

From the Chief Executive Officer

Dear Families,

I hope everyone is enjoying the brighter, longer days that come with the arrival of Spring.

From my very first day at Lady Gowrie Tasmania (LGT), I could sense there was a strong community behind the valuable work we all do. As the months and years have passed, I grow increasingly proud of this community of ours and its purpose of 'Children First'. So it is with great pleasure that I share some recent examples below.

In the last newsletter, I reflected on the benefits of building connections to one's community, extended family, family friends and neighbours. For children, connection to community provides them with a strong sense of belonging and the security to learn more about the world around them.

At Lady Gowrie Tasmania (LGT) we look to give back to our community and our recent Tassie Mum's campaign was a testament to just how generous and giving the LGT community really is. From the incredible donations from the

LGT community, Tassie Mums will now be able to support countless Tasmanian babies and children in need.

I would like to take this opportunity to thank our families for your kindness and generosity in supporting this campaign. The work undertaken by Tassie Mums and their passion for supporting babies and children in need, closely aligns with LGT's mission of providing services and programs that enable Tasmanian children to thrive.

Supporting children's sense of belonging and community has been a firm focus with LGT recently opening two new services - a Long Day Care Service on Penna Road in Midway Point and an Outside School Hours Care Service at St John Paul II in Rokeby. I would like to warmly welcome all children and families to the LGT community and say thank you for partnering with us on your children's education and care journey.

On behalf of everyone at LGT, I would also like to thank the Educators, Service Managers and Regional Managers for their tireless work, dedication and passion you have shown in



inside

General Manager's Message	3	Supporting Understanding of Diversity & Inclusion	9
Sustainable Art Project at Fahan.....	4	Sensory Play & Exploration at Gordon Square	11
Penna Road Education and Care Service is Open!	6	Sharing Culture & Cooking at West Launceston	12
2023 National Science Week at University South.....	8	Mud Play Ideas this Spring.....	13

'Children First'

setting up these new services, welcoming families and settling the children into their new education and care environments. Your efforts are very much appreciated.

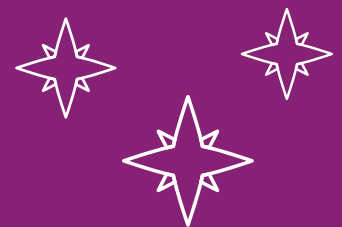
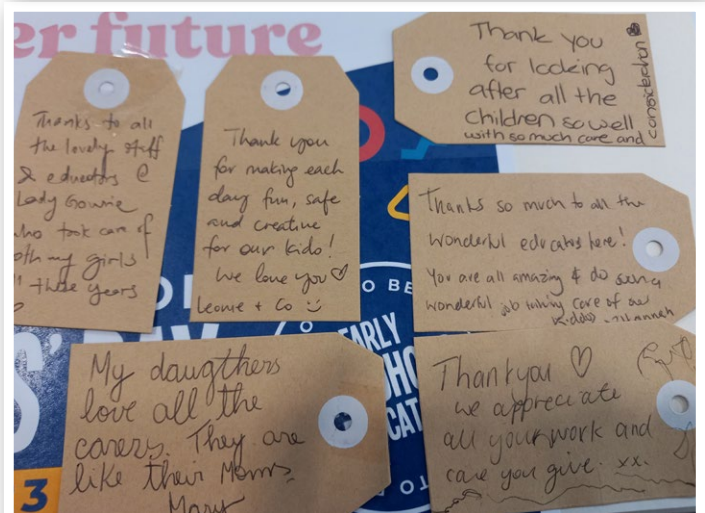
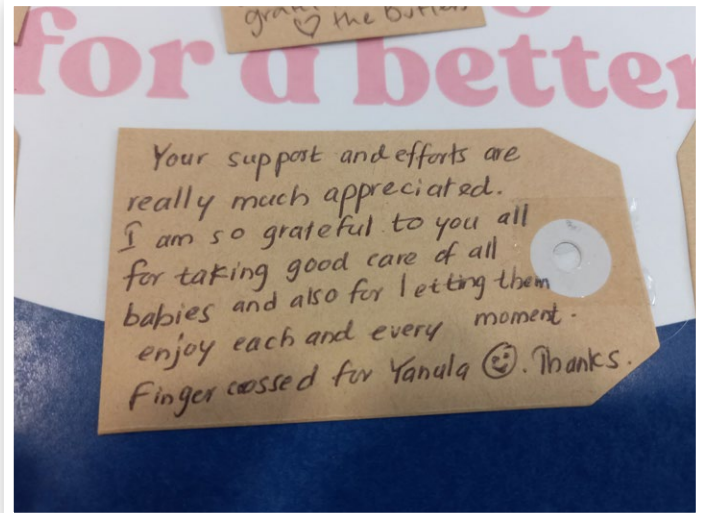
Whilst focusing on the importance of community, it would be remiss of me not to mention the recent Educator's Day celebrations at LGT. I was so proud to witness our entire community come together and thank everyone working in our Education and Care Services for the incredibly important work they do. The notes of appreciation from children and families on the pin boards were very much appreciated by our educators, so thank you to all families for taking the time to do this.

