns/play-learning/play-ideas/homemade-toys>

To view this article in languages other than English and to learn more about creative ideas for homemade toys and free activities visit www.raisingchildren.net.au





Southern OSHC - Individual and Team Professional Development

In 2019 Gowrie Training and Consultancy (GT&C) and Lady Gowrie Tasmania Outside School Hours Care (OSHC) began working together on a professional development project for individuals and teams.

GT&C consultants met with OSHC Service Managers, Team Leaders and Educators during individual team meetings. The purpose of these meetings was to identify challenges and strengths for teams and individuals. This information was then collated with three emerging themes:

- 1. Leadership
- 2. Communication
- 3. Environment

Earlier this year team members met with GT&C and each service identified their own specific and unique team based goals under the above themes to achieve in 2020.

To work towards their individual and team goals each service will have two coaching sessions/topics on site, so with twelve southern OSHC services there will be a total of twenty four coaching sessions/topics to deliver to the southern OSHC services.

In support of reaching these goals, the OSHC Team Leaders will have leadership specific meetings with GT&C. The OSHC Managers are also being mentored by GT&C to assist in supporting their teams achieve their goals and strengthen their own abilities.

We look forward to sharing with our families the progress over the coming months as we use this project to build on our knowledge and expertise to support children's wellbeing, learning and development in our OSHC programs.

Chris Tanner
Southern OSHC Cluster Manager

Reflection: Lansdowne Crescent After School Care - Things you can do with a broken chess board...

In the middle of the comings and goings of a bustling after school care program, full of noise and laughter, conversation and creative endeavours, three little figures sit hunched over a chess board in the middle of the hall.

"It's broken."

"Did you break it?"

"I didn't break it. Did you break it?"

"I didn't."

"Don't tell."

"No don't tell ..."

I peered into the middle of their circle, "Hello." Two halves of a chess board were whipped behind backs and three red cheeked faces peered up at me, "We didn't."

"Didn't what?" I sat down beside them and chanced a little peek behind their backs, and with some hesitation the two checkered halves of wood were presented for my inspection, "Oh ..." I whispered and ran a finger along the fragments of shattered wood.

"We'll fix it." Said one, piping up, finger thrust into the air, "With glue and maybe duct tape ..."

"... duct tape?" the other two question. Time to pause for a bit of a giggle.

"The silver sticky stuff. I dunno (sic). You guys need to use your imaginations."

"Ok, so I'm gathering you didn't break it, so what happened here?" I asked

"Well we just didn't do it and we found it broken." Said one, eventually after a few furtive glances between all gathered. "That's fine," I reassured them, "It's already broken. I suppose I'm just unsure about what to do with it now or how to fix it, if that's what we decide to do with it."



'Children First'

"Maybe it's a sharky fin! Look out for a big CHOMP!" more laughter

"Maybe you get a glue stick and hold it together really hard—"

"No look!" the two halves were snapped together "Crocodile teeth!"

"Or how about you pretend it's two hats!"

"How about they are a cake!"

"A hamburger!"

"A sandwich!"

"A pickle sandwich!"

"A pickle hamburger!"

Gales and gales of laughter now.

"Lego." We all stopped and looked up. An older child had joined us, from the year five group and was looming over the trio. "Fill the gap with Lego." And wisdom imparted, he walked away again, back to his book and a comfy cushion in the sunlight. They looked at each other, "... yeah with Lego." A small plastic tub of Lego was filled and carted back to our little spot in the hall. Slowly, working together, bands of mismatched rainbow bricks were connected by three little

pairs of hands until the gap was filled. It took a bit of time and engineering to figure out how to attach it to the wood and eventually duct tape was selected and smoothed over the rough and jagged and splintered edge.

"Done! We did it!" the group cried, hooting and high-fiving and holding their finished product aloft

"Perfect."

"It's perfect."

"I'm so proud of you all, it's amazing what you can do when you put your mind to it ... " I began, before I was cut off.

"Yes, we know that. We're amazing. Trust me. We KNOW!"

"Well now I do too."

Chess board: Saved.

Billie Cowell
Southern OSHC Cluster Manager





Coronavirus:

How to talk to your child about Novel Coronavirus (COVID-19)

Don't be afraid to discuss the coronavirus.

- Most children will have already heard about the virus or seen people wearing face masks. Parents shouldn't avoid talking about it.
- Not talking about something can actually make children worry *more*. Look at the conversation as an opportunity to convey the facts and set the emotional tone. Try to help your child feel informed by giving them fact-based information. This is likely more reassuring than whatever they're hearing from other sources.

Be appropriate.

