



Kaurna Plains School R-12

Strength Through Learning • Taingiwilta Tirkanthi-arra

NEWSLETTER #4 Term 1, Week 9 2026



Diary Dates

TERM 1

Week 10

- **Monday 30 March – Thursday 2 April**
One Plan Meetings
- **Friday 3 April**
Public Holiday (Good Friday)

Week 11

- **Monday 6 April**
Public Holiday (Easter Monday)
- **Thursday 9 April**
Community Breakfast & Assembly
- **Friday 10 April**
Sports Day & Last day of Term 1



TERM 2

Week 1

- **Monday 27 April**
First day of Term 2

Niina Marni

Naa Marni,

The past two weeks have held deep significance for Kaurna Plains School and our community as we recognised **Harmony Day**, **Closing the Gap Day**, and our ongoing commitment to **anti racism**. Harmony Day, first introduced in Australia in 1999 to coincide with the United Nations International Day for the **Elimination of Racial Discrimination**, reminds us of the importance of inclusivity, belonging, and celebrating the rich cultural diversity within our school. Closing the Gap Day calls us to reflect on our shared responsibility to improve outcomes for our children, families, and community, and to strengthen the partnerships that guide this work. Together, these events reinforce our school's commitment to creating a culturally safe, respectful and equitable learning environment where every student's identity is valued and every voice is heard.

There has been a lot happening at our school recently, but the installation of new **football goals** and the relocation of the **soccer goals** has generated the most excitement. It's wonderful to see students from all year levels enjoying the oval. Ngaityalya to Tom Guerin and Bec Fidock for organising the purchase and installation so promptly for our students.



Last week we celebrated a very successful **Governing Council Meeting** where our biggest issue was a space big enough to host our families. A great problem to have! Ngaityalya, to Tahnee and Josh for accommodating us in the Tailored Learning space. We now have a full quorum for our Governing Council. Great conversations were had and I am extremely excited about the year ahead as a team.

Our team consists of:

Chairperson - Michelle Kells

Secretary - Katherine Henry / Natalea Jenkins

Finance - Rebecca Fidock

Principal - Cinzia Greco

Staff Representatives - Natasha Trestail, Jason Kah

Student Representatives - Eli Stone, Jordan Koenig, Milah Kalms and

Tyla Young-White

(continued over)



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Cooperation Organisation Respect Kindness Acceptance

Niina Marni - Principal's Message (continued)

Community Members - Eunice Bartlett, Alison Dennee

Parent Members - Megan Hickman, Lyn Liddle, Vicki-Joy Walker, Kiarra Drowley, Trent Baldwin.

We are pleased to share that the **Administration building refurbishment** is almost finished, and we hope to move in by the end of Term 1. We appreciate your patience and support for our front office team as they manage the move and settle into the new space. Thank you for continuing to use our beautiful wetlands as the school entry and exit during this time. Your cooperation has been greatly valued.

Thank you to all educators and co-educators for providing excellent **teaching and learning opportunities** for our students. We continue to prioritise the needs of our students and are committed to putting the right supports in place to achieve the best outcomes.



Marni padni,

Cinzia Greco, Principal

Deputy Principal Update

Attendance

In particular, Primary have increased their overall attendance which is amazing.

- Current R – 12 Attendance Rate 70.6%
- Current Primary Attendance Rate 73.2%
- Current Secondary Attendance Rate 69.2%



We are looking forward to celebrating attendance growth in our Week 11 Community Breakfast and End of Term Assembly, Thursday 9 April from 8.30am.

One Plan Yarns

We look forward to yarning with families next week about your child's learning and their goals. If you have not booked in a meeting time, please do so via the Sentral Parent Portal, the front office or the class teacher.

Morning & Afternoon School Routines

As our school continues to grow, with larger spaces and more students, we need to introduce some Consistent Predictable Routines for our entry to and from school.

One particular point of disruption is early pickups. Students are involved in vital learning and routines until 3pm and it's important that they remain in class to engage in this. If there is a medical appointment, please arrange early pick up with the class teacher prior to the day.

From Term 2, we will no longer be able to support pick ups between 2.45 – 3.00pm unless it is an emergency or has been organised beforehand.

Our Frog Families will communicate with the class teacher around their pickup routines. We understand this has impacts to your routines and we thank you for support in this space.