You will find in this newsletter tips for families about supporting children's understanding of diversity and inclusion, supporting conversations and celebrating diversity through the sharing of children's books, Science Week 2023 celebrations, children's play and learning experiences in our services, essential SunSmart reminders and a delicious mini quiche recipe – happy reading!

As always, please feel free to contact your Service Manager if you have any questions or require support with your children's education and care journey at LGT.

Until next time,

Mat Rowell
Chief Executive Officer



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 22nd December, 2023 and will re-open on Tuesday 2nd January, 2024.

From the General Manager Education and Care

'Educators...recognise that all children have the right to participate in inclusive early childhood settings, regardless of their circumstances, strengths, gender, capabilities or diverse ways of doing and being. They create inclusive learning environments and adopt flexible and informed practices, including making reasonable adjustments to optimise access, participation and engagement in learning' (The Early Years Learning Framework for Australia – V2.0, 2022)

Traditionally, the word inclusion has often been used in a way that represents the additional measures that are put in place to support a particular child with an additional need in Early Childhood, but the concept of inclusion at Lady Gowrie Tasmania (LGT) is much broader; recognising that all children have needs that need to be met in order for each child to feel safe, secure and supported. Recognising these needs is considered a foundation at LGT, with an understanding that high quality education and care can only happen when children feel a sense of belonging. Inclusive environments in early childhood services are those that support the participation, learning and development of all children, regardless of their abilities, backgrounds, preferences or needs and those which recognise and value diversity.

Inclusion is evident from the very first interactions that you have with LGT, when we ask families and carers to provide information about your child during our enrolment process, including their culture, languages spoken, medical conditions,

physical, social, cognitive and emotional needs, as well as family circumstances. The Education and Care team at LGT believe that children thrive when we work together through open communication and in partnership with their families to recognise and access the parents' knowledge about their child for shared decision-making. Working in partnership with families to gather this information helps us to understand the needs, interests, development, and goals of your child, and to begin to plan for how best to support their transition into our service. This information gathering will continue during your settle visits, where relationships begin to develop and the Service Manager and Educators work with you to establish a routine at the service that works for your child and family.

Inclusion is embedded in our service delivery and affects the decisions that we make throughout the service each day. Some of our inclusion practices are explicit and you will observe these during your time at our services. These practices include:

- Educators taking a consultative approach with families and other professionals to understand each child's strengths, interests, needs and goals. These strengths, interests, needs and goals will be evident in the planning of individual, small group and large group educational experiences for the group of children in each room and in the information shared with you on Storypark;
- Educators providing a wide range of learning experiences that cater for different learning capacities and styles and allowing children to choose their own experiences based on their interests and preferences;
- Educator teams organising and adapting the indoor and outdoor spaces, equipment, and resources to ensure they are accessible, engaging and safe for all children, and making adjustments as needed throughout the day based on their knowledge of the children in the room, as well as their professional understanding of education for young children;
- Educators encouraging and supporting relationship building amongst children, families and Educators, and fostering a culture of respect, collaboration and inclusion;
- Educators using a variety of teaching strategies such as scaffolding, modelling, feedback, and peer support to meet the educational needs and style of each child;



- Educators building each child's capacity and understanding of inclusion, encouraging them to become knowledgeable and confident in their self-identities, developing a positive sense of self-worth, and supporting children to learn to interact with others with care, empathy and respect; and
- Educators providing opportunities for children to experience and celebrate diversity amongst their peer group, and in the context of their local and service communities.

