

# Penong Primary School

## Newsletter

Term 2, Week 6, 4th June 2026



### SPECIAL POINTS

- Welcome
- Term 2 update
- Student Interviews
- SAPSASA football
- Simultaneous Storytime
- Student Interviews
- Reconciliation Week
- End of Term 2
- Walk to School Day
- Governing Council
- Garth & Max visit
- Behaviour Management Policy
- Preschool News

*We are a NUT AWARE School. We encourage that you do not send nuts to school.*

*Our school is on Wirangu land and we acknowledge the traditional owners of this country, the nations first people. We recognise their continuing connection to land, water and the community. We pay respect to them and their culture and to elders both past and present.*

Welcome parents and caregivers to our Week 6, Term 2 newsletter.

It is hard to believe that we have reached the halfway point of the term. It is great to reflect on our achievements over these last five weeks.

There have been some fabulous efforts being put in by some of our students and this certainly pleasing to see.

Children have been striving to display our school values, **Respect, Achievement & Community**.

We have continued to focus on being the best we all can be and trying hard.

On a personal note I would like to share with everyone that I will be taking long service leave during week 7/8/9 this term. Miss Di Girolamo will be acting principal during this time. Mr Clarke & Miss Nicola Williams will be backfilling in the classroom for Miss D.

Classes will continue to function as normal. I will be back on deck for week 10.

Thank you

Mrs Murray

### Welcome

We would like to welcome and introduce you all to a new temporary member of staff. Ms Nicola Williams.

Nicola has become available to support our school in the capacity of Temporary Relief Teacher. It has been fabulous to have her join the team and we look forward to working with her into the future.

**WELCOME TO  
PENONG SCHOOL  
NICOLA**

### SCHOOL VALUES

Respect - Community - Achievement

### SAPSASA Football

Last week Koby spent time in Adelaide with his Mum and Dad attending SAPSASA football. This was Koby's second year to have been chosen. He and his team played really well and won 7 games out of 9. A fabulous achievement which saw the team finishing equal 2<sup>nd</sup> over all for the competition.

Koby gave it everything and we are really proud of him.

He is an excellent representative for our school. Well Done Koby



### Simultaneous Story Reading

National Simultaneous Story reading was held last week on Wednesday 27<sup>th</sup> May. All the children were involved in exploring the story "Luna Roo" by Adam Jackson, Adrian Lloyd & Jake A Minton.

Some fun learning activities followed.

Thank you to

Ms Ettridge & Mr Clarke for making this event happen.

Our lucky prize winners were: Jace & Siena.



### **Student Interviews**

During the last few weeks staff have been involved in conducting student interviews as part of our school learning plan cycle of inquiry.

The children were asked to share their thoughts on things like: What they are learning? How do they feel about their learning? What do they think about school? How are they going in maths? etc. We talked about feedback and children's strategies when they get stuck. Wellbeing is one of our focus impact areas and together this information of *Student Voice* is very important.

The responses have been analysed and staff will plan accordingly. Thank you to those staff who assisted in this important collection.

### **Reconciliation Week**

National Reconciliation Week is a time for all Australians to learn about our shared histories, cultures and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia.

Reconciliation, in simple terms for kids, means working together to be friends again. In a broader context, particularly in Australia, reconciliation refers to the process of bringing indigenous and non-indigenous Australians together, recognising their history and working towards a future of equality and understanding.

The National Reconciliation Week 2026 theme "All In" reflects the ongoing connection between, past, present and future. It calls on all Australians to step forward together to look ahead and continue to push forward. As a school we celebrated and acknowledged Reconciliation Week with our wonderful Scotdesco visit. Everyone thoroughly enjoyed themselves and had numerous opportunities experiencing painting, pottery and the Scotdesco environment. We thank all the Scotdesco community members for hosting this fantastic day.

### **Visitors**

Over the last couple of weeks, we have had a number of visitors from the LET team in Port Lincoln. Emily Seaman (Early Childhood) visited our preschool and spent time working with Tricia on planning and programming.

Tammy Williams and Leonie Shelly spent time with Miss D & I working through our School Learning Plan Implementations cycle, giving us direction into the future. These opportunities are very valuable for staff.

