



# Wembley Primary School

Newsletter No. 31 – 18 October 2017

## From the Principals

### Transition

We welcome a new group of students to our school tomorrow, our 2018 Prep students. They will be attending their interview, and we wish them all the very best as they begin their education journey with us here at Wembley Primary School. As we look toward 2018, we will begin transition sessions to help support all students in their move from one year level to the next.

<b>Weeks 2 &amp; 3</b>	<b>Student Voice</b> Students recording friendship requests.
<b>Week 7</b> Friday 24.11	<b>Step Up #1</b> Students stay in their current class and move up to the next year level for a session to get to know more about that year. <i>For example: 3B moves up into 4B.</i> (Usually an afternoon session, exact time TBC)
<b>Week 9</b> Friday 08.12.2017	<b>Step Up #2</b> (Usually an afternoon session, exact time TBC)
<b>Week 10</b> Tuesday 12.12.2017	<b>Step Up #3</b> Transition day. Students know their proposed class, classroom and teacher for 2018.  This is the same day for our current Year Six students to attend their Secondary School Orientation Day.

Assembly will begin 5 minutes early this Friday, 20<sup>th</sup> October to ensure we can present the Maths ICAS certificates as well as any SLAA awards. Students and teachers will make their way to assembly at 2:55 for a 3:00 start.

### Upcoming dates:

**Monday 27 November -  
Wednesday 29 November**  
Year 4 Camp

**Wednesday 29 November -  
Friday 1 December**  
Year 3 Camp

**TBA**  
Junior School Concert

**Friday 1 December**  
End of Year Family Picnic

**Wednesday 13 December**  
Year 6 Farewell

### **Student Clothing**

Please ensure that your child's clothing is clearly labelled with their name and class. This will ensure that, if they accidentally leave a jacket or hat in the playground, it will get returned to them and not end up in the lost property cupboard.

If you are currently in Years P-5 and are intending to leave Wembley in 2018, can you please let the office know. Should you have any requests, please let Kim Flack know via email by 27.10.2017. [flack.kimberley.k@edumail.vic.gov.au](mailto:flack.kimberley.k@edumail.vic.gov.au) . While we cannot guarantee requests can be met, we can take your feedback on board when planning for 2018.

### **School Date Amendments:**

**Farewell:** In last week's newsletter, the year 6 Farewell had the incorrect date. The correct date is Wednesday 13<sup>th</sup> December 2017. Year 6 students will have access to the Yarraville Club during the day to rehearse, and will return in the evening for the farewell.

**The Junior School Concert:** This is also going to change dates. Miss Tan is moving the concert to later in the term and is in the process of securing a venue. More information will be available in the coming weeks.

### **High Reliability Schools Survey - Level 3**

We would like to thank the families who took the time to complete the Level 1 and 2 HRS Surveys. Your feedback is vital in refining the processes in our school. We are now seeking your input in the final survey for this year, the Level 3 Survey - A Guaranteed and Viable Curriculum

This survey addresses the factors that relate to High Quality Instruction. *Guaranteed* means the same curriculum is taught by all teachers so that all students have an equal opportunity to learn. *Viable* means that the amount of content in the curriculum is appropriate to the amount of time teachers have available to teach it.

This survey is open until Friday 27 October and accessible via this survey monkey link:

[https://www.surveymonkey.com/r/5CKWVXQ\\_Wembley\\_L3\\_Parents-Guardians](https://www.surveymonkey.com/r/5CKWVXQ_Wembley_L3_Parents-Guardians)

We invite all families to complete the survey and appreciate the time you take to share your feedback.

### **Dogs and Smoking**

A reminder that smoking and dogs are not permitted inside the school grounds at any time. Thank you for your cooperation in keeping our school community healthy and safe.

