

AVONDALE PRIMARY SCHOOL

NEWSLETTER #2 Friday February 24, 2023



VISION STATEMENT: Avondale Primary School; a community that strives for excellence through high quality learning, engagement and wellbeing for all.

VALUES: Learning, Respect, Responsibility

Acknowledgement of Country

We acknowledge the Wurundjeri people who are the traditional custodians of this land on which we live and learn.

We also pay our respect to the elders past, present and emerging of the Kulin nation and extend that respect to the other Aboriginal or Torres Strait Islander people present.

Artwork by Arkie Barton

Hello to our Avondale community,

It was wonderful seeing our community come together, enjoy a cold drink or icy pole and mingle at our Meet and Greet Afternoon on Thursday, February 16.

Thank you to our families that joined us for Open Afternoon on Friday, February 17. Our students and staff loved having you in their classrooms Celebrating our Routines for Success and learning so far in 2023.

Our staff have continued their work with Dr Margarita Breed (Maths Consultant) last week further developing our understanding of the Big Ideas in number. Have a go at solving one of the problems we worked on with Margarita.

Using the digits 1, 2, 3, 4, 5, 6, 7 arrange the numbers in the circles.

Can you make the total the same in each of the three circles?

What was the total of each circle? Is that the only total that would work? What number was in the middle of your circles? How many solutions did you find? Share your thinking with your family.

Have a lovely weekend,

Jill Benham

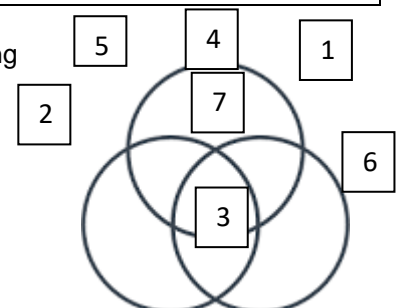
Jenna Heywood

Principal

Assistant Principal

IMPORTANT DATES

Friday, 24 February	School Council nominations close 4pm
Monday, February 27	9am Assembly to announce Grade 6 student leaders
Tuesday, February 28	School Council Meeting
Thursday, March 2	Grades 3-6 Athletics Day- Aberfeldie Athletics Track
Wednesday, March 8	Parent Teacher Conferences
Friday, March 10	Crazy Hair/ Purple Day- Gold coin fundraiser for Epilepsy Foundation
Wednesday, 15 March – Monday, 27 March	NAPLAN Online testing- Grade 3 & 5
Friday, March 17	Second Hand uniform shop open between 8.45 – 9.15am
Monday, April 3	Grade 5/6 Gala Day
Thursday, April 6	Whole School Colour Fun Run
	Last day of Term 1, 2023 EARLY PICK UP – 2.15pm
Monday, April 24	STUDENT FREE DAY Staff Curriculum Day
Tuesday, April 25	ANZAC DAY Public Holiday
Wednesday, April 26	Term 2 begins for students



Wellbeing - Building Independence

Children's confidence grows as they learn how to become independent. As they begin to master new skills, they see themselves as being capable. This belief promotes their confidence and pushes them to try more new things in the future.

We can build a child's independence by supporting them to 'have a go' first, rather than taking away the opportunity for them to learn how to do something for themselves.



Here are some ways to promote independence:

- Tell children that making mistakes is okay – the most important thing is to have a go in the first place
- Give children plenty of targeted praise when they attempt something new/challenging
- Set aside time for children to have a go at activities for themselves (like getting changed or preparing their lunch box)
- Encourage children to go outdoors (with supervision), where there are lots of challenges and opportunities to build independence
- Be comfortable with things getting messy whilst the child is still mastering how to do something
- Build lots of opportunities for independence throughout the day – for example, providing “choice” or asking children to help set the dinner table
- Encourage children’s problem solving skills for minor issues by asking if they can come up with a solution on their own. If they’re struggling, give them time to think before offering your ideas
- Provide a running commentary, whilst the child is trying a new task. For example: “I can see you’re trying really hard to set the table, don’t forget to ...”

Promoting children’s independence is vital, but the context is important.

If a child is tired, feeling unwell, stressed out or is having difficulty adjusting to change then it might not be the right time to introduce them to learning something new.

Be sensitive whilst also trying your utmost to provide plenty of opportunities for children to exercise their independence throughout the day.

CANTEEN REMINDER

Students need to pick up recess orders and ice creams from the canteen. These are not delivered to the classroom. Please make students aware if they need to be collecting these orders.

SCHOOL HOURS

A reminder that learning at Avondale Primary School begins daily at 8.50am. Any students arriving after this time must enter through the Front Office in Wood Street. Supervision of the school yard in the morning is from 8.40am and in the afternoon until 3.30pm. If you are picking up your child/ren during the school day, please try to keep these times to recess or lunch and communicate these arrangements to your child’s classroom teacher via Compass email.

PARENT TEACHER CONFERENCES AND STUDENT SUPPORT GROUP MEETING

To assist us in building partnerships with our families, celebrating your child’s achievements and developing future learning goals, we will be holding Parent Teacher Conferences on Wednesday 8th March from 2pm – 7pm.

Families can select if they would like to attend the conference in person (at school) or remotely via Webex when making their booking. The duration of each booking will be strictly 10 minutes as conferences are back to back.