For our Secondary students, we are making the New Build and Ninja Playground out of bounds in the morning. Unfortunately, with large numbers of students, the yard duty is not big enough to cover the areas. Students are asked to visit Breakfast Club, hang out on the green benches or visit the calendar. They can walk up when the bell goes to meet their

teachers at homegroup.

Ngaityalya,

Aunty Natalea, Deputy Principal



Kaurna Plains School R-12
Strength Through Learning • Taingiwitja Tikantih-ara

Morning and afternoon routines at KPS

Before School

8.30am: Gates open

Frogs	Primary	Secondary
<p>Frogs' students can:</p> <ul style="list-style-type: none">• Drop their bags, check into the Frog pond and put lunch box /communication books in dedicated spaces.• Visit Breakfast Club• Frogs to enter through the yard gate where hand over can happen with Aunty Wendy and Aunty Rachel.	<p>Primary students can:</p> <ul style="list-style-type: none">• Hang their bags• Visit Breakfast Club• Sit on green benches	<p>Secondary students can:</p> <ul style="list-style-type: none">• Visit Breakfast Club• Sit on green benches

No children on the playground equipment before school. New Build out of bounds.
All students are to remain within school grounds once they have entered.

After School

3:00pm: Dismissal

- All children to be picked up at 3.00pm at the front of the school. If you need an early pick up, please inform staff.
- There is to be **NO EARLY PICK-UP between 2.45 – 3.00pm** for any student unless arranged prior with staff.
- Frogs Families to make arrangements with class teacher.

Cooperation Organisation Respect Kindness Acceptance

Engagement and Wellbeing Leader

Harmony Week

Monday 16 - Sunday 22 March 2026

Harmony Week is the celebration that recognises our diversity and brings together Australians from all different backgrounds.

It's about inclusiveness, respect and a sense of belonging for everyone.



The International Day for the Elimination of Racial Discrimination (IDERD)

Saturday 21 March

While Harmony Week celebrates Australia's rich cultural diversity, it is also important to focus on the urgency of combatting racism whenever and wherever it arises. In the spirit of the 2024 Multicultural Framework Review's findings and recommendations, we encourage everyone to observe and acknowledge IDERD.

Kaurna Plains celebrated Harmony Week with a whole school CORKA celebration. On Friday 20 March, all students participated in 10 activities, including; weaving, yarning, henna, sports, music, jewellery making, face painting and biscuit making. It was a huge hit with the students.

Thanks so much to all staff and special guests for organising the activity stations!



Uncle Tom



Kaurna Language with Uncle Antony

Taikurtirna, naa marni (Family, how are you all?)

These last few weeks have been really busy and a bit crazy, but we've had a lot of fun along the way too.

In Kaurna language, we've moved from learning traditional and modern greetings into introductions. The students have made solid progress and they suggested that families might like to have a go as well. You can use the simple template below to write your own introduction at home.

Kaurna	Meaning
Ngai nari _____ , _____, _____	My name is _____, _____, _____ (first name, birth order name, last name)
Ngai _____-unungku	I am from _____
Ngai _____	My cultural identity is <i>(see chart below)</i>

Birth order	Male name	Female name
1	Kartamiru	Kartanya
2	Warritya	Warryyu
3	Kudnuitya	Kudnartu
4	Munaitya	Munartu
5	Midlaitya	Midlartu
6	Marrutya	Marruartu

Cultural identity	Person	Male	Female
Kaurna	Kaurna miyu	Kaurna yarli	Kaurna ngangki
____ (Nation, eg Ngarrindjeri, Narungga, Koori etc)	____ miyu	____ yarli	____ ngangki
Aboriginal (Indigenous)	Yaitya miyu	Yaitya yarli	Yaitya ngangki
Non-Aboriginal or Non- Indigenous	Pinti miyu	Pinti yarli	Pinti ngangki

If you need further help, our birth order name comes from our mother's side. They depend on gender identity and birth order. For example, if a boy has an older sister, he is still Warritya (second born who happens to be a boy).

Throughout the term, we've been mixing up our learning in different ways. Students have been creating signage for around the school using common daily greetings, building 3D number and colour charts, and exploring language through hands-on and creative activities.

