

Message from the Chief Executive Officer

Dear Families

Welcome to the Spring 2022 edition of our newsletter. I hope everyone is enjoying the warmer weather and longer and brighter days.

In this newsletter you will find reflections, stories and photos celebrating recent play and learning experiences in our education and care services. Each and every day our professional and dedicated educators plan for and extend upon your child/ren's development and learning about themselves and the world around them. The educators support this learning through conversations and providing stimulating play-based learning materials all whilst drawing on their vast skills, experience and qualifications.

This incredible work undertaken by our educators is underpinned by the Lady Gowrie Tasmania Education and Care Philosophy which guides our pedagogy and practice in the following areas: *Wonder and Investigation; Connection and Possibility; and Education and Advocacy*. I have included a copy of our philosophy in this newsletter and would like to

draw your attention to the following statement contained within the philosophy:

'The safety, wellbeing and inclusion of all children is fostered by providing programs that support the unique learning trajectory of every child.'

Service Managers and educators achieve this by knowing each and every child, tailoring a responsive curriculum to support each and every child, working in partnerships with families, working with support agencies to provide consistent support for children with diverse needs, providing child centred environments with quiet and comforting spaces, supporting children during transition times, supporting consistent staffing where possible to develop trusting relationships and attending professional development to further enhance their knowledge – to name just a few.

With this focus on what each and every child needs in their education and care journey at Lady Gowrie Tasmania comes the understanding by our educators that all children experience and interact with the world around them in many



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'Children First'

different ways. The term 'neurodiversity' describes and celebrates that there is no one 'right' way of thinking, learning and behaving and any differences should not be viewed as deficits. Through strong partnerships with you, our families, we are able to support your child/ren's unique way of thinking, learning and behaving.

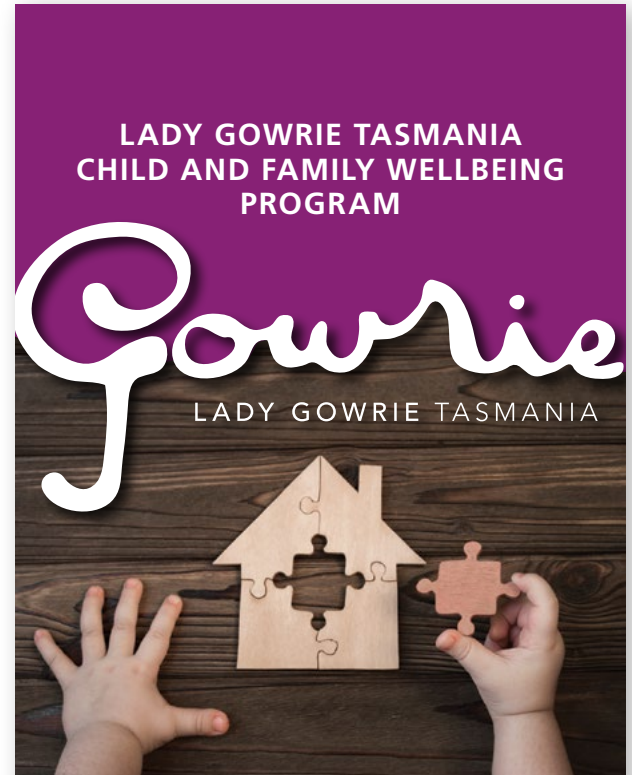
In this newsletter you will find a focus article with strategies on how to support neurodiverse children and links to articles, podcasts, books and Ted Talks to support and challenge our community's understanding of what neurodiversity means. Your child/ren's Service Manager and educators are also there to support their unique learning needs so I encourage all families to place your trust in them should you have any questions or concerns. Our education and care services also receive support from the Inclusion Agency Tasmania team who work to support the inclusion and active participation of all children attending education and care services in Tasmania.

As many of you will recall, our wonderful General Manager Education and Care, Kathy Cripps, is retiring at the end of this year. I have commenced the recruitment process to fill the role of General Manager Education and Care in the coming weeks, with the intention that we are able to select and induct someone before Kathy leaves in order to provide as smooth a transition as possible.

As we head into the end of another busy year, please remember to prioritise your own mental and physical health. Prioritising ourselves first has significant health benefits and also allows us to give the best of ourselves in our personal, family and work lives.

As always, thank you for entrusting your children's education and care with us and stay safe.