Conference bookings are now open on Compass and close on Friday 3rd March. Interpreters will be available, if required, through Compass bookings. For some families, these times have already been allocated, if the booked time does not suit please email your classroom teacher to organise another time so we ensure an interpreter will be available.

Student Support Group Meetings

Term 1 Student Support Group meetings will be scheduled by our Wellbeing Coordinator in the next week. Families who usually attend Student Support Group Meetings to discuss their child’s Individual Education Plans will not be required to book a Parent Teacher conference on Compass.

DISABILITY INCLUSION

From 2023 our school will begin introducing some changes to help us strengthen support for students with disability.

Disability Inclusion will help our school better understand what our students need to help them learn and participate at school.



It involves:

- a new Disability Inclusion Profile and school funding model to strengthen support for students with disability
- more resources, training and coaching for our teachers and school staff about the best ways to support students with disability.

From 2023, the **Disability Inclusion Profile** will be available to help us identify the strengths, needs, and educational adjustments we can make to assist students with disability and additional learning needs. The Disability Inclusion Profile replaces the Program for Students with Disabilities (PSD) application process.

Over the coming years, we will invite families of students who are currently part of the PSD, and other students with disability and additional learning needs, to participate in a meeting to complete a Disability Inclusion Profile.

We will use **new school funding and supports** for more training and professional development for teachers and school staff, expert advice about disability, teachers and other staff to help plan and deliver changes for students, and resources to support learning.

The new Disability Inclusion approach ensures our school is better able to support students with disability and additional learning needs. Avondale Primary School is excited to be part of Disability Inclusion and we look forward to continuing to support our students to learn and thrive.

If you have any questions about your child's learning or Disability Inclusion, or need translation or interpreting assistance, please contact Jill Benham- Principal, Jenna Heywood- Assistant Principal or Frances Ferraro- Disability Inclusion Learning Specialist.

FUNDRAISING EVENTS

Make March Purple is an Australia wide campaign supported by epilepsy organisations across the country. World Purple Day, held on March 26 is an international day of awareness for people impacted by epilepsy. On Friday 10 March APS will support this event through a Crazy Hair/ Purple Dress Up Day. Students will be able to donate a gold coin to raise funds. Families who wish to purchase MMP merchandise can do so by visiting makemarchpurple.org.au.



This term, we are also hosting a **COLOUR EXPLOSION** Fun Run on **Thursday April 6**, the last day of Term One. Over the coming weeks we will be seeking input from our students and staff as to areas or items for which money raised can be used.

This is also a fun way for students to bring Term 1 to a close, with the opportunity for all students to purchase a sausage sizzle lunch order. More information on how to fundraise for this event will be provided to families next week.

LIBRARY NEWS

Book Fair. What a fantastic week it was!!! Our library was buzzing with students busily filling in their wish list to take home. Exploring the many new and familiar titles on offer. As well as fluffy journals, spy kits, pens, rubbers and posters.

In the afternoon, it was wonderful to see so many families come in and have a look around. Some families took the opportunity to order and pay online. Thanks to the generosity and support of our school community, this year's Book Fair raised \$2,095. The students have put together a wish list of books that they saw at the fair, so I will order them in the coming weeks.

A huge thank you for all the support.
Sharon, staff and students of Avondale Primary School.

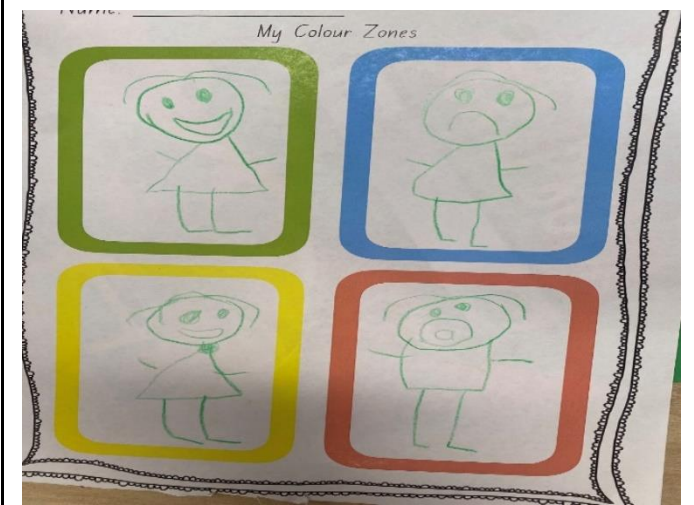
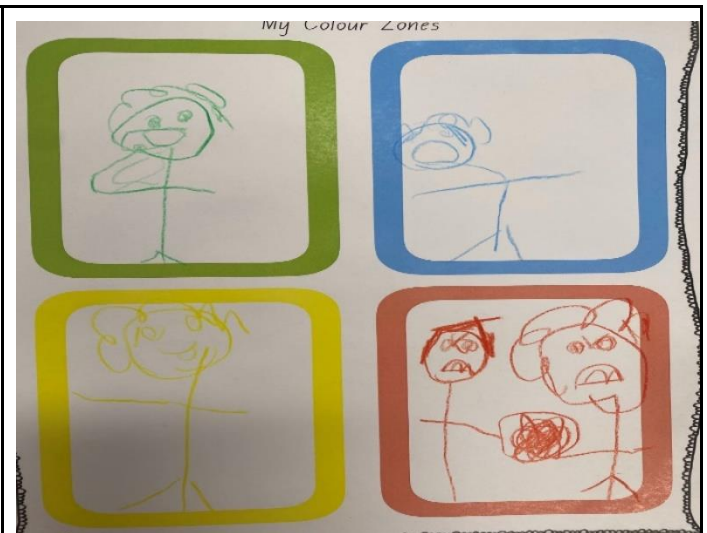


TEACHING AND LEARNING

Personal and Social Learning including Zones of Regulation, School Wide Positive Behaviour Supports and Respectful Relationships.

