From the Principal  
**Bringing Learning to Life – the joys of exploration**

On Friday last week I had the distinct privilege of spending time with Reception Tamingka in Kurrajong. I had been invited by the students to discuss the possibility of using their work in a very meaningful way.

You will recall that, recently, during our whole school Reconciliation assembly, we were honoured to receive from Kaurna elder Jack Buckskin, a shield cut from a tree in Park 20 (Kurangga meaning “blue gum place”). The shield represents protection and safety as well as Pulteney’s strong connections with the Kaurna people.

Our youngest students in particular have diligently followed the tree cutting and shield making processes and have kept a close eye on the tree healing its scar. I spent time with Tamingka class finding out more about the shield. We measured it, hypothesised about how it was made, posed questions about its shape, colour and patterning. Together, we set new goals too; one goal in particular is going to require further investigation – is the scar on the tree smaller than the shield and, if so, why?

In addition, Tamingka class were recently undertaking an exploration in Park 20 and created maps to the “scar tree”. It is these maps that they want to have put to good use. As a result, copies of their maps are now available at Front Reception for visitors to access, should they wish to go on an adventure to find our special scar tree. I thank the children for their creativity, questioning, inventiveness and also for thinking of others. Their learning and investigations have led to a very practical gift to our community.

“If your plan is for one year, plant rice. If your plan is for ten years, plant trees. If your plan is for one hundred years, educate children.” Confucius

We must never underestimate the wonder and capacity of our children.

Anne Dunstan  
Principal

To comment on this article use this link to go directly to the Principal’s Blog:  
Diary Dates

15-22 June Year 10 and 11 Exams
19 June Trash & Treasure Market
23 June Senior School Casual Clothes Day
27 June - 1 July Year 10 Camp
1 July End of Term

Pulteney Shop
Telephone: 8216 5538
Email address: pulteneyshop@pulteney.sa.edu.au

Uniform Shop
Opening Times

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>12.30pm - 4.30pm</td>
</tr>
<tr>
<td>Friday</td>
<td>8.00am - 11.30am</td>
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Jenny Hewitson
Shop Manager
From the Head of Prep School

Digital Technology

The Prep School staff is currently increasing their pedagogical understanding of Technology. This is part of our overall focus on the STEM (Science, Technology, Engineering and Mathematics) curriculum areas. It follows on from the successful introduction of the one to one iPad program in the Junior School in 2015 and supports a number of the priorities as outlined in the School’s recently released Strategic Plan.

Throughout the year the staff will participate in professional development sessions about the Australian Curriculum: Technologies conducted by Ms. Tiffany Anders, Mrs. Georgie Buenfeld and Mr. Nathan Dodd. Support is also being provided to staff on an individual basis by Mrs. Louise Antoniadis and Mrs. Kim Butler-Nixon who are members of the Pulteney Grammar Innovative Practices Team. By doing so, we hope to provide all staff and students with the skills, tools and mindset to achieve success in the rapidly changing technological and information rich world.

The Technologies aspect of the Australian Curriculum contains the two distinct, but interrelated subjects, of Design and Technologies, and Digital Technologies. This involves a lot of content and, below, I would like to outline the attention given to digital learning within the Prep School thus far. Staff across the Year 3 - 6 levels have focused on integrating technology into the curriculum to create student centred tasks that allow the children to demonstrate their understanding in creative and contemporary ways.

Our aim is to engage students in their learning and encourage them to develop skills such as innovation, creativity, critical thinking and problem solving which will enhance their future success in the workforce.

Coding

During Semester 1 the children in Years 3 – 6 have been working through the coding course, code.org, under the guidance of Mrs. Georgie Buenfeld, Ms. Tiffany Anders and other key staff members. The program introduces the idea of using algorithms with block coding. An algorithm is a set of ordered instructions used to complete a task. We use algorithms in everyday life, often without realising it. Algorithms also relate to Maths (i.e. 2 + 2 tells us a set of mathematical instructions in order to find a solution).

