



**Emmaus**  
Christian College

# Newsletter

Week 5 Term 1 | 24 February 2021

## IMPORTANT DATES

### SOUTH PLYMPTON FEBRUARY

Wed 24 - Sun 28	Compass Student Leaders Conference
Thu 25	Yr 9 The Rite Journey Departure
Fri 26	Yr 9 The Rite Journey Calling

### MARCH

Tue 2	SACSA Swimming Carnival
Wed 3	Foundation Rest Day
Fri 5	Yr 7-12 Athletics Carnival @ Bowker Street Reserve
Mon 8	<b>Public Holiday</b>
Tue 9	Sibling & Catch Up Photo Day
Wed 10	SACSA Volleyball SSSA Yr 7/8 Tennis
Thu 11	JS Principal Tours SACSA Volleyball
Fri 12	SACSA Volleyball SSSA Yr 11/12 Tennis

### BROOKLYN PARK

#### MARCH

Tue 2	SACSA Swimming Carnival
Wed 3	Foundation Rest Day
Thu 4	JS Principal Tour
Mon 8	<b>Public Holiday</b>
Fri 12	Photo Day

**Weekly Coffee Connect**  
South Plympton  
Tuesday Morning 8.45am-9.45am  
Brooklyn Park  
Friday Morning 8.50am-9.45am

**Weekly Prayer Connect**  
South Plympton  
Thursday Morning 8.45am-9.15am

## From the Head of Junior School

Dear Families and Friends

### How important is it for us to be able to make errors?

Last Friday I joined four of our Curriculum Learning Leaders (F-12) as we spent time with Dr Jared Cooney Horvath. Jared has a PhD in Cognitive Neuroscience from the University of Melbourne and a Masters In Education in Mind, Brain & Education from Harvard University. Jared is an expert in human learning and brain stimulus. He shared: *"There is one skill that will never fall out of fashion – learning. Learning is the only truly future-proof skill."*

Friday was the first day of a two year Professional Learning Journey embracing an opportunity to grow in our understanding of how children learn across all Learning Areas (subjects) at school. The learning is entitled: **The SOUL Project – The Science of Understanding Learning.**

As Teachers we were reminded about how the brain works. God's creation of the human brain is unbelievably intricate. To think we were made in God's image is very humbling.

Of the many things covered on the first day, there is one topic that stood out to me personally: **The importance of making errors.**

It could be considered a strange thing to walk away reflecting on this as a highlight... In self-reflection, it emphasised the importance for us as life-long learners to continue to embrace feedback positively in our daily lives, as a response to errors. This sits so perfectly with our understanding of grace.

Many people will be aware that the **pre-frontal cortex** (front of your head) **is the part of the brain that organises and coordinates thinking.** It is the filter that takes things in, and momentarily shuts things down, so a person can decide what to continue processing. Our brain cannot take in absolutely everything, and so the brain makes decisions about what it will let through the gate, and what it will shut out.

**Our brain however is not just a controller, it is also a coder.** As a coder, it uses stories we are familiar with to make sense of the world. Our stories (eg our Christian Worldview) drive our coder.

When our brain is in **prediction mode**, we make decisions based on what we expect will happen or how we want things to happen - we are on auto pilot. We have usually experienced it before and so we predict what will happen again or how we want it to occur. It is the least time-consuming mode! It does not take any energy or time to be in prediction mode – we do not have to think, we are in 'safe mode'. **The light bulb moment is that we do not usually learn in this mode!**

If we want to learn new things, we need our brain to make use of and access the coder in the pre-frontal cortex. New learning material (or new ideas) cause the coder to go off like firecrackers. However, this does not feel like safe mode! We are out of our comfort zone because someone is challenging us. It's uncomfortable.

The Learning Process is the primary way to access the coder. **The Learning Process stretches the brain:**

- **First way** to access the coder in your brain is to learn something new
- **Second way** to access the coder, is to change the rules, not the difficulty (stimulates critical and creative thinking)
- **Third way** to access the coder, is to experience an error – this makes you focus – you go into coder 'updating' mode – think of a computer having an update!