Mat Rowell
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 Wellbeing 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 WELLBEING PROGRAM

229 Campbell Street, North Hobart, TAS 7000

PO Box 422, South Hobart, TAS 7004

P: (03) 6230 6860 E: familysupport@gowrie-tas.com.au

'The world needs different
kinds of minds to work
together.'

TEMPLE GRANDIN

Christmas Closure

Please be advised that all Lady Gowrie Tasmania services and programs will close for the Christmas break at their usual time on Friday 23rd December, 2022 and will re-open on Tuesday 3rd January, 2023.

Message from the Board of Directors

Hello families and welcome to another update from the team.

Each year in November we hold our Annual General Meeting for the previous financial year. As well as providing an opportunity to reflect on the year that has been, it is also an important day for some formalities for our Board, including the start and end of Director terms.

As part of our annual preparations, with the support of our CEO, Mat Rowell, we have commenced the process to recruit some Directors to our Board. This process is well underway and we hope to welcome some new faces in the lead up to November. I look forward to introducing them to you.

On 7 September, we celebrated Early Childhood Educator's Day for 2022. This annual day provides an opportunity to celebrate the significant contribution that our educators make to our community and to our children's precious early years of development. On behalf of the Board, I take this opportunity to again say a big thank you to our team and for the contributions they make each day.

In this update I also wanted to thank our finance team – one of our many busy teams working behind the scenes. Their excellent work enabled the Board to recently confirm our budget for 2022-23. A huge amount of work goes into the financial management, forecasting and planning for the organisation that helps us stay on track and keep all our services open and thriving.

I hope everyone is enjoying this ever changing but warmer spring weather.

Anne Beach

Chair - Board of Directors



Book Week 2022 'Dreaming with Eyes Open'

Every year since 1945, the Children's Book Council of Australia (CBCA) has brought children and books together across Australia through CBCA Book Week. Reading takes readers on a learning journey of discovery, amazement and wonder. Encouraging children to read, reading with them or reading to them is one of life's greatest gifts. Reading enhances children's vocabulary, speech and writing but most of all – it is fun!

During Book Week each year children, families, education settings and public libraries spend one fabulous week celebrating books and Australian children's authors and illustrators. No doubt the highlight of this week are all the wonderful Book Week parades and costumes as children celebrate their favourite books, characters and authors!

The Book Week 2022 theme was 'Dreaming with Eyes Open' and acknowledged Australia's First Nations People and their rich story-based culture. Jasmine Seymour, Darug woman and CBCA New Illustrator Award in 2020 for her picture book 'Baby Business', produced the artwork for the theme 'Dreaming with Eyes Open'.

We hope you enjoy the following article and photos from our Battery Point Education and Care Service which showcases their 2022 Book Week celebrations, conversations and play and learning experiences.



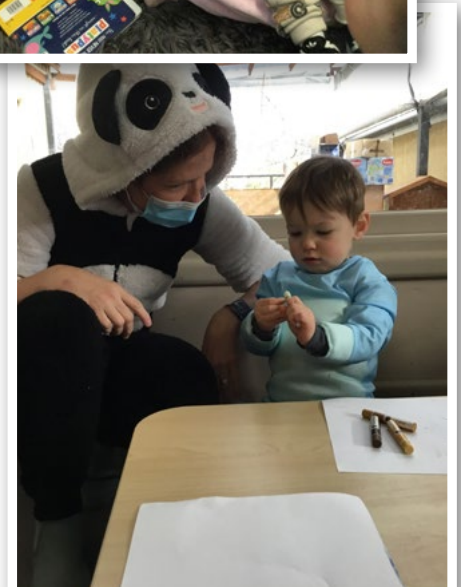
Book Week 2022 Celebrations at Battery Point

Book Week is a wonderful time for celebrating children's literature – capturing the wonder of fictional characters, tales and appreciating the work of fantastic authors. Our community here at Battery Point embraced this year's theme of 'Dreaming with Eyes Open' with creative dress-ups and costumes shining within the service. 'Dreaming' was represented by both children and educators alike, wearing whimsical pyjamas while talking about sleep and dreams. In the Early Years Learning Framework (EYLF), this sense of belonging is reflected in Outcome 2 Community: where children build on their own social experiences to explore other ways of being.

