What’s coming up at Silkwood?

Monday, 24 October
School Photos Day – Class and Individual (Prep – Year 8)

Saturday, 29 October
Parent Introductory Course
9.00am – 12.30pm in Year 9 Room

Thursday, 3 November
School Photos Day – Class and Individual (Year 9 - 11)
Music Groups (Orchestra & Choirs)
Catch-up individual photos

Wednesday, 23 November
Summer Music Concert
5.15pm – 6.30pm @ Bellevue Park Primary School Hall

Thursday, 24 November
SCCA Screen Safety Team Meeting
9.00-10.30am @ Hinze Dam Café – all welcome

Thursday, 1 December
Summer Festival Prep to Year 11
Last Day Term 4

SILKWOOD SCHOOL PHOTOGRAPH DAYS

Monday, 24 October
Prep-Year 8 + Arrowsmith

Thursday, 3 November
Year 9-11
Music Groups (Orchestra & Choirs)
Catch-up Individual Photos

Photo Order Envelopes have been sent home with students this week.

NOTE: Each student will be issued with their own unique envelope – their name will be printed onto the envelope.

IMPORTANT: Every student MUST hand their envelope to the photographer on photo day - even if not buying photos.

On photo day the camera is linked to a computer which will record student names to photos automatically.

Family (sibling) photo order envelopes are available from the school office. Special group photo order envelopes will be available at a later date.

Instructions for ordering are on the envelopes and are self-explanatory.

If you have any questions, please contact Academy Photography 07 3801 4407.

QUICK SCHOOL CONTACTS

Student Absentee Notification
P: 5655 0300 before 8.30am
E: attendance@silkwood.qld.edu.au

School Fee Account Enquiries
E: monique.berriman@silkwood.qld.edu.au

Outside Hours School Care – Bookings/Enquiries
P: 0475 824 342 E: silkwood@helpinghandsnetwork.com.au

Class Matters
Please contact your Class Teacher or Syndicate Learning Manager through the School Portal.

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ABSENCES FROM SCHOOL

Parents are asked to telephone the School before 8.30am on the morning of absence on 5655 0300 or email attendance@silkwood.qld.edu.au.

Unexplained absences will be investigated. The School requires a medical certificate when a student is absent due to illness for three or more consecutive days.

SCHOOL FEES

School Fee Accounts have been issued to all families via the Parent Portal. If you are unable to access your account or have any questions regarding your account, please email Monique at monique.berriman@silkwood.qld.edu.au.

Fees are due by the end of the first week of Term. If you have an existing direct debit plan in place or have paid your annual fees in full, no action is required.

PAYMENT REMINDER

A friendly reminder – all fee payment plans must be finalised by Friday, 11 November, 2016. If you are having difficulties doing so, please contact Monique Berriman as soon as possible on monique.berriman@silkwood.qld.edu.au.

Baily Fernandez
Business Manager
businessmanager@silkwood.qld.edu.au

UNIFORM SHOP

2.00pm – 3.00pm Monday to Friday
Pre-Order items through Qkr! phone app:
1. Download Qkr! app
2. Or visit http://qkr.mastercard.com/store
3. To register, select your country of residence as ‘Australia’ and follow the steps.
4. Find our School – SILKWOOD

If you have any questions, please contact the school office.

SCHOOL FACILITATOR’S NEWS

For all of our lovely families who want some help navigating perspectives on Technology and its place in the lives of our young people, I have constructed the following on Understanding Student Learning and Digital Technology Use – The Silkwood Way.

I hope you find it helpful – please feel free to email me any questions you might have – always happy to help.

Valerie Campbell-Hogg
School Facilitator

Understanding Student Learning and Digital Technology Use – The Silkwood Way

Our best learning experiences come when we are engaged in designing and creating things, and when things are meaningful either to us or others around us. When children create pictures with finger paint, they learn how colours mix together. When they build houses and castles with building blocks, they learn about structures and stability. When they make bracelets with coloured beads, they learn about symmetries and patterns. Like finger paint, blocks and beads, computers can also be used as a “material” for making things. Indeed, the computer is one of the most extraordinary construction materials ever invented, enabling people to create anything from music videos to scientific simulations to robotic creatures. Computers can be seen as a universal construction material, greatly expanding what people can create and what they can learn in the process.