Next, students will be sharing their learning by creating their own board games or simple children's books to help teach younger students Kaurna greetings, introductions, numbers, and colours. We're really looking forward to seeing their ideas come to life and sharing these with community.

Ngaityalya, Nakutha (thank you and see you again).

Uncle Antony

Aunty Leayshia

Keep Reading Over the Holidays

With Easter and the school holidays coming up, it's a great time to relax, spend time together and keep reading. At Kurna Plains School, we know our KPS kids learn best through connection... with family, with stories and with each other. Reading, talking and sharing stories at home is a powerful way to keep that connection strong. Reading at home doesn't need to feel like hard work. Even 10 minutes a day of reading, talking or playing with words can make a big difference.

For some children, reading can be tricky, so keep it simple, positive and short. The goal is to keep books, words and conversation part of daily life.

Simple ways to support at home:

- Read a little each day (books, comics, recipes, signs... it all counts)
- Talk together about your day, what you see, or what might happen next
- Read with your child and let them join in where they can
- Keep it positive and praise effort

Some things to try when reading with your child:

- Look at the pictures first and talk about what the book might be about
- Ask questions like, "What do you think will happen next?"
- Talk about new or tricky words
- Ask your child to retell the story in their own words
- Notice rhyming words or repeated parts in the story
- Let your child read some parts and you read some parts together

Families can also build language through simple games... these can be played anywhere, whether you're at home, out on Country, or spending time with family.

Easy games to build language:

- I Spy (use sounds, colours or clues)
- Sound Hunt (find things that start with the same sound)
- Finish the Sentence ("At Easter I might see...")
- Categories (name animals, foods, colours)
- Story Talk (retell a movie, book or outing)

For older students: Reading is still important. This might look like:

- Reading for 10 minutes a day
- Taking turns reading together
- Reading things they enjoy (sport, music, recipes, online info)
- Talking about what they've read

If your child doesn't love books, that's okay... the most important thing is keeping them engaged with words and language in ways that feel meaningful to them.

A little bit often is enough. These small moments really add up.

Aunty Leayshia



Aunty Stacey

The Year 7 students recently had the valuable opportunity to buddy up with Aunty Kellie's class for a special watercolour painting session. Demonstrating responsibility and leadership, the Year 7s guided their younger peers through the process, sharing knowledge they have learnt. The activity fostered a strong sense of community and cultural connection, as students worked together respectfully and creatively.

Aunty Stacey



Wakwakanarlu Wangkanthi – Student Voice

Closing the Gap Excursion

Last Thursday, Wakwakanarlu Wangkanthi (Student Voice) attended the Closing the Gap event at Wayville Showgrounds. It was an amazing experience. Our students got to explore the different stalls and participate in various activities such as football, virtual reality, photo booths and painting. A few of our reps even got up with Uncle Moogy to participate in the opening performance. Thanks to Uncle Antony and Aunty Helena for organising and for Uncle Michael, Uncle Kieran and Aunty Tameeka for supporting the students on the day.



Online Forum

Last Monday, Wakwakanarlu Wangkanthi reps in Years 3-12 attended an online forum with over 100 schools in South Australia. The online forum was about a research project that started last year around learning mode versus performance mode. As we were new to it, we were a little confused to start with. But once we got into the activities, we started to explore the different ways we learn and what we would like to do better. We even had some brave volunteers share back to the other schools. The Student Voice reps will be working on this new learning in their meetings and will start to share with their classes in Term 2. Well done to the reps for trying a new experience and doing an amazing job at engaging.



Aunty Nat



Aboriginal Education

Closing the Gap Day at the Adelaide Showgrounds

Students from Student Voice recently had the opportunity to attend Closing the Gap Day at the Adelaide Showgrounds, a meaningful event focused on promoting equality, opportunity, and stronger futures for Aboriginal and Torres Strait Islander peoples.

Throughout the day, students engaged in a range of cultural activities,

performances, and interactive experiences that celebrated identity, connection, and community. The event provided a powerful platform for learning, allowing students to deepen their understanding of the importance of Closing the Gap and the role each of us plays in creating positive change.

A highlight of the day was the opportunity to connect with community organisations and leaders who are working to improve outcomes in education, health, and wellbeing. Students were inspired by the stories shared and the strong sense of pride and resilience demonstrated across the event.