We also saw some imaginative costumes as well including characters from Bluey, a witch, a giraffe with animal prints, a baby Yoda, Chewbacca, footy strips, dinosaurs, Spidermen and even a Thomas the Tank Engine tank! Literacy was a focus during this time with educators reading many stories to children, which relates to EYLF Outcome 5 – Communication. Fond tales including Jack and the Beanstalk by Geraldine Taylor and Giuditta Gaviraghi were read whilst acknowledging 'The Dreaming' when reading Welcome to Country by Aunty Joy Murphy and Lisa Kennedy. This story celebrates diversity and appreciation for Country and our land in Australia, which the children are currently learning about through stories, play and conversation.

We were all delighted to support Book Week 2022 through engagement, enthusiasm and the wonder of literacy as stated in our philosophy -that our environment is thoughtfully designed to foster children's collaboration, exploration and curiosity.

Battery Point Education and Care Service



How to Support Your Neurodiverse Child

Children & Adolescents

Did you know that 1 in 6 children between the ages of 3 and 17 are considered neurodiverse? That equals about 17% of children in that age group.

Over the past several years, doctors have been diagnosing more and more children as neurodiverse.

If you have wondered if your child is neurodivergent or if your child has recently received a diagnosis, you may feel overwhelmed or scared of what lays ahead, but don't worry. You are not alone in this.

If you have a neurodiverse child, you understand the gifts and struggles that come with the job of parenting. Here are some ways you can support your child.

What It Means to Have a Neurodiverse Child

Having a neurodiverse child is not as scary as it sounds. All it means is your child's brain is wired differently than others. Being neurodivergent does not have to and shouldn't be viewed as a bad thing.

In fact, there are many strengths that are often associated with being neurodivergent. Some of those strengths include:

- Providing a different perspective to situations and thinking differently than a neurotypical person.
- Having a strong creative sense and ability.
- Having a strong eye for detail.
- Less social pressure and a more 'free' outlook towards life.
- Skills revolving around logic or systems.
- Above-average musical abilities.

However, because neurodivergent brains function a little differently, they need to be supported in a different way. Adhering to neurotypical norms while neurodivergent can create a lot of anxiety or behavioural issues in a child.

If you have been wondering if your child fits into the neurodivergent category, it may be time to get your child a psychological assessment.

Support Your Neurodiverse Child at Home

The first place to start to support your child is in your home. Many neurodiverse children don't get the foundation of

support they need in their homes and they don't get the resources they need to thrive.

If you have a neurodivergent child, here are some ways that you can help them succeed starting at home:

- If they are struggling, remember to validate their problems and emotions. What they are feeling is very real to them and acknowledging their feelings will make them feel some relief.
- Listen to what they have to say and try to not give your opinion. Giving too much advice can overstimulate your neurodiverse child, so try just empathizing with them at first.
- Give them outlets for any sensory sensitivities they have. There are lots of useful sensory items you can get for your child to use to help them with triggers or reduce stress.
- Have a routine set. Having structure can help your neurodivergent child not experience as much stress in their day-to-day lives.
- Encourage your child in their strengths. Give them recognition where it is due in their strong points and make them feel good about areas where they may feel different from others.
- Break down tasks into smaller tasks. This will help them focus on what they have to do better and make it seem less overwhelming.
- Encourage them in self-regulating activities, such as exercise, and enforce positive reinforcement. Negative reinforcement can be extremely discouraging and anxiety-inducing so try to refrain from doing that.
- Remember to be patient with your child. It may take them some time to get used to a new idea or routine.

These tips can help your neurodivergent child to be set up for a successful day and limit their anxiety and triggers.

Support During Social Situations

Neurodivergent children can often struggle in certain social settings. This means it is important to give them resources they can use in order to comfortably and happily integrate themselves into society.

Social interaction is an important and necessary part of development for children. It is also often unavoidable.

'Children First'

Neurodivergent children may even get triggered by just going to school.

When your neurodivergent child gets put in a social situation, they may experience anxiety or get overstimulated. To help them do well, find ways you can minimize these things.

Here are some ideas to help your child be more comfortable in social situations:

- If your child suffers from anxiety in social situations, consider helping them make script cards to help them when they need to speak to other people.
- Give them sensory items they can bring with them, such as fidget spinners, to reduce anxiety or increase concentration.
- Use rewards and lots of positive reinforcement. Going out of their comfort zone may be hard for them and they will need encouragement to do so.
- You can also utilize many of the things you do at home to support your neurodiverse child in social settings.