### **End of Term Arrangements**

On the last day of this term, Week 10 Friday 3<sup>rd</sup> July we will be holding an end of term assembly and afternoon tea at 2pm

Parents and caregivers are invited to attend.

We will be farewelling Ms Hazel Nielsen at this event.

We look forward to everyone joining us.

**TERM 2**  
**ASSEMBLY**

Friday 3<sup>rd</sup> July  
@ 2pm

*Thank you to all our  
Governing  
Councillors for their  
continued support*

*Day of Local  
Significance  
School Closure*

*Friday 5<sup>th</sup> June 2026*

### **Training & Development**

Over the last weeks various training and development have occurred across the school.

Tricia Shipard has been working with Early Years consultant David Gikes, who shares strategies on the developmental culture of learning in Preschools.

Last week Miss D & I attended the Far West Partnership/Portfolio leadership training in Ceduna. This included attending the Ceduna Reconciliation breakfast and official addresses. We also visited Koonibba Aboriginal School, which was a wonderful experience. The major working theme was Reconciliation, Equity and Impact.

### **Governing Council**

Governing Council met recently, general topics for discussion included:

- New Playground
- Front Fence
- School Resource Plan
- SunSmart Shade
- Camps & Excursions
- Student Surveys
- Behavior Management

As always thank you to everyone for their contributions to the meeting.

### **School Closure**

As everyone is aware tomorrow, Friday 5<sup>th</sup> June is our school's day of local significance. Our school will be closed for everyone. Monday 9<sup>th</sup> June is the Kings Birthday giving everyone a well-deserved 4 day break

Please travel safely and have a wonderful family time.

### **Koonibba Launch**

Today our children had the opportunity to visit Koonibba Aboriginal School and engage with Australian Astronaut and 2026 Australian of the Year Katherine Bennell-Pegg.

It was a wonderful opportunity for our children and we look forward to hearing about their day.



## **June**

Ms Davies  
Jace  
Ella

## **July**

Trey  
Blake  
Keenan  
Albert  
Louis  
Lilly

### Walk to School

Our Annual Walk to School Day was held on Friday 22<sup>nd</sup> May.

All our students were engaged in the walk down the main street with the focus on children being healthy, confident and safe as they make their way to school.

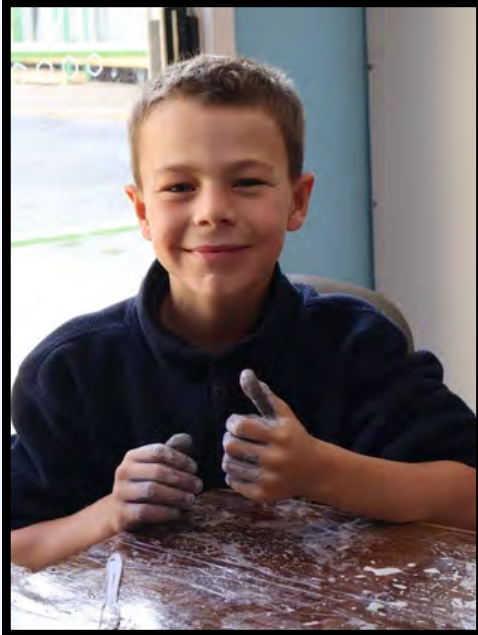
Road safety, whether you are on foot as a pedestrian, riding your bike or in a car or bus is important that everyone knows and follows the rules.

Thank you to those families who joined us.









Reconciliation week

Respectful  
good

Positive

Cheerful Helpful



Responsible  
Trustworthy  
Sharing  
Caring  
Fair  
Truthful  
including  
forgiving  
Supportive  
strong  
Leadership  
working  
together  
Happy  
nice  
kind  
Thoughtful  
useful  
Thankful

By Caleb Hardy



Be helpful to others • trustworthy  
Be a leader to others • Never give up • choose to be good • work together • you are unique • include people • Be kind • never judge



Reconciliation

Be yourself good choice Responsible

Siena-

By Siena Scott



*Garth and his dog Max are walking around Australia unsupported and unaccompanied raising money for Act for Kids, Brain Foundations and Mates 4 Mates. It was great to have Garth & Max call into the school and meet the children.*



# GARTH & MAX

### **Incentive Program**

As part of our Behaviour Management Positive Behaviours Policy, staff have developed a whole school incentive program.