Computers use algorithms to operate, but, unlike humans, they cannot tell when an instruction is out of order. That comparison is used to show the children why they need to always ensure that coding is accurate. Classes have also been introduced to the fact that, while there are many plausible algorithms for each scenario, instructions need to be written in short and succinct steps.
Once the students were confident with using basic algorithms they were introduced to looping. Looping allows instructions to be recorded in a simple manner which reduces the need for multiple instructions. Those confident with the basics of coding have also looked at ‘if’ and ‘then’ statements. These statements are more advanced and allow programmers to build in choice when different events occur.

Aside from teaching the skills of coding there are many facets of coding that integrate with other subject areas. For example, students need to use their working knowledge of angles to make various movements on screen. They also need to use problem solving skills to work out how many pixels to move forward. Students must be resilient when things do not work during a first attempt and to show persistence in order to find solutions. Furthermore, the code.org program contains explicit lessons on cyber safety which reinforce these important messages to our students.

**Year 3 and Year 4**

As well as being introduced to coding, the Year 3 students have used their iPads as a tool to enhance their learning in many aspects of the curriculum. They enjoyed using the iPad’s Reading Eggs program during guided reading sessions. They used their devices to explore concepts such as fractions and symmetry during mathematics lessons, and they typed their narratives and other text using the Pages program.

The Year 3 classes have also made book trailers using iMovie. The children worked with their Year 6 buddies to produce these short films based on their favourite picture books. This exercise was a great example of the way technologies can facilitate literacy learning. It required the children to draw upon their visual literacy skills and language skills to engage with their audience. Doing this in collaboration with their buddies enhanced their learning experience because they shared skills and learnt together.

This year the Year 4 classes have enjoyed experimenting with the Showbie application. Showbie is a paperless classroom application that allows students to access content and to share their creative efforts using a variety of applications including iBrainstorm, Pages and Keynote. Classes have also looked at 3D Timelines as a way of furthering knowledge of their history topic. Guided reading groups have accessed a program called Reading Express - Oxford Owl, and all students have accessed an online mathematics program called Mathletics.

The Year 4 classes integrated the iPads into tasks and experimented with new apps in library sessions with Mrs. Buenfeld and have had fun with Mrs. Mavropoulos in Technology lessons.

The focus for Technology lessons in Term 2 was on formal protocols when sending emails, coding, and trying out new apps such as Verso. Verso encourages students to write effective and appropriate posts online. Through this app the children have been taught about Considered Commenting.

To help explain this app the following describes a task using Considered Commenting that the children completed this term:

**Task 1:** The students watched a clip about the First Fleet

**Task 2:** The students had to write a Considered Comment about the clip. The comment was anonymous and students were not able to view other’s comments until their comment had been sent.

As part of understanding and using the Considered Commenting protocols the students needed to:

- **Compliment:** Start with a positive. What do you like about the post and why do you like it?
- **Connect:** Start building the collective knowledge base. How are your ideas similar?
- **Contribute:** Add something new. What information can you add to the ideas already in the post?
- **Question:** Keep the conversation going. What wonders do you have now you have read the post?
- **Compose carefully:** Check your spelling and punctuation. Make sure the comment reads well and makes sense. Do not use text language such as gr8, this will not be
accepted.

The students were very engaged in their learning during this activity. They owe a big thank you to Mrs. Antoniadis for assisting Mrs. Mavropoulos in setting up and introducing the program.

Year 5 and Year 6

Technology has been integrated into many subject areas in Year 5 and 6 this year. For example, as the Year 5 students used the guided inquiry approach to explore their Australian Colonial history topic, they were also introduced to three dimensional printing. As part of their assessment the students undertook the rich task of writing letters or journal entries from the perspective of early settlers. To accompany these written pieces they used the 3D printing app, Makers Empire, to design historical wax seals. In doing so they formulated and manipulated their visions into three dimensional images which were then printed as tangible plastic seals. The students thoroughly enjoyed the entire process and the results were outstanding.

In Term 2 the staff and students in Year 5 and 6 were very fortunate to have Andrew Pawelski, the Information Technology Systems Manager, to assist them set up OneDrive. Once students were set up on this platform they were encouraged to work collaboratively in various curriculum areas to create and share documents using Office 365. The children have also accessed programs such as Verso, Playposit and Showbie. These programs provided students with alternative opportunities and avenues to regulate and enhance their learning.