Things like enforcing a structure and routine to their social outings can help reduce their everyday anxiety. Also, be available to listen and empathize with them if they are struggling and encourage them where they succeed.

Supporting Your Child Will Make Their Life Easier

Having a neurodiverse child isn't always easy. It can be frustrating to deal with triggers and anxieties, especially if it is new to you. The good news is - it doesn't have to be a struggle.

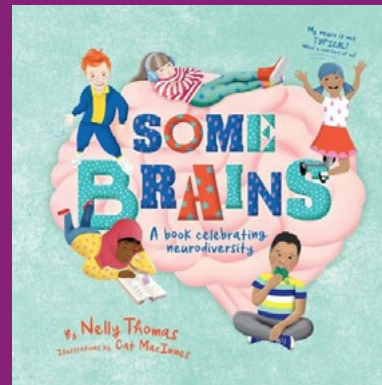
Supporting your neurodiverse child and giving them the resources they need to succeed, will not only help them live a happier and more comfortable life, but it will make your life easier as well.

Make sure you do your research on the best ways you can help your child and talk to your child's doctor about the best options for you.

Article adapted from: How to Support Your Neurodiverse Child (birdpsychological.com), July 15, 2021.

If you are interested in learning more ways to support your child you can speak with your child/ren's educators, Service Manager or contact Lady Gowrie Tasmania's Child and Family Wellbeing Program via email familysupport@gowrie-tas.com.au or phone (03) 6230 6860.

Additional Resources for Supporting Neurodiversity



Some Brains is the latest heart-warming and funny picture book by Melbourne comedian and author, Nelly Thomas.

It starts from the premise that neurodiversity is a normal, essential

part of human biodiversity - without it we don't get Picasso, Einstein or Greta Thunberg! Some Brains encourages us all look for our strengths and to understand that brains are like fingerprints - uniquely, wonderfully ours.

All brains are special! All brains are smart! All children have big thoughts! And all children have big hearts!

Articles:

<https://raisingchildren.net.au/guides/a-z-health-reference/neurodiversity-neurodivergence-guide-for-families>

<https://www.health.harvard.edu/blog/what-is-neurodiversity-202111232645#:~:text=Neurodiversity%20describes%20the%20idea%20that,are%20not%20viewed%20as%20deficits>

Books:

<https://shop.littlebookroom.com.au/c/neurodiversity>

<https://www.livingonthespectrum.com/health-and-wellbeing/12-books-on-autism-and-neurodiversity-that-are-a-must-read-these-holidays/>

Podcasts:

<https://neurodiversitypodcast.com/>

<https://nbatests.com/8-podcasts-for-parents-of-neurodiverse-children/>

Ted Talks:

<https://ed.ted.com/lessons/the-world-needs-all-kinds-of-minds-temple-grandin>

https://www.ted.com/talks/elaine_halligan_neurodiversity_is_a_super_power_not_a_problem

Learning through Play at Family Day Care

Tracy's Child Care, based in Huonville, is a Family Day Care Service that offers children opportunities to engage with outdoor experiences that connect them to the world they live in. Tracy encourages physical health and social wellbeing through play experiences that require extensive gross motor skills, collaboration, problem solving skills and communication.

Tracy's environment also provides meaningful and intentional interactions with animals. Connecting with living things is an important component of early education that offers children extensive learning and understanding in relation to empathy, relationships, the environment, stimulation of the senses, nature, connection and responsibility. These experiences are ongoing, giving the children great pleasure and an enriched learning environment as they have opportunities to observe, interact with and learn about animals.

Recently, Tracy and the children also celebrated a belated Book Week. They were all very excited to arrive for the day in their own special costumes. Tracy provided many books for the children to choose from and together they read some as a group. The children particularly seemed to enjoy *Where's Wally?*, *The Ant Bully* and *10 little monkeys* and *10 little fish*, just to name a few! This experience offered the children discovery and learning of letters, words, symbols, and numbers as they sat as a group, sharing ideas and communicating with one another.

Tracy has planned to follow this experience up with an outdoor reading experience where the children can participate in a 'Teddy Bear's Picnic'. As the weather begins to warm up, the children can bring along a teddy to share a picnic within a pre-planned, literacy enriched, outdoor setting.