- Don't volunteer too much information, as this may be overwhelming. Instead, try to answer your child's questions.
- Do your best to answer honestly and clearly. It's okay if you can't answer everything; being available to your child is what matters.

Take your cues from your child.

- Invite your child to tell you anything they may have heard about the coronavirus, and how they feel.
- Give them ample opportunity to ask questions. Be prepared to answer (but not prompt) questions. Your goal is to [avoid encouraging frightening fantasies](#).

Deal with your own anxiety.

- If you are feeling anxious or panicked. This isn't the time to talk to your children about what's happening with the coronavirus.
- If you notice that [you are feeling anxious](#). Take some time to calm down before trying to have a conversation or answer your child's questions.

Be reassuring.

- Children can be egocentric. Hearing about the coronavirus on the news may be enough to make them seriously worry that they'll catch it.
- It is helpful to reassure your child about how rare the coronavirus is (the flu is much more common). Reassure them that children actually seem to have milder symptoms.

Focus on what you're doing to stay safe.

- An important way to reassure children is to emphasise the safety precautions you are taking.
- Children feel empowered when they know what to do to keep themselves safe.
- The coronavirus is transmitted mostly by coughing and touching surfaces.
- The [CDC recommends](#) thoroughly washing your hands as the primary means of staying healthy.
- Remind children that they are taking care of themselves by washing their hands with soap and water for 20 seconds (or the length of two "Happy Birthday" songs). This is important when they come in from outside, before they eat, and after blowing their nose, coughing, sneezing or using the bathroom.
- If children ask about face masks, explain that the experts at the CDC say they aren't necessary for most people.
- If children see people wearing face masks. Explain that those people are being extra cautious.

Stick to routine.

- Staying grounded in routines and predictability is going to be helpful right now
- This is particularly important if your child's school or child care shuts down.
- Make sure you are taking care of the basics just like you would during school holidays.
- Structured days with regular mealtimes and bedtimes are an essential part of keeping children happy and healthy.

Keep talking.

- Tell children that you will continue to keep them updated as you learn more.
- Let them know that the lines of communication are going to be open. You can say, 'Even though we don't have the answers to everything right now, know that once we know more, Mum or Dad will let you know, too'

Reference: This information has been sourced from the [Child Mind Institute](#). Attributing Dr Janine Domingues, PHD and Dr Jamie Howard, PHD.

Further Resources

[How to talk to your children about coronavirus](#) – ABC News

[Coronavirus: Keep it simple, stick to facts - how parents should tell kids](#) – BBC News

[How to talk to your kids about the coronavirus \(and ease their fears\)](#) – NBC News

Contacts

For up-to-date information, visit:

- [Tasmanian Public Health website](#)
- [Australian Government Department of Health website](#)
- Coronavirus Health Information Line [1800.020.080](tel:1800020080).

Protecting yourself from coronavirus

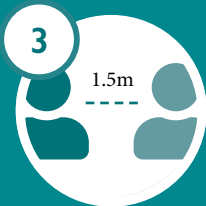
Following this advice and practising hygienic respiratory etiquette can help slow the spread of COVID-19



1 Wash your hands frequently for at least 20 seconds or use an alcohol-based hand sanitizer



2 Cover your cough and sneeze with your elbow or a tissue, then dispose of the tissue in a rubbish bin



3 If unwell, avoid contact with others (stay more than 1.5 metres from people)



4 Clean and disinfect frequently touched surfaces regularly



5 Stay home if you are feeling unwell

Practising good hand and sneeze/cough hygiene is the best defence against most viruses

Coronavirus is most likely spread from person-to-person through direct or close contact



