



'FAMILIES MATTER' – in Greater Shepparton

Edition 4
August 2006

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NEW CHILDHOOD LEGISLATION

Welcome to Issue 4 of Families Matter. The momentum continues in the early childhood area. This year and next will see major changes in the child welfare area as the state government begins the roll out of 2 major pieces of legislation.

The "Child Wellbeing and Safety Act 2005" and the complementary "Children, Youth and Families Act 2005" will usher in a new era for workers in the early childhood field.

These acts replace and modernise the previous Children and Young Persons Act 1989 and Community Services Act 1970. The new legislation states as a guiding principle "the best interests of the child must always be paramount". Once implemented we should see interventions and subsequent actions being more strongly focused on what is best for the child, a streamlined planning process and consideration of the child's level of development and stability.

The Act strengthens early intervention, meeting the ongoing needs of the child and specifically recognises the importance of a stronger Aboriginal service response. Specifically building on aboriginal service capacity and strengthening cultural responsiveness.

The Act requires from us all a more "cultural and practice change" rather than imposing technical changes. Those involved in the Innovations Project will already be part of this exciting change process.

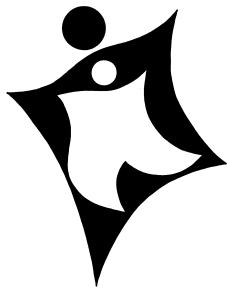
Feedback

While we enjoy putting this together we offer you the challenge to use this publication to publicise your services, events and items of interest to those working in this field. We would welcome your comments and invite some debate about topics of interest to professionals. Over to you!

Steve Dawkins
Manager Family and Children's Services

2007 KINDERGARTEN ENROLMENTS - REMINDER

A reminder to all parents and practitioners working with families with a child eligible for kindergarten next year to get their kindergarten enrolment form in ASAP. Enrolment forms are available from all local kindergartens and childcare centres or by contacting the Family and Children's Services Department at Council on 58 329 782.



Hume Region Parent Education Service

(Shepparton office)

Goulburn Valley Community Health Service

Background:

Hume Region Parent Education Service is one of nine Regional Parenting Services set up as part of the Victorian Parenting Initiative in 1998 and has close links with the Victorian Parenting Centre and Parentline.

The service is a partnership between Upper Hume Community Health Service at Wodonga, (servicing the east side of the region) and Goulburn Valley Community Health Service in Shepparton, (servicing the west side of the region), providing information and support to parents and carers of children 0 to 18 years of age as well as professionals working with families.

Focus (Parents and carers)

The Service is a preventative / early intervention service whose primary focus is the planning and delivery of evidence based parent education programs and workshops in community settings in partnership with Schools, Early Childhood Centres, Maternal and Child Health, Neighbourhood Houses and other family support agencies.

Parent Education Service staff also provide short intervention one to one consultations with parents and carers (over the telephone or face to face) on parenting related matters as well as linking parents and carers with other appropriate support services.

A parent resource library for the use of parents, carers and professionals working with families is also available and can be accessed by contacting the parenting service staff. Articles related to parenting are regularly prepared by Parent Education Service staff and sent out to schools across the west side of the region for inclusion in school newsletters.

Focus (professionals)

The service provides a point of contact for professionals working with clients who may have concerns in relation to their parenting. Secondary consultations, printed information and website locations on parenting related subjects can be provided on request.

Collaboration in planning and presenting parent and parent /child focussed workshops and programs as well co-facilitation with individual professionals to assist in developing skills in conducting parenting groups and workshops, (mentoring role) is also part of the service provided to professionals.

Parent Education Service staff organise professional development training opportunities for those interested in parent group facilitation and are available to provide workshops for professionals on issues related to parenting.

Contact Details

Meredith Plunkett and Joy Wakefield
Hume Region Parent Education Service (Shepparton Office)
Goulburn Valley Community Health Service
399 Wyndham Street (PO Box 1167)
Shepparton 3632
Tel: 58 233 200 Fax: 58 233 299
Email: prs@gvchs.com.au

KIWANIS SPECIAL NEEDS PLAYGROUP

This playgroup is now up and running and parents of children with special needs are encouraged to join Shanne (playgroup leader) **every Tuesday (school terms only) from 10.30am to 11.30am at the Kiwanis House Special Needs Centre, 38 Packham Street, Shepparton.**

The playgroup is a great opportunity for parents/carers to socialise with other parents and for children to play with others. Each playgroup session has a different theme and play activities are appropriate for children with special needs. Parents also have the opportunity to borrow resources and books from the Kiwanis House Special Needs Toy Library.