In **Foundation** we have been learning about the Zones of Regulation. We spoke about the different coloured zones and how we might feel in these zones. We created a zones area where students will be able to express and share how they are feeling and why. Foundation students also had the opportunity to colour monsters to express what coloured zone they were in. They also drew a picture showing how they feel in each zone.





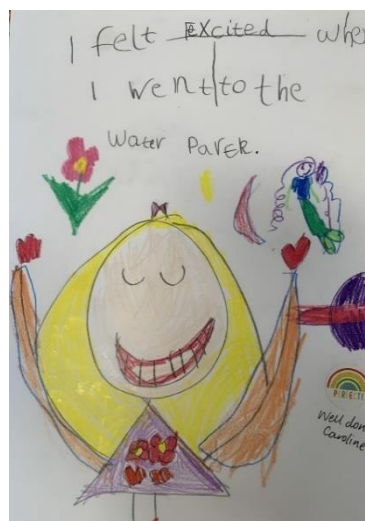
In 1A students have been revising what they know about Zones of Regulation. As a class we discussed the different feelings that we can experience in each zone and students are beginning to self assess themselves by placing their photo on the relevant zone. Students have also been working collaboratively in groups to think of different scenarios and match them to the feelings and zones.



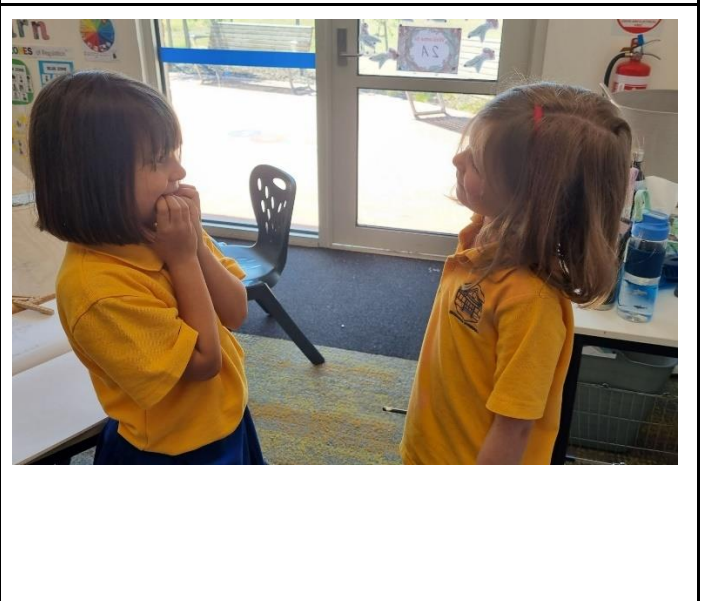
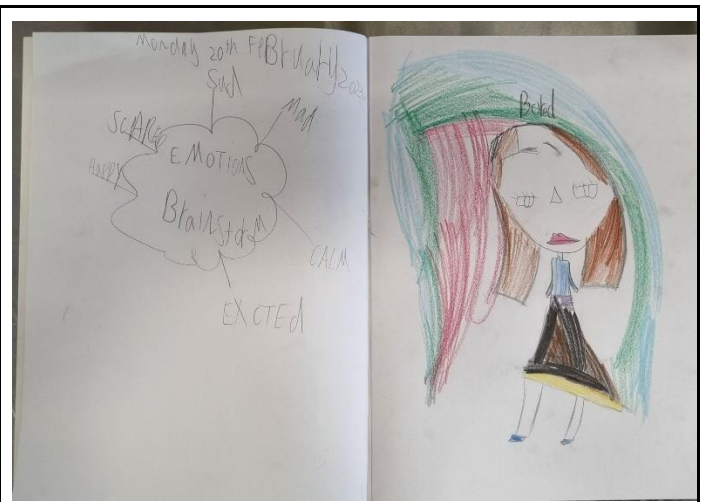
In **1B**, we have been learning about the Zones of Regulation and becoming aware of how actions and behaviour change our feelings and the zone that we are in. Students were given a variety of scenarios and encouraged to think about how this would make them feel and which zone they would be in.