As Early Learning professionals, LGT Educators are also very reflective and regularly participate in room team meetings, whole team meetings and professional development sessions. These interactions with other professionals focus on monitoring and evaluating the effectiveness of the inclusive practices and making ongoing improvements of their teaching strategies based on feedback and evidence; reflecting on their own beliefs, values and attitudes and considering conscious and unconscious biases that may affect their practice and critically reflecting on how the educational program meets the needs, interests, and goals of children.

Educators are guided in their practice by the Early Years Learning Framework curriculum document to extend and enrich children's learning from birth to 5 years; drawing on robust Australian and international evidence that confirms early childhood is a vital period in children's continuing learning, development and wellbeing.

We look forward to continuing to work in partnership with you, your child's first and most influential Educator, towards the best start in life for your child.

Shanna Hughes
General Manager Education and Care

Sustainable Art Project at Fahan

During our winter vacation program, the children had the opportunity to contribute to a communal art project using recycled and donated fabric and wool. This linked into our sustainable ethos and repurposing of materials to create a beautiful artwork to display in our service. The children and educators discussed what the theme would be and how we could recreate our outdoor environment at Fahan. The children wanted to recreate the rivulet area that we play at daily, and we talked as a group about what this would look like.

The water, willow trees, flowers animals and man ferns were carefully drawn on to the fabric and then lots of cutting of wool and fabric of all different textures was enjoyed as the children extended on their creativity with the multitude of colours. All the children have continued this including the Pre-kindlers and the after school girls. Extending on their fine motor skills and hand eye coordination, as well as learning about design cooperation and planning have been positive outcomes of this project.

Our children are continually being offered a wonderful range of art experiences using a broad range of tactile materials. Early childhood is a time for developing conceptual thinking as it is a platform for later development of more complex concepts and ideas. Providing opportunities for children to explore and develop a range of learning and thinking skills compliments children's curiosity and strengthens their learning.

Lisa, Kelly, Vivienne, Moya and Hattie - Lady Gowrie Tasmania's Fahan Education and Care Team



Tassie Mums Donations

A huge THANK YOU to the Lady Gowrie Tasmania community for all your generous donations to our Tassie Mums campaign!

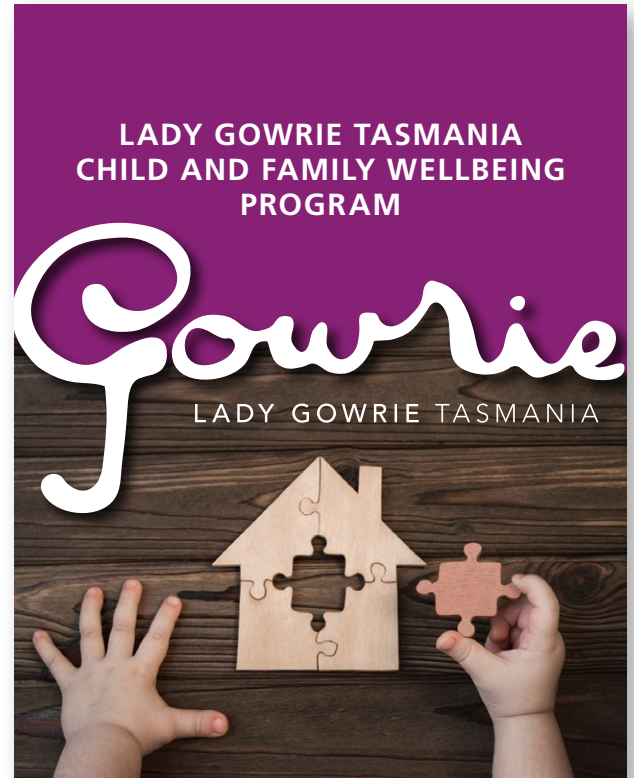
Mat Rowell, our CEO, recently had the great pleasure of handing over the donations to Tassie Mums. Laura Ship, our Facilities Manager, is also a volunteer for Tassie Mums so it was great to have Laura there to be part of the handover.