Students behaviour is recorded in classes and if students are displaying consistent medium level behaviours, they receive a mark against their name.

Staff will notify families when their child reaches the danger zone (3 marks against their name) to ensure that all children are supported by families and school staff in making positive behaviour choices.

Five marks against a child's name will result in a child being excluded from incentive activities, and will be expected to attend school on these days.

Our Term 2 Incentive is an excursion to Fowlers Bay on Thursday, week 10. Please contact the school if you have any questions related to this issue.

### **Behaviour Management Policy**

Staff have been working on our updated Behaviour Management Policy (available on our website).

Governing Council has approved this policy and staff have now active in implementing that. The following are key points from the policy:

- At Penong Primary School, we are committed to providing a safe, respectful and inclusive learning environment where students, staff and families feel valued and supported.
- We see behaviour education as an opportunity for valuable social learning as well as a way to strengthen student engagement, wellbeing and academic success.
- Our Behaviour Management Policy is based on the principals of Positive Behaviour for learning.
- To support every student to be a successful learner and positive member of our community, Penong Primary School has the following values in place, to be explicitly taught, modelled, practised and acknowledged:
  - Respect
  - Community
  - Achievement
- We achieve this by establishing clear expectations, rules, rewards and consequences that are consistently communicated and understood by all.
- Positive feedback and reinforcement are regularly provided to acknowledge and celebrate students demonstrating positive behaviour.

Both classes also use a whole-class reward system to foster teamwork, responsibility and positive behaviour choices.

Please find attached two charts which explain low, medium and high behaviours and how these will be dealt with.

Inappropriate behaviour may affect children's opportunity to engage in our school incentive program. Parents will be made aware of this. If you have any questions please don't hesitate to contact the school

**STEP SYSTEM:**

The Step System provides a consistent, whole-school approach to behaviour management in both classroom and yard settings. It ensures that behaviour is addressed fairly, restoratively, and in a way that supports student growth and responsibility.

**Yard behaviour**

**Step 1 – Reminder (Low-Level Behaviour)**

**Examples:** Arguing about game rules, running out of bounds, unsafe play.  
**Response:** Student provided with gentle reminder and redirection with a choice given by the teacher.



**Step 2 – Reset (Persistent Low-Level Behaviour)**

**Examples:** Ignoring reminders, ongoing unsafe play.  
**Response:** Student seated in an alternative space for a short time (e.g. bench in shaded area) for a reset.



**Step 3 – Yard Time-Out (Low-Medium-Level Behaviour)**

**Examples:** Deliberately excluding others from games, repeated unsafe play with equipment  
**Response:** Student remains on the bench/ in the office for the remainder of the break or until the teacher/ leader is confident they can join in play appropriately.



**Step 4 – Principal Intervention (High-Level Behaviour)**

**Examples:** Threatened violence, physical fighting, rudeness, defiance, bullying.  
**Response:** Student escorted to front office for a restorative conversation. Parents contacted by principal. Restorative plan to be completed by student. Behaviour recorded on EMS.



**Step 5 – Serious or Ongoing High-Level Behaviour**

**Actions:** Take Home (parents expected to collect child ASAP)  
Internal Suspension (student in front office all day)  
Suspension (up to 5 days) or Exclusion  
A compulsory re-entry meeting is required with family and student following a suspension.

**Classroom behaviour**

**Step 1 – Reminder (Low-Level Behaviour)**

**Examples:** Distracting others from teaching/learning e.g. inattention, off task, swearing (non-targeted).  
**Response:** Student provided with gentle reminder and redirection with a choice given by the teacher.



**Step 2 – Reset (Persistent Low-Level Behaviour)**

**Examples:** Ignoring reminders, continued distraction.  
**Response:** Several reminders from the teacher. Student seated in an alternative space (e.g. office) for a reset.



**Step 3 – Buddy Class / Office (Low-Medium-Level Behaviour)**

**Examples:** Non-compliance, inappropriate language.  
**Response:** Student completes work in buddy class/office. Reflection before re-entry.



**Step 4 – Principal Intervention (High-Level Behaviour)**

**Examples:** Threatened violence, physical fighting, rudeness, defiance, bullying.  
**Response:** Student escorted to front office for a restorative conversation. Parents contacted by principal. Restorative plan to be completed by student. Behaviour recorded on EMS.