A further example of this recent work in Year 5 happened during the Term 2 History unit. As part of their guided inquiry approach the children watched a click view video on the Eureka Stockade then wrote about what they thought were the three major causes of that event. The children then used Verso to read other student’s responses. They were encouraged to ‘like’ the responses they thought best summed up the causes of the Stockade. From that point the class teachers were able to direct a discussion that enabled the students to compose a final list of causes of the Eureka Stockade.

The Year 5 and 6 students have also been introduced to Playposit this semester. This is a program that builds questions into a video activity. Students complete the questions online as the video plays. Playposit allows differentiation as students can stop the video to replay sections they wish to review. In this way the children can work at their own pace rather than trying to keep up during the class viewing of a video.

Playposit was incorporated into the Year 6 History program in Term 2. Class teachers began with a focus on developing student research skills using google as a search tool. Mrs. Georgie Buenfeld then introduced a video of herself reading stories about Gallipoli to the children using a ‘flipped classroom’ approach that provides more than one teacher in one space. The children were then tasked with responding using a question matrix to create questions and responses about the First World War.

It has been wonderful to observe students and teachers using the iPads and associated applications to complement and extend learning programs in innovative and dynamic ways this year. As a staff we will continue to focus on integrating technology into all curriculum areas as we strive to engage our students in all aspects of their learning and to provide an innovative and integrated learning environment.

Denise O’Loughlin

Head of Prep
From the Chaplain

The environment and the integrity of creation.

World Environment Day is observed on June 5. This year’s theme is ‘Zero Tolerance for the Illegal Wildlife Trade’. The booming illegal trade in wildlife products is eroding Earth’s precious biodiversity, robbing us of our natural heritage and pushing whole species towards extinction.

On this day we remind ourselves about the finite nature of our planet’s environment and the resources provided to us. We need to creatively re-think how we care for our environment. Our environment nurtures us in every way. We often fail to think of the environment as sacred? What can we do, what thinking and behaviours do we need to change, to better care for our environment?

Then God said, ‘Let us make humankind in our image, according to our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the wild animals of the earth, and over every creeping thing that creeps upon the earth.’ Genesis 1:26.

Some environmentalists blame the Christian world view for the rampant destruction of the earth’s natural resources. It is not something that I can identify with but I have experienced it. There is no doubt that pervasive and influential misinterpretation of Christian biblical teaching has led to environmental destruction and a lack of respect for nature. For example, the word dominion has been taken to mean to dominate and exploit for oneself. It more accurately implies caretaking, to act as stewards for God’s purpose. Dominion means to live responsibly, leading with justice and without exploitation. Other verses in Genesis state that humans must share with nature and there is explicit prohibition to not reap everything.

The whole earth is sacramental, everything is blessed. Whilst a radical idea for today’s world, reverence for people and the earth is not a new idea.

Admission to Communion

The special Admission to Communion Service will take place on Friday, 1 July at 8.50 am.

Magdalene Centre

The weather is wet, wintery and cold. Pulteney Community continues to be generous in its regular contributions. Donations can be brought to the Chapel Foyer. Baskets have been labelled so that we can sort and care for your donations.

Chaplaincy Contact 2016

michael.lane@pulteney.sa.edu.au, phone 8216 5512, 0434 297 879 or contact the school office.

Deep Peace,

Michael

Chaplaincy Contact 2016

michael.lane@pulteney.sa.edu.au, phone 8216 5512, 0434 297 879 or contact the school office.
Futures

“Explore Your Future” Expo

A joint initiative of the Pulteney Futures Office & the Pulteney Old Scholars Association (POSA)

Wyatt Hall was filled with Year 10, 11 and 12 students and their families last Thursday evening, as they eagerly awaited the opening of the inaugural “Explore your Future” evening. Following the inspiring and entertaining keynote address by Dr Tim Goh (Old Scholar 1991), students and their parents moved to the Centre for Senior Learning to listen to shorter presentations on a variety of career/industry areas. From the extensive feedback I have received, from both students and their parents, the night was a resounding success, with many parents saying their normally uncommunicative child wouldn’t go to bed as they were having animated conversations about possible future careers – exactly the outcome I was hoping for! The success of the night is due, in the main, to the generosity of our Old Scholar and parent communities, who were willing to give of their time to present at the evening. A very special thank you to Dr Tim Goh, our keynote speaker and also to President of POSA, Mark Bourchier and the team in Community Relations, for their support in sourcing and finalising the presenters. We look forward to putting on an even more successful event in 2018! If any parents or students who attended still have feedback about the evening, please feel free to email me this week.