Clair Harris and Madeleine Glover, Co-Founders of Tassie Mums, were thrilled to receive the donations which included dozens and dozens of brand-new children's socks, underwear, drink bottles, nappies, pyjamas, bedding and other baby supplies. Also included were excellent quality second hand coats, books, toys, shoes, clothing and a car seat.

If you would like to learn more about the incredible work undertaken by Tassie Mums or become a volunteer, then please follow the link below:

<https://tassiemums.org/>

Thank you again - it is wonderful to know that so many Tasmanian babies and children in need will benefit from the overwhelming kindness and generosity of the LGT community.



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

'Inclusion works to the advantage of everyone. We all have things to learn, and we all have something to teach.'

HELEN HENDERSON

Penna Road Education and Care Service is Open!

Our Penna Road Education and Care Service welcomed children and their families for their first day on Monday 4th September, 2023. The children from the McGee Room from our Midway Point Education and Care Service transitioned smoothly across to Penna Road and immediately engaged in the natural elements and soft, welcoming aesthetics. The feeling was mutual with the educators who transitioned with the children, resulting in a happy, settled and engaging atmosphere for all.

Please enjoy this reflection of the first week shared by Crystal, the program's service Team Leader (following page):



'Children First'

What an amazing first week!

The children have thoroughly enjoyed exploring, discovering and navigating the new nature-based play environment with their peers. Nature-based play is when children are provided with the opportunity to engage in open-ended and unstructured play activities in outdoor settings where natural elements feature, such as logs, rocks and water etc.

Children who engage in nature-based play move in different ways to other types of play. They move in ways that promote their physical wellness. They are lifting rocks, they are climbing over obstacles and they are using their imaginations as they run through the nature-based play spaces.

The children have also been getting used to bringing their own lunchbox each day which has proven to be quite a novelty – with many wanting to eat their lunch the minute they arrive each day! We have also started to implement progressive mealtimes. This allows children to eat gradually throughout the day, or when they are hungry, rather than at set times. It also allows for uninterrupted period of learning and engagement for the children. Progressive mealtimes have given the children the opportunity to build their independence, autonomy and sense of agency.

We have also been very busy in our garden, filling our new garden beds with a vast range of seedlings. We are very excited to watch our garden flourish each day and can't wait until we can harvest and include our fresh produce into our meals. A huge thank you to the following people for contributing to our garden project:

- *Kristy (Maddison's mother) for gifting the beautiful indoor plants, the purple cauliflower and kale seedlings for our garden.*
- *Sorell Mitre 10 for donating a variety of seedlings for our garden*
- *Donna (Crystal's friend) for donating a vast range of seeds and indoor plants.*

Our incredible new nature-based service has created a wonderful space for children to openly explore their sense of wonder as well as provide a grounding environment in which the children are excited to attend each day. We have noticed in a short time that the children have already built on their problem-solving skills, focus, self-regulation, creativity, self-confidence and independence.

*As quoted by Frances, one of the children, -
"There's no jobs to do here, just play."*

Educators from Penna Road Education and Care Service



How will you science this National Science Week?



2023 National Science Week at University South

The children in the Waimea Room have shown a great deal of interest in dinosaur small world experiences. There have been many involved discussions on sizes, features and many age-appropriate interesting facts about dinosaurs. The children have used the dinosaurs in all areas of play, including craft, outside play and story time. The dinosaurs have often been found in the home corner either being cooked or the children cooking meals for them!

During 2023 National Science Week, the children participated in salt dough fossil making. The children started the day by finding natural resources in the playground followed by discussions about the features of the resources that they found. The question was asked - would the natural resources colour the salt dough when pressed into it?

Violet excitedly said, "I found one!" when she found a leaf and added it to the collection.

Once inside, the children were given a ball of salt dough, the collection of natural resources and the dinosaurs to create their own individual fossils.