**Research tells us:**

- **Experiencing an error is the strongest way to access the coder in the brain**
- **Children need to be able to make errors** (predictor mode does not create new learning). Once a person's coder is on they can choose to:
  - engage with your coder (which indirectly engages with the error and embraces feedback)
  - disengage with the error and shut it down. 48 hours later the brain will erase it

### So what does this mean for us?

Most children will never learn to love the process that stimulates the coder. Jared Cooney Horvath described it as follows: 'the coder mode sucks'. It is hard work. However if children do not stimulate the coder mode in their brain they will not learn – they will coast through life, or other people will constantly rescue them. Children need to stick with it, go with it. This is so closely linked to the resilience and growth mindset training we offer our children at Emmaus. Adults and children need to recognise the coder mode so it is a safe spot. If we make an error it's okay.

As Teachers and Parents, how do we build errors into things so children understand it is part of the Learning Process? Do we regularly offer feedback? Are there any times you rescue your children or do something for them, so they do not have to fail? As adults are we a permission giving community that allows mistakes across the board – with each other and with our children?

Jared tells us that it is the people who **embrace the feedback** and learning that comes from making errors, that become the movers and shakers of society. Resilience and bounce back are critical.

As the body of Christ we are challenged to enrich our learning culture so errors are considered to be a valued part of the Learning Process. Jared reminds us 'It is only through failure and experiment that we learn to grow'. Feedback is critical.

### What was Jesus response to errors?

*Then Peter came to Jesus and asked, "Lord, how many times shall I forgive my brother or sister who sins against me? Up to seven times?" Jesus answered, "I tell you, not seven times, but seventy-seven times." (Matthew 18:21,22)*

*"Therefore encourage one another and build each other up, just as in fact you are doing." (1 Thes 5:11)*

May the Lord bless you as you join with me in self-reflection on the importance of receiving feedback, and the opportunity for learning that this creates.

Blessings,

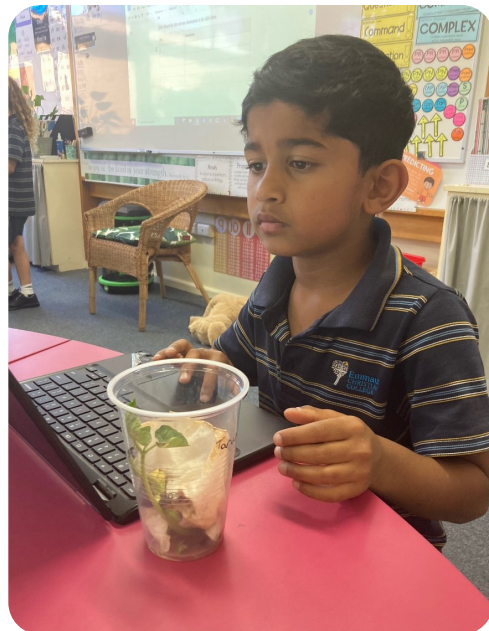
**Helen Vonow**  
Head of Junior School

---

## Junior School - South Plympton

### Inquiry learning in Year 3/4

The Year 3/4 classes have started the year by exploring the life cycle of plants. Seeds have been planted, watered, monitored, and photographed. While we watch our bean seeds grow, we will explore the different parts of a plant, what plants need to grow, and how seeds are dispersed, using the inquiry learning model. We will finish with reflecting on our successful or unsuccessful attempts at growing one small part of God's incredible creation.



**Corrinna Smith**  
Year 3/4 Teacher  
Wellbeing and Administration Coordinator 3-6



## ELC - Brooklyn Park

### Prayer Pancake Picnic

On Tuesday 16 February we celebrated Shrove Tuesday - Pancake Day in the ELC. We learnt that Shrove Tuesday is the day before Lent begins and this begins our countdown to celebrate Easter.

Our Class 4 children made pancakes together and they had help to cook them. Together with Class 3 we met together for our 'Prayer Pancake Picnic' outside. Before we ate our pancakes, I asked the children what or who they would like to thank Jesus for. We prayed together and each enjoyed eating our pancakes.