Tracy Pursell – Tracy's Child Care (Registered with Lady Gowrie Tasmania Family Day Care)



'Children First'

A Focus on Wellbeing at Gordon Square

The children in the York Room have been learning about wellbeing through conversations and play. To support our learning about emotions, we have been reading *The Colour Monster* by Anna Llenas. *The Colour Monster* uses colours to represent emotions and to help the monster understand his emotions, his friend helps him sort his jumbled emotion colours into different jars. To build on the messages in this book, when the children are transitioning to wash their hands for lunch, they choose the following colour emotion and place it into our emotion jars:

Red = Anger

Yellow = Happiness

Green = Calm

Black = Fear

Blue = Sad

Pink = Love

Throughout our day we have also been using these colours to represent how we feel during conversations with each other.

The Children in the Tamar Room have been using imagination and wonder to support their learning about how to be confident and involved learners. Educators have supported this learning by setting up inquiry-based learning experiences including using different senses, science experiences, imaginary tea parties, arts and crafts, box play and making paper aeroplanes.

Gordon Square Education and Care Service



'Children First'

Recycling and Making Paper at Kingston

The children and educators in the Redwood Room have been engaged in ongoing discussions about the amount of paper we use when we are painting and drawing. A big box of unclaimed artwork was a great example for the children to show just how much paper we waste so it was decided that we would attempt to recycle the paper ourselves.

Conversations in recent weeks have focused around where paper comes from and what we can do to minimise our use of it. Using both sides of the paper and learning how to paint and draw on the entire piece of paper is one way the children decided would help, along with using the unclaimed artwork for cutting with scissors instead of using a fresh piece of paper.

Another idea the children had to reduce the waste was by recycling and making our own paper. Children listened intently as the process of paper making was explained and then eagerly joined in shredding, cutting and tearing paper into small pieces for soaking in water. We even had a go at using the electric paper shredder!

After the paper had been soaking and had turned into a soft mushy mess, we used a blender to make the paper fibres even smaller. Carefully scooping the pulp onto the paper making tray and sponging off the excess water, the paper was then hung out to dry. We were all so delighted with the end result and the children are excited to produce some amazing art on our very own recycled paper.

Paper making will be an ongoing process in the Redwood Room so that all children can participate in the experience and gain valuable learning not only about the recycling process but the importance of active sustainability in our lives.

Kingston Education and Care Service



Mud Play Ideas this Spring!

Do you remember making mud pies as a child? Then what better way to celebrate spring and keep children busy than with mud and some spring flower petals!

Mud play enhances children's key developmental milestones, connects them with nature, helps to reduce anxiety and stress, sparks curiosity and imagination and creates wonderful childhood memories.

All you need is a mud, flowers, a few basic 'cooking' supplies and a sprinkling of imagination to try out these fun, nature-based play ideas at home:

<https://runwildmychild.com/ways-to-have-fun-with-mud/>

<https://littlebinsforlittlehands.com/mud-play-activities-sensory-science-art-for-kids/>

<https://mothernatured.com/nature-play/mud-play-for-kids/>



Imaginative Play at Uni South

Our outdoor kitchen has become a fantastic focus of interest for the 2 to 3 year old children in the Waimea Room since we had some new pots and pans donated. The children experimented with the many available resources, including pots, pans and colanders to create various recipes and experimental dishes to enjoy together.

As they used the colanders, they investigated how small items could fit through the holes and come out the other side and discovering how many big pieces would get stuck in the bottom of the colander before needing to be tipped out.

The children collected a diverse range of vegetation and other natural resources from around the playground and cooked omelettes, pancakes, toast, stir fry and pizzas using their imaginary ingredients. They smelled each item before adding them into their recipes to make sure the flavours would be a successful blend for each dish!

The outdoor kitchen provides fantastic opportunities for role play and investigative learning experiences and it was wonderful to see the children participate and take on various roles to help in the kitchen. The children were curious and enthusiastic participants in their learning, they used play to investigate and explore their ideas and worked collaboratively to solve problems and extend upon their experiments.

University South Education and Care Service





Healthy Fruit Pizza Dessert

Prep Time: 15 mins | Cook Time: 30mins

This easy and fun recipe can be made using basic pantry ingredients and will be enjoyed by the whole family. It has simple steps for older children to follow themselves or for younger children to prepare with an adult.