Attending Closing the Gap Day reinforced the importance of respect, inclusion, and ongoing commitment to reconciliation. It was a valuable experience that encouraged reflection, learning, and a shared vision for a better future.

We are proud of the way our students represented the school and engaged so thoughtfully throughout the day.

Together, we continue to learn, grow, and close the gap.

Nunga Tag

Nunga Tag isn't just a game — it also represents belonging, resilience, and the strength of Aboriginal culture. While playing Nunga Tag, students demonstrated incredible sportsmanship, encouraging one another and embracing the spirit of unity.

Power Cup

The Power Cup is more than just a competition — it encourages students to set goals, work collaboratively, and develop leadership skills both on and off the field. Throughout the event, our students showed determination, respect, and pride, representing our school with outstanding sportsmanship.

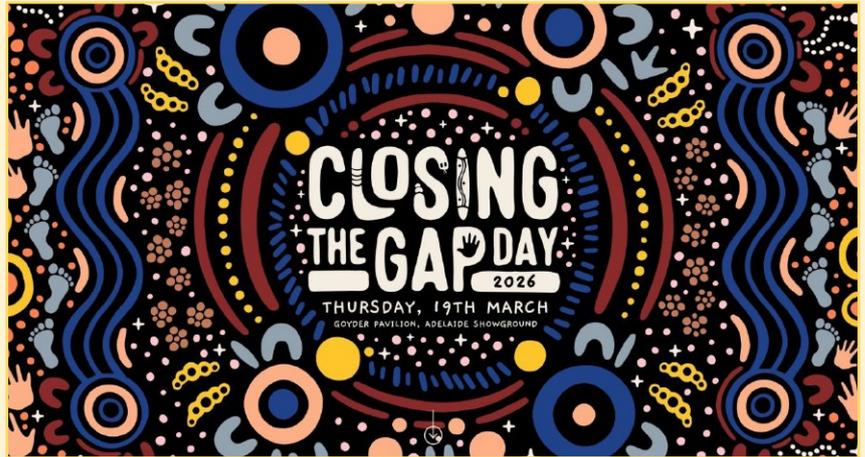
A key highlight of the Power Cup is its focus on education and future pathways. Students participated in workshops that emphasised the importance of school attendance, goal setting, and striving for success beyond the classroom. These experiences help empower young people to believe in their potential and take positive steps toward their future.

We are incredibly proud of all students who participated and the way they embraced every aspect of the program. A big thank you to staff, organisers, and community partners who supported this valuable experience.

Events like the Power Cup continue to strengthen our school community and inspire our students to aim high and succeed.

Strong in spirit, strong in future.

From Uncle Kieran and Aunty Tameeka



Aunty Jess

This term, Year 7s have been working on a novel study for *Hitler's Daughter* and have been learning about persuasive techniques in advertising. They did a fantastic job of identifying colours that we associate with certain emotions and words.

The Year 8 class is currently reading *The Boy in the Striped Pyjamas*. They are also learning about bias in the news media. Students have been learning to identify bias and how that may impact our behaviour and decisions.

The Year 9 class is reading *Holes*, and are very grateful they do not have to dig 5-foot holes themselves. They are learning about the features of narratives and are learning how to identify these features in the stories they read.

The Year 10 class is reading *Tomorrow When the War Began*. For their unit of study, students are learning about narratives that tell the events out of order. After learning about non-linear narratives and how they use flashbacks and time jumps, students are preparing to write their own non-linear narrative.

Our seniors are working towards their SACE completion and have successfully completed their first task. Students have been planning travel itineraries and building travel brochures.