For more information about the playgroup please contact Elyse Graham on 58 221 230. The playgroup is supported by the Greater Shepparton Best Start Demonstration Project and Kiwanis House Special Needs Centre.

The logo features the word "Signposts" in a large, white, sans-serif font. Below it, the phrase "for building better behaviour" is written in a smaller, white, sans-serif font. The background is a solid teal color with a faint, repeating pattern of the word "Signposts" in a lighter shade.

VICTORIAN PARENTING CENTRE ANNOUNCES NEW STATEWIDE HOTLINE

Signposts Statewide, a program helping parents of children with developmental delay and intellectual disabilities manage difficult behaviour now has a new, centralised telephone hotline: 03 8660 3562.

Warren Cann, Director, Victorian Parenting Centre said today, "We are really thrilled to be able to provide this one-stop approach to accessing local support wherever parents who need this sort of specialised support might be located in Victoria.

"We recognise the stress and frustration faced by these families and streamlining our delivery of this critical program, throughout the state, eliminates the problem of trying to locate a service provider in their area.

"Signposts Statewide provides practical, commonsense strategies for parents to reward positive behaviour and change unwanted behaviour, and build a child's everyday living skills. In other words, we can help parents develop skills to manage difficult behaviour and prevent more serious problems developing later."

Signposts Statewide is an extension of the Signposts for better behaviour program funded by the Department of Human Services, Victoria, with local area coordinators operating throughout Victoria. Now more than 1000 practitioners have been trained to deliver the program locally in the different regions. Services offered by Signposts Statewide are free to parents and carers, and families may be eligible for grants to cover travel, child care and other costs involved in accessing the program.

Regional Co-ordinators work closely with existing networks of special schools and community service agencies that support families in areas such as case management, respite and foster care, early intervention, therapeutic services and recreation.

For more information, contact the **Signposts Statewide hotline on 03 8660 3562** or Email: signposts@vicparenting.com.au.

WORKING WITH CHILDREN CHECK - FOR VOLUNTEERS

The Victorian Government has introduced a new checking system which will affect some people who work or volunteer with children. The Working with Children (WWC) Check helps to protect children from sexual or physical harm by checking a person's criminal history for serious sexual, violence or drug offences and findings from professional disciplinary bodies. The introduction of the WWC Check creates a mandatory minimum checking standard across Victoria.

Who it involves

If you are an existing employee, new employee, volunteer or self-employed person who undertakes child-related work you may need a WWC Check. If you are an employer, agency or volunteer organisation that employs people in child-related work, and that work usually involves (or is likely to involve) regular, direct contact with a child where that contact is not directly supervised, you will need to ensure that any of your employees or volunteers who are required to obtain a Check do so.

WWC for Volunteer Parents and Close Relative of the child

- If a parent is involved in an activity at their child's school/club etc and their child ordinarily participates in that activity, then this parent is exempt from the WWC. *For example, if a parent is a sport coach for a team in which their child participates (even on days that the child is absent), then this parent will not require a WWC. However, if this same parent wishes to coach another team where their child is not involved – the parent will require a WWC.*
- A parent that falls into the above category can still apply for a WWC if they wish.
- Relatives of the child – (i.e. if they are closely related, e.g. grandparent) can also be exempt from the WWC check if the child is involved in the activity.

Difference between a Police Check and WWC

- A WWC check does not replace a police check
- The WWC check only investigates relevant checks that are mentioned in the Act. For example, sexual offences/related and other disciplinary actions taken on a person by the Victorian Institute of Teaching.
- Unlike the police check, the WWC does not look for theft and fraud/related offences. A police check looks for all offences
- The WWC Check is monitored on an ongoing basis
- A WWC Check is valid for 5 years
- The WWC Check is free for volunteers and costs \$70 for others
- The WWC Checks for existing volunteers involved in out of school activities should be conducted between July 2006 and Dec 2007. New volunteers can get a WWC done starting July 2006.