Thank you Andrew Linke for joining us for this lovely afternoon.



**Lisa Bennett**  
Educational Leader  
ELC Lead Teacher

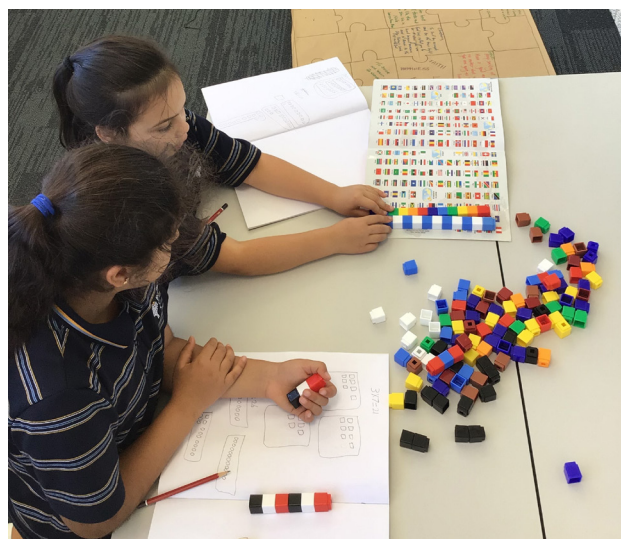
## Junior School - Brooklyn Park

### Hands-on Inquiry

This term the Year 3/4 class at Brooklyn Park are involved in an inquiry around multiplication. They are growing their repertoire of times tables they can recall fluently in and out of order and engaging in hands-on activities that showcase their understanding of multiplication. They are learning to represent their findings in a variety of ways including writing maths problems, drawing their answers, and representing their findings with concrete materials. The goal is for all students to use their multiplication facts fluently and know how to transfer this knowledge into everyday situations.



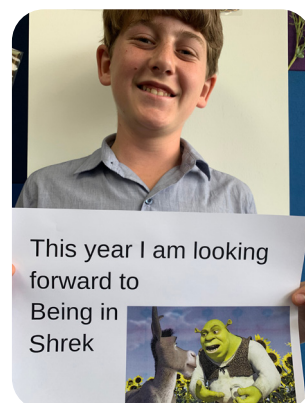
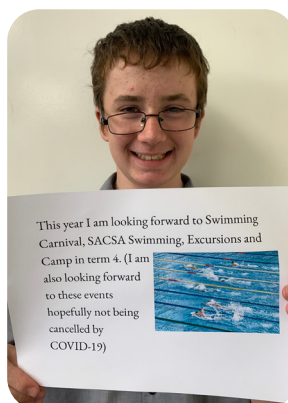
**Kristy Houston**  
Year 3/4 Teacher  
JP/P Coordinator





## Middle School

It is important that we all have something to look forward to in life. In these crazy times of uncertainty that we are currently facing, being able to focus on something positive has the potential to improve our lives. **Jeremiah 29:11** says, *"For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future."* Knowing this we can fall into the arms of our Heavenly Father and look forward to what He has ahead for us. Please enjoy some of the hopes that the students of 8S have for this year.



**Allison Storey**  
Middle & Senior Teacher  
Middle & Senior Science Coordinator

## Year 7 - Wirraway Camp

In Week 4, Year 7 students headed off to Wirraway for their camp. It was the perfect way to start the year and a great opportunity for students from all three homegroups to get to know each other better. Students were faced with sweltering temperatures- it was over 40 degrees every day! The teachers were all so impressed with their positive attitudes and the way they embraced the changes in the daily activity schedule. Activities such as horse riding, bushwalking and shelter building occurred in the early morning and evening, with students enjoying the pool and games in the air-conditioned dining room during the heat of the day. Well done to all of the students for being so resilient, flexible and for branching out and making new friends. We are very proud of you.



**Bec Dal Santo**  
Middle School Teacher



## Senior School

### Year 10/11 Awards Assembly

In Term 4, Week 6, in 2020 the Year 10 and 11 students were part of an Awards ceremony as they were not able to participate in 2020's Speech Night due to Covid-19 restrictions.