Aunty Jess

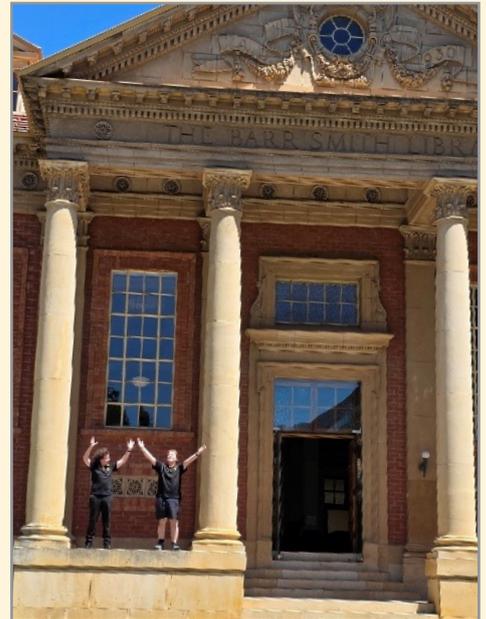
Aunty Jyoti

Nina Marni

Term 1 has been a productive and exciting start to the year in the STEM room. This term, we attended the STEM Scholarship Induction for Malee and Aaron at the University of Adelaide, recognising their commitment and potential in STEM studies. The event provided them with important information, inspiration and connections to support their learning journey.

Our YASTA STEM Congress group also took part in a "Getting Started" workshop to prepare for the year ahead. Students began exploring ideas, expectations and opportunities linked to the Congress, setting a strong foundation for their upcoming projects and leadership roles.

We are also delighted to congratulate Shaniqua Campbell on being selected for the Year 10 Space Camp, which will take place during the Term 3 holidays. This is a wonderful achievement and an exciting opportunity for Shaniqua to extend her interest in space science and technology. Please join me in congratulating Malee, Aaron and Shaniqua on their successes this term.



Aunty Jyoti

Year 9-12 STEM Teacher



Science Highlights: Reception to Year 8

This term, our students have been exploring a wide range of fascinating scientific concepts across all year groups.

In **Frogs and Reception**, we have been discovering Earth Science, learning about seasons and day and night. Our youngest scientists have been observing the world around them and asking brilliant questions about natural patterns.

Year 1 has been diving into biology, exploring what living things need to survive, including food, water, shelter, and care.

Years 2 and 3 focused on Earth and Space Science, investigating Earth's natural resources and understanding the importance of using them responsibly.

For **Years 4 to 6**, students explored food chains and food webs, learning how energy flows between predators, prey, and producers in different ecosystems.

Year 7 has been uncovering how predictable phenomena on Earth, such as seasons and eclipses, are caused by the relative positions of the Sun, Earth, and Moon. They have now begun studying biological classification, learning how scientists organise the diverse range of living organisms.

Year 8 students excelled in their Earth Science units on the rock cycle, tectonic plates, and land formation, and are now investigating energy, learning to classify it as kinetic or potential and exploring energy transfer and transformations in simple systems.

It has been a fantastic term full of curiosity, discovery, and hands-on learning, and we are excited to see what our young scientists will explore next!

Uncle James



Secondary Sports

We have been learning about net and wall games, focusing on skills like teamwork, positioning, and control. We have also been practising for Sports Day events, including javelin, shot put, and discus, where we have been developing our throwing techniques and improving our overall performance. These activities have helped us build confidence, coordination, and a better understanding of different sports.

Uncle Nick



Hospitality and Entrepreneurship

Our Year 7, 8 and 10 students have been sharing and cooking 'Family Favourites' recipes and some other healthy requests. With Aunty Sienna's expertise we've tried and reviewed pasta salad, crepes, porky-pine meatballs, potato bake, and most recently, fried rice. The fried rice was quick to prepare and got an average rating of 7/10. It disappeared quickly and students shared ideas to make it even better, such as: 'needs more bacon', 'needs more sauce' and 'too many vegetables'. They have also been learning about food and knife safety and are moving towards integrating native food ingredients in recipes they are researching.

In Entrepreneurship, we've clarified it simply means: tackling challenges, creating innovations and sharing or exchanging them. We are seeing how Aboriginal Peoples have been entrepreneurial for tens of thousands of years with our project on traditional trading. Next, we'll look at how this translates into ingenious Aboriginal entrepreneurship today.

This year, we are introducing the Year 7s to the subjects and taking the Year 8s and 10s further along the 'generosity' path. Both subjects interweave providing food, making fibre materials and creating enterprising solutions. We will be including food safety skills, family favourites and budget meals, accessible native foods, garden restoration, Aboriginal enterprises, fibre skills with weaving and sewing, and fundraising enterprises in the local community.

The seedling plants students chose to grow at school last year are growing fast as we prepare to plant them out. It feels like this year we are part of turning over a new leaf in the future of Kaurna Plains School and I look forward to all the new growth.