Joanna Burdorf (2012)  Spoke on Psychology

Ben Storer (1996)  Spoke on Teaching
Jack Prance (2007)  Spoke on Marketing

Information on Careers is located on our School website at
http://www.pulteney.sa.edu.au/students/futures/ The following topics are covered this
week:
University of SA - A Day in the Life 2016
University of NSW Scholarships
Studying Overseas
Camp Counsellor’s USA Info Meeting – 22 June
Academy of Interactive Entertainment – 23 June
Year 11 Work Experience – 27 June to 1 July
SAE Open Night – 3 August
Year 12 Tertiary Information Evening – 10 August - save the date!
University and TAFE Open Days – 12 to 14 August
University Bonus Points Scheme – 2016+ entry
Australian Government ICT Apprenticeship Program
Where can a Bachelor of Science take me?

If you have any questions concerning careers or related topics, please feel free to
contact me on leeanne.bryan@pulteney.sa.edu.au or 8216 5553.

Leeanne Johnston-Bryan
Coordinator of Futures

From the Director Learning Technologies

Competent & confident uses of technology

There is a wide held belief, by us adults, that the young people of today are tech
savvy. Whilst this may be the case for some, this savviness may indeed be
misconstrued. Yes, our students are more resilient users of technology – where
they are not afraid to give things a go, or move onto the next app when the one
they are using doesn’t quite work or isn’t fit for purpose. Whilst this resilience is
pleasing on one hand, it does expose a certain naivety, particularly when we look
at the International Society for Technology in Education (ISTE) Student standard
number 6 below:

Technology operations and concepts
Students demonstrate a sound understanding of technology concepts, systems
and operations.
  a. Understand and use technology systems
  b. Select and use applications effectively and productively
  c. Troubleshoot systems and applications
  d. Transfer current knowledge to learning of new technologies

One thing has become apparent, and that is many students do not know how to, or
understand why it is important to update the software on their device (6a & 6c).
Many students see that the app store icon has a little red bubble with a number in it
(Mac users), but most choose to ignore it. Windows users, can adjust their update
settings to be automated, but need to be aware of where to find them. Likewise,
when I ask students, when was the last time they restarted their device, and why
they should, they often struggle to answer this.

An underlying disposition that we are trying to establish in both staff and students is
that they are competent and confident users of technology. Having this mindset is
essential if they are then to push on and do more innovative projects on their
devices. The premise to this disposition is a quote from Lao Tzu (an ancient
Chinese philosopher)

“Give a man a fish and you feed him for a day. Teach a man to fish and you
feed him for a lifetime”.

Good device management, involves running regular updates and completing a full
shutdown and restart to ensure that these updates have been applied. Some of the
reasons to update are;
  • Ensuring the currency of your operating system (removing bugs, glitches,
    improves system performance or app / program stability)
- Having access to the latest features and system improvements contained in the operating system, or in other software and apps,
- Sometimes the upgrade of the operating system is a pre-requisite for new software or apps (El Capitan / Windows 10).

**So how are we addressing this?**

The first part of this strategy is building the understanding, competence and confidence in teachers to not only develop and use this skillset, but also the ability to role model it to the students in their classes. This has involved developing step by step user guides, running small group and one on one training sessions – so that they have the confidence to deliver these instructions.

The second element sees me currently working directly with the Middle School teachers, as this is currently the starting point of our Bring Your Own Device program. If we can develop this disposition and capacity across our Middle School community, attention can then turn to transforming learning experiences.

As there are ISTE standards for students, there are also a set of standards for Teachers and standard 3 requires the modelling of digital age work and learning. Further to this, in the Australian Curriculum, ICT has been established as one of the General Capabilities, which must go across all curriculum areas. Finally, the Australian Professional Standards for Teachers, also incorporates ICT explicitly in a number of the teaching standards. Therefore, my role is to assist teachers in developing an understanding of these particular standards and the necessary skills, at the same time supporting them in class when they work with their students in developing these same practices and skills.