Ingredients - pizza base

- 1 cup whole wheat flour
- 3/4 cup old fashion oats
- 1/2 tsp cinnamon
- 1 tsp baking powder
- 1 large egg
- 1/3 cup brown sugar
- 1 tsp vanilla
- 1/3 cup vegetable oil (or oil of choice)

Ingredients - topping

- 3/4 cup plain Greek yogurt
- 85g light cream cheese
- 2 tbsp sweetener of choice (maple syrup (honey, very ripe banana, etc))
- Fruit - 1 kiwi (sliced), 1/2 banana, 2 cups blueberries, 2 cups strawberries (sliced), 2 cups raspberries or any other seasonal fruit of your choice

Instructions

1. Preheat oven to 175 degrees and line a round pizza pan with parchment paper.
2. In a large bowl, combine flour, oats, cinnamon and baking powder. In a small bowl, whisk egg, brown sugar, vanilla, and oil. Add the wet mixture to the dry mixture and stir until ingredients combine.
3. Pour batter onto pizza pan lined with parchment paper gently spreading into a circle. The dough may be too small for the size of your pan. If so, just form the dough into a round shape. Bake for 10 minutes or until the "crust" is golden brown.
4. While the crust is baking, combine Greek yogurt, cream cheese, and sweetener of choice in a small bowl.
5. Allow crust to cool then spread yogurt mixture on top of the crust and decorate with fruit. For a refreshing twist you can add a few mint leaves!

Professional Learning - ECA Tas Branch and B4 Early Years Coalition Forum

On Saturday 20th of August, I attended the ECA Tas Branch and B4 Early Years Coalition Forum. The forum featured speakers which included Dr Elspeth Stephenson who talked about 'Trust Based Relationship Intervention', Professor Andrew Hills 'The first 1000 days: Opportunities of a lifetime', Fiona Zinn 'The power of play: A window into understanding children's Wellbeing' and Mel Gray 'It takes a Tasmanian Village: Child and Youth Wellbeing Strategy'.

Dr Elspeth Stephenson described Trust Based Relationship Intervention as a holistic, attachment based, trauma-informed and evidence-based intervention for children who have experienced relational trauma. Trauma is explained as "The experience of multiple, chronic, and prolonged, developmentally adverse traumatic events, most often of an interpersonal nature and early life onset" (van der Kolk, 2005, pg. 401). Trust Based Relationship Intervention (TBRI) integrates the principals of 'Empowering', 'Connecting' and 'Correcting' and reinforces the importance of realising the wide spread of trauma and how it can affect people and groups, recognising the signs of trauma, responding to trauma and resist re-traumatisation.

Dr Elspeth Stephenson also talked about the PERMA Model which represents the five core elements of happiness and well-being, these are described as Positive Emotion, Engagement, Relationship (positive), Meaning and Accomplishments.

Mel Gray talked about the Tasmanian Government's Child and Youth Wellbeing Strategy and how 'It takes a Tasmanian

Village' to support children's wellbeing. This Strategy 'It Takes a Tasmanian Village' has a specific focus on the first 1,000 days (pregnancy to baby's first 2 years) because we know that this time is critical for future wellbeing. The wellbeing strategies are described as:

'Being loved, safe and valued' – meaning that children and young people have a safe, stable and supportive home environment, positive and trusted relationship, feel valued and respected.

'Having material basics' – means that children and young people have access to appropriate clothing and footwear, have access to education...

'Being healthy' – means that children and young people are immunised, are as physically active as they can be...

'Learning' – means that children and young people are participating in early childhood education, are supported to learn about their world through connection to nature and the outdoors...

'Participating' – means that children and young people are engaging with peers and community group, are an active participant in their own life...

'Having a positive sense of culture and identity' – means that children and young people have a positive sense of self-identity and self-esteem, feel like they belong...

Sabrina Spencer - Bowen Road Education and Care Manager





Early Childhood Australia
Tasmania Branch



B4 Early Years Coalition

EARLY CHILDHOOD AUSTRALIA
| TASMANIA BRANCH |
In Partnership with
B4 EARLY YEARS COALITION
Presents...

EARLY LEARNING DOESN'T
HAPPEN ON ITS OWN
IT TAKES A TASMANIAN VILLAGE.