### **Term 4 Sun Smart**

Wembley Primary School is an accredited Sun Smart school and adheres to the 'No Hat, No Play!' policy. During Terms 1 and 4, all students must wear a broad brimmed hat when playing outside at recess & lunch breaks, when participating in sporting activities and when attending camps and excursions. Children who do not have a suitable broad brimmed hat must remain in the shaded 'Eating Area' near the canteen. Sun Smart school hats are available for purchase from the office and we ask that the child's name and grade is clearly marked, with a permanent marker on the inside of the hat. We ask parents to ensure that sunscreen is applied to their child prior to coming to school in the morning. Sunscreen is available in each classroom for students to reapply throughout the day, as required.

## Social Skills

*Resilience, Rights and Respectful Relationships* is the Social Skills program we have begun as a whole school this year. So far this year, we have covered skills such as; Term One: Emotional Literacy and Personal Strengths, Term Two: Positive Coping and Problem Solving, Term Three: Stress Management and Help Seeking, Term Four: Gender & Identity and Positive Gender Relations.

The *Resilience, Rights and Respectful Relationships* learning materials are designed for teachers in primary and secondary schools to develop students' social, emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. As students work through the last two topics of the year, we will share resources with parents as a way to empower families with content knowledge and familiar vocabulary to continue conversations at home if you wish. There are two pages attached to this week's newsletter to provide more information around Gender & Identity.

## Attendance - Every Day Counts!

Attending school every day is vital for students of all ages to fully achieve. We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day. Missing school can have a major impact on a child's future - a student missing one day a fortnight will miss four full weeks by the end of the year. By Year 10 they'll have missed more than a year of school. There is no safe number of days for missing school - each day a student misses puts them behind, and can affect their educational outcomes. Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible. Below is a table comparing our Term Three attendance in 2017, to the same cohort in 2016. Our overall attendance figures for Term Three have been analysed for 2017. Our aim is to have at least 95% attendance in each year level. We will continue to strive towards this goal and thank you for your support in valuing school attendance.

Term Three	2017	Difference
P	91.35 %	
1	90.64 %	-2.71%
2	92.38 %	-0.64%
3	91.12 %	-3.58%
4	89.80 %	-3.06%
5	92.52 %	-0.34%
6	90.33 %	-0.17%

## Learning Cycle

We hope you enjoyed looking through your child/ren's Proficiency Scales towards the end of last term. We have a Parent Information Workshop coming up on Thursday 9<sup>th</sup> November at 6:30pm. We encourage all parents in our school community to attend and become involved in the exciting learning happening here at Wembley.

## Playgrounds

We are starting to enjoy the new playgrounds and gardens around the school. The Nature Play area has been open for a few weeks, however, due to students running through the area, it is currently closed in order to care for the plants. Students are reminded that the Nature Play and the Friendship Garden are passive areas, where sitting and talking are encouraged. Both of these areas have a 'No Running' and 'No balls' policy. We are eagerly anticipating the opening of the Adventure Playground and the ANZAC Garden in the coming weeks.

Year Six students with the signs they made for the new Friendship Garden.



## Australian Girls Choir Open Day

Congratulations to the girls who took part in the AGC assessment workshop at school last term. By now, you should have received your personalised assessment report, either posted to your home or via your school. The AGC will be holding an Open Day on Sunday October 29 and we hope that you will be able to join us! Everyone is welcome to come along to the Open Day, which will give girls the opportunity to try a complimentary class and attend an information session. Flyers regarding the event are available to be picked up at the office. **Ph 9859 6499 for more information or visit [www.ausgirlschoir.com.au](http://www.ausgirlschoir.com.au)**

## ICAS Mathematics Results

131 Wembley students from years 2-6 recently participated in the Mathematics International Competitions and Assessments for Schools (ICAS) We are pleased to announce that out of those 131 students, 3 received a High Distinction, 15 received a Distinction, 40 received a credit and 21 students received a Merit. These students will receive their certificates at our afternoon assembly this Friday 20<sup>th</sup> October. Below is a table displaying the students who will receive these certificates. Students who received a Participation Award, will receive these in their classrooms this week. We congratulate all students who participated in this exciting, yet challenging event and who continue to work hard, both at home and school to achieve success at the highest level. Well Done!