**Modern Digital Age Work & Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

b. Collaborate with students, peers, parents and community members using digital tools and resources to support student success and innovation.

c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.

d. Model and facilitate effective use of current and merging digital tools to locate, analyse, evaluate and use information resources to support research and learning.

There are 3 fundamental sessions we are running between now and the end of term 3 with middle school classes,

- Maintaining your device (how to keep it updated)
- Email use (folders, rules, calendar, contacts)
- Welcome to Office 365 & OneDrive – Pulteney Grammar School

Most of our students are administrators of their devices, and also have the necessary Apple ID or Microsoft Accounts to allow them to facilitate system updates. There are a small proportion who are not and this does make it more difficult for these students to engage in these skill development programs. We have asked that these students ask their parents to assist in the updating of the devices, the installation of Office 365 and the setting up of OneDrive. Our current use of OneDrive (for Education as compared to the personal OneDrive) is this is now the School supported backup mechanism for students and staff.

Beyond that, attention will then focus on the skill of collaboration and how OneDrive and the other Office 365 Apps can be used by staff and students to share learning material, resources and exchange ideas and learning.

We have much fishing ahead of us!

**Troy Thomson**  
*Director Learning Technologies*
Duke of Edinburgh’s Award

Congratulations to recent Duke of Edinburgh’s International Award recipients Matilda Blight KM10 (Bronze) and Isaac Manuel O/S (Silver). Both have completed the required Service, Skill, Physical Recreation and Adventure Journey components of their individual awards levels.

Any students interested in undertaking the Duke of Edinburgh’s International Award should contact Mr Brown.

Matthew Brown
Coordinator Duke of Edinburgh’s Award

Tournament of Minds

Prep Team 2016

This year, Pulteney Grammar is going to enter one team from the Prep School in the Tournament of Minds competition. I began the selection process by running a Thinking Skills Program that ran twice a week during Term 2. During this time I taught the students a variety of Higher Order Thinking Skills and focused on how to think creatively. I was very impressed with the students who came along to every session and tried their very best. Pulteney Grammar Prep School’s Team for 2016 is as follows:

Madison Schubert 6A
Christian Bizot 6A
Fraser Brion 6V
Emma Neuhaus 5A
Eliza Button 5B
Oscar Mitchell 4M
Riley Brion 4M

In Term 3, the students will need to select a challenge and solve it through a performance from one of the following areas; Applied Technology, Language Literature, Maths Engineering or Social Sciences. In the six weeks leading up to Tournament Day, the students will also continue to work on solving spontaneous problems, as this will be a separate part of what they are judged on during the competition. The students will present their challenge and answer their spontaneous problem at Flinders University on Sunday, 11 September. I wish the Pulteney Grammar School Prep team every success for this prestigious event.

Sue Mavropoulos
Prep School Tournament of Minds Coordinator and Facilitator
Tuck Shop

Tell Rory School Lunches what you think

Tell Rory what you want on your school’s menu next year for your chance to win a $50 Westfield voucher.

To enter the competition, take the survey:
https://www.surveymonkey.com/r/28DW69K

Prize Details
• The winners of the five vouchers will be drawn randomly from each complete survey entered.
• Prizes are limited to one per entry.
• To be eligible for the prize, you must be a resident of South Australia AND either work at a school or have a child enrolled at a school.
• The winners will be notified by phone or email on Thursday 30 June.

Senior Sports Notices

Hockey

Middle School
Pulteney defeated by St Ignatius 0 -1

To view the full Hockey report, click link below:

Cate Boucher
Hockey Coordinator

Soccer

Girls First XI
Pulteney 1 defeated by Immanuel College 3
Goal scorers: Tanya Oliver
Best players: Isabella Fabbro, Natasha Holmes, Anastasia Patsouris

Girls Second XI:
Pulteney 2 defeated by St Michael’s College 3
Goal scorers: Julia Pounentis, Alexia Pounentis
Best players: Eve Allan, Maddy Harvey, Julia Pounentis

Girls Middle A:
Pulteney 0 drew with St Michael’s College 0
Best players: Anna Evans, Tamsin Evans, Mia Paolo

Girls Middle B:
Pulteney 0 defeated by Seymour College 2
Best players: Nikita Pepaj, Meisha Rollison, Charlotte Casey

To read Week 4 results & the full Soccer report, click the link below:

Daniel Polkinghorne
Soccer Sports Coordinator
CANCER COUNCIL

OPEN TO ALL!