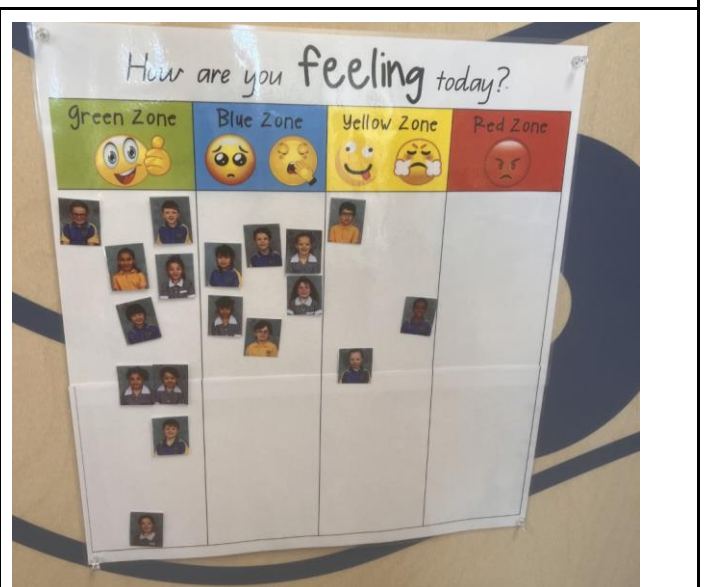
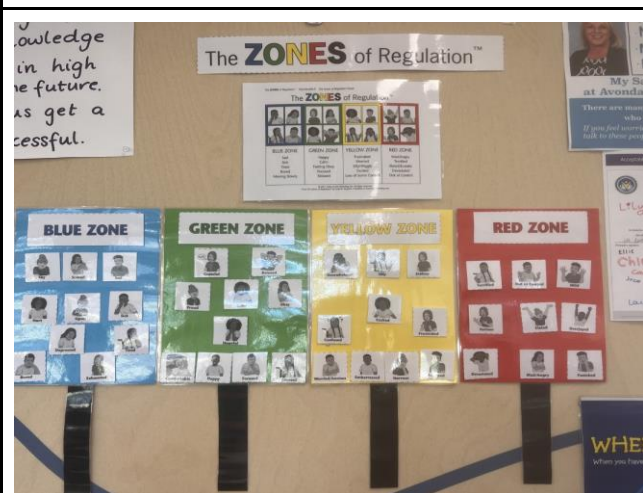
In **1C**, we have been discussing our emotions and how these reflect our feelings and what zone we might be in. This week, we worked collaboratively to understand how different scenarios might make us feel and what zone they may put us into; GREEN, YELLOW, BLUE or RED. In RRRR, we have also discussed our different emotions and the key signals that help us to identify what emotion we are feeling.



In **2A**, we have been busy exploring emotions through both our Zones of Regulation and Respectful Relationships lessons. We have been learning how to identify different emotions, recognising what they feel and look like and are becoming aware of which zone we are in. The students have participated in group discussions, created visual representations and used role play to explore this topic.



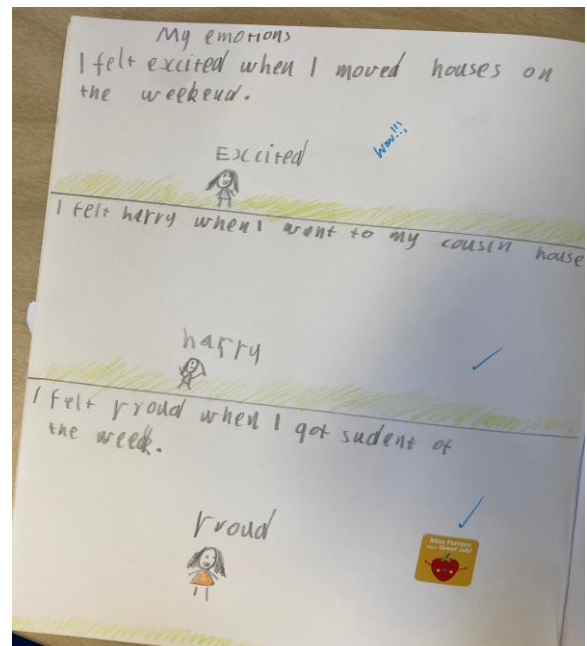
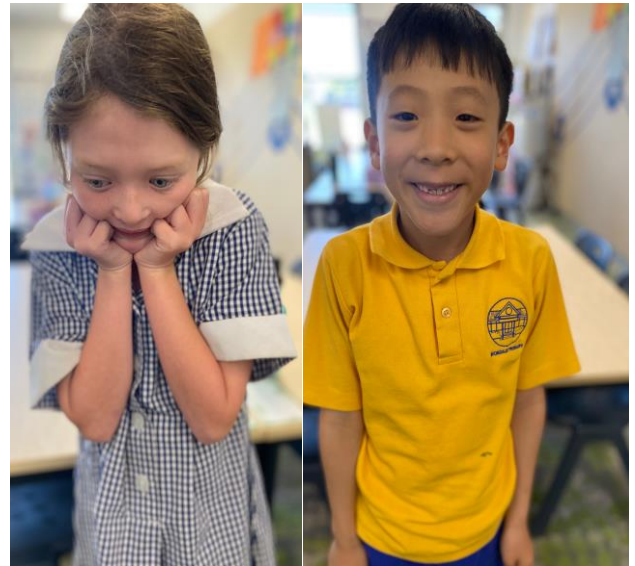
In 2B, we have been revising the Zones of Regulation, strategies to manage our emotions and feelings and how a person's body language demonstrates what emotions they may be feeling. We have created a display together and have a check in station where each student is able to move their photo to show what zone they are in.



In **2C**, we are learning about Emotional Literacy in Respectful Relationships. We are also learning about the different zones and what we look like in each zone.

Can you guess our emotions in these pictures?