WWC Forms

- WWC forms are numbered and they are only available from authorised post offices and upon direct request through the WWC team at Dept of Justice.
- Organisations can order these forms in bulk for their paid/unpaid employees by contacting the WWC on 1300 652 879

For more information go to www.justice.vic.gov.au/workingwithchildren



WHY IS HIGH-QUALITY CHILD CARE ESSENTIAL? THE LINK BETWEEN QUALITY CHILD CARE AND EARLY LEARNING

Below is an insert of a recent article from Canada which examines the link between high-quality child care and early learning outcomes. Published in the ECA Web Watch newsletter, Issue 10, July 2006.

In Canada today, there are over 2 million children under the age of six. Two-thirds of these children have a mother who works. The most recent Statistics Canada figures on working mothers show that women with children under the age of three are participating in the paid labour force in ever-increasing numbers, rising from 28% in 1976 to 63% in 2003. The percentage of women with children between the ages of three and five in the paid workforce in 2003 was even higher, at 69%. The majority of these working mothers depend on child care—on non-parental care either informally in the child's home (by a grandparent or a nanny, for example) or in someone else's home (by a relative, friend or paid child-care provider in an unregulated family child care), or formally in a child-care centre or regulated family child-care environment where caregivers provide both care and education.

The Elements of Quality Child Care

Children can experience high-quality child care in any type of child-care setting: at home, in a child-care centre or a family child-care home. High-quality child care begins by protecting a child's health and safety, but goes much further to provide an experience that actively supports the child's development. Research tells us that the following characteristics are fundamental to high-quality care:

A high adult-child ratio: The fewer children under one adult's care, the better. A high adult-child ratio is associated with closer attachment between the child and the caregiver, and to children who are more considerate and less aggressive towards other children. A high adult-child ratio—ideally, 1:3 for children under 2 years, 1:6 for children aged 2 to 3 and 1:8 for preschoolers—is also linked with children being more independent when they reach grade one, with better cognitive development, communication and social skills. Children who attend child-care centres with higher adult-child ratios also see themselves as more competent.

Small group sizes: Small group sizes are associated with children who are more cooperative, less hostile and better behaved than children in larger groups. The children in small groups also talk and play more with other children and score higher on tests of social ability and readiness to read.

Post-secondary training/education: Child-care providers with college diplomas or university degrees in early-childhood education are more responsive to the needs of the children in their care. Their training helps them to provide the children in their care with activities that are both stimulating and appropriate to their levels of development; as a result, the children under their care score higher than others of the same age on standard tests of language development.

A positive care provider–child relationship: When child-care providers spend a lot of time with the children, are sensitive and responsive and actively interested in them and encourage them to talk, the children; are more engaged with the world around them; spend less time in aimless wandering; and have higher levels of language development and play.

Well-defined spaces: Children thrive in settings where there are clear boundaries between group space and activity areas, whether indoors or outside. Well-defined spaces are associated with positive interactions among children and between adults and children, and are associated with more time spent exploring the environment.

Well-structured, well-planned curricula: Children like routine and respond well to a familiar daily schedule. Children who attend child care that provides organized and age-appropriate activities—while offering children the chance to pick and choose what they want to do—score higher on cognitive and language tests and show greater levels of creativity. Children who are asked to do things that are not appropriate to their age or stage of development are likely to show higher levels of stress.

Significant parental involvement: A good relationship between a child-care provider and a parent—where each respects the other, there is good two-way communication and the parent is involved as a partner in the child's care—helps the child-care provider to interact more with the child and the child to interact better with other children.

PRINCIPLES FOR FATHER-INCLUSIVE PRACTICE IN EARLY INTERVENTION AND FAMILY-RELATED SERVICES

Below is an insert taken from an article published in the ECA Web Watch newsletter, Issue 9, June 2006.

Support for the inclusion of fathers in early intervention services comes from a number of approaches. The Principles of Father-Inclusive Practice presented on The Family Action Centre: The University of Newcastle Australia website <http://www.newcastle.edu.au/centre/fac/efathers/includingfathers/> provide a challenge to all services supporting families.