Subject award winners were announced and received a certificate for their excellence in a particular subject area, however, year level Dux and overall academic achievement recipients were only calculated at the end of the year. This week we were able to acknowledge the Academic achievement recipients for Years 10 and 11 in 2020.

The top five Year 10 academic achievement recipients are: Yedam, Kayla, Vanessa, Sophie and Zoe.

The top five Year 11 Academic achievement recipients are: Callum, Erica, Kaitlin, Lydia and Caleb.

In Week 2 assembly, 2021, both Kaitlin and Vanessa were awarded their Dux trophies for outstanding academic achievement in 2020 for Year 11 and 10 respectively.

These awards only recognise that each student is created in the image of God and is uniquely valued with their particular set of skills, circumstances and personality. Congratulations to these students for their efforts in 2020.



Year 11 Academic Award Recipients



Year 10 Academic Award Recipients

### Extra Curricular Activities for the Senior School

Senior School offers so many different avenues for students to be involved in our community. Below is a list of the opportunities we offer for your child to get involved with:

- Tutoring
- Forbes Reading Programme
- Girl's connections
- Boy's Connections
- Book Club
- Vocal Ensemble
- Worship Band
- Guitar Ensemble
- Stage Band
- Chamber Ensemble
- Concert Band
- Rock Band
- Makerspace
- ECCO – Social Justice
- Encounter Worship
- SACSAAthletics, Swimming, Table Tennis, AFL, Soccer Basketball, Netball, Volleyball, Cross Country and more in 2021
- SSSA Individual Mountain Bike/Road Cycling, Tennis, Golf, Cross Country, Male and Female State Trials, and more
- Weekly sporting opportunities on and off campus to be advised
- OZ CLO
- Public Speaking
- History Bowl
- Academic Bee

**Andrea Grear**  
Head of Senior School

# Student Wellbeing

## Social and Emotional Learning Tips

### What's The Buzz

Next week, in Junior School, we will be starting our social and emotional learning program, "What's The Buzz" for a select group of students. This evidence-based program focuses on teaching young people how to maintain friendships, interact with peers, and regulate emotions. Social and emotional learning, also known as emotional intelligence, is an ongoing skill development that will continue to grow throughout childhood, adolescence and into adulthood.

### Developing SEL skills at home

Social and emotional learning (SEL) is an important part of a child's development. Research suggests that SEL programs are more effective when they are extended into the home, which is why we are passionate about partnering with families to work together in building strong connections that reinforce social and emotional skill development.

### What is SEL?

So, what is social and emotional learning (SEL)? It is the development of knowledge and skills to manage emotions, feel and show empathy, build positive relationships, make responsible decisions, and form healthy identities. It is about developing a greater sense of self-awareness and social-awareness. There are many ways that we can incorporate SEL into our teaching and parenting, and I would love to give you a few quick tips on how to do this naturally in your home.

### Practicing SEL at home:

#### 1. Practice gratitude

Intentionally thinking about things to be grateful for, builds up a child's self-awareness, which in turn develops their self-regulation skills. Even if a day has been difficult, the practice of finding something to be grateful for helps to shift our focus away from negative and unhelpful thinking to positive thinking. You could keep a thankfulness journal to help reflect at the end of each day, or just talk to each other about what you are thankful for on the drive home or around the dinner table at night.

#### 2. Practice empathy

Empathy is being able to relate to others with acceptance, compassion, understanding and a sensitivity to their own experiences. An easy way to help our children practice empathy is to get them thinking from another point of view. While reading a book or watching a movie, you could stop on a particular page or pause the screen and ask the following questions about a character:

- What might that person be thinking?
- What might they be feeling?
- What is their face telling us? (Look at facial expressions and link emotions)
- What is their body telling us? (Look at their posture and how they are standing or sitting. Do they look relaxed or tense? What tells you that?)

#### 3. Practice identifying emotions and strategies to manage them

We can help our children become more self-aware and self-regulated by building up their emotional literacy. When we practice identifying emotions on a regular basis, we become more fluent and effective at recognising what emotions we are feeling. We can help our children pro-actively develop strategies to manage difficult emotions, so that when they experience stresses and challenges which cause big emotions, they will be able to easily identify and quickly implement the strategies to help them calm down and manage the emotion more positively.

