

## Partners in Learning Newsletter

### SCHOOL WIDE POSITIVE BEHAVIOURS


Dear Melton West families,

We are already in week 4, parent teacher meetings are being conducted, swimming is about to start for the grade one and grade two students and the children are all settling into classroom routines and learning.

This year we are ensuring that a whole school focus is promoted at Melton West Primary School around positive behaviours. School-wide positive behaviour support (SWPBS) is a whole-school framework, which helps school staff, promote improved behaviour at our school.

SWPBS has been developed from evidence and data, demonstrating the most effective ways to prevent and respond to problem behaviour at school. Research has shown that SWPBS is successful in reducing problem behaviour, improving school culture, and increasing academic performance.

Currently, the whole school focus has promoted moving safely around the school both inside and outside. We explicitly teach the behaviour and positively remind children to walk not run. You may have heard a number of teachers praising children for walking safely.

 <b>Melton West Primary School</b> Positive Behaviours Expectations					
	Using Learning Spaces	In the school grounds	When using ICT	Moving around the school	All Locations
<b>Be Respectful</b>	Listen to others Let others learn Work cooperatively Use inside voice	Put rubbish in the bin Use equipment safely Finish food in eating area Look after gardens	Use appropriate language Respect others feelings	Appreciate displays Be mindful of others Enter classroom when teacher is present	Wear correct school uniform Demonstrate MWPS values
<b>Be Safe</b>	Use equipment correctly Ask before leaving class Move around with care	Be sun smart Play on correct playground Use toilets correctly Use correct canteen line	Protect personal information Keep passwords private	Walk on the left side of corridors Keep hands and feet to myself Line up safely	Use correct doors to enter and exit Follow instructions from staff Ask for help
<b>Be a Learner</b>	Strive for excellence Be organised Be ready to learn Follow teacher instructions	Share and take turns Play with fair rules Include others Ask a teacher for help	Use internet as a learning resource Follow the MWPS acceptable use agreement Be on task	Use correct out of class passes Move in a timely manner Refocus quickly from transitions	Use manners Use appropriate language Encourage and support others

Kind Regards

Jennifer O'Connor

Assistant Principal P-2 Learning Community

### VICE CAPTAIN'S REPORT

Hello,

We are the vice captains for 2019. Our names are Akur and Daniel. We would like to remind you of a few things for this week:



Payments for the Year 6 jumper and polo shirts are due next Friday the 1st of March. We will only be doing one order so it is important that you place your order and make the required payment to ensure you don't miss out

The Year 5/6's start the first round of Summer Interschool Sports tomorrow—Good luck everyone!

Sausage Sizzle orders and payments are due on Tuesday 26th February (no late orders will be accepted). Participating in special lunches is a great way to support fund-raising for our school

We hope you have had a fantastic week!

Akur and Daniel

## Getting it right in English!

Reading is big focus at Melton West Primary School this year. Teachers are working hard at modelling and instilling a love of reading in students. Each classroom in our school, including specialist rooms, contain classroom libraries that are co-designed by students. Teachers have spent a lot of time working with students to understand how to organise their library, care for the library but most importantly, select books that are engaging and interesting. Our classroom libraries are the focal points of our rooms.

### Why not set up a mini-library at home?

#### 50 books every child should read before the age of 16- The Age

The Age has recently released a list of high quality books that they encourage children under the age of 16 to read. Many of these can be found at your local library or book store. For more books, Google the above heading.



*Sarah Marshall- Leading Teacher Literacy*

# [VICTORIAN] **MATHS** **CHALLENGE!**

**A fun and engaging way for families to engage in real life mathematics and explore problems together.**

Family participation in learning is one of the most accurate predictors of a child's success in school and beyond.

The Victorian Maths Challenge recognises the important role families have in their childrens' learning and while you might feel that the maths your child is doing at school is different from how you were taught, you **can** make a difference by supporting what your child learns at school and helping them to learn at home.

To this end, the challenge provides families with opportunities to explore maths together. It encourages families to ask questions of one another, to collaborate and to have fun exploring different approaches to open-ended problems.

## **How to help during and beyond the challenge**

Your role is to simply get involved!

With your child, check out the challenges and choose one that suits your family. The challenges have been designed as open-ended maths tasks that require limited amounts of time and materials. Your family might choose to complete one challenge in a short space of time, dedicate 20 minutes each day to a challenge over the course of a week or complete multiple challenges over a weekend.