**Step 5 – Serious or Ongoing High-Level Behaviour**

**Actions:** Take Home (parents expected to collect child ASAP)  
Internal Suspension (student in front office all day)  
Suspension (up to 5 days) or Exclusion  
A compulsory re-entry meeting is required with family and student following a suspension.



# Penong Primary School

## EXAMPLES OF BEHAVIOUR AND LEVELS

LOW	MEDIUM	HIGH
<p><b>Who is involved?</b> Teacher &amp; Student</p> <p><i>Examples of behaviours can include:</i></p> <ul style="list-style-type: none"> <li>• Behaviour typically impacting own learning</li> <li>• First time behaviours</li> <li>• Not engaging in learning</li> <li>• Leaving room without permission for no more than 5 minutes</li> <li>• Breaking class or yard rules</li> <li>• Off task behaviours</li> <li>• Refusal</li> <li>• Swearing (not targeted)</li> <li>• Non-compliance with reasonable instruction</li> </ul> <p><b>Responses</b> <i>In class strategies:</i></p> <ul style="list-style-type: none"> <li>• Reset in class</li> <li>• Reset in buddy class</li> <li>• Reset in office</li> <li>• Tactical ignoring</li> <li>• Forced choice</li> <li>• Whole class conversations to unpack</li> <li>• Managed at the classroom level by the teacher</li> <li>• Managed in the yard by the yard duty teacher</li> <li>• Teacher judgement for consequence</li> </ul>	<p><b>Who is involved?</b> Principal / Leadership Leadership, Student &amp; Parent</p> <p><i>Examples of behaviours can include:</i></p> <ul style="list-style-type: none"> <li>• Repeated low-level behaviours</li> <li>• Behaviour that impacts on the learning of others or the teacher's ability to teach</li> <li>• Accidental injury to another student</li> <li>• Minor harassment (racial, sexual, homophobic, religious, disability)</li> <li>• Verbal violence (including swearing and derogatory terms or spreading rumours)</li> <li>• Interfering with the teaching and or learning</li> </ul> <p><b>Responses</b></p> <ul style="list-style-type: none"> <li>• EMS behaviour log to be completed</li> <li>• Parents must be contacted by teacher (via phone or email)</li> <li>• Loss of play</li> <li>• Finishing work at break time (not whole class)</li> <li>• Moving seats</li> <li>• 1:1 discussion with student</li> <li>• Complete work in the office instead of class</li> <li>• Buddy class (once)</li> <li>• Referral to leadership if needing additional support (behaviour referral)</li> <li>• Banning from areas in the school for following breaks</li> <li>• Whole class conversations</li> <li>• Student to complete restorative reflection (a copy to be sent home)</li> </ul>	<p><b>Who is involved?</b> Principal / Leadership Leadership, Student, Parent</p> <p><i>Examples of behaviours can include:</i></p> <ul style="list-style-type: none"> <li>• Repeated medium behaviours</li> <li>• Violence with intent to hurt and harm</li> <li>• Violence with difference in age</li> <li>• Serious harassment (racial, sexual, homophobic, religious, disability)</li> <li>• Leaving school grounds</li> <li>• Leaving the room without permission for over 5 minutes</li> <li>• Bullying (including cyber)</li> <li>• Deliberate property destruction</li> <li>• Problematic sexual behaviour</li> </ul> <p><b>Call for behaviour support</b></p> <p><b>Responses</b></p> <ul style="list-style-type: none"> <li>• Leader lead (teacher informed and updated of process &amp; outcomes)</li> <li>• Student completes restorative reflection</li> <li>• Suspension</li> <li>• Take home</li> <li>• Restorative conversations and template/making amends</li> <li>• Class evacuation</li> <li>• Parents must be contacted by leader (via phone and email)</li> </ul>





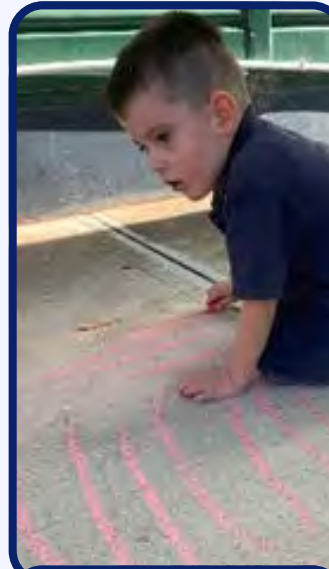
# Preschool News

Week six already!