Remy pushed a leaf lightly into the dough, "I can't see it" he said. "Maybe push down harder" an educator replied. After pressing more firmly, "I see it! I see it!" he shouted.

"Dinosaurs have claws", Flynn said about the dinosaurs.

During the activity, the children learnt that fossils are the remains of animals and plants from the past, and that they can be bones, teeth, shells, footprints, leaves or even feathers. They also learnt that they can be found in many places in the ground.

Once the salt dough fossils were cooked they were buried in the outside area to allow for an archaeology exploration. Shovels, paint brushes and tree limbs were used to exhumate the buried fossils.

It has been such a privilege to support the children's learning journey about dinosaurs and to observe their curiosity, joy and wonder as they discover more about the world around them.

**Educators from the Waimea Room at University South
Education and Care Service**



Supporting Children's Understanding of Diversity & Inclusion

1. Model Inclusive Behaviour

Children learn best from observing the role models around them. They are always watching, listening, and learning. It is not always easy, but it is important to *be the type of person* you hope your child becomes.

Examine your *personal beliefs and behaviours* and ensure that you are promoting the same values you would like your child to have.

Celebrate differences, use respectful language when talking about people from all backgrounds, and avoid reinforcing stereotypes. If you *treat all people with kindness and respect*, your child will too.

2. Build Self-Esteem and Empathy

To raise children who celebrate differences, work on fostering their self-esteem and empathy.

Children with high *self-esteem* are more likely to be accepting of others. Rather than following the crowd, they will stand up for what they believe is right. Give your children opportunities to feel capable and competent. Show through both words and actions that they are loved and valued.

Empathy is the ability to notice the feelings of others and imagine how it feels to be in their position or to see from their perspective. It is a cognitive skill that can be taught and developed in children.

3. Be Prepared to Answer Questions

Children are naturally curious, and they want to learn about the world around them. It is common for children to ask questions when they encounter someone with differences to themselves. Still, discussing differences can be challenging. Try these steps:

- *Talk about it openly.* Don't avoid the questions. Doing so indicates that it is not okay to talk about diversity, which may suggest there is something uncomfortable or bad about being different;
- *Ask them what they would like to know* or what made them think of the question;
- *Provide an honest answer* that is age appropriate; and

- *If you don't know the answer, don't be afraid to say so.* You can say, "I need to think about your question and tell you the answer later." Once you've gathered the information you need, go back to your child and say, "Let's talk about it."

5. Expose Children to Diverse Experiences and People

Exposure to diverse experiences and people normalises differences for children. It increases understanding and removes the confusion, fear, or "otherness" that often leads to prejudice.

Through *exposure and education*, you can teach your children to celebrate the diversity that enriches our world.

Facilitate experiences for your child to expand their life experiences including:

- Visiting museums and cultural institutions;
- Attending multicultural events in your area;
- Giving your children opportunities to be around people from diverse backgrounds; and
- Travelling to new and different places if possible.

We often live in communities or belong to social circles of people who look like us, believe in similar things, have similar jobs and incomes, etc. It is important to *actively push past your comfort zone* so children understand that there is no "one way" or "normal way" to be.

When you are at home, you can also engage in the following activities:

- Choose media that actively represents and celebrates diversity;
- Select dolls/toys of varying races and ethnicities;
- Find a pen pal from another country;
- Explore a globe and talk to your child about the many different places in the world;
- Read books that explore other cultures and ideas; and
- Read stories about interesting people and role models from different and diverse backgrounds.

Keep in mind that over-talking about the subject of differences and diversity can cause children to tune you out.

That is why naturally introducing (and celebrating) that everyone is different is a great way to raise an inclusive and accepting child.

6. Celebrate Diversity

While teaching children about differences, it is also important to *explore similarities*. Explain that although people are different, we all share the experience of being human. We all want to connect with other people and be loved, we all have hopes and dreams, we all experience mistakes and triumphs, and we all experience the same emotions. As the researcher and storyteller Brené Brown says, "We are all made of strength and struggle." In addition, it is not our backgrounds, appearances, or income that defines us. The way we *treat* others and the choices we make are far more important.