When working on a challenge talk positively about maths so your child also values it. If your experiences in maths at school were less than ideal, avoid saying comments like 'I was bad at maths at school' or 'I didn't like maths because it was too hard.' These sorts of comments can lower children's own expectations of themselves and perpetuate myths about people being born naturally bad or good at maths.

Conversely, if you did well at maths in school, avoid jumping in with answers/solutions and instead encourage your child to talk about how they might work out maths problems as this helps boost their confidence.

Regardless of your own school experiences in maths, be reassured that maths today is not about learning by rote, with the focus instead on recognising that there are multiple ways to get an answer. Encourage your child to talk about the different strategies they might apply to the challenge/s chosen by your family.

Decide as a family if you would like to submit a recording of your participation in a challenge. Your submission can take the form of a video or some digital photos.

Remember to maintain a supportive role in the learning process by helping your child to recognise that they already may know parts of the solution.

**To take the Victorian Maths Challenge go to:**

**<http://vmc.global2.vic.edu.au/>**

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# insights

## Unearthing kids's strengths

by Professor Lea Waters (PhD)



Personality strengths – our character – play a big role in helping us build our talents. Think about anyone who has built a talent and imagine if it could have been done without character. Imagine Einstein without curiosity, The Beatles without creativity, Mother Teresa without compassion or Neil Armstrong without bravery.

Yet for decades, scientists were blind to character strength. We focused on talent, often on physical strength and skills. In fact, when I first ask young children what they think a strength is, they almost always point to their biceps or talk about being able to lift something heavy.

Once you get familiar with the language of strengths and a framework for seeing them, you'll see character strengths easily in your child. In fact, you may find your child calls on their character strengths more often than on talent to meet life's challenges.

### Three key elements of a strength

You've probably seen a child joylessly perform at a piano recital. They may hit all the right keys, but there's no energy or enthusiasm. It's as if they don't want to be there. On the flip side, we've seen the child onstage who's clearly motivated and energised and who fearlessly flails through every mistake – of which there are many.

It turns out that three elements come together to form a strength. For purposes of strength-based parenting, we need to keep our eye on all three:

#### **1. Performance (being good at something).**

Watch for when your child shows above-age levels of achievement, rapid learning, and a repeated pattern of success.

#### **2. Energy (feeling good doing it)**

Strengths are self-reinforcing. The more we use them, the more we get from them. They fill us with vigour. You'll notice your child has abundant energy when using a strength.

#### **3. High use (choosing to do it)**

Finally, look for what your child chooses to do in their spare time, how often they engage in a particular activity, and how they speak about that activity.

For true strengths, these three elements form a beautiful feedback loop: great performance provides the child with a shot of high energy, so the child naturally chooses to do more. In turn, high use – also known as effort or practice – improves performance levels. So, for example, if you notice that your child is energised when they play

## parenting\*ideas

the piano, and you provide enjoyable opportunities for them to play, if they're mining a true strength they will likely practise more, which improves their performance, which then energises them ... and so the loop continues.

Keeping this triad in mind will help you avoid pushing your child into an area that seems like a strength just because your child is good at it. It will also help you differentiate between whether your child is bingeing on an activity in an escapist way or expressing a true strength.

For example, when a parent asks me, 'My son is great at computer games and wants to play all the time. Is that a sign of a strength?' I reply, 'Observe his energy levels at the end. Is he drained and cranky? Or energised and full of life? Are you seeing the full triad?' Computer games can tap into a child's strategic and problem-solving skills or stimulate creativity (in some games, you invent whole new worlds). Or they might just be about filling time.

So look for all three signs. When you see your child do something well, with energy, and repeatedly, you'll know you've unearthed a strength.

### Professor Lea Waters (PhD)

Lea is the best-selling author of *The Strength Switch*, the President of the International Positive Psychology Association, and the founding director of the Positive Psychology Centre at the University of Melbourne. For further details visit [leawaters.com](http://leawaters.com).

# Is your 3 to 7 year old child experiencing worry, fear or anxiety?

Then register for...

## The Brave Program

for parents and caregivers of young children

Helping children  
be BRAVE



A FREE online program that provides parents and caregivers of children aged 3 to 7 years with information and skills to help their child overcome fears and anxiety.