- The Global Information Technology Report

THE PURPOSE OF DIGITAL TECHNOLOGIES AT SILKWOOD

Our motto, ‘Technology is in the service of learning: at school it’s a tool,’ keeps the integrity of the intent behind digital use and gives us a framework to align questions about appropriateness. Digital technologies have three main purposes at Silkwood, all of which are in the service of learning.

- To develop the students’ digital fluency in preparation for the 21st century world.
- To develop administration skills for students to record and reflect on their learning.
- To enhance and personalise learning and bring alive curriculum content.

1. DEVELOPING STUDENTS’ DIGITAL FLUENCY

Silkwood’s curriculum is developmentally based: it progresses learning through physical, emotional and conceptual phases. One important outcome of the curriculum is that students are led to establish personal (non-technological) skills before technological skills are introduced. Thus, for example, the students would develop their handwriting before learning how to type. We observe that the introduction of digital literacy skills into a learning sequence, prior to the development of a personal skill, can lead to poor motivation to develop that skill, with the exception of supported learners (see Learning Enhancer paragraph below). This view of education can be applied to data processing, data retrieval, word processing, graphic design, communication skills and calculating. The consequence of this is that the explicit teaching of specific digital literacy skills is introduced in age-appropriate contexts through our core digital literacy continuum. This includes ethical and safe use of digital technologies in the digital world. The goal is for all students to achieve digital fluency by the time they graduate as they are critical skills for the 21st century.

2. DIGITAL TECHNOLOGIES FOR ADMINISTRATIVE TASKS

As well as a student’s digital skill development, digital technologies are also used as an administrative tool across the school from Prep to Year 12. The school is set-up for teachers and students to be able access technology for the purposes of Lesson Planning, Class Timetables, Curriculum Continuums, a Student’s personal learning plan and portfolios of student work. These are more accessible, sustainable and interactive in an electronic format so will be used throughout the school to support learning. Teachers assist students with these administrative tasks when appropriate to their learning program.

3. DIGITAL TECHNOLOGIES AS A LEARNING ENHANCER

Digital technologies are also used to enhance a student’s learning and ‘bring alive’ curriculum content in a meaningful and authentic way. To improve the personalisation and learning opportunities for all students, curriculum content may be delivered in a multi-modal format. For example, a teacher may choose to show students a short video clip on Ancient Greece to enhance their understanding of Ancient Greek culture. Alternatively, a supported learner may use assistive technology such as an iPad to help them write a short story as they have severe difficulty writing by hand. This is where digital technology enhances the learning for the student and reiterates our school’s motto, ‘Technology is in the service of learning: at school it’s a tool.’
CARDBOARD CHALLENGE
Silkwood’s Day of Make and Play

Another great day of make and play was had on Monday, 10 October. The students had a great time and the creations were amazing. It gets bigger and better every year!

Lauren Weston
CLASSES IN THE SPOTLIGHT THIS ISSUE...

MOONLIGHT PREP NEWS

With just eight weeks left, our friends in Prep Moonlight have returned from the holidays with lots of positive attitudes and enthusiasm for learning! We have lots of fun things in store for us this term as we prepare for our transition to Year One. Our last integrated unit is called “Bohemian Tales” and we are excitedly coming up with sentences to explain what has happened so far in the shared stories. We are learning about using capital letters, full stops, spaces and the sounds in words to write meaningful sentences.

During our first week back we started talking about being ‘mindful’ and were eager to practice this skill. You can see us here working on a selection of activities, including painting, drawing, creating mandalas, and puzzles with more than 20 pieces. At first the children were excitedly chatting about what they were doing, but as we deepened our practice they really began to focus and breathe through their work. Afterwards, we chatted about how they had progressed, and it was surprising to hear that they actually appreciated the chance to work without interruptions or distractions!

Miss Olivia

YEAR 2 WATTLE NEWS

What we’ve been up to...

Our Celtic Saints Integrated Unit focuses on initial and proper noun capitalisation and spelling. We have been hearing stories about the saints and delving into Celtic history, learning traditional Celtic songs, dances and craft.

This term, in English, our main focus is on putting our writing skills into application, through revising and editing previously written stories, creating new ones and writing a marine animal information report as part of our water unit. This will tie in with our class camp to Underwater World in November.

We are also busily fine-tuning our mental Math skills in preparation for Year 3. In particular, we have been practicing our doubles, halves and number bonds to 20. We will also continue mastering our 2, 3, 5 and 10 times tables.