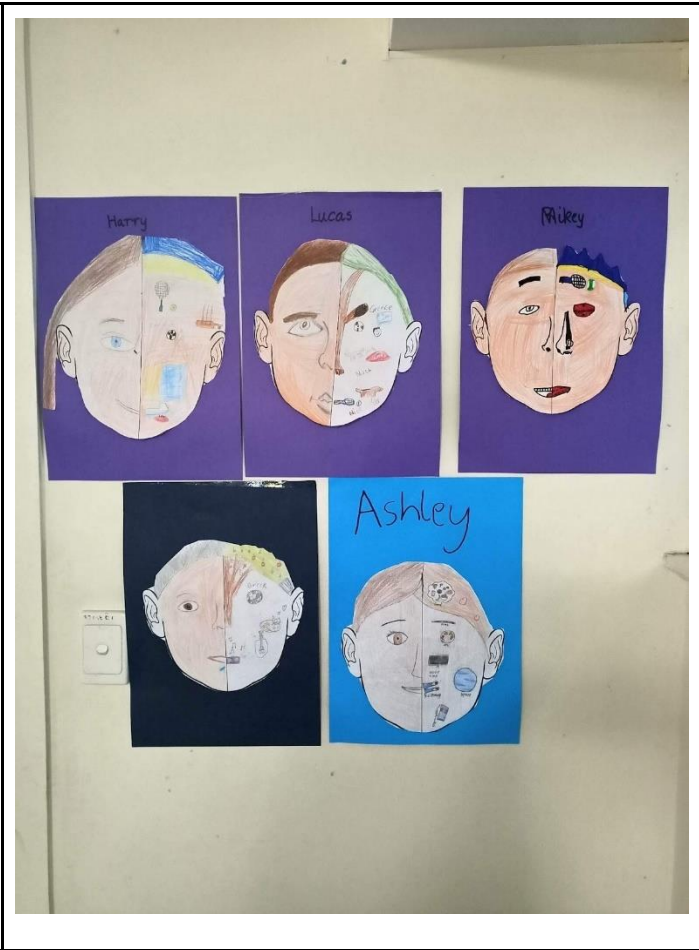
We also wrote about times we felt different emotions and there is a work sample of that below.



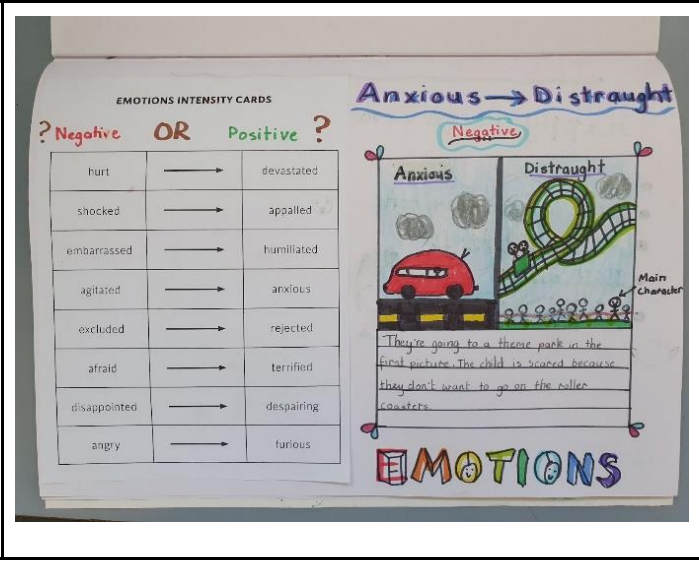
Grade 3 students have been learning how to identify their emotions through a variety of classroom games and activities. They have learnt to use their body language and voices to communicate emotions throughout their daily lives. Grade 3 students have also been learning about emotional triggers that can affect the ways in which we relate to each other.



The **Grade 4** students have been working on identifying emotions and recognising how we feel in the different zones. We have been sharing our personal strengths and challenges and identifying the skills that we might like to develop further. There have been opportunities to share our interests that make up our identity, whilst appreciating how we might differ from others.



In 5/6A, we have been looking at the different Zones of Regulation and strategies we can use to manage our emotions. The students were given the task to choose an emotion, draw a picture and write a scenario to when they may feel these emotions.



EMOTIONS INTENSITY CARDS

hurt	→	devastated
shocked	→	appalled
embarrassed	→	humiliated
agitated	→	anxious
excited	→	rejected
afraid	→	terrified
disappointed	→	despairing
angry	→	furious

Worried → Distraught
Negative

Worried

Distraught

They go on a boat ride, the water gets choppy. They keep going, they then see that they might crash into the jagged cliff.

The Zones of Regulation

Blue Zone Yellow Zone

Green Zone

Bored - Blue Zone

- Look away into space
- yawn
- Don't concentrate

How to get back to Green Zones

- find something to do
- play music
- go on a walk

Red Zone

In **5/6B**, we have been learning about the Zones of Regulation and how our thoughts and feelings can impact our mood. Students participated in a circle time and explored situations that can make us feel Blue, Green, Yellow or Blue. Finally, students drew a character that represents them and placed it on our class chart.





Grade **5/6C** we have been focusing on building respectful relationships in our classroom. Our personal backpacks tell details about who we are and what makes each of us unique.

During writing time we have focused on learning how to conduct a peer interview, we then used our responses to write a postcard telling our audience about the new friend we got to know better!

Puppets have also recently been appearing in our classroom, along with impromptu puppet shows filling our classroom with laughter and entertainment.



Grade **5/6D** have been looking into reading body language and the emotions that can be depicted through various gestures, looks and facial movements. We have discussed the importance of reading the emotions of others in order to decipher the zones our friends and family might be in and how we can assist them towards the green zone.

Can you read the emotion?