<https://brave4you.psy.uq.edu.au>



[fb.me/braveparents](https://fb.me/braveparents)



UNIVERSITY  
OF SOUTHERN  
QUEENSLAND



Griffith  
UNIVERSITY  
Queensland, Australia



Beyond  
Blue

GU Ref: 2018/310

To keep this program free for all Australian families, anonymous data is collected at registration and during the program use, to help us track the success of the program. Some of this data may be used for research purposes.

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# Engaging Dads

An information session for early childhood professionals



## Explore new and exciting local programs and services for fathers and families

Learn about key programs that Melton City Council and partners are implementing to promote equality and respect within the families of our community. Hear from three guest speakers about new and innovative projects and learn how early years professionals can refer families and get involved.

**Baby Makes 3:** Mia Lobe, Healthy Families Project Officer, Melton City Council

**Engaging Dads in Parenting Project:** Ingrid Phyland, Healthy Families Project Officer, Melton City Council

**Salvation Army Children and Parenting Support Service:** Shaun Tonkes, Men as Fathers Portfolio

## SESSION DETAILS

**WHEN:** Thursday 28 February

**WHERE:** Melton Library and Learning Hub

**TIME:** 7:00pm – 8:30pm

**COST:** Free

A light supper, tea and coffee provided.

**BOOKINGS:**  
[engagingdads.eventbrite.com.au](http://engagingdads.eventbrite.com.au)

Places are limited so book early to avoid disappointment.

**BOOKINGS ARE ESSENTIAL**



 [melton.vic.gov.au](http://melton.vic.gov.au)  
 9747 7200  
 [cityofmelton](https://www.facebook.com/cityofmelton)



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# Protecting Children from Abuse: For Parents and Carers

## GET THE FACTS

As adults we all play a critical role in protecting children from harm.

As a parent or carer you have the primary responsibility for protecting and caring for your own children and supporting them to build relationships that are safe and respectful.

You also play a critical role in identifying and responding to suspected abuse within the community. In fact it may amount to a criminal offence if you fail to report suspected child sexual abuse.

## REPORTING ABUSE

### What should I do if I suspect that my child has been abused?

If you believe your child has been abused, or is at risk of being abused contact Victoria Police immediately via the local police station or on 000 if it's an emergency.

### What should I do if I suspect that another child has been abused?

If you suspect a child has been abused, or is at risk of abuse (such as physical abuse, family violence or neglect) you should report immediately to the Department of Health and Human Services (DHHS) Child Protection (see contact details at the end of this fact sheet).

- If you suspect a child has been sexually abused, you must also report your concerns to the Victoria Police. You may be committing a criminal offence if you fail to do so
- You should report even if you're not sure. It is the role of authorities to investigate your concerns and determine if any further action needs to be taken.
- Parents and carers are also often in a position to protect the friends of their children. This is because children are most likely to disclose their experiences of abuse to their peers, who in turn may share this with their own parents and carers.

- If your child talks to you about their friend, and you suspect that the child is being abused or is at risk of being abused, you should act. You may be the only adult in a position to act and your response may be critical in protecting that child's safety.

### What should I do if I suspect that a child is being abused and authorities have previously investigated and dismissed my report?

If you have new grounds for believing that a child is being abused, you should make another report to DHHS Child Protection or Victoria Police. Every report is critical to protecting a child as it builds evidence and helps authorities to gain a clearer understanding of risks to the child.

### What happens to my child if someone at the school suspects that my child has been abused?

All staff members at your child's school are required to report suspected child abuse to DHHS, Child Protection and, in some circumstances, to Victoria Police.

Your child's school will contact you as soon as possible, unless they have been advised not to do so by DHHS, Child Protection and/or Victoria Police.

Where appropriate the school will work with you to ensure your child is provided with support, which may include referring them to wellbeing professionals.

### When is it a criminal offence to not report suspect abuse?

Any adult may face criminal charges if they believe that another adult has committed a sexual offence against a child under 16 years of age and does not report this information to the police.



## FACTS ON CHILD ABUSE

### What is child abuse?

Child abuse:

- can include physical abuse, sexual abuse, grooming, emotional or psychological harm, neglect or family violence
- does not have to involve physical contact or force (e.g. child sexual abuse can include talking to a child in a sexually explicit way)
- can be committed by any member of the community, including someone within a child's family or someone within the school setting.