Year 2:	Merit	Avison H
	Merit	Haochen H
	Merit	Mya S
	Merit	Lily S
	Credit	Elizabeth P
	Credit	Joe E
	Credit	Isabelle G
	Credit	Lana N
	Credit	Amelia J
	Distinction	Tandia B
	Distinction	Zaara K

Year 3:	Merit	Dante G
	Credit	Kristopher M
	Credit	Henry L
	Credit	Sunita P
	Credit	William D
	Credit	Lucy R
	Credit	Charlie G
	Credit	Jake C
	Credit	Noah M
	Credit	Thea H
	Credit	Elizabeth K
	Distinction	Anabelle S
	Distinction	Shuyi H
	Distinction	Amelie N
	Distinction	Edward O
	High Distinction	Chloe A
	High Distinction	Mischa

Year 4	Merit	Thoams E
	Merit	Minh-Ahn L
	Merit	Kobie N
	Credit	Lucas F
	Credit	Alexandra K
	Credit	Emily J
	Credit	Thomas A
	Credit	Indiana B
	Credit	Ella G
	Credit	Auston H
	Credit	Martin H
	Credit	Xavier S
	Credit	Lila S
	Distinction	Maddison C
	Distinction	Kate C
	Distinction	Leontine O
	Distinction	Jasmine T
	High Distinction	Keeva C

Year 5	Merit	Audrey B
	Merit	Avina H
	Merit	Angelica S
	Merit	Emily W
	Merit	Sarah K
	Merit	Lija L
	Merit	Oliver P
	Merit	Elise W
	Credit	Oliver B
	Credit	Jessica B
	Credit	Rose G
	Credit	Mitchell H
	Credit	Jonathan N
	Credit	Riley S
	Credit	Xavier M
	Credit	Hannah S
	Credit	Amogh P
	Distinction	Jade J
	Distinction	Sebastion S
	Distinction	Alex G
Year 6	Merit	Zoe M
	Merit	Oliver S
	Merit	Abbie u
	Merit	Esme P
	Merit	James F
	Credit	Stephanie K
	Credit	Madeline P
	Credit	Aidan A
	Credit	Milou O
	Credit	Ava H
	Distinction	Aakriti M
	Distinction	Joseph L

**Attention all students-Metro Tunnel-Make Your Mark on Melbourne!  
ENTER THE STATION NAMING COMPETITION AND WIN A METRO TUNNEL  
TOUR FOR WEMBLEY PRIMAY SCHOOL.**

Melbourne Metro Rail authority has recently launched a Station Naming Competition. This is a once-in-a-generation opportunity for all Victorians to make their mark on Melbourne by naming the Metro Tunnel's five new underground stations. They are particularly keen to get submissions from the younger generation who will benefit most when the tunnel opens in 2026.

All school students can submit naming suggestions online. If any of their suggestions become a final station name, they will be in the running to win an exclusive behind-the-scenes tour of the Metro Tunnel works for their class.

Visit [www.metrotunnel.vic.gov.au/stations](http://www.metrotunnel.vic.gov.au/stations) to learn more about the five Metro Tunnel stations and enter your naming suggestions. Submissions close: Sunday 22 October 2017

**Planning for 2018**

Planning for 2018 will begin early in Term 4. Parents are asked to advise the office if their child/ren will not be returning to Wembley Primary next year. This will assist us greatly with forming classes and staff recruitment to support our workforce planning for the coming year.

If parents have any requests concerning the 2018 class placement for their child, they are asked to email Kim Flack at school no later than Friday October 27.

Reasonable parent requests will be considered however, parents are reminded that a request for a particular teacher is not appropriate. Requests can be sent to the school email address and marked attention to Kim Flack.

[wembley.ps@edumail.vic.gov.au](mailto:wembley.ps@edumail.vic.gov.au)

**Chess Club**

Chess Club is held in the staffroom on Tuesday afternoons and there are vacancies for Semester 2 for any student who would like to join. Karl, the tutor offers a free session to children to come along and try it out.