MOVIE NIGHT
"JASON BOURNE"

WHAT IS IT?:
A FUN EVENT TO RAISE MONEY TO SUPPORT A GREAT CAUSE.

WHERE:
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-141 GOODWOOD RD, GOODWOOD, 5034

WHEN:
SUNDAY, AUGUST 7TH
ARRIVAL: 5:45 PM
SCREENING: 6:30 PM

TICKETS:
$15 FOR STUDENTS (14 YR & UNDER)
$20 FOR PERSONS 15 YR+
Buy tickets at: www.trybooking.com/LOQQ

For information, visit our Facebook page: "Cancer Council Movie Night"
PULTENEY MUSIC 🎵

2016

WINTER CONCERT

Held at the iconic Studio 520 at the ABC Studios in Collinswood,

Featuring

Stage Band
Concert Band
Jazz on the Terrace
Grammarphones
String Ensemble
Percussion Ensemble
Drum Corps
Prep Band and Prep Choirs

Special guest performance by ‘Synergy Handbell ensemble’

Saturday 25 June 2 pm at

ABC Studios, Collinswood
85 North East Road Collinswood

To be in the audience (adults, students/musicians)
FREE TICKETS VIA: WWW.TRYBOOKING.COM/LPVS
JOIN US FOR OUR FIRST EVER

Sunday June 19th, “The Quad”
Pulteney Grammar School, South Tce., Adelaide
8.00 am - 3.00pm
Seller set up from 7 am

SELLERS! BOOK YOUR TRESTLES NOW!


$25 PER TRESTLE

For more information contact Lynne 0412115129 lrawson@adam.com.au

Enjoy Sausage Sizzle, Coffee, Plants, Books, Bric- a- Brac, Henna & Face Painting!

Funds raised support our educational programs for severely disadvantaged children in Nepal.
Experienced members of the Venture Club are invited to join an expedition in December of 2016. The venture is planned to take place on the Eastern end of Lake Wakatipu, near Queenstown, NZ. Both current students and old scholars may join but they must be at least Year 11 and Duke of Ed Silver Test standard or better. Outdoor Education students, with sufficient experience, may also be considered.

The walks undertaken will depend on many factors including how much snow is on the mountains and how much rain is expected. There will probably be two overnight warm-up walks, followed by a 4-5 day walk over more difficult terrain and navigation.

The group will experience much of the best scenery and walking experiences that New Zealand can offer. The walks vary from grassy river meadows, to steep mountainous slopes. Similarly the weather can vary from mild summer sun, to cold windy, snow. The experience will be enormously rewarding, but will test the group’s ability to cope with extremes of weather, terrain, and creek crossings.

The fitness of participants needs to be adequate. This will be particularly important if the weather turns foul, as it can do. Some hill walks will be planned for the month before the walk so that participants can prepare.

To register interest in this expedition both current and old-scholars should complete the on-line form at [http://goo.gl/forms/nj5QlfItToAntrZGN2](http://goo.gl/forms/nj5QlfItToAntrZGN2)

A **$200 deposit** is required by **29 July** (end 1st week Term 3). Go to TryBooking ([www.trybooking.com/LZD](http://www.trybooking.com/LZD)). Flights and accommodation will be booked the following week.

The final cost will be determined once bookings have been made. It is expected to be around $2000 (depending on what happens to the $A, and how early we book). This includes everything except food and optional recreational activities in Queenstown (white water rafting, jet boating, etc).

For more information, and enquiries, please contact Richard Drogemuller. Contact details below.

Richard Drogemuller  
ed:  rjd@pulteney.sa.edu.au  
w:  8216 5589
Business Breakfast Series
Steven Bradbury – Australia’s First Winter Olympic Gold Medallist

Wednesday 3 August
7.15am to 8.45am

The Adelaide Pavilion
Veale Gardens, South Terrace,
Adelaide
Cost is $60, including a fully cooked breakfast

Book at www.trybooking.com/CKYM

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