Our HPE focus this term is on pursuit and evade games incorporating fundamental movement skills and dance, culminating in the Summer Festival bush dance.

In Visual Art we are exploring a range of watercolour techniques and effects this term and applying these to various water-related artworks inspired by many well-known modern artists.

This term, 2 Wattle are participating in a range of Science, Technology, Engineering and Maths challenges based on civil engineering projects.

During our Earth Keepers Unit last term, Year 2 collected over $400 for our Save Trees Wear Green Day. We donated the money to buy seedlings to rejuvenate Little Clagiraba Reserve. This week we worked with a local group to plant the seedlings.

The students will put their co-operation, growth mindset, design, engineering and problem solving skills to good use through the creation of a passion project this term. This will be a child directed project, with the children deciding what they would like to research, design and create based on their individual passions.

Melissa

YEAR 4 NEWS

It is hard to believe we are already in Term 4, 2016. Year 4 has enjoyed a much more relaxing start to our final term.

In English, we have been piecing together our information reports that we began to study last term. The children were able to pick an animal of their choice to research, (some even studying their animal over their holidays) and this week we began to draft and edit the final copy of the report.

In Mathematics we have been investigating our play area and have created a survey for both our class and the Year 3 class to complete. The aim of our survey is to find out what changes we would like to see in the playground in 2017. With the data we have collected we have begun to create pictographs and bar graph displays.
In our afternoon sessions the children are very excited and enthusiastic to be creating their very own smash journals. A smash journal is almost like a diary where the smash journalist can document anything that matters to them. Memorabilia, postcards, greeting cards, magazine cut-outs, letters, ticket stubs, favourite quotes, photos, journaling, and other titbits of stuff that can be smashed into a journal; the end product is a totally unique journal that represents the author.

Katherine

**YEAR 8 NEWS**

So far this term, Year 8 has been busy learning about the Digital Revolution as part of their Integrated Unit. For this, they have been studying how technology has changed over time and focusing on how to protect themselves when being online. In the upcoming weeks the students will also be exploring digital careers and how different digital technologies work.

Last week, Year 8 went Stand-Up Paddle Boarding as part of their HPE program. They had a great day learning the basics and exploring the waterways around Surfers Paradise. The class was enthusiastic and eager to enhance their skills in SUP.

For Enterprise Education, the students of Year 8 are continuing with their Mini Big Picture projects. This term, projects include working with the Site Team to learn maintenance skills, designing a bathroom for interior design and building a drift trike, among many others. Each Advisory Group also has a collaborative project for which they are planning and organising a fundraising event for a local charity of their choice. We will be showcasing our individual project and collaborative project at the end of this term at the Year 8 Exhibition.

Anna

**YEAR 11 NEWS**

Hi everyone and welcome to crazy Term 4!

The year 11 students have started to talk about the end of Year 12 so I thought it was a good opportunity to let you know OUR plans. As promised, we will be re-invigorating the emotional and beautiful transition ceremony known as Graduation. This will be the school’s role. If parents and students want parties or other events outside of school, they will organise it themselves.

Following on from the end of Year 12 is the infamous Schoolies. Our friends at South Passage sent us through the attached information on a Schoolies alternative in case discussions are headed that way.

On the theme of teens, I have been using a wonderful resource called Exploring Teens as we navigate our way through these brave new frontiers of young adults! You may have seen links popping up on the Facebook pages. I have found them to be positive, open minded and supportive. It is a print magazine, Facebook page and they also offer a closed group for more private discussions. The magazine has a very affordable subscription offer that I encourage you to research for your family. We need every bit of help we can get some days! Here is some more information from the publisher, Mathea:

**Exploring Teens**

Exploring Teens is Australia’s only magazine for the parents of teenagers, a must-have resource for raising adolescents. Previous to Exploring Teens, the parents of teenagers were an overlooked segment of society. I know this, because as the parents of twin teen boys, I was one of them.

I love community and connection. Where I find it doesn’t exist, I build it. I’m a mother of three boys and have spent most of my career as an accountant. I have unbridled levels of enthusiasm and commit wholeheartedly and passionately where I see a need. This is why I created the Exploring Teens magazine.