**Drama Club**

Drama Club, with Suzanne has commenced again.

Enrolments for both groups can be made by contacting Suzanne at Schamozzle directly.

### **Reminder about bell times**

Parents are reminded of the school bell times for arrival in the morning and home time at the end of the school day. Students are expected to be at school and in their classrooms at 8.55am each morning. The first bell rings at this time to allow students to organize their belongings (lunch orders, water bottles, reading satchels, homework etc.) at the beginning of the day. Any students who arrive before 8.30am are to proceed to the school office. Students should not be dropped off and left in the playground without parental supervision before this time. The playground is supervised from 8.50am for student arrival. The Before Care program dismisses students at this time. There has been an increase in the number of students arriving well before 8.30am each morning. Similarly the home time bell rings at 3.15pm for afternoon dismissal. At this time all students who walk home or meet their parents along the way need to leave the school grounds. Following the final bell, which rings at 3.30pm, students who have not been collected by their parents or carers are asked to come to the school office, where a staff member will telephone parents. On the occasion of a parent being potentially late for pickup time a phone call should be made to the office explaining this and the student will be called to the office area to await collection. Many students are staying on and playing in the playgrounds or on the soccer pitch after school. The playground is supervised until the final bell at 3.30pm and all students should have left the school grounds by this time. Teachers have meeting and preparation commitments after school. Students who are still in the playground after this time may cause problems for the Out of School Hours Care Program, which requires access to all available outside playing areas each afternoon. It is recommended that students are not to go to the library over the road from school without parental supervision. It is not the responsibility of the librarians to supervise and manage students. Your support with this will ensure the safety and well being of all students.

### **2017 Camping Program at Wembley**

The camping program at Wembley enables students to further their learning and social development in a non-school setting. It is designed to assist with the gradual development of independence and responsibility by providing engaging, challenging and educational experiences beyond the classroom, for all students. The program has been sequentially planned to enable all students from Prep through to Year 6 to participate in.

To assist parents with future planning the following dates of camps for 2017 have been confirmed.

Year 4-Sovereign Hill, Ballarat-Monday 27 to Wednesday 29 November (3 days, 2 nights)

Year 3-The Island, Phillip Island-Wednesday 29 November to Friday 1 December (3 days, 2 nights)

Year 1-Games, dinner and movie at school-5.00-November-December, date to be decided

Prep-Stay and Play-afternoon tea and games at school, adjacent to school day, November-December, date to be decided.

Further information will be sent home to each year level regarding their camping activities, closer to the date.

If you have any questions regarding the Camping Program at Wembley, please direct them to Annmaree Jones.