We have had a couple of busy weeks with really great attendance, this always makes kindy days more exciting for everyone with lots of activity and diverse play. The boat has been popular with the kids, catching sharks at Fowlers Bay and taking turns to drive the boat as well as lots of chalk drawing and experimenting with wet chalk and if it is very wet Kora tells me it is sticky! All this wonderful play has been a way to increase our vocabulary by using words such as enormous, gigantic, sticky, straight, curved etc, etc.

We have also been engaged in Reconciliation Week with some learning about our nature and different native animals. We took an interest in platypuses from the Aboriginal book we read called 'Bush Bubs', we found that they lay eggs!! We also had a great time playing and making tracks in the red sand from Central Australia. We have a busy end of term coming up and I am looking forward to a visit from the Responsive Relations ladies in week 8 where we will discuss ways that I am implementing the 'RR' program at kindy.

Trica





# From Mrs Murray



**3-6 Class**

*Well done to Archer for excellent creative writing about an unlikely friendship.*

**-Achievement Value-**

**R-3 Class**

*Well done to Ella for fantastic effort in telling time to the minute.*

**-Achievement Value-**



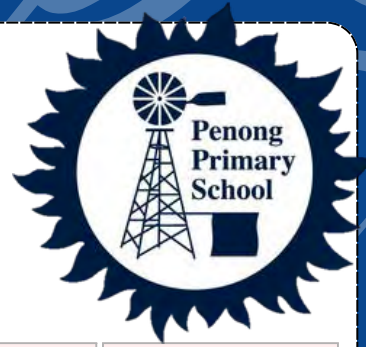
**Kindy**

*Well done to Loki for great Mark Making on the white board.*

**-Achievement Value-**



# PENONG PRIMARY SCHOOL



WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 April	27	28	29	30	1
2 May	4 Student Free Day	5 BookFair	6 BookFair	7 BookFair	8 SAPSASA Netball trials
3	11 Student Free Day	12	13 CAFS Nurse	14	15 Newsletter
4	18	19	20	21	22 Walk to School Day
5	25 SAPSASA Football	26 SAPSASA Football	27 Simultaneous Story Time SAPSASA Football	28	29
6 June	1	2 Scotdesco Excursion	3	4 Koonibba Excursion	5 Day of Local Significance, School Closure Newsletter
7	8 Kings Birthday Public Holiday	9	10 CAFS Nurse	11	12
8	15	16	17	18	19
9	22 SAPSASA Netball	23 SAPSASA Netball	24 SAPSASA Netball	25	26 Newsletter
10 July	29	30 Road Safety Talk 12-1pm	1	2 Fowlers Bay Excursion, Incentive Program	3 Last Day of Term 2pm dismissal



# Community News

## Point Sinclair Cleaning Roster

June - Tony Dunn, Carli & AB Blanchard

July - Blake Murray / Peter Dobbins / Bianca W

## Uniting Church Cleaning Roster

June - Sisca Seiffert

July - Karen Murray



### UNPLUG & PLAY: MOVE EDITION

Providing families & youth a safe space to move, play and connect.

- Basketball Ceduna Area School - GYM
- Soccer 3:00pm to 4:30pm
- Badminton Every Sunday
- Tag Ages 7+ (to be supervised)

Proudly Sponsored by:

For more information contact Tiana Mullan 0401012949

## South Australian Diphtheria Outbreak Immunisation Schedule

Category	Cohort/Risk level	Recommendation	Vaccines
National Immunisation Program (NIP) Commonwealth funded	6 weeks up to less than 10 years (Infant and Childhood Schedule)	DTPa at 6 weeks, 4 months, 6 months, 18 months, 4 years <i>Catch up until under 10 years</i>	Infanrix® hexa or Vaxelis® Infanrix® or Tripace® Infanrix® IPV or Quadrace®
	Adolescents (School Immunisation Program)	Single dTpa dose (routinely at 12 years) <i>Catch up until under 20 years</i>	Boostrix® or Adacel®
	Pregnancy	Single dTpa dose from 20 weeks gestation every pregnancy <sup>1</sup>	Boostrix® or Adacel®
Outbreak program Funded	All Aboriginal people aged 10 years and above	Single dTpa dose if fully vaccinated and more than 5 years since last dose <i>Give primary course if indicated<sup>2</sup></i>	Boostrix® or Adacel®
Contacts <sup>3</sup> Funded	High & Medium Risk contacts <sup>3</sup>	Additional DTPa or dTpa dose if more than 12 months since last dose <i>Give primary course if indicated<sup>2</sup></i>	Infanrix® or Tripace® (child) Boostrix® or Adacel® (adult)
	Low risk contacts <sup>3</sup>	Additional dTpa dose if more than 5 years since last dose <i>Give primary course if indicated<sup>2</sup></i>	Boostrix® or Adacel®
Healthcare & frontline workers <sup>4</sup> Funded	Healthcare & frontline workers who work in, or have regular contact with people from program priority areas as published on the SA Health website <sup>4</sup>	Additional dTpa dose if more than 5 years since last dose <i>Give primary course if indicated<sup>2</sup></i>	Boostrix® or Adacel®

Vaccines to be ordered through the Vaccine Distribution Centre (VDC) using the appropriate category (NIP or state funded)

<sup>1</sup> Can be given earlier in pregnancy if high/medium risk contact.

<sup>2</sup> Give 3 doses of dTpa (age-appropriate formulation) with a minimum interval of 4 weeks between doses if no history of a receipt of a primary course  
Note: Australian Immunisation Register (AIR) verification of the primary course is not required.

<sup>3</sup> Contacts identified as per the appropriate contact management table:  
SA Health - Diphtheria Contact Management - Respiratory Diphtheria or SA Health - Diphtheria Contact Management - Cutaneous Diphtheria

<sup>4</sup> Healthcare workers who have direct patient care, emergency and essential service workers (police, paramedics, first responders), education and corrections staff, community service workers with direct community contact, cleaners/staff who have regular contact with contaminated surfaces, linen and wound dressings, laboratory staff handling specimens.

# Diphtheria (outbreak response) Immunisation Program

## Healthcare Professional Fact Sheet

Diphtheria is a throat and nose infection, or skin infection that can cause severe complications including breathing difficulties, heart failure, nerve damage and death. Even with treatment, 5-10% of unvaccinated people with respiratory diphtheria will die.

Symptoms of diphtheria include:

- Sore throat
- Swollen neck glands
- Discharge from the nose
- Chronic, non-healing skin sores

Diphtheria is suspected when a white or grey membrane is seen on the back of the throat, or over a skin sore, and is confirmed following swabbing and laboratory testing.

The funded Diphtheria (outbreak response) Immunisation Program is in response to increasing notifications of diphtheria in Aboriginal communities since October 2025. As of May 2026, there have been more than 150 cases notified nationally, which is the highest annual total since notifications began in 1991.

Vaccination against diphtheria is effective at preventing severe disease. Vaccines to protect against diphtheria have been safely used in our immunisation programs to protect young children, teenagers and pregnant women against diphtheria for many years.

Diphtheria (outbreak response) Immunisation Program priority areas include:

- Anangu Pitjantjatjara Yankunytjatjara (APY) Lands
- Oak Valley
- Yalata
- Ceduna (and surrounds)
- Oodnadatta
- Coober Pedy

Healthcare and frontline workers include:

Workers who have direct patient care, emergency and essential service workers (police, paramedics, first responders), education and corrections staff, community service workers with direct community

contact, cleaners/staff who have regular contact with contaminated surfaces, linen and wound dressings, laboratory staff handling specimens.

**High and Medium Risk Contacts:** as identified in the SA Health – Diphtheria Contact Management Table.

Vaccines

Combination diphtheria-tetanus-pertussis vaccines will be used.

Individuals aged less than 10 years will receive either:

- Tripace® (Sanofi-Aventis Australia) or Infanrix® (GlaxoSmithKline Australia).

There is no diphtheria vaccine for use in infants less than 6 weeks old.

Individuals aged greater than 10 years will receive either:

- Boostrix® (GlaxoSmithKline Australia) or Adacel® (Sanofi-Aventis Australia).