7. Read Diverse Children's Books

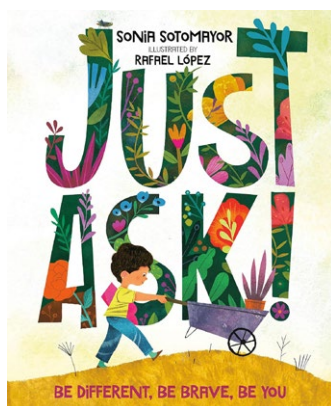
Sometimes, starting conversations with children about diversity can be tricky. We are not always sure if we are sending the right message or using the right words. Luckily, there are many children's books written for this exact purpose. See opposite for some fantastic children's books that will help children to understand diversity.

Once you get the conversation started, you will find that children are very open to accepting and celebrating diversity. All you have to do is plant the seed!

Article adapted from: <https://biglifejournal.com/blogs/blog/raising-inclusive-kids>

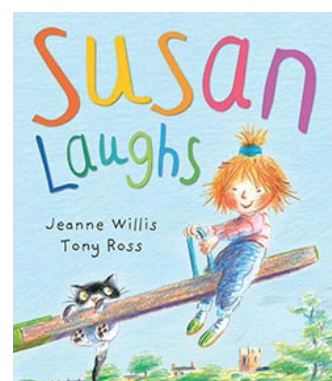
Celebrating Diversity through Children's Books

Sharing books together opens up new worlds for our children and can be a powerful tool for starting conversations with them about inclusion, diversity, respect and belonging.



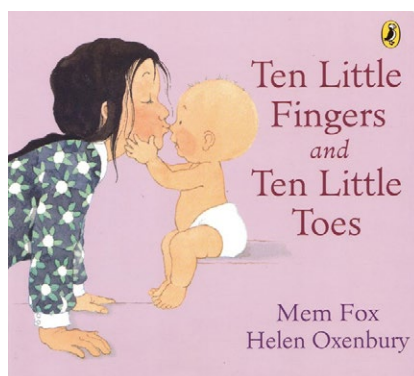
Just Ask!
by Sonia Sotomayor

A kind and caring book which celebrates the differences that make each of us unique and special.



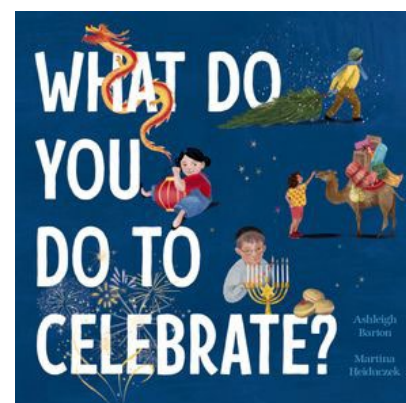
Susan Laughs
by Jeanne Willis & Tony Ross

This book is about helping children understand the similarities between children living with disabilities and those who are able-bodied.



*Ten little Fingers
and Ten Little Toes*
by Mem Fox

This book is a celebration of baby fingers, baby toes, the babies they belong to, and the joy they bring to everyone, everywhere, all over the world.



What Do You Do to Celebrate?
by Ashleigh Barton & Martina Heiduczek

This joyous book provides a fascinating look at festivities and traditions from all around the world. It explores the different ways we celebrate the close of one year and the beginning of another.

Sensory Play & Exploration at Gordon Square

At Gordon Square Education and Care Service we have recently been focusing on sensory play. Sensory play encourages learning through exploration, curiosity, problem solving and creativity.

In the Tamar Room, we made ooblek and coloured it blue to represent water to create a tuff tray farmyard for the children to immerse themselves in imaginary play. The children walked some of the land animals into the water to bathe them. They have also experimented with natural resources to create playdough creations, using different shapes and sizes.



In the York Room, we made slime in all different colours, placed it onto trays and the children explored the texture while mixing the colours together. Outdoors the children made ooblek and added food colouring. There was great excitement from the children as they ran their fingers through it and much intrigue as they observed the changing colours.



It is such a privilege to be able to support the children's learning about early scientific concepts and the world around them.