Amidst the challenges we face as parents of teens, there are limited opportunities for normalising our experiences resulting in feelings of isolation, loneliness and failure. Many parents have returned to work by this age and so school gate loitering no longer happens. The peer support we had when our kids were younger is now less accessible.

At Exploring Teens, our aim is to re-build that lost community and provide our parent readers with information and resources that helps them help their teens. We do this through our quarterly magazine, our Facebook page, our closed Facebook group for subscribers and our events. For only $23.10 per year, you can receive your print copy of our magazine and join in the benefits of being a subscriber. Please visit www.exploringteens.com.au for more information and I look forward to chatting with you and sharing your journey.

Alicia

“Be yourself everyone else is already taken.”

- Oscar Wilde
**SCREEN SAFETY TEAM UPDATE**

The Silkwood Screen Safety Team was formed earlier this year and is a group of interested parents and staff working together to help Silkwood parents support their children to make responsible and healthy choices when using technology. As part of the Silkwood Community Care Association (SCCA) we are focused on:

- raising awareness among parents and carers of some common issues that can occur when children use technology, and
- providing practical tips and strategies to help you guide your child(ren) towards making responsible and healthy choices around technology.

There are many issues to consider when children use technology. At present we are addressing:

- cyber safety  
- screen time  
- posture and touch typing  
- wifi, bluetooth, blue light, EMF exposure

We are not anti- or pro-technology. We are interested in supporting our kids to find safe ways to interact with it when needed. As a Silkwood parent or carer,

- What information and support would you like on this?  
- Do you have any helpful strategies, conversation starters or resources that might help other parents?

You don’t need to come to the meetings to be involved!

- **Join the SCCA Facebook Group** to see Screen Safety updates and resources  
- **Email** dennzom1@bigpond.com to offer your helpful tips and ideas or offer your valuable expertise or time to help the group function and grow  
- **Come along** to the next Screen Safety Meeting:

Next meeting – Thursday, 24 November (amended date) at the View Café, Hinze Dam – 9.00am to 10.30am

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**SCREEN SAFETY TIPS...**

This week the Silkwood Screen Safety Team has two resources to share with our school community - a short video on posture and an article on the impacts of social media.

**Computers, Children & Posture**

Check out this great 1-minute video on Computers, Children and Posture by registered Osteopath and Silkwood parent, Jonathan Evans: [https://www.parentbe.com/p/computervideo1](https://www.parentbe.com/p/computervideo1)

**The Impacts of Social Media on Children’s Self-Esteem**

Written by: Michelle van Namen, Silkwood Parent, Holistic Psychologist, Integrated Health Specialists  

With Facebook, Instagram, Twitter, Snapchat, Whatsapp, GooglePlus, Tumbler, YouTube...our children have never been so connected! Statistics show the use of social networking is at 88% for 12-13 year olds, 97% for 14-15 year olds, and 99% for 16-17 year olds (Australian Communication and Media Authority, 2013).

In this technological age, social media has become a primary gateway to connect with friends and is part of the vast majority of adolescents’ daily ritual. Yet many researchers and psychologists have discovered that what may begin as a harmless habit, can also fast-track teenagers into a habit which has been shown to negatively impact self-esteem and self-worth.

Developing friendships is important for a child’s growth, but researchers are questioning if social media is impeding communication skills. Teens are missing opportunities to witness how words and actions affect others, as texting and online chatting keeps others at a safe distance. Social media can give us a false sense of belonging and connecting that is not built on real-life social exchanges. This makes it increasingly easy to lose oneself to cyberspace connections and give them more weight than they deserve. Studies have shown social media is a pathway to shallow relationships and emotionally detached interactions.

Back in the days when we came home from school and we used to establish a connection with our families we were then disconnected from our school life and friends. This usually meant that during those important years of cementing identities and self-esteem parents had the opportunity to have an equal influence in their children’s lives as their fellow peers did.

Experts from research projects conducted by Macquarie University and Sydney’s Children’s Hospital at Westmead have found that teenage girls with body image issues are particularly at risk. “Those with lower self-esteem may access social media more frequently and use it in a different way to someone with a higher level of self-esteem.” “Facebook enhanced feelings of connectedness for well-adjusted people, but those prone to depression were likely to feel more disconnected.”