These diphtheria containing vaccines can be co-administered with other vaccines. Most side effects are mild and only last a few days. Common reactions such as soreness at the injection site, a mild fever or feeling tired and unwell begin within a few hours and go away within a few days.

The vaccine will be offered free of charge to:

- Aboriginal people 10 years and older who have not had a diphtheria-containing vaccination in the past 5 years
- Healthcare & frontline workers who work in program priority areas, as well as those who work with remote visitors from these priority areas to Adelaide, Port Augusta, Port Pirie and Whyalla if more than 5 years since their last diphtheria containing vaccination.
- High and medium risk contacts who have not had a diphtheria-containing vaccination in the past 12 months.
- Low risk contacts who have not had a diphtheria-containing vaccination in the past 5 years.

Vaccine ordering and program staging

Vaccines for the Priority 1- Population-wide vaccination response APY Lands, are ordered through the usual process with SA Health, Northern Territory (NT) Health and Nganampa Health Council (NHC).

Vaccines for the Priority 2: Population-wide vaccination response – beyond APY Lands, immunisation programs offered through routine providers such as GPs, Aboriginal Community Controlled Health Organisations (ACCHOs) and regional pharmacies. Healthcare and frontline workers have access to the program through local services such as Local Health Networks (LHNs) or SA Ambulance Services (SAAS). Vaccines can be ordered through the SA Health Vaccine Distribution Centre (VDC) usual process by using the appropriate vaccine ordering category (NIP or state funded).

Communicable Disease Control Branch  
Department for Health and Wellbeing  
Phone: 1300 232 272  
Email: [cdcb@sa.gov.au](mailto:cdcb@sa.gov.au)

Date published: May 2026





# Community News

**YADU HEALTH**  
Aboriginal Corporation

## Elder Care PROGRAM

### INFORMATION SESSION

*Come for a cuppa and yarn about Elder care!*

**WHEN**  
 **THURSDAY**  
**2ND JULY**  
11AM – 2PM

**WHERE**  
 **MINT BUSH GALLERY & CAFE**  
1 McKenzie Street, Ceduna

**Enjoy a cuppa, connect and yarn about Elder care.**

*Learn about:*

- ✓ Elder care programs and services
- ✓ Support available for you and your family
- ✓ Connect with the Elder care team

*A warm invitation to all Indigenous community and homelands residents over the age of 50.*

*We're here to support our Elders and community.*

FOR FURTHER INFORMATION PLEASE CONTACT THE **ELDER CARE TEAM**  
 (08) 8626 2540

**Elder Care Support**  
Community-led Pathways to Care



# Community News



## Food Support for Families



Foodbank SA & NT's Food Hubs are open in multiple locations in South Australia and the Northern Territory. These Food Hubs provide low cost staple foods including free fruit and vegetables, pantry foods, meat, frozen goods, personal hygiene products and household cleaning products.

Follow the steps below to access:

**Step 1** Obtain referral. Once your school or education site has provided you with an online referral, you can access our food relief services at any of our Food Hubs in South Australia and the Northern Territory.

**Step 2** Bring your referral and ID to one of our Food Hub Locations during opening hours to do your shop.



**Scan here to view Food Hub locations!**  
Scan to view all of our Foodbank Food Hub locations, referrers, and opening hours.

Foodbank SA & NT | 08 8351 1136 | [foodbank.org.au](http://foodbank.org.au)

**Ceduna Food Hub**  
2 McKenzie Street, Ceduna  
Mon & Fri: 9.30am-1.30pm  
Wed 9.30am - 4.00pm  
Ph: 08 8625 3918



## FREE Dental for Children!

Did you know eligible children (0 to 17 years of age) can receive up to **\$1158** of basic children's dental services over two consecutive years at no out of pocket expense to parents!

Regular dental check-ups are very important to your child's future smile, health and well-being.

If you haven't scheduled a dental check-up recently, for you and your children, be sure to give us a call today!

At Ceduna Dental, we are passionate about helping your family grow a bright and healthy smile, assisting you in developing and maintaining positive oral health habits. **Call us today on (08) 8626 2134 to book an appointment and check your child's eligibility.**



**3 Eyre Highway**  
Ceduna SA 5690  
(08) 8626 2134  
[admin@cedunadental.com.au](mailto:admin@cedunadental.com.au)