Uncle Ross



Uncle Michael

Fun Fact With Brian and Uncle Michael

New telescopes suggest that there are trillions of galaxies in the universe. On average, each galaxy has about 100 billion stars. That means there could be more than 200 sextillion stars in the universe. That's 200,000,000,000,000,000,000! If you counted them all, one by one, one per second, it would take 6,340,000,000,000,000 years (460,000 times longer than the universe has existed).



Year 9 and 10 Adelaide Fringe Excursion

Taking Learning Beyond the Classroom: Year 9 and 10 Adelaide Fringe Excursion

On the 11th of March, our Year 9 and 10 students had the fantastic opportunity to step out of the classroom and head into the city for a day of immersive learning at the Adelaide Fringe and the Adelaide Botanic Gardens.

The excursion was designed to bring our Humanities and Social Sciences (HASS) and Media Arts curriculum to life, and the students fully embraced the experience!

The day kicked off in the Fringe East End with the interactive **Upsound Instruments** workshop. Students rolled up their sleeves to design, build, and play their own unique sound-making devices. It was incredibly rewarding to see them experimenting with different materials and exploring how physical design impacts sound and performance.

Following recess, we took a short walk over to the **Adelaide Botanic Gardens** for a specialised Photography Challenge. Acting as environmental media artists, students explored the garden's diverse plant biomes. They practiced their technical skills – focusing on framing, lighting, and composition – to capture the natural world and document the different landscapes.

In the afternoon, we traveled to the West End Fringe precinct to experience **The Earth Above**. This incredible 360-degree immersive dome projection was a major highlight for our HASS studies. It beautifully combined scientific data with First Nations knowledge systems to explore Australia's deep-time history over the last 65,000+ years. The experience sparked some fantastic conversations among the students about continuous connection to Country and active citizenship.

It was a brilliant day of hands-on learning, and the students represented Karna Plains School exceptionally well. The photos, audio recordings, and historical reflections they gathered during the trip are already being put to great use as primary sources for their current classroom assessments.

A big thank you to the students for their engagement and to everyone who helped make this valuable learning experience happen!

Uncle Jason

EIF, HASS & Art Teacher



Year 9 Learning: Creativity, Culture and Future Pathways

It has been a highly productive and exciting period for our Art, HASS and EIF students. They have been demonstrating fantastic engagement and creativity across both their Art and Exploring Identities and Futures (EIF) classes. Here is a brief look at what they have been working on:

Art: From Pixels to Photography

- **Pixel Art Animations:** We are incredibly proud to share that most students have successfully completed their mini pixel art videos. It has been wonderful seeing them develop clear, engaging storylines and bring them to life through digital animation.



- **New Photography Unit:** With our pixel art projects wrapped up, students are now stepping behind the lens. We have just kicked off a brand-new photography unit where the class is learning essential camera techniques and the foundational terminology needed to capture great images.

Tick off these 3 Magic Tricks:

- [] **The Giant:** Make it look like one person is holding the other person in the palm of their hand.

◦ (Hint: The "tiny" person stands very far back. The "giant" puts their hand right up close to the camera lens!)



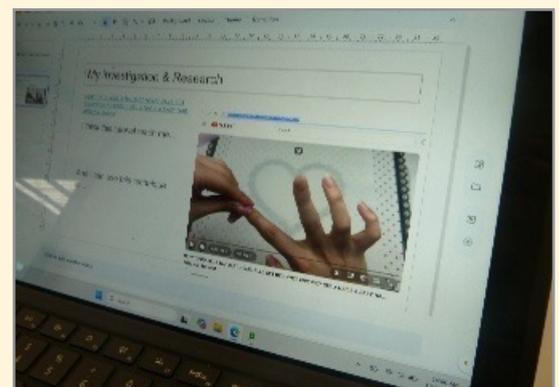
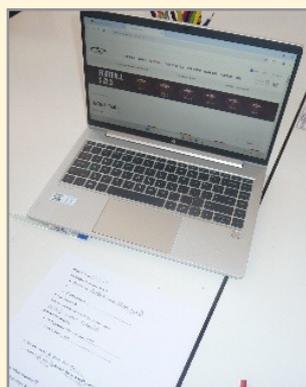
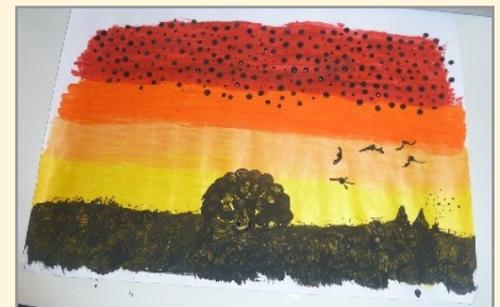
EIF: Connecting to Community and Careers