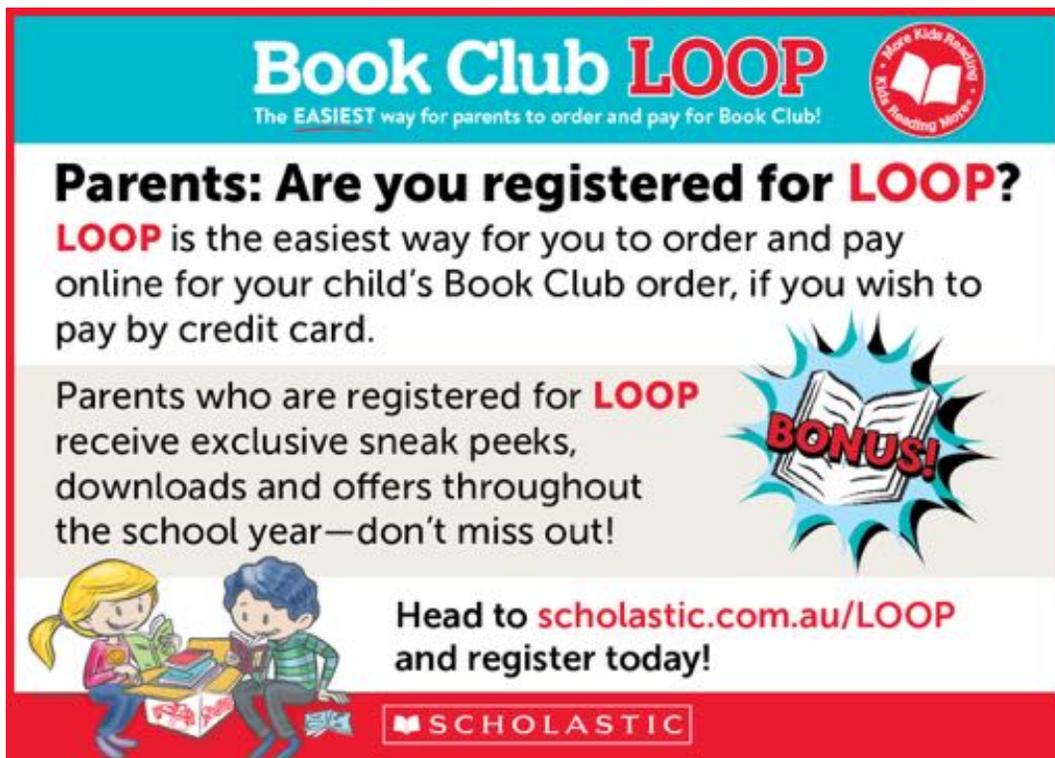
## Book Fair

It has been a few weeks since Wembley held its first Scholastic Book Fair. The fair was a great success and we have had so much positive feedback from the kids and parents.

There were a huge amount of additional books ordered at the fair, which has caused some administrative challenges.

All students should have received their books by now.

However, if your child is still waiting on a book that was ordered please contact **Simone Outteridge** at [simoneoutteridge@gmail.com](mailto:simoneoutteridge@gmail.com) with your child's name, grade, book ordered and the author.



**Book Club LOOP**  
The EASIEST way for parents to order and pay for Book Club!

**Parents: Are you registered for LOOP?**  
**LOOP** is the easiest way for you to order and pay online for your child's Book Club order, if you wish to pay by credit card.

Parents who are registered for **LOOP** receive exclusive sneak peeks, downloads and offers throughout the school year—don't miss out!

**BONUS!**

Head to [scholastic.com.au/LOOP](http://scholastic.com.au/LOOP) and register today!

**SCHOLASTIC**

The advertisement features a blue header with the 'Book Club LOOP' logo and a circular seal that says 'More Kids Reading More Reading More'. Below the header, the text explains the benefits of LOOP, including online ordering and credit card payment. A 'BONUS!' graphic with a starburst effect is positioned next to the text about exclusive offers. At the bottom, there is an illustration of two children sitting on the floor reading books, and the Scholastic logo.

It's on again! Book Club Catalogue 7 is coming your way (Book Club is NOT Book Fair. They are 2 different things)

It's a great time to start thinking of Christmas Gifts (we are only 11 weeks away!) and who doesn't love getting a book?

Please order your book online via LOOP or by completing the form attached to the catalogue along with cash or cheque and hand your order in to the office.

All orders must be completed online or handed into the office by **Friday 20th October**. Any orders after this date won't be accepted.

# Social and Emotional Learning (SEL)

The *Resilience, Rights and Respectful Relationships* learning materials have been designed for teachers in primary and secondary schools to develop students' social, emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in gender-related violence.

## Developing students' personal and social capabilities via social and emotional learning

As well as teaching academic skills, it is part of the core business of schools to promote student resilience, wellbeing and positive social attitudes.<sup>1,2</sup> One way that schools can achieve this is through the teaching of evidence based programs that explicitly foster personal and social capabilities. Explicit efforts to provide Social and Emotional Learning (SEL) opportunities is recognised as a key part of this work.<sup>3</sup> SEL is the process through which children and young people build and effectively apply the knowledge, attitudes and skills necessary to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and express empathy
- Establish and maintain positive relationships
- Make responsible decisions
- Develop resilience to deal with change
- Create positive gender norms
- Contribute to social cohesion.<sup>4</sup>

Social and emotional skills help students develop the resilience to deal with change, challenge and unpredictability.<sup>4</sup> Social and emotional learning is important in the context of data highlighting that Australian young people face a range of stressors and anxieties, and a high incidence of mental health problems (see Figure 1). Social and emotional skills are also the foundation of positive relationships, including positive gender relationships, and contribute to social cohesion.