Italian

Students contributed their drawing skills to assist in developing a bilingual display poster of the Zones of Regulation to which is now displayed in the Italian room for reference.



Physical Education

Grade 3-6 students have been preparing for their upcoming Athletics Day Carnival on Thursday 2nd March. Students have had the opportunity to practice all the events involved on the day, preparing them for the best opportunity for success. They are super excited to spend the day away from school, performing alongside students of the same age and participating in a range of events.

Grade 5-6 students have started training for their upcoming Summer Gala Day. Students have had the opportunity to participate and learn new skills while playing sports including soccer, cricket and Hot Shot Tennis.

This week Grade 1-4 students have the opportunity to participate in a 4 week after school Cricket Blast Program. All registered students will receive a FREE hat and polo with their name on the back. Students are very excited and I can't wait to share photos in the upcoming weeks.

Miss Devine



WOOLWORTHS CRICKET BLAST WORKSHOP

This week Grade 1-4 students had the opportunity to participate in a 4 week after school Cricket Blast Program. All registered students received a FREE hat and polo with their name on the back. Students were super excited and enjoyed the experience.



Visual Arts

This week in Visual Arts the Grade 4s finished working on their warm and cool colour picture. We first sketched a picture and then ruled straight lines through the page. We discussed and listed warm and cool colours. Using the colour wheel helped with some of the difficult shades. Next we shaded the picture in warm or cool colours and used the alternative colour scheme to shade the background.

The best part of this project was when we critiqued the artworks. There was such a positive buzz in the room as students discussed the artworks *and* complemented each other on their pieces. It was so lovely hearing students critique their peers in a respectful and constructive manner.



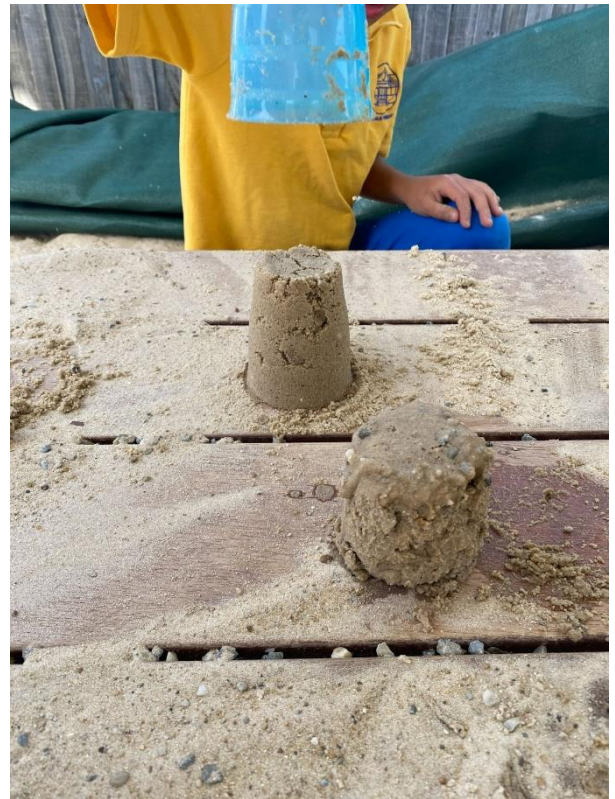
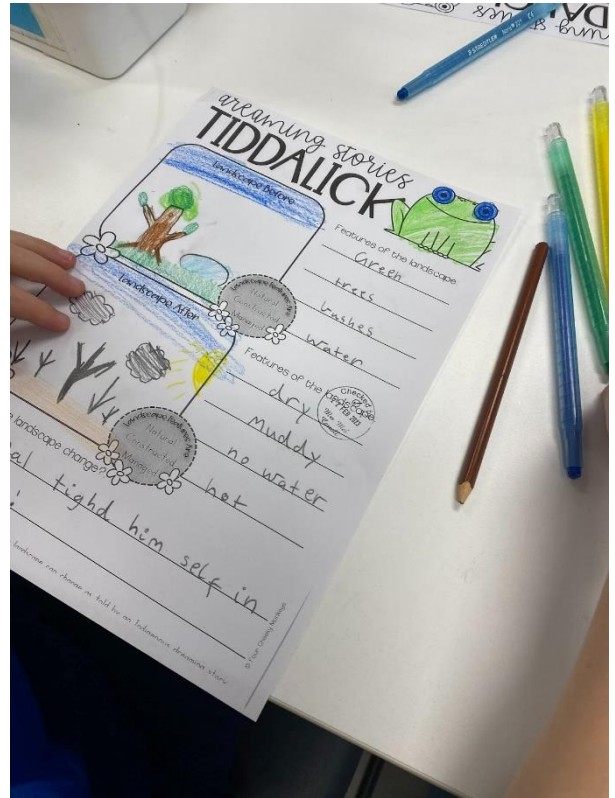
Science- Junior

In Science this week, students have experienced hands on tasks and made connections with their topic of the term.

Foundation students used fans to test what blows in the wind! We noticed that heavy items don't blow in the wind.

Grade 1 students made night and day sky sensory bags. It was lots of fun exploring what we see in the sky!

Grade 2 students explored the effects of droughts and floods. We tried to make sandcastles with dry sand and then flooded them with water.



Science- Grade 3

Grade 3 students have been exploring the earth's rotation and the sun's energy. We tested what happens with cups of ice in direct sunlight and in the shade. We then made globes using balloons and demonstrated how the earth rotation causes daylight and sunlight. Students had such interesting questions!