Educators from the Tamar and York Rooms at Gordon Square Education and Care Service

Sharing Culture & Cooking at West Launceston Preschool

At the beginning of term when families and children were asked which activities the children enjoyed at preschool the overwhelming response was – cooking!

Recently while reading the book, *This Is How We Do It* by Matt Lamothe, the children were interested to see the illustrations of the different kinds of food families eat around the world.

Our Educator, Blossom, is from India and she taught us how to make Naan bread. The children enjoyed exploring through their senses and shared cultural stories from times at home when they have cooked with their families as they measured, stirred, kneaded and cooked their bread. Together we shared stories, mixed, cooked and ate the delicious Naan bread.

Other cooking experiences that represent our children's cultural background have included scones flavoured with herbs from our garden and apple and cinnamon scrolls.

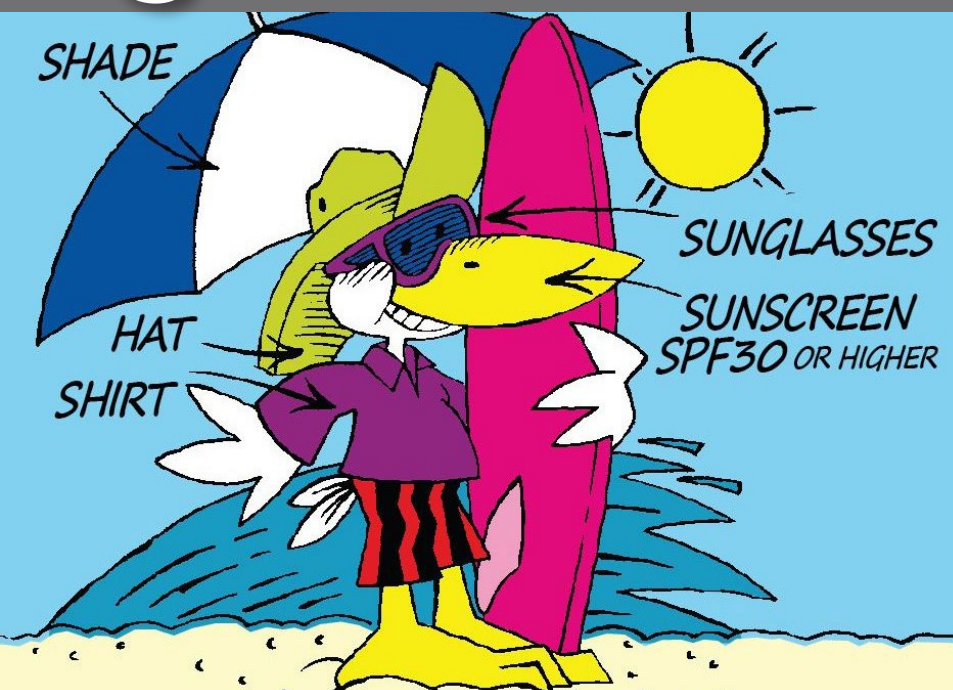
At our service we recognise the importance of connection and possibility, that the diverse culture and experiences of every educator, child and family are valued and respected through our genuine commitment to authenticate partnerships with our community.

1.2.9 Children the children were happy to approach a new situation with interests and confidence.

2.2.2 Children were excited to explore diversity in culture, heritage and families.

Educators from Pedder Education and Care Service





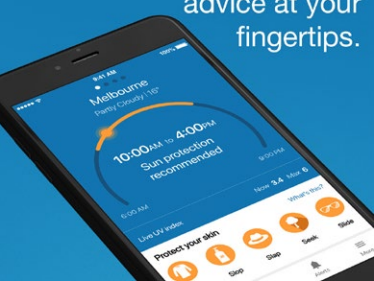
SunSmart Reminders

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

Free SunSmart UV App

UV radiation can't be seen or felt but is harmful on warm, sunny days and on cool, cloudy days too. SunSmart's free Global UV app puts sun protection advice at your fingertips, so you know when UV levels can damage your skin leading to skin cancer – wherever you are in the world.

The **SunSmart Global UV** app puts sun protection advice at your fingertips.



REMEMBER – 'WHEN THE INDEX HITS 3, COVER UP FROM UV!'