**FIGURE 1:**  
**MENTAL HEALTH OF AUSTRALIAN YOUNG PEOPLE**

- Around a quarter (26%) of young Australians aged 16–24 experience mental health problems and/or mental illness each year.<sup>5, 6</sup>
- According to Mission Australia's 2015 Annual Youth Survey<sup>7</sup>:
  - 38% of young Australians (15–19) report that they are concerned or very concerned about coping with stress
  - 34% of young Australian (15–19) report that they are concerned or very concerned about school or study problems.

Efforts to promote personal and social capabilities and build resilience can be fostered through a whole school approach. This includes efforts at organisational, pedagogical and relational levels. A key component of a whole school approach is the promotion of positive teacher-student relationships. Positive relationships are significantly associated with increased 'school connectedness' and with cognitive, emotional and behavioural engagement.<sup>8</sup>

A sense of connectedness or belonging to school and to family is the single most important protective factor for young people.<sup>9,10</sup> It is associated with positive health and academic outcomes.<sup>11–16</sup> Students who experience discrimination or stigma are more likely to also experience reduced connectedness to school.<sup>13</sup> In contrast, students who feel cared for by people at their school and feel connected to learning:

- Are more likely to be motivated
- Show improved academic outcomes
- Have higher academic self-efficacy
- Show improved mental health<sup>1–18</sup>
- Are less likely to abuse substances
- Are less likely engage in violence
- Are less likely to experience discrimination or stigma.

## Why teach about gender?

Many differences in the health, educational and economic outcomes of males and females are not biological in origin. Rather they are associated with influence of social expectations and associated behavioural and institutional practices.

The term **gender** is used for the differences that are created as a result of the social and cultural expectations about what is acceptable, appropriate, or desirable for a boy or a man or a girl or a woman. This is different from the term **sex** which is used to denote the biological or physical differences between the bodies of males and females.

Some gender expectations can be harmful or restrictive. They can lead to practices that limit people's life choices, lead to inequitable treatment or discrimination, or foster acceptance of gender-based violence. Gender expectations can also lead to risky behaviour, with associated negative health impacts. For example, dominant societal conceptions of masculinity can mean that young men are more vulnerable to risk taking with driving, drinking and drugs, more reluctant to seek help, and more likely to engage in violence, both against other men and against women. Dominant societal conceptions of femininity can mean that young women are more vulnerable to body image distress, anxiety and eating disorders.

Helping students to understand the potentially negative effects of dominant gender expectations can assist them to work on changing those that limit opportunities, reduce equity, contribute to poor health, or lead to violence.

## Social and Emotional Learning (SEL) as the platform for teaching about positive gender relationships

SEL programs provide a logical springboard from which to engage in more explicit work with students around gender norms, gender identity and respectful relationships. A focus on respectful relationships is important because gender inequality and gender-based discrimination continue to have a profound effect on outcomes for Australians (see Figure 2). Women and girls continue to experience inequality and discrimination in many important parts of their lives, which can limit the choices and opportunities available to them.<sup>20</sup> Additionally, gay, lesbian, bisexual, transgender, intersex and queer (GLBTIQ) people often face disproportionate discrimination, bullying and violence, with negative implications for their health and wellbeing.<sup>21-23</sup> In this context, young people benefit from education programs which assist them to recognise and question gender norms, and to critically examine the potentially negative or limiting impacts they may have.