STUDENTS OF THE WEEK – Term One: Weeks 4 and 5

Week 4: 13th February - 17th February

STUDENT NAME	GRADE	SCHOOL VALUE	AWARDED...
Lily	Foundation A	Learning	For being a focused learner and listening carefully to instructions!
Mila C	Foundation B	Responsibility	For showing persistence at school and being a bucket filler! Well done Mila!
Tommy	Foundation C	Learning	For making an amazing pattern in Numeracy. Well done Tommy!
Lachlan F	1A	Learning	For using effective addition strategies when following the story - How Many Legs? You were a great Mathematician this week Lachlan, well done!
Dilara	1B	Learning	For her amazing reading and decoding of unknown words through blending sounds.
Charlie T	1C	Learning	For listening and acting on feedback with his Writing task. Great effort!
Hayden J	2A	Respect Learning	For actively listening during mini lessons and having the confidence to share his ideas with the class.
Tracey T	2B	Learning	For being attentive, taking on feedback and applying it to her work. Well done Tracey!
Leila H	2C	Respect	For sharing her kindness and talents with others through her Happy Birthday piano performance.

Sebastien	3B	Learning	For writing some amazing Sizzling Starts and developing your narrative.
Eloise R	3C	Learning	For writing an amazing sizzling start and backfill for your narrative!
Luca S	4A	Learning	For being helpful, courteous and a thoroughly focussed learner throughout the entire week.
Jackson P	4B	Learning	For his focussed approach to learning tasks throughout the week.
Lucas N	4C	Respect Responsibility Learning	For demonstrating our school values and showing kindness to his classmates.
Sura	5/6A	Respect Responsibility Learning	For applying yourself in all areas of your learning and consistently displaying the school values. You should be very proud!
Amir	5/6B	Learning	For writing an amazing sizzling start with fantastic descriptions and keeping the reader in suspense!
Taylor	5/6C	Learning	For being an enthusiastic and productive learner following the class schedule and completing all tasks at a high standard! Great work!
Mimi D	5/6D	Responsibility	For listening attentively and following the classroom procedures very thoroughly, completing her tasks with care and accuracy. Well done.
Aren C	5/6E	Responsibility	For working very hard to complete all of his tasks and making a big effort in publishing his work.
Tyrone 5/6D	Visual Arts	Responsibility	For taking his Art Room job 'Collection Master' responsibility and promptly. Awesome work, Tyrone.
Henry 1C	Science F-2	Learner	For actively listening to our science class this week. Henry completed a creative list of everything he knows about the sky and landscape! Well done.
Violet 4B	Science 3-6	Learner	For her contributions to class discussions, enthusiasm towards science and accuracy in labelling illustrations.
Leila W FA	Italian F-2	Learner	For showing a positive attitude towards Italian and sharing words she already knows with the class. Brava!
Dante M 3A	Italian 3-6	Learner	Showing an enthusiastic attitude towards Italian and putting lots of effort into his work. Bravo!
Leo B FC	PE F-2	Learner	For being an active learner, following instructions and working hard during our PE lessons.
Harrison M 56C	PE 3-6	Respect	For demonstrating respectful behaviours, being polite during discussions and being an awesome helper.

Week 5: 20th February - 24th February

STUDENT NAME	GRADE	SCHOOL VALUE	AWARDED...
Zak C	Foundation A	Learner	For trying his personal best at following steps on how to draw a snail.
Roxana Y	Foundation B	Responsibility	For being a helpful classmate! Well done Roxana!
Nina	Foundation C	Responsibility	For always being such a helpful and caring class member. Keep it up Nina.
Samuel S	1A	Respect Responsibility	For being a responsible member of the class who shows respect and is always ready for learning. Well done for trying your best Sam keep it up!
Tarik Y	1B	Learning	For risk taking and engaging in writing a recount. Well done!
Tim Z	1C	Learning	For his wonderful understanding of numbers and using part-part-whole to explore numbers from 0-20. Well done for all your effort!
Anika	2A	Learning Respect	For consistently being helpful, kind and a focussed learner. You are a role model for your peers.
Quinn C	2B	Learning	By writing an amazing persuasive piece about why people should have a rabbit as a pet. Superstar writing!
Aiden B	2C	Learning	For showing great listening skills during mini lessons and embracing our meditation brain breaks! Well done Aiden!
Emily A	3A	Learning	For being an amazing learner by sharing her excellent examples of narrative writing 'sizzling starts.'
Mia S	3B	Responsibility Respectful Learner	For being a leader and role model to her classmates, by always thinking of others and applying her best to everything we do.
Finnegan R	3C	Learning	Being an amazing learner by using descriptive language and tightening tension in your narrative.
Amir	4A	Responsibility	For contributing to class discussions and assisting the teacher over the week.
Anabella	4B	Learning	For taking pride in the presentation of her work.
Aleyna	4C	Responsibility Learning	For being a responsible member of 4C and applying herself to her learning.
Lucas	5/6A	Learning	For applying himself in all areas of his learning and continuously displaying the school values.
Mia	5/6B	Responsibility Learning	For sharing her well thought out reflections with the class and assisting her teacher when necessary.