Download the new SunSmart Global UV app today: <http://bit.ly/3jia8Xe>

To learn more about sun safety for your family please visit: <https://www.sunsmart.com.au/>

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/>

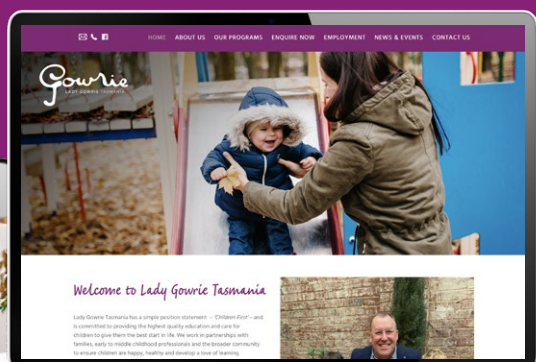
<https://mothenatured.com/nature-play/mud-play-for-kids/>



'Children First'

Follow Us: Social Media & Website

We encourage all families to follow our Facebook and Instagram pages to receive current announcements and the reflections, stories and photos from our services and programs. Please also 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.



Lady Gowrie Tasmania is a proud supporter and member of the B4 Early Years Coalition (B4). B4 is a movement for change to ensure every child in Tasmania is cared for and nurtured through the early years, no matter what.

To learn more visit: <https://b4.education.tas.gov.au/>



Mini Ham & Zucchini Quiches

Prep Time: 10 mins | Cook Time: 14 mins | Servings: 12

Making these simple quiches together is a great way to connect with your children and encourage children's intake of protein. Quiches are perfect for on-the-go snacks or school lunches.

Ingredients

- 2 sheet frozen puff pastry (defrosted)
- 1 zucchini (grated)
- 80 g ham (diced)
- 1/2 cup tasty cheese (grated)
- 4 eggs
- 1/2 cup milk

Method

1. Preheat oven to 210°C (190°C fan-forced);
2. Using a round cutter with an 8cm diameter, cut 9 circles from each sheet of pastry; Press them gently into the rounds of a patty-pan tray. You will either need two trays or to do this in two batches;
3. Distribute the zucchini, ham and cheese evenly into each pastry case;
4. Whisk eggs and milk in a jug and gently fill the pastry cases ; and
5. Bake for 14 minutes until puffed and golden.

Children might also like to experiment with this recipe using different ingredients, vegetarian fillings, gluten free pastry - the possibilities are endless!

Source: <https://www.kidspot.com.au/kitchen/recipes/mini-ham-zucchini-quiches-recipe/aygdka86>



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	6344 9993	pedder@gowrie-tas.com.au
University	6324 3731	uninorth@gowrie-tas.com.au
Swansea, Oatlands	6331 5106	oshcclusternorth@gowrie-tas.com.au

Outside School Hours Care Programs

Gordon Square ASC, VAC	6382 2445	gordonsquare@gowrie-tas.com.au
Launceston Preparatory School ASC	6331 5106 / 0438 109 367	oshcclusternorth@gowrie-tas.com.au
Norwood ASC, BSC	6331 5106 / 0438 109 367	oshcclusternorth@gowrie-tas.com.au
Mowbray ASC	6331 5106 / 0438 109 367	oshcclusternorth@gowrie-tas.com.au
Punchbowl ASC, BSC	6331 5106	oshcclusternorth@gowrie-tas.com.au
West Launceston ASC, VAC	6331 5106	oshcclusternorth@gowrie-tas.com.au
University North VAC	6331 5106 / 0438 109 367	oshcclusternorth@gowrie-tas.com.au
Youngtown ASC	6331 5106	oshcclusternorth@gowrie-tas.com.au

Occasional Care Program

West Launceston Pre-School	6331 5106	oshcclusternorth@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
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
Penna Road	6258 9103	pennaroadmanager@gowrie-tas.com.au
University	6226 2088	unisouth@gowrie-tas.com.au
Fahan, Richmond, South Hobart	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 BSC, ASC, VAC		
John Paul II ASC	Taroona BSC, ASC, VAC		
Lansdowne Crescent BSC, ASC, VAC			