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**SILKWOOD COMMUNITY CARE ASSOCIATION**

**Education and Development Team**

The Silkwood Education and Development Team is a group of interested parents and staff working together to support Silkwood families by providing them with educational information sessions on a range of parenting/child/teenager related topics. As a part of the Silkwood Community Care Association (SCCA) we are focussed on raising awareness among parents and carers on issues relating to parenting and raising children/teenagers.

We are asking for your assistance to fill in a short 3-minute survey that will help us to provide you with education sessions that are relevant and suit the needs of the Silkwood community. We want to hear from you!

Please click the link below:

[https://www.surveymonkey.com/r/D968QXF](https://www.surveymonkey.com/r/D968QXF)
A 2013 Flinders University study also concluded that the more time girls spent on social media, the more likely that they were to be dissatisfied with their body image and experience low self-esteem.

Self-esteem is developed by our global evaluation of ourselves, by comparing ourselves against other people we are exposed to, and this is where social media presents a huge problem!

"Woah, she looks great, why can’t I be as skinny as she is? And she has such gorgeous clothes!"

"Why does everyone else seem to have boyfriends, but no one is ever interested in me!"

"Other people have great lives, so many friends and parties...my life is pathetic!"

Studies show that an adolescent’s self-esteem suffers when they scroll through friends’ feeds and view perfected images of ideal lives, social activities, personalities and traits. Being accepted by a child’s peer group is so important for a teenager. Children carefully craft profiles and posts, portraying an image they want others to view. With actual “polling data” on appearances and interests by “likes”, it’s easy to understand why children work feverishly on maintaining their image on social media. And these behaviours have been shown to increase anxiety and low self-esteem.

Many studies agree that self-esteem is affected by how social media sites are used. Most studies conclude that excessive time spent on social media can lead to low self-esteem, but that the way social media is used is more of an accurate measurement. There appears to be a correlation between “passive” users; people browsing without updating or commenting, and low self-esteem. It appears teens who primarily use social media to update their own profiles don’t suffer to the same degree as those who spend hours scrolling through their feeds ("passive following").

**What parents can do:**

Set social media curfews so that children have plenty of device-free time each day when they are not consumed by the pressure of their online profiles. Create “no device zones” at home during family meals and also at any social events. But be a good role model yourself!

Don’t only monitor the quantity of time that your children spend on social accounts. The quality of the social media activities that they engage in can clearly impact their self-esteem and well-being. Monitor what they’re doing online and take an interest in whose feeds they’re following.

Encourage your children to engage in positive social media activities, conversations and causes, not just watching others.

Educate them how to look at images with a cynical eye, and also to evaluate how seeing certain things makes them feel. Help them understand that they should take what they see on their social media feeds with a “grain of salt”; that is, to a large degree people like to reflect the good in their lives and usually filter out the “bad stuff”.

The important thing for parents to remember is that a teenager’s brain is still developing. This developmental period is such an important time for imprinting social intelligence. We need to be aware of how social media affects the teenage mind and take an active role in monitoring the way our children are using social media.

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**SCCA NUTRITION TEAM**

**Nutrition Corner**

A great way to add veg into a sweet wholesome treat! If you’ve ideas for this section or you’d like to share a recipe for next month’s newsletter, all feedback and contributions very welcome

Julie Phillips
mail@wisefood.com.au

**CARROT COCONUT MUFFINS GFCF**

6 eggs
½ cup or 112 grams coconut oil, butter or ghee, melted
¼ - ½ cup or 2 - 4 tablespoons honey
1 - 2 tablespoons vanilla
½ tsp sea salt
½ tsp baking soda
1 – 2 teaspoons ginger
½ cup 65 grams coconut flour
2 cups grated carrot (or ½ carrot ½ vegetable ie zucchini, pumpkin. or 1 ½ cups apple)

1. Preheat the oven to 170 degrees. Line or grease 12 muffin cups with liners.
2. Combine the eggs, coconut oil, honey and vanilla.
3. Add in the salt, baking soda and cinnamon. Sprinkle the coconut flour over or sift into the mixture and whisk together. Mix well so the mixture is completely smooth.
4. Fold in the shredded carrots
5. Scoop the batter evenly among the prepared muffin cups. Bake for 20 minutes, or until a toothpick comes out clean.
Welcome back to our amazing term of summer inspired crafty fun!

Monday at 9am we kicked off with a HUGE variety of felted leafy salad greens, plenty of felt salad veg and a selection of mouth-watering felt fruit pieces to toss and create any healthy salad combo.