Blessings

**The Emmaus Wellbeing Team**

**Kat Law, Steph Reedman & Ben Squire**

---

## First Aid

### Food Allergies and Canteen Orders

Eating out and purchasing take away food is very much a way of life today. Often a child's first introduction to independent food purchasing is at the school canteen. When a child starts school, purchasing from the canteen should be a fun and exciting new experience, however, for a food allergic child it may result in fear and anxiety for the child and their parents.

If your child has a food allergy but would like to put in a lunch order or purchase food from the canteen, I would encourage you to contact the Canteen Manager, Sharon Hughes, and have a chat with her. You could also arrange a visit to the canteen to check which food products are safe for your child.

When your child is putting in a lunch order, please write your child's food allergy triggers on the lunch order bag so that canteen staff are made aware and can take the necessary precautions.

Another thing, which would be very helpful, if parents in Junior School could remind their child(ren) of the College policy of not sharing their food with others. This also means that students should not be using their Canteen money to buy food/treats for other students. Thank you.

### Gastroenteritis - STOP THE SPREAD!

We have recently experienced a number of students presenting to First Aid with signs of gastroenteritis. It is vital that students stay at home if they are experiencing any symptoms. Children can return to school once all signs of gastro (vomiting/diarrhoea) have been clear for 24 hours. Please read the attached information sheet for further details about gastro illness.

Thank you for your cooperation in this matter.

**Ros Argent and Maria McIver**

**First Aid Officers**

## Launch News

### Debating Club

Thank you to the many parents who have contacted me requesting that their child be involved in our exciting Debating competition. There are still some places available. Cut off for our team registration is Friday 26 February. Please contact me via [email](#).

### Growth Mindset Lessons in the Middle School

All Middle School students are receiving Growth Mindset lessons.

A growth mindset will better equip students to persevere when they find learning a new concept difficult. We are encouraging students to view their learning mistakes as an opportunity to grow. We have discussed the power of the word "yet" in believing that we can all achieve through strategies in asking questions and being prepared to put in hard work with practising.

We have asked students to think about their thinking. Are the words you say to yourself, uplifting, empowering? Students articulating what they have learned each day assists the brain in retaining new concepts.

### Year 9/10 Think Challenge Winners

Congratulations to our seventeen Year 9s and 10s who competed in the all-day Academic "Think Challenge" against 12 teams from Christian schools within the Adelaide region and from the Mid-North.

Most of our students started practising during Term 4, giving up a weekly lunch break to work on improving their general knowledge through using Geography online programs such as Seterra and collaborating on complex Maths and Science problems.

We are pleased to announce that our Team 1 came first in History and Politics and in the Poetry and Art component and Team 2 won the English round and achieved high scores across all of the nine subjects to become the Think Challenge Champions.



Team 2 - Think Challenge Champions



Team 1 - 'Art and Poetry' and 'History and Politics' Winning Team

### YMCA SA Youth Parliament

Applications for the YMCA SA Youth Parliament 2021 program are open!

Is your child interested in youth advocacy and having their voice heard? Youth Parliament helps young people develop a better understanding of democracy, and hone their public speaking and speech writing skills all while offering a platform to discuss topics they are passionate about, and engage with stakeholders both in the community and state government.

The YMCA Youth Parliament of South Australia is a non-partisan program aimed at amplifying and empowering the voices of young people. To participate applicants must be between 15 and 25 years of age, and currently reside in SA. The program takes pride in being a safe and open forum. All required knowledge and training for the program is provided, and no specific interest in parliament or politics is necessary - only an interest in speaking up on state issues and being heard by change makers in South Australia.

Youth Parliament runs from March to August every year and includes a training weekend, a week-long residential camp where participants debate in parliament house. The program fee is \$460, which covers catering for Training Weekend, plus all accommodation, catering, and travel to and from parliament house at the Residential Week.

For more information about the program, fees and sponsorship, please visit their [website](#).