The trauma associated with child abuse can significantly impact upon the wellbeing and development of a child. This is why it is critical that we all respond immediately to any form of suspected abuse.

### What are the signs that a child has been abused?

There are a range of physical and behavioural indicators of child abuse.

Most importantly you should act if you notice anything that causes you to form a reasonable belief that a child has been, or is at risk of being abused, including (but not limited to):

- a change in a child's behaviour (e.g. withdrawal, regressive behaviour, or non-age appropriate sexual behaviours)
- physical indicators of abuse (e.g. unexplained bruises, welts, signs of malnutrition)
- an inappropriate relationship between an adult and a child (e.g. inappropriate physical contact, unexplained gifts or phone/email contact).

## THE SCHOOL'S ROLE

### How must schools respond to suspected child abuse?

All staff in Victorian schools are obligated to respond to any incident or suspicion of child abuse as outlined below:

#### 1. Respond to the emergency

Address any immediate health and safety needs (e.g. administer first aid or contact emergency services).

#### 2. Inform authorities

Report any reasonable belief that a child has been, or is at risk of being abused to the DHHS Child Protection or Victoria Police.

#### 3. Contact parents/carers when appropriate

Contact parents/carers once authorities advise that it is safe and appropriate to do so.

Ideally parents/carers will play a central role in providing support for their children, however schools will be instructed not to contact parents/carers in circumstances where this may impede an investigation or place the child at greater risk.

#### 4. Provide ongoing support for all children impacted by the abuse

Provide appropriate support for all children impacted by abuse. This will likely include ongoing counselling from professionals. The child's ongoing support will be documented in a *Student Support Plan*.

These actions are outlined in further detail in *Identifying and Responding to All Forms of Abuse in Victorian Schools*.

### Are the staff at my child's school required to report child abuse?

Yes – all staff at your child's school are required by law to report any reasonable belief that a child has been abused, or is at risk of abuse.

In some circumstances, it may be a criminal offence for school staff to fail to report child abuse to the authorities.



## PROTECTING MY CHILD

### What can I do to help educate and protect my child from abuse?

Have a chat to your child and make sure that he or she knows that no one is allowed to threaten, hurt or touch them in a way that makes them feel uncomfortable.

Every relationship should be respectful and no one should behave in a way that makes them feel unsafe or afraid.

Your child's school will also be supporting your child in learning about their rights to be safe and respected. Victorian government schools are teaching the *Respectful Relationships* program which promotes positive attitudes and behaviours and is aimed at preventing family violence.

### What should I talk about when I explain safety to my child?

There are some things you can do at home to build your child's understanding of safe and respectful relationships including:

- talking openly with your child about their feelings and relationships
- being sure that they understand you will listen and act if they are concerned about how anyone is treating them
- using the correct names for body parts and having age-appropriate conversations about touching and sexual activity
- letting your child know that adults should never harm or act in a sexual way with any child.

### Keeping children safe outside of the home or school

You play a critical role in ensuring your children are spending time in safe places.

In Victoria all people who are working with your children such as coaches and music teachers need to have a current Working With Children Check.

You may like to check that any staff and volunteers spending time with your child after school hours and on weekends have a valid Working With Children Check.

If you think that you may need some help to keep your children safe from harm and support their healthy development, it is important you find some help. Visit the Victorian Government's Better Health Channel for information on seeking support. See [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au).





## FURTHER INFORMATION

### Where can I go for more information and support?

You can contact DHHS Child Protection and Victoria Police directly to discuss any concerns you may have for the wellbeing of a child (see contact details on the next page)

If you have any concerns about your child or another child at your child's school talk to the principal or another staff member at the school about your concerns. You can also raise this matter with DHHS Child Protection and the Victoria Police.