FEATURING

Dr. Elspeth Stephenson
Investigating Trust-Based Relational
Intervention



DATE: Saturday 20th August 2022

SunSmart Reminders

1. **SLIP** on some sun-protective clothing that covers as much skin as possible.
2. **SLOP** on broad spectrum, water resistant SPF30+ (or higher) sunscreen. Put it on 20 minutes before you go outdoors and every two hours afterwards. Sunscreen should never be used to extend the time you spend in the sun.
3. **SLAP** on a hat – broad brim or legionnaire style to protect your face, head, neck and ears.
4. **SEEK** shade.
5. **SLIDE** on some sunglasses – make sure they meet Australian Standards.

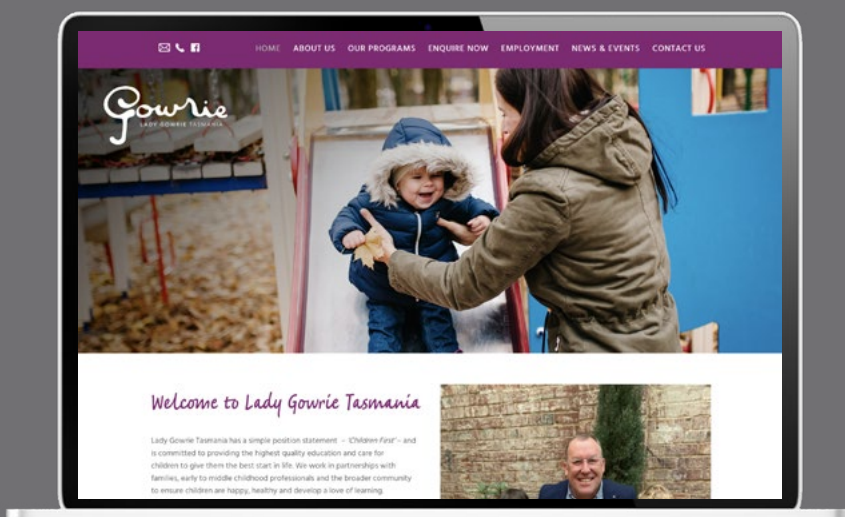
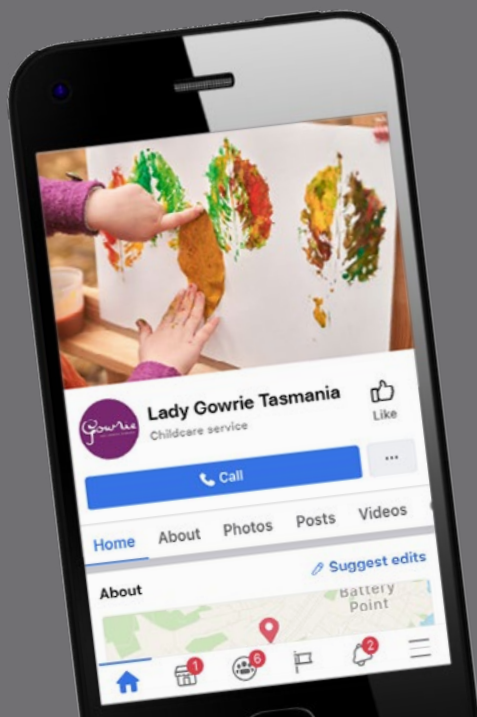
To learn more about sun safety for your family please visit:

<https://www.sunsmart.com.au/>



Lady Gowrie Tasmania - Website and Facebook

We encourage all families to follow the Lady Gowrie Tasmania Facebook page to receive current announcements and the reflections, stories and photos from our services and programs. Please visit our website www.gowrie-tas.com.au for current information on all services and programs, details of upcoming events, direct links to the latest Newsletters and Vacation Care programs and most importantly for families, an easy to navigate 'Contact Us' page.





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
Pedder Street (including Preschool)	6344 9993	pedder@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, BSC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
Mowbray ASC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
Punchbowl ASC, BSC	6331 5106	oshclusternorth@gowrie-tas.com.au
West Launceston ASC, VAC	6331 5106	oshclusternorth@gowrie-tas.com.au
University North VAC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
Youngtown ASC	6331 5106	oshclusternorth@gowrie-tas.com.au

Occasional Care Program

Frederick Street Pre-School Program	6331 5106	oshclusternorth@gowrie-tas.com.au
West Launceston Pre-School	6331 5106	oshclusternorth@gowrie-tas.com.au

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

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, VAC		
Goulburn Street ASC	South Hobart ASC, VAC		
Lansdowne Crescent BSC, ASC, VAC	Taroona BSC, ASC, VAC		

Family Day Care

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