**Susanne Milne**

**Launch Coordinator F-10**

**Curriculum Coordinator Years 3-6**



## Performing Arts

### Instrumental Program

Learning an instrument is a powerful thing. Research has shown that your brain is fired up through the process of playing an instrument. This makes a Bigger, Better Brain and helps to support students in all other learning areas. With this in mind, we are pleased to be able to offer instrumental tuition on a large range of instruments both at South Plympton and Brooklyn Park campus'. We have many new students who have started tuition this year and we do still have some vacancies. If your child is interested in learning an instrument, please see the College website for tuition forms. Alternatively, they can be collected from Student Services. Please direct any enquiries to me via [email](#).

## Vocational Education Training (VET)

Emmaus Christian College's VET Program offers senior students the opportunity to enhance their future career options by studying a nationally recognised qualification whilst completing their South Australian Certificate of Education (SACE). A VET course is a nationally accredited certification ranging from a Certificate I to Certificate III. Each course attracts SACE credit points and some Certificate III level courses can contribute towards an Australian Tertiary Admissions Rank (ATAR), required for entry into university. VET courses provide students with industry-based training and employment skills specifically to enhance their career pathway, potentially setting them up to apply for entry-level positions in their chosen career field. This success is what we celebrate with our VET testimony below.

For more information regarding Vocational Education Training, please contact me via [email](#).

### Student Success Story

Alison Davies, 2020 Graduate, was involved in our VET Program during her final two years at school. She completed a Cert II in Hairdressing during Year 11 and continued her VET studies in Year 12 with a Cert III Journey to Hair and Makeup. She received wonderful reviews from her Work Placement providers and this week we celebrate with her as she started as a 1st Year Apprenticeship with Verve Hair.

We asked Alison how her VET experience was at Emmaus: *"I enjoyed making relationships with the other class mates but most of all learning how to colour hair and create something that will put a happy face on each of my models. Doing both hair and makeup gave me the opportunity to be creative and see what I enjoyed the most. VET helped me find what I was passionate about and I am so excited for what's ahead as I learn and grow in my abilities as a Hairdresser."*

**Tracey Medhurst**  
VET/Performing Arts/Learning Support



## Canteen Corner

If you have time and would like to volunteer in the canteen, please come in and see me or you can [email](#) me.

If you have any questions regarding the Canteen menu please do not hesitate to [email](#) or telephone 8292 3860.

### Roster

#### Week 5 T1

Thu 25  
Fri 26 Emma Broadbent

#### Week 7 T1

Mon 8 **Public Holiday**  
Tue 9  
Wed 10  
Thu 11  
Fri 12

#### Week 6 T1

Mon 1 March  
Tue 2 Lisa Croke  
Wed 3  
Thu 4 Heidi Van Eck  
Fri 5 Catherine Chua

#### Week 8 T1

Mon 15  
Tue 16 Heidi Van Eck  
Wed 17  
Thu 18  
Fri 19

Thank you for the time you volunteer in the canteen, it is very much appreciated. The hours are from 9.30am to approximately 1.30pm. Due to Occupational Health and Safety, please wear enclosed shoes and ensure long hair is tied back. Please also remember to sign in at the Front Office and collect a visitors badge before you commence in the canteen. This is a legal requirement in case of fire evacuation/lock down. Thank you for your assistance with this important matter.

**Sharon Hughes**  
Canteen Manager



## Uniform Shop

### 2021 Normal Opening Hours

Monday	8.30am - 10.00am 3.00pm - 5.00pm	Thursday	8.30am - 10.00am 1.00pm - 1.30pm 3.00pm - 5.00pm
--------	-------------------------------------	----------	--

If you need any uniform, please do not hesitate to email or phone. You can also order and purchase items via phone on 08 8292 3810.

**Christine Blom-Cursaro**  
**Uniform Shop Manager**

# Viral gastroenteritis



This is a type of gastroenteritis (also known as 'gastro') caused by a virus. Many different viruses can cause viral gastroenteritis.

## How viral gastroenteritis is spread

Viral gastroenteritis is spread through contamination of hands, objects or food with infected faeces or vomit. The virus is then taken in by the mouth. Viral gastroenteritis may also be spread through coughing and sneezing.