For further information on where to go for support to keep your children safe from harm visit the Victorian Government's Better Health Channel:

[www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

For more information on:

- your child's school's role in preventing and managing child abuse: [www.education.vic.gov.au/protect](http://www.education.vic.gov.au/protect)
- indicators of abuse, visit [www.education.vic.gov.au/protect](http://www.education.vic.gov.au/protect)

If you are concerned or unsure about your school's response and/or would like to talk to someone outside of the school please contact:

- Victorian government schools Regional Office: [www.education.vic.gov.au/about/contact/Pages/regions.aspx](http://www.education.vic.gov.au/about/contact/Pages/regions.aspx)
- Catholic Schools local Diocesan education office: [www.cecv.catholic.edu.au/About-Us/Dioceses](http://www.cecv.catholic.edu.au/About-Us/Dioceses)
- Independent Schools Victoria: [www.is.vic.edu.au/who-we-are/contact-us/](http://www.is.vic.edu.au/who-we-are/contact-us/)

## CONTACT INFORMATION

### 24 Hour Services

Victoria Police	000
Department of Health and Human Services Child Protection	131 278
Department of Education and Training Security Services Unit	(03) 9589 6266

### Department of Education and Training

Security Services Unit	(03) 9589 6266
Student Incident and Recovery Unit	(03) 9637 2934 or (03) 9637 2487
Legal Division	(03) 9637 3146
Employee Assistance Program	1300 361 008
Employee Health	(03) 9637 2395
Employee Conduct Branch	(03) 9637 2595
Privacy Unit	(03) 9637 3601
International Division	(03) 9651 3976
Communications Division	(03) 9637 2871

### Regional

<b>North Eastern Victoria</b>	
General enquiries	1300 333 231
Benalla office	(03) 8392 9500
Glen Waverley office	(03) 8392 9300
<b>North Western Victoria</b>	
Bendigo office	(03) 5337 8444
Coburg office	(03) 9488 9488
<b>South Eastern Victoria</b>	
Dandenong office	(03) 8765 5600
Moe office	(03) 5127 0400
<b>South Western Victoria</b>	
General enquiries	1300 333 232
Ballarat office	(03) 5337 8444
Footscray office	(03) 8397 0300
Geelong office	(03) 5225 1000
Horsham office	(03) 5310 5300
Warrnambool office	1300 333 232

### Catholic Education

Archdiocese of Melbourne:	(03) 9267 0228
<ul style="list-style-type: none"> <li>Office of Professional Conduct, Ethics &amp; Investigation</li> <li>Legal Services</li> <li>Student Wellbeing Information Line</li> <li>Communications &amp; Marketing Unit (Media Advisor)</li> </ul>	
Diocese of Sale	(03) 5622 6600
Diocese of Ballarat	(03) 5337 7135
Diocese of Sandhurst	(03) 5443 2377

### Independent Schools

Independent Schools Victoria	(03) 9825 7200
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## Department of Health and Human Services Child Protection

Region	Local Government Areas (LGAs)	Phone No
Northern and western suburban LGAs	Banyule, Brimbank, Darebin, Hobsons Bay, Hume, Maribyrnong, Melbourne, Melton, Moonee Valley, Moreland, Nillumbik, Whittlesea, Wyndham, Yarra.	1300 664 977
Eastern suburban LGAs	Boroondara, Knox, Manningham, Maroondah, Monash, Whitehorse, Yarra Ranges.	1300 360 391
Southern suburban LGAs	Bayside, Cardinia, Casey, Frankston, Glen Eira, Greater Dandenong, Kingston, Mornington Peninsula, Port Phillip, Stonnington.	1300 655 795
West Rural and Regional LGs	Ararat, Ballarat, Golden Plains, Hepburn, Hindmarsh, Horsham, Moorabool, Northern Grampians, Pyrenees, West Wimmera, Yarriambiack, Colac-Otway, Corangamite, Glenelg, Greater Geelong, Moyne, Queenscliffe, Southern Grampians, Surf Coast, Warrnambool.	1800 075 599
North-western rural and regional LGAs	Buloke, Campaspe, Central Goldfields, Gannawarra, Greater Bendigo, Loddon, Macedon Ranges, Mildura, Mount Alexander, Swan Hill.	1800 675 598
North-eastern rural and regional LGAs	Alpine, Benalla, Greater Shepparton, Indigo, Mansfield, Mitchell, Moira, Murrindindi, Strathbogie, Towong, Wangaratta, Wodonga.	1800 650 227
Eastern and south-eastern rural and regional LGAs	Bass Coast, Baw Baw, East Gippsland, Latrobe, South Gippsland, Wellington.	1800 020 202