Lucas K	5/6C	Learning	For confidently finding the main idea in a variety of texts and supporting his ideas with details and evidence. Well done.
Shelby H 3C	Visual Arts	Respect Responsibility Learning	For showing great focus and finishing his warm and cool colour picture. Great job, Shelby!
Georgia V 2C	Science F-2	Learning	Georgia demonstrated an excellent understanding of how landscapes change during droughts and floods. Amazing work!
Lua K 5/6B	Science 3-6	Learning	Lua was able to use her prior knowledge and give it her best go!
Leo B FC	Italian F-2	Learning	For listening attentively and actively contributing to class discussions. Fantastico!
Sidney C 5/6B	Italian 3-6	Respect	Being a respectful classmate and completing class tasks enthusiastically. Fantastico!
Liana R 1A	PE F-2	Learning	For always being ready to learn and try her best during PE. Liana persisted throughout our soccer kicking practice and showed great skill.
Michael S 3A	PE 3-6	Respect Learning	For being an active learner and for always making that extra effort to take care of our sporting equipment.

Respectful school communities start with respectful behaviour

Parents, carers, staff and students can help keep our school community safe, supportive and respectful.

Good relationships are based on:



Open and honest communication



Trust and respect



Working together



Fair and reasonable expectations by all

These behaviours are **not** okay in our school community:

- ⊗ Threats
- ⊗ Violence
- ⊗ Rudeness
- ⊗ Harassment
- ⊗ Discriminatory and derogatory comments
- ⊗ Aggression
- ⊗ Intimidation
- ⊗ Threatening gestures

This includes in-person, over-the-phone, email, text message, social media and online.

For more information ask your school about the **Respectful Behaviours within the School Community Policy**.

Avondale Teamkids

NEWSLETTER



WHAT'S BEEN HAPPENING



HIGHLIGHTS FROM THIS TERM SO FAR:

- Welcome week
- Welcome poster
- Morning tea for APS staff
- Teddy Bear Pancake time and celebration
- Lego Challenge
- Valentines day special



TEAMKIDS CLUBS ASC WEEK:



MONDAY

WILD LIFE PARTY

TUESDAY

CRICKET

WEDNESDAY

CHECKERS TIME

THURSDAY

CAKE MAKING

FRIDAY

TENNIS TIME

IMPORTANT DATES



Monday 27th FEBRUARY
TeamKids Wild Week party



BRING ALONG YOUR STUFFED ANIMAL TOYS OR AN ANIMAL COSTUME TO WEAR



It was great to meet so many APS families at the coffee van provided by TeamKids at the Meet and Greet Afternoon last week. Feel free to pop in and chat to us at anytime!



Service Mobile: 0431153972

Office Phone: 1300035000

Service Email: avodaleps@teamkids.com.au

Office Email: info@teamkids.com.au



Essendon Keilor College

28 March 2023



College Open Night

6:00pm Essendon Campus

Campus Open Day Tours

Tours on this day will
take place at 10:00am
and 1:30pm at all
campuses by appointment

Term 1 Weekly School Tours

Please contact the
appropriate campus
to book in a tour.

EAST KEILOR Campus (Years 7-9)

82 Quinn Grove, East Keilor VIC 3033

P 8331 0109

NIDDRIE Campus (Years 7-9)

19 Peters Street, Airport West VIC 3042

P 9375 8400

ESSENDON Campus (Years 10-12)

286 Buckley Street, Essendon VIC 3040

P 9319 1300



ekc.vic.edu.au

#BIGWHITEVIN23



COME AND TRY
COMMENCING
MARCH 17
FRIDAY'S
4:45PM
CANNING
RESERVE

H E I G H T S

#WEAREAVONDALE



JOIN THE
BIG WHITE V
IN 23



SCAN
BARCODE TO
REGISTER

H E I G H T S

VTEAM TAEKWONDO MAIDSTONE FOR CONFIDENCE



\$39.95 FOR
4 WEEKS OF
UNLIMITED
CLASSES

HEY MUMS & DADS

Grow Your Child's CONFIDENCE with these FUN & SAFE kid's Martial Arts classes!

Age Specific Classes reformed for:

- ✔ Pre-Martial Arts 3 & 4 years
- ✔ Juniors 7 - 12 years
- ✔ Pre-Martial Arts 5 & 6 years
- ✔ Teens and Adults 13+

Trial Offer - 4 WEEKS Training + FREE uniform if stay on (uniform Value \$75) - Only \$39.95!

Follow the link to enroll now! <https://app.clubworx.com/s/xQbrUys>

OR scan the QR code below



Avondale Football Club have a 6 session All Ability program starting Sunday 26 February, 2023!! This program is open to people of all ages.

Term 1 is a participation program. For those interested in competition (which commences Term 2) – please also complete an expression of interest on the below link to Register.

When: Sundays – starting 26 February with “Free Come and Try” event – until 2 April, 2023

Time: 9am – 10.30am

Where: Avondale Heights Reserve, 1a Doyle Street, Avondale Heights

Register: <https://avondalefc.com.au/all-abilities-program/>

Find out more: If you have any questions please contact **Sam Watson**, General Manager Avondale Football Club on tel. 0448 861 667 or e. info@avondalefc.com.au



ALL ABILITIES
PARTICIPATION SOCCER PROGRAM

6 WEEKS
6 SESSIONS

DATE: 26 FEB – 02 APR
TIME: 9 AM – 10:30 AM

Avondale Heights Reserve
1a Doyle Street, Avondale Heights.

For more information, visit www.avondalefc.com.au/all-abilities-program