PREMISE: Fathers are important for the well-being of infants and children.
Father-inclusive practice contributing to an inclusive and just society will feature:

Principle 1: Father Awareness

Services develop an understanding of the role and impact of fathers including separated fathers, father figures and stepfathers. Organisations and services recognise the current nature of fatherhood is shaped by role socialisation, biology and gender construction.

Principle 2: Respect for Fathers

Services engage with fathers as partners in change with respect for their experience, gifts and capacities as fathers. Organisational policies, service information and advertising include specific references to and engage fathers as important participants in their families and in the lives of their children.

Principle 3: Equity and Access

All fathers have equal and fair access to the support provided by high quality family services regardless of income, employment status, special educational needs or ethnic/language background. As part of service provision fathers are invited to seek equity with other parent in their joint parenting responsibilities.

Principle 4: Father Strengths

A strengths-based approach recognises fathers' aspirations for their children's well being and the experience, knowledge and skills that they contribute to this well being. This principle also acknowledges that many fathers have unrealised capacity to contribute positively to their children and that services have a role in inviting fathers to work towards change both in their own family role and with other fathers.

Principle 5: Practitioners' Strengths

The existing skills, knowledge and special qualities of the staff for working with fathers are acknowledged. A strengths based approach recognises that female and male staff have the capacity to develop the skills, knowledge and attitudes for father work.

Principle 6: Advocacy and Empowerment

Services aim to empower fathers to develop their capacity rather than focus on interventions that try to prevent them from doing harm. The beginning of empowerment is to understand and value the experience of fathers and the constructions which shape their lives. Advocate for fathers in order to overcome the personal, community and societal barriers that exist to men becoming positive fathers.

Principle 7: Partnership with Fathers

Services aim to work in partnership with fathers and their families to build on their knowledge, skills and abilities and to help fathers enhance their positive roles with their children and as part of families. This principle also acknowledges and honours the role of mothers and others who care for children.

Principle 8: Recruitment & Training

Appropriate training, credentialing and professional support for staff is a foundation for quality father-inclusive service provision. Services build strategies for recruiting and retaining a qualified, diverse, mixed gender workforce and for ensuring that a career in family-related service provision is satisfying, respected and financially viable for both males and females.

Principle 9: Research and Evaluation

Research and evaluation of services should specifically measure father engagement and outcomes relating to this engagement. Where services involve children, women and families, gender based analysis should be used to monitor and evaluate father involvement.

THE 'MOST SIGNIFICANT CHANGE' METHOD AND ABORIGINAL BEST START

The statewide Best Start evaluation of the first two Aboriginal Best Start sites is proceeding a little differently to that of the mainstream sites, in recognition of the following distinguishing features:

- The necessary full involvement and appropriate representation of the Aboriginal communities.
- The generally higher level of needs and barriers in those communities compared to mainstream projects.
- The generally higher proportion of community development work required to achieve the aims of Aboriginal Best Start.
- The greater scope of service innovation and reconfiguration most likely required to address communities' needs.
- The lack of reliable pre-existing data for Indigenous populations, at the local level, for most indicators.
- The recognition that any evaluation work should entail reciprocal benefits for the communities involved in the evaluation i.e. that the communities also gain from the evaluation as a knowledge producing process.

The Most Significant Change (MSC) method involves community members as well as service providers in collecting stories about relevant changes that occur during the life of a project or program. These story collections are in turn a vehicle for constructive ongoing dialogue between stakeholders about program development, enabling a continuous improvement process.

Through MSC the evaluation team expects to gather in-depth information about the perceptions and experiences of community members and other stakeholders over time as the Aboriginal Best Start strategies are implemented and improved. More importantly for the participating communities, MSC in this context also operates as a kind of 'action research' or 'empowerment evaluation' tool that enables direct community input to service and strategy development through the continuous feedback loop inherent in MSC processes. Community members also gain experience in the practice of research, and the communities gain the product of their own research as well.

MSC is not expected to wholly replace more traditional data collection methods such as questionnaires and service contact data if they are useful and relevant. Locally generated indicator data obtained with the collaboration of local services can still be used to provide baseline and monitoring information; and continued data collection could be of future value to the communities and their service providers.

Please note that the method of MSC is not 'fixed': it can and should be modified to suit the host community and the program being evaluated so that it works the best it can in a given situation. One of the greatest strengths of MSC is the constructive dialogue that develops through implementing the method.