This awesome bowl of fun is available for perusal and will be raffled after our end of term craft market. Tickets are available from the office.

Wow – what a start to term!

We will also be creating a gorgeous wet felted candle holder to use as a centre table piece.

There’s a cheeky fleece elf and elf maiden to adorn your home, some absolutely cute fairy bunting that will brighten any wee folks festivities, the cutest wee gnome folk that you ever did see and some felt trees that will finish any wee folk space.

If you have little ones - they are more than welcome to join in, where our beautiful craft angel, Vanessa, creates child-centred space for the kids to use their imaginations (available by a gold coin donation).

Come along and share the fun of creating together!

You will find us every Monday morning from 9am at the playgroup area. We would love to see you!

Find us on Facebook: http://www.facebook.com/SilkwoodHeart2Hands

And join us in our mailing list: silkwoodheart2handscraft@gmail.com

From your crafty team, Mia, Dionne and Maria

COMMUNITY NOTICEBOARD

DISCLAIMER

The advertising sections of this newsletter have been submitted by individuals. Silkwood School does not take any responsibility for the content. The opinions expressed in the advertisements and notices do not necessarily represent the views of the school.

2016 PARENT BUSINESS DIRECTORY

Click here to view the current directory and to access an application form to advertise in the directory.

The Silkwood School has a Buy Swap and Sell Facebook Group where parents can sell or giveaway their second-hand goods including second hand school uniforms. Please click on the link to join. This is an SCCA initiative.

https://www.facebook.com/groups/700798820062787/
CARPOOLING WANTED

UPPER COOMERA AREA
Carpooling wanted in Upper Coomera area, to share drop off and pick up. If you able to help please call or text Steph 0410 817 979.

SPRINGBROOK AREA
Lift home to Springbrook:

We are facing a big decision to leave Silkwood School next year as we have moved to Springbrook and Gus (Year 5) has a new puppy he would like to get home to after school to walk. If anyone has a spare seat in their car to give Gus a lift home to Springbrook after school only, Gus’ mum, Tania, is able to drop to school five days a week and has three seats in her car free in the mornings.

Email: truespirit70@gmail.com
Phone: 0403 655 860

FREE MINDFUL AUDIO ADVENTURES!

The Mindful Frog adventures are audio-only recordings to help children aged 3-8 become more mindful every day. The idea is to encourage them to constantly notice things around them in the world using all of their five senses.

During these adventures, Simon guides them to look, feel, taste, listen or even smell, all in their imagination. No screens to watch, just relaxing and listening with their eyes closed. There are lots of atmospheric sound effects to help them feel like they’re actually in the scene.

Listen or download them free at www.amindfulfrog.com

On iTunes just search for "A Mindful Frog"

On any podcast app on your android device search for "A Mindful Frog"

If you sign up for the newsletter you can also download a free ‘Getting to Sleep’ audio.

2016 QLD SCHOOL SPORT

Invitational 10-12 Years Girls AFL Carnival

Play with the Gold Coast in the 2016 10-12 Years Girls’ Australian Football Carnival on Saturday, 22 October at Yeeronga AFC and Sunday, 23 October at Wests Juniors AFC.

Trials will be held on Monday, 17 October at Carrara IAFC, Neilsens Rd, Carrara from 4pm – 5pm.

Fifteen girls will be selected for the team; you do not need to be a club member to be selected. Please pass this on to any other players you think may be interested.

Players selected in the team will be required to pay a $50 registration fee – this will cover the carnival registration, a pair of socks and a team photo for each player.

To attend the trials please register your details by clicking on the link below:

http://www.emailmeform.com/builder/form/w1CdniUZ1RlzQrY7u0aK0Lj

If you have any queries, please contact Fiona McLarty 0419 688 028 or Fiona.Mclarty@afl.com.au

Looking to make new friends and learn new tennis skills, all while having fun?

Platinum Tennis located @ Hinterland Tennis Club, Price Street, Nerang run a Tennis Australia Endorsed Program for children which uses specially designed court sizes and equipment.

Progressively building up skills and confidence, making it A FUN AND EASY way to learn TENNIS!

If you’re between 4-18 years of age come and join in. Lessons run six days a week and cost $12.00 per lesson.

Currently we are offering a free trial lesson - if you would like to take this offer, bookings are essential - please contact Jono on 0488 696 939.