- **Personalised Projects:** In EIF, students have been doing some fantastic self-reflection and forward-thinking. Most of the class has now successfully identified and planned out a meaningful, self-directed project. These projects have strong, personal connections to their own cultures, communities, individual identities, and prospective future careers.

We look forward to sharing more of their incredible work and progress with you as the term goes on.

Warm regards,

Uncle Jason
EIF, HASS & Art Teacher



Secondary Leader

The Kurna Plains SAASTA Academy have put in their entries for the Guernsey, Polo and Banner and we are very proud of the students and all their artworks displaying their identity and culture.

Uncle Josh, Secondary Pathways Leader



KPS Guernsey Design for Power Cup
Tuwila Land

Caitlin's artwork, created for the Kurna Plains Academy, is a vibrant tribute to the enduring connection between land (Tuwila), culture, and community. In her artist statement, Caitlin honours the achievements of the past, celebrates cultural traditions, and shares her vision for the future. Drawing inspiration from stories and designs passed down through her family and ancestors, she illustrates the importance of roles and knowledge within her culture. Birds in the painting represent the continuing journey from past to future, while the sun symbolises guidance and wisdom handed down through generations. Earth-toned colours and patterns express her personal growth, identity, and sense of home. The creative process became a pathway for Caitlin to strengthen her cultural ties and self-understanding, while feedback from others deepened her appreciation for the symbolism within her work. Ultimately, the artwork stands as a legacy to her ancestors and a gift for future generations, celebrating resilience, growth, and the vitality of Kurna traditions.



Polo Design for SA Competition
Two World's Meet

Sarah's artwork, *Two Worlds Meet*, is a heartfelt reflection on her identity as a proud Ngarindjeri and Dieri woman, deeply connected to her ancestral roots in Raukkan and Port Augusta. Through her artist statement, Sarah reveals how her painting centres on the Murray River, a powerful symbol of life and heritage, and incorporates the landscapes and memories that tie her to both sides of her family. The stars in her work honour her pop, a survivor of the Stolen Generations, whose stories of resilience inspire her to maintain and celebrate her cultural legacy. The artwork also pays homage to her nana, whose childhood in Raukkan exemplifies family unity and resilience. By blending these personal and historical narratives, Sarah's art becomes a bridge between past and present, expressing a deep sense of belonging, pride, and hope while keeping the spirit of her family and culture alive for future generations.

Banner Design by Shayana



Community Notices

EVERY STEP THERAPY SUPPORT



SOME KIDS NEED A LITTLE EXTRA HELP WITH BIG FEELINGS

If your child is struggling with emotions, friendships, or behaviour – our play-based support might help.

We work with kids in a fun, gentle way to build confidence, resilience and connection.

📞 0417 856 837

🌐 www.everysteptherapysupport.com.au

✉ hello@everysteptherapysupport.com.au



TUES 14TH APRIL

9:30am – 11:30am

TEAM UP & CONNECT

- Fun, high-energy session focused on teamwork + connection
- Build friendships, belonging & team spirit
- Perfect for kids who love to move, play & connect
- \$65.00 per child



WED 15TH APRIL

9:30am – 11:00am

DAY IN THE LIFE OF A PIRATE

- Imaginative, pirate-themed adventure
- Explore what life is like on the high seas
- Encourages creativity, storytelling & play
- Keep an eye out... there may be hidden treasure
- \$55.00 per child

WED 22ND APRIL

9:30am – 11:00am

PAINT BY NUMBER

- Calm, creative session for all ages
- Work at your own pace – no pressure
- A relaxing space to unwind + reset
- Encourages gentle conversation & connection
- \$55.00 per child



Groups are suggested for children aged 5-13
Spaces are limited!