Background to MSC

MSC has been used around the world in different cultures and languages to help international aid organisations monitor and improve their programs.

MSC in brief

- 1. Deciding what you want to collect stories about** - you collect stories about where you want to see change, or expect changes should be happening, in relation to the goals and objectives of your program and Partnership.
- 2. Collecting stories** - stories can be collected from anyone involved, or anyone who should be involved but isn't, or anyone with a contribution you think is valuable.
- 3. Discussing and selecting stories and feedback to the communities** - there needs to be a panel of people who meet regularly to discuss the stories
- 4. Feedback to the evaluation team** - periodically – selected stories along with the Partnership's and/or communities' reasons for selection would be passed on to the evaluation team

Acknowledgements

MSC was developed by Rick Davies and Jess Dart. See *The 'Most Significant Change' (MSC) Technique: A Guide to Its Use*. This full publication can be downloaded free of charge from:

<http://www.mande.co.uk/docs/MSCGuide.htm>

CONFERENCES, WORKSHOPS AND TRAINING CALENDAR

Positive Parenting Program

For parents and carers of toddlers and pre-schoolers

At times we all struggle in our role as parents. Come and join the group and look at some strategies to help build healthy happy families and enhance your relationship with your children.

The course will be run as 5 two hour sessions on a Tuesday evening.

Topics include:

- Building positive relationships
- Teaching new skills and promoting positive behaviour
- Managing misbehaviour
- Planning ahead/family survival tips
- Parent self care
- Individual parenting strategies.

Venue: The Hub Maternal Child Health Centre, 11 Morrell Street, Mooroopna

Starting Date: Tuesday August 1st 2006

Time: 7pm until 9pm

Cost: \$20.00 per person / \$25.00 per couple
(This covers the cost of one workbook and supper)

Facilitators: Joy Wakefield and Chris Widdicombe

Bookings are essential as places are limited

To Book: Contact Reception at Goulburn Valley Community Health Service, 399 Wyndham St. Shepparton.

Telephone: 58 233 200

For more information contact Meredith or Joy on 58 233 200

A partnership of the Greater Shepparton MACH Service and Hume Region Parent Education Service

MANAGING CULTURAL DIVERSITY

Playgroup Leader training

This interactive workshop will provide participants with cross-cultural training, explore culture, address cross-cultural issues and how to deal with them short-term as well as provide helpful tips regarding cross-cultural communication. At the conclusion of the workshop, participants will be able to define culture and be able to effectively overcome cross-cultural issues.

The workshop will also provide an opportunity to discuss the Muslim culture.

Date: Thursday 17th August

Time: 9.30am to 12 noon

Venue: Board Room

Greater Shepparton City Council, Welsford Street, Shepparton

Cost: Free

Facilitator: *Sigrid van Fondern*

For bookings please contact Belinda Whitelaw on 58 329 790 by Thursday 10th August 2006.

CONFERENCES, WORKSHOPS AND TRAINING CALENDAR CONTINUED.....

GREATER SHEPPARTON BEST START FORUM

'Celebrating the first 3 years'

An opportunity for early childhood professionals to hear and learn from the Greater Shepparton Best Start Demonstration Project experience

Wednesday 30th August

10.15am to 5pm

(Registration commences at 9.45am)

**Tuscan Room
Shepparton Club
455 Wyndham Street
Shepparton**

Keynote Speaker: Dr Sharon Goldfeld

Child Health Policy Advisor
Statewide Outcome for Children
Office for Children

*Supported by Greater Shepparton City Council and Department of Human Services
Registration form attached*

Teaching Strategies and Behaviour Support - Autism / Asperger's Syndrome

For teachers/assistants, families, service providers and therapists

Date: Friday 11th August

Time: 10am to 3pm (doors open at 9.30am)

Venue: The Shepparton Club, 455 Wyndham Street, Shepparton

Cost: \$90 for professionals

\$55 parents of ASD children

(includes morning tea and lunch)

Facilitator: Sue Larkey – International Author, Autism Spectrum Specialist, Teacher

For a registration form please email secretary@secretary.com.au or phone 0433 660 379

Playgroup Training

4 modules conducted by Playgroup Victoria

1. Running an Effective Playgroup – Tuesday 10th October, 10.30am to 12 noon
2. Play at Playgroup – Tuesday 10th October, 1pm to 3pm
3. Guiding Children's Behaviour at Playgroup – Wednesday 11th October, 10am to 12 noon
4. Health and Safety Issues – Wednesday 11th October, 1pm to 3pm

This training is free but places are limited so please contact Belinda Whitelaw on 58 329 790 or email belinda.whitelaw@shepparton.vic.gov.au to register.