Research shows that education programs that work on building positive gender relationships must commence from an early age, as children are well aware of gender norms and make efforts to fit within gendered expectations by the time they are in kindergarten.<sup>24</sup>

### FIGURE 2: INDICATORS OF GENDER INEQUALITY IN AUSTRALIA

- In 2015, on average women earned 17% less than men for doing the same job.<sup>29</sup>
- In 2015, 1 in 4 senior managers across corporate Australia were women.<sup>30</sup>
- In 2015, 7% of Australian TV sports coverage was accounted for by women's sport.<sup>31</sup>
- LGBTI Australians face discrimination in a range of settings including health care services and the workplace.<sup>32</sup>
- In 2015, less than one-third of Australian parliamentarians were female.<sup>33</sup>
- On Australian Day 2016 over two-thirds of Order of Australia awards were for men.<sup>34</sup>
- In 2014, on average female parents spent four hours and 45 minutes more per day caring for children than male parents.<sup>35</sup>

As young children absorb gendered expectations, they can acquire and exhibit stereotypical, prejudiced and often negative attitudes toward those that they perceive as 'others'.<sup>24-28</sup> They may for example insist that some games are for boys and others for girls, and actively reject peers from certain games. Classroom activities can be used to help children to explore gender identity, challenge stereotypes, and value and show respect for diversity and difference.

## Why focus on gender and respectful relationships?

Gender-based violence is violence that targets individuals or groups on the basis of their gender. It includes any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to someone based on gender role expectations and stereotypes. Gender-based violence remains a widespread problem in Australia, with significant social, health, economic and other consequences (see Figure 3). The experience of gender-based violence can have serious mental health outcomes for young men, young women and young transgender people.<sup>36</sup> Studies show that women, men or transgender people who experience gender-based violence (including in the home) are more likely to be depressed, tired, or feel worthless and are at a higher risk for having drug or alcohol problems.<sup>36, 37</sup>

Recent research shows that young people are more likely to be the victims of violence than older people.<sup>39</sup> Younger women experience higher rates of victimisation and intimate partner violence than older women.<sup>40</sup> Many young people are not aware of appropriate boundaries in relationships. A 2014 survey found that one in five young people believed that women often say no to sex when they mean yes.<sup>38</sup> Therefore, it is important to develop young people's understanding of the importance of consent in relationships, and to equip them with skills needed to respond assertively to protect their personal boundaries and standards.

ADEVEE  
FASHION FESTIVAL

29TH  
OCTOBER  
2017  
MELBOURNE  
The Substation  
1 Market St,  
Newport



Adevee Fashion Festival your destination for Inbetweenie and curve on trend fashion.

Designers Showcasing:

Ruth Tate  
Sprinkle  
Coral and Co  
Beyond the Sea  
Pablo & Kat  
Alison Dominy Designs  
Adrift  
Elegant Executive Curve  
Meri By Design  
17 Sundays  
Gabdala

Haley Rowan  
Revoque  
Hope & Harvest  
Nads & Sabs  
Estelle  
Lowanna  
Curvy Chic Sports  
Diversity Fashion  
Jon Monsir  
Blz Collection  
AND MORE...

Pop up trade lounge with an exclusive opportunity to shop the runway!

Don't miss out on getting your ticket, which includes Champagne, Canapés, Gift Bag and access to runways.

[www.adeveefashionfestival.com.au](http://www.adeveefashionfestival.com.au)

BELLA

INCIS

THE  
SUBSTATION

BLVD

BOUTIQUE

United Community Group

Vicrete

body  
positive

FAT TALK

BT

DO NOT UTTER



# POWERFUL PARENTING

## Melbourne



**Get your kids to listen  
without having to nag,  
remind or yell**

Take the exhaustion  
out of parenting, stop  
the battles and remove  
your guilt

**Stop the whinging,  
back-chatting and  
arguing**

Learn your child's  
Love Language and  
connect with your kids



Wednesday 15th September, 6:30pm - 8:30pm

Wembley Primary School

32 St. Leonards ave, Yarraville VIC

\$20 book now, or \$30 at the door

**BOOK NOW!**

Limited Seating

[thehollyeffect.com/events](http://thehollyeffect.com/events)