## Signs and symptoms

Symptoms usually last 1 or 2 days and include:

- > mild fever
- > nausea and vomiting
- > stomach cramps
- > diarrhoea.
- > general sense of tiredness.

## Diagnosis

Diagnosis is based on the history and clinical examination. Examination of a sample of faeces can sometimes identify the virus and should be done if the doctor suspects a bacterial infection

## Incubation period

*(time between becoming infected and developing symptoms)*

24 to 72 hours

## Infectious period

*(time during which an infected person can infect others)*

During the illness and for at least 24 hours after symptoms have disappeared.

## Treatment

No specific antiviral drugs are useful for treating viral gastroenteritis. It is a common illness which may be particularly serious in young children.

The following are general recommendations for the treatment of gastroenteritis:

- > Give plenty of fluids. Oral rehydration solution is highly recommended for children with mild to moderate dehydration. It is available at pharmacies and should be given following the instructions on the packaging.
- > Mildly unwell children should be given their usual fluids more often. Carbonated (fizzy) drinks or undiluted juice should be avoided.
- > Medicines to prevent vomiting or diarrhoea should not be given (especially in children), except where specifically advised by a doctor.
- > Breastfed babies should continue to be breastfed throughout their illness.
- > Children on formula or solid diets should restart their normal diet (including full strength lactose containing milk) following rehydration with oral rehydration solution.
- > Children who are hungry or ask for food should be given small portions of their usual foods, but avoid foods high in sugar or fat.



# Viral gastroenteritis



## When to seek medical attention

Seek medical advice if there are any of the following symptoms:

### Adults

- > signs of dehydration, such as thirst and decreased urination, lethargy, dry mouth, feeling faint on standing
- > fever
- > severe abdominal pain
- > bloody diarrhoea.

### Children

- > signs of dehydration, such as thirst and decreased urination, lethargy, dry mouth, sunken eyes, feeling faint on standing
- > fever
- > abdominal pain
- > bloody diarrhoea
- > any symptoms in a child less than 12 months of age.

## Prevention

- > Exclude people with viral gastroenteritis from childcare, preschool, school and work until there has been no vomiting or diarrhoea for 24 hours. If the gastroenteritis is known or suspected to be caused by norovirus, the exclusion period is 48 hours.

- > If working as a food handler in a food business, the exclusion period should be until there has been no diarrhoea or vomiting for 48 hours. Infants, children and adults with norovirus infection should not swim until there has been no diarrhoea for 24 hours.
- > Follow good hand washing procedures. Good cleaning procedures should be used, including for objects such as toys that may be shared.
- > Babies and small children without diarrhoea who are not toilet trained should wear tight fitting waterproof pants or swimming nappies in swimming pools and be changed regularly in the change room. When faecal accidents occur, swimming pools should be properly disinfected.

## Useful links

SA Health food safety

[www.sahealth.sa.gov.au/foodsafety](http://www.sahealth.sa.gov.au/foodsafety)

- > Handling and preparing food
- > Personal hygiene and food safety
- > Preventing food poisoning at home

SA Health website

[www.sahealth.sa.gov.au](http://www.sahealth.sa.gov.au)

- > Collecting a faecal sample
- > Exclusion periods from childcare, preschool, school and work
- > Hand hygiene
- > Keeping areas clean

## You've Got What? 5th Edition

Communicable Disease Control Branch

Telephone: 1300 232 272

Email: [HealthCommunicableDiseases@sa.gov.au](mailto:HealthCommunicableDiseases@sa.gov.au)

The SA Health Disclaimer for this resource is located at

[www.sahealth.sa.gov.au/youvegotwhat](http://www.sahealth.sa.gov.au/youvegotwhat)

Official

Version control v1.1 (28 January 2021)



This document has been reviewed and endorsed by SQCAG\* for consumers and the community – February 2018.

\*SA Health Safety and Quality Community Advisory Group.



[www.ausgoal.gov.au/creative-commons](http://www.ausgoal.gov.au/creative-commons)



Government  
of South Australia

SA Health