Venue for all modules is the Greater Shepparton City Council, 90 Welsford Street, Shepparton. Lunch is included for those completing a full day (2 modules).

CONFERENCES, WORKSHOPS AND TRAINING CALENDAR CONTINUED.....

EARLY CHILDHOOD AND CHILD PROTECTION WORKING TOGETHER

You are invited to an interactive session run by Andrea Griffin, Unit Manager of Child Protection in Shepparton and Kate Brett, Children's Services Adviser. Andrea will address your questions and give an overview of the procedures needed to be followed when dealing with children involved with Child Protection and Kate will discuss how the procedures fit with the Act and Regulations. The session will be held **Monday 4th September from 6.30pm to 7.30pm** (venue and registration information to follow). For more information please contact Kate Brett on 5832 1500.

GREATER SHEPPARTON CITY PROFILE

As provided by the Outcomes Branch DHS for Best Start sites. Full 1 page report available from Belinda Whitelaw.

Population

- The 2004 total population of Greater Shepparton Local Government Area (LGA) was 60,025.
- The Department of Sustainability and Environment projects the 2020 population of Greater Shepparton LGA will reach 73,151.
- There are 7,658 children aged 0 to 8, comprising 12.8% of Greater Shepparton's total population. This compares with 11.3% for Victoria as a whole.
- There are approximately 1,601 people of Aboriginal and/or Torres Strait Islander origin in Greater Shepparton, making up approximately 2.8% of the area's population.

Socio-Economic

- The Australian Bureau of Statistics' 2001 Index of Relative Socio-Economic Disadvantage (IRSED) for Greater Shepparton was 976.7. A lower score indicates a higher level of disadvantage. This compares with the State IRSED of 1016.
- Greater Shepparton was ranked 9 out of the 78 LGAs in Victoria on the IRSED. A rank of 1 was assigned to the most disadvantaged LGA.
- Based on the 3rd Quarter of 2005, the unemployment rate in Greater Shepparton was 6.7%, compared to 5.5% for Victoria as a whole.

Language/Cultural Background

- 10.3% of Greater Shepparton's population were born overseas, compared to 23.3% of Victoria as a whole.
- Of those born overseas, 43.3% speak only English and 40.2% speak English "well" or "very well".
- 14.9% of those born overseas speak English "not well" or "not at all", this compares to 13.6% of all Victorians born overseas.

Families

- There are approximately 6,577 families with children aged 15 and under in Greater Shepparton.
- 78.2% of the 6,577 families are couple families, compared with 80.6% of all families with children aged 15 and under in Victoria.
- 21.8% of the 6,577 families are one-parent families, compared with 19.4% of all families with children aged 15 and under in Victoria.

NEWSLETTER INFORMATION AND CONTACTS

Do you have information to contribute to the Greater Shepparton Family & Children's Services Newsletter? It could be an upcoming conference, staff movements, funding opportunity or anything to do with family and children's services. If so please send it through to the contact person listed below.

Contact person – Belinda Whitelaw, Best Start Service Development & Resource Officer
58 329 790 or email belinda.whitelaw@shepparton.vic.gov.au
Next edition due – October 2006
Due date for articles – 21 September 2006



Greater Shepparton Best Start Forum

Wednesday 30th August
10.15am to 5pm
(registration starts at 9.45am)

There is no cost to attend this forum

Registration Form

Name: _____

Organisation: _____

Position: _____

Postal Address: _____

Phone number: _____

Fax number: _____

Email: _____

Special dietary needs: _____

Please return this registration form by **Wednesday 23rd August** to:

Belinda Whitelaw
Greater Shepparton City Council
Family & Children's Services
Locked Bag 1000
SHEPPARTON 3632

Or fax to Belinda Whitelaw on (03) 58 311 987

Forum and registration enquires: Belinda Whitelaw, ph (03) 58 329 790