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## Child First

Alpine	1800 705 211
Ararat	1300 783 341
Ballarat	1300 783 341
Banyule	(03) 9450 0955
Bass Coast	(03) 5662 5150
Baw Baw	1800 339 100
Bayside	1300 367 441
Benalla	1800 705 211
Boroondara	1300 762 125
Brimbank	1300 138 180
Buloke	1300 665 218
Campaspe	1800 260 338
Cardinia	(03) 9705 3939
Cardinia - Aboriginal children and families	(03) 9794 5973
Casey	(03) 9705 3939
Casey - Aboriginal children and families	(03) 9794 5973
Central Goldfields	1800 260 338
Colac-Otway	(03) 5232 5500
Corangamite	(03) 5232 5500
Darebin	(03) 9450 0955
East Gippsland	(03) 5152 0052
Frankston	1300 721 383
Gannawarra	1300 665 218
Glen Eira	1300 367 441
Glenelg	1300 543 779
Golden Plains	1300 783 341
Greater Bendigo	1800 260 338
Greater Dandenong	(03) 9705 3939
Greater Dandenong - Aboriginal children and families	(03) 9794 5973
(Greater Geelong	1300 551 948
Greater Shepparton	1300 854 944
Hepburn	1300 783 341
Hindmarsh	1800 195 114
Hobson's Bay	1300 775 160
Horsham	1800 195 114
Hume	1300 786 433
Indigo	1800 705 211
Kingston	1300 367 441
Knox	1300 369 146
La Trobe	1800 339 100
Loddon	1800 260 338
Macedon Ranges	1800 260 338

Manningham	1300 762 125
Mansfield	1800 705 211
Maribyrnong	1300 775 160
Maroondah	1300 369 146
Melbourne	1300 775 160
Melton	1300 138 180
Mildura	1300 625 533
Mitchell	1800 663 107
Moir	1300 854 944
Monash	1300 762 125
Moonee Valley	1300 775 160
Macedon Ranges	1300 783 341
Moorabool	1300 786 433
Moreland	1300 721 383
Mornington Peninsula	1800 260 338
Mount Alexander	1300 543 779
Moyne	1800 663 107
Nillumbik	(03) 9450 0955
Northern Grampians	1800 195 114
Port Phillip	1300 367 441
Pyrenees	1300 783 341
Queenscliff	1300 551 948
South Gippsland	(03) 5662 5150
Southern Grampians	1300 543 779
Stonnington	1300 367 441
Strathbogie	1300 854 944
Surf Coast	1300 551 948
Swan Hill	1300 665 218
Towong	1800 705 211
Wangaratta	1800 705 211
Warrnambool	1300 543 779
Wellington	(03) 5144 7777
West Wimmera	1800 195 114
Whitehorse	1300 762 125
Whittlesea	(03) 9450 0955
Wodonga	1800 705 211
Wyndham	1300 775 160
Yarra	(03) 9450 0955
Yarra Ranges	1300 369 146
Yarriambiak	1800 195 114

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## Other Services

Centres Against Sexual Assault (CASA) – Emergency Counselling & Support Line 1800 806 292	<b>1800 806 292</b>
Australian Childhood Foundation	<b>1800 176 453</b>
Children's Protection Society	<b>(03) 9450 0900</b>
Child Wise	<b>(03) 9695 8900</b>
Vic Aboriginal Education Association	<b>(03) 9481 0800</b>
Child Safety Commission	<b>1300 782 978</b>
Office of the Children's eSafety Commissioner	<b>1800 880 176</b>
Victorian Aboriginal Child Care Agency (VACCA)	<b>(03) 9287 8800</b>
Victorian Aboriginal Community Controlled Health Organisation (VACCHO)	<b>(03) 9411 9411</b>

## Sexually Abusive Behaviour Treatment Services Providers:

Aust Childhood Foundation	<b>(03) 9874 3922</b>
Children's Protection Society	<b>(03) 9450 0900</b>
Berry St	<b>(03) 5822 8100</b>
Mallee Sexual Assault	<b>(03) 5025 5400</b>
South Eastern CASA	<b>(03) 9928 8741</b>
Ballarat CASA	<b>(03) 5320 3933</b>
Barwon CASA	<b>(03) 5222 4318</b>
Campaspe CASA	<b>(03) 5441 0430</b>
Gippsland CASA	<b>(03) 5134 3922</b>
Goulburn Valley CASA	<b>(03) 5831 2343</b>
Upper Murray CASA	<b>(03) 5722 2203</b>
Wimmera CASA	<b>(03) 5381 927</b>

