

**DATES FOR THE DIARY**

**April 2021:**

Management Committee Meeting Wednesday 20<sup>th</sup> @ 7.30pm

**Easter Closure:**

Good Friday 15<sup>th</sup> April -  
Easter Monday 18<sup>th</sup> April 2022

**Anzac Day Public Holiday:**

Yarrunga will be closed on Monday 25<sup>th</sup> April 2022



**APRIL NEWSLETTER 2022**

**YARRUNGA CLOSURE**

**YARRUNGA WILL BE CLOSED ON MONDAY 25<sup>TH</sup> APRIL 2022 - ANZAC DAY PUBLIC HOLIDAY**

YARRUNGA WILL BE CLOSED FROM GOOD FRIDAY 15<sup>TH</sup> UNTIL EASTER MONDAY 18<sup>TH</sup> APRIL 2022 - RETURNING TUESDAY 19<sup>TH</sup> APRIL

**WE WELCOME YOUR FEEDBACK!**

How can we make our newsletter better?

What information would you like us to include?

Call us on: (02) 60217597

Or EMAIL [admin@yarrunga.com.au](mailto:admin@yarrunga.com.au)



Yarrunga can now be followed on Facebook and Instagram



**Yarrunga Policies:**

Just a reminder to families and for all our new family's information - our policies can be accessed on our website [www.yarrunga.com.au](http://www.yarrunga.com.au) and the password is 2640

Policies being reviewed this month: Health Policy, Infectious diseases policy, Dealing with infectious diseases COVID-19 (coronavirus), Children's Health & Safety & Risk Assessment and Management.



NO FOOD FROM HOME! A reminder that we have children attending Yarrunga with severe allergies to egg, dairy, nut, and sesame. Anaphylaxis is a severe and potentially life-threatening allergic reaction. We want to do our best to keep those at risk safe.

Please refrain from bringing food from home.

If you are bringing treats to share for your child's birthday, please check with room educators for allergies prior.

### Drop off at Yarrunga.

Reminder that children and families are not able to enter the premises until 8am due to licensing requirements. Please wait outside of the gates until then.

Thank you, we appreciate your co-operation.

### CHILDREN'S T-SHIRTS & JUMPERS



If you would like to order a t-shirt or shirts or jumpers for your child/ren, order forms will be available in the office - Shirts \$12.00, Jumpers \$25 each  
Please see Deb or Karen

### EMPLOYEE OF THE MONTH

In recognition of the dedication to Early Childhood Education and Care that all Yarrunga educators and staff exhibit every day we have collectively decided to award a certificate for outstanding contribution each month to celebrate professional achievement.

For the month of March - all employees were given a "Employee of the Month" Certificate to show appreciation for their hard work in some difficult days with staff numbers being low.



Your invited to join us for our Easter Hat Parade followed by morning tea!

Where: Yarrunga Early Learning Centre  
(Along the bike path out back)

When: Thursday 14<sup>th</sup> April  
10am

Everyone is welcome!



Congratulations to our Yarrunga families and a staff member who have welcomed baby boys and brothers to their families:-

Brogan, Glenn & Louie - George

Jodie, Tim, Sarah, Cody and Hannah - Kaden

Jemima, Jarrad & Arthur - Ellis

## PRESCHOOL ROOM NEWS

This week we have reintroduced our *Small Groups* learning sessions into the daily routine. During these times, each educator will be working with their focus children and implementing specific learning goals for the group. This may include reiterating social expectations; extending physical skills; practicing drama; introducing School Readiness tasks; teaching specific concepts; or simply observing interactions and facilitating conversations. Class members have been eager to contribute to these group times.

Yarrunga's Transition to School program continues with us reconnecting with several local primary schools. We are hoping to extend on this as the year goes on.



Art and craft activities continue to be popular learning stations for the Preschoolers, with artists enthusiastic to explore the open-ended supplies available. We are extending on this with more challenging activities, including providing cutting templates for the children to explore. Easter-themed craft projects have been popular, with Easter baskets, hats, crowns, and bunny ears dominating the tables!

Collaborative play lately has been geared towards block constructions; our sandpit café; jigsaw puzzles; and small group table-top games. The children are demonstrating wonderful social skills as they engage in these activities and generating some delightful and thoroughly entertaining conversations!



Furthering the class's interest in climbing and swinging from the A-frame "monkey bars", various props to challenge their physical skills and sense of balance have been provided, much to their delight!