Protecting yourself from coronavirus

Hand Washing Procedure



1 Wash with water and soap, ensuring the entire back and front hand surface is covered



2 Lather palms together



3 Lather between fingers



4 Focus on both front and back of thumbs

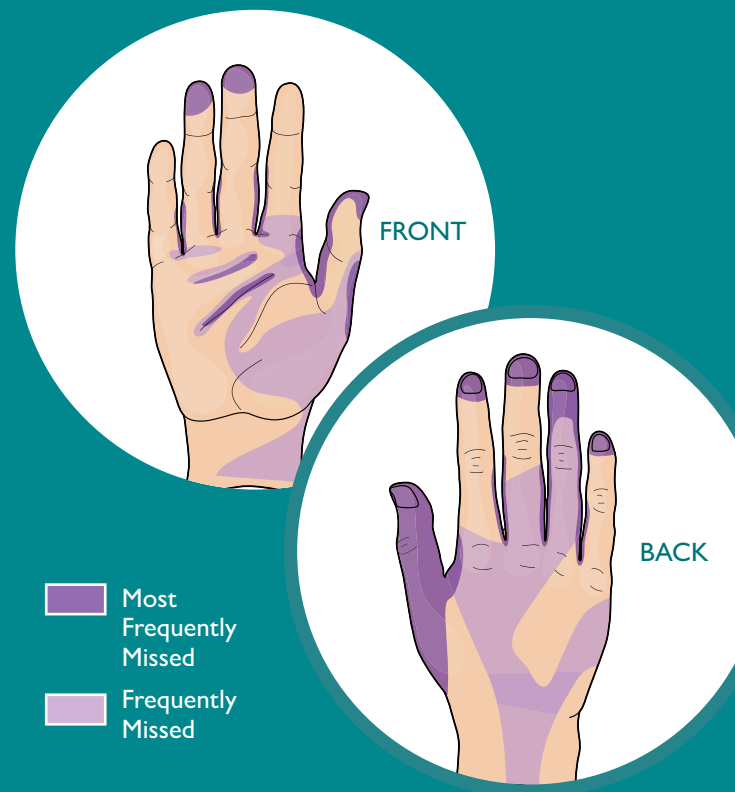


5 Make sure to reach the back of your hands



6 Lather wrists and rotate

Frequently missed spots when washing hands



Protecting yourself from coronavirus

Guide to social distancing

Social distancing includes ways to stop or slow the spread of infectious diseases. It means less contact between you and other people. Social distancing is important because COVID-19 is most likely to spread by close contact with an infected person, or by contact with droplets from an infected person's cough or sneeze.

So, the more space between you and others, the harder it is for the virus to spread.

What should I do?

- If you are sick, stay at home. If children are sick, do not send them to school. These are the most important steps you can take.
- Minimise physical contact, such as shaking hands and kissing to greet others.
- Keep two steps away (more than 1.5 metres) from others when you are out in public.
- Unless essential, avoid places and gatherings with many people.
- Consider using online services where possible (e.g. pay bills online).
- At work, hold large meetings via video conferencing, phone call or in the open air if possible.
- Wash your hands frequently and thoroughly with soap and warm water and dry them.
- Use a tissue (or in the inside of your elbow) to cover your mouth and nose when you cough or sneeze. Be sure to put the tissue in the rubbish bin straight after use.
- Clean and disinfect frequently touched surfaces such as desks, benches, light switches and door handles regularly.

At home

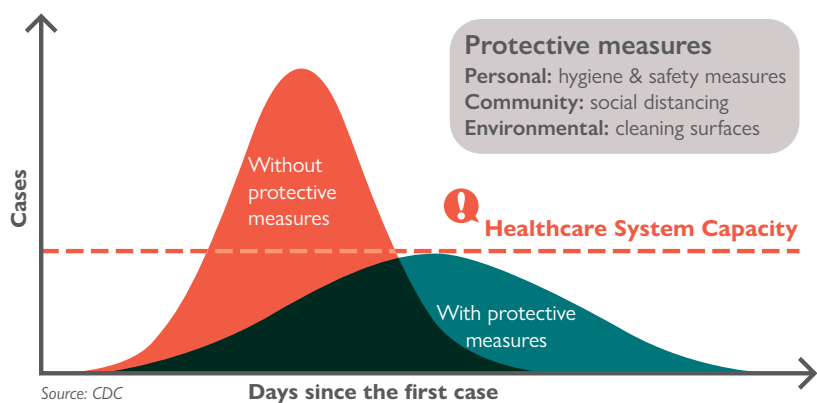
- Increase ventilation in the home by opening windows or adjusting air conditioning.
- Visit shops sparingly and buy goods and services online where possible.
- Care for sick people in a single room if possible. Keep the sick person's door closed and open the window.
- Protect those at risk of severe illness, including people over 60 years and those with a serious underlying illness, e.g. heart disease, lung disease, cancer, diabetes, renal failure.

In the workplace

- Stay at home if you are sick.
- Defer large meetings or use phone and video conferencing for essential meetings.
- Avoid crowded lunchrooms.
- Consider opening windows and adjusting air conditioning for more ventilation.
- Reconsider non-essential business travel.
- Promote strictest hygiene among food preparation (canteen) staff and their close contacts.

Flatten the curve

Collective action can limit the rise of new COVID-19 infections and help hospitals manage increased demand for care. See diagram below explaining why it's important we all do our bit to try to flatten the curve.



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	6228 4568	bowenroad@gowrie-tas.com.au
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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 Richmond South Hobart	Swansea Oatlands	6230 6805 clusteradmin@gowrie-tas.com.au

Outside School Hours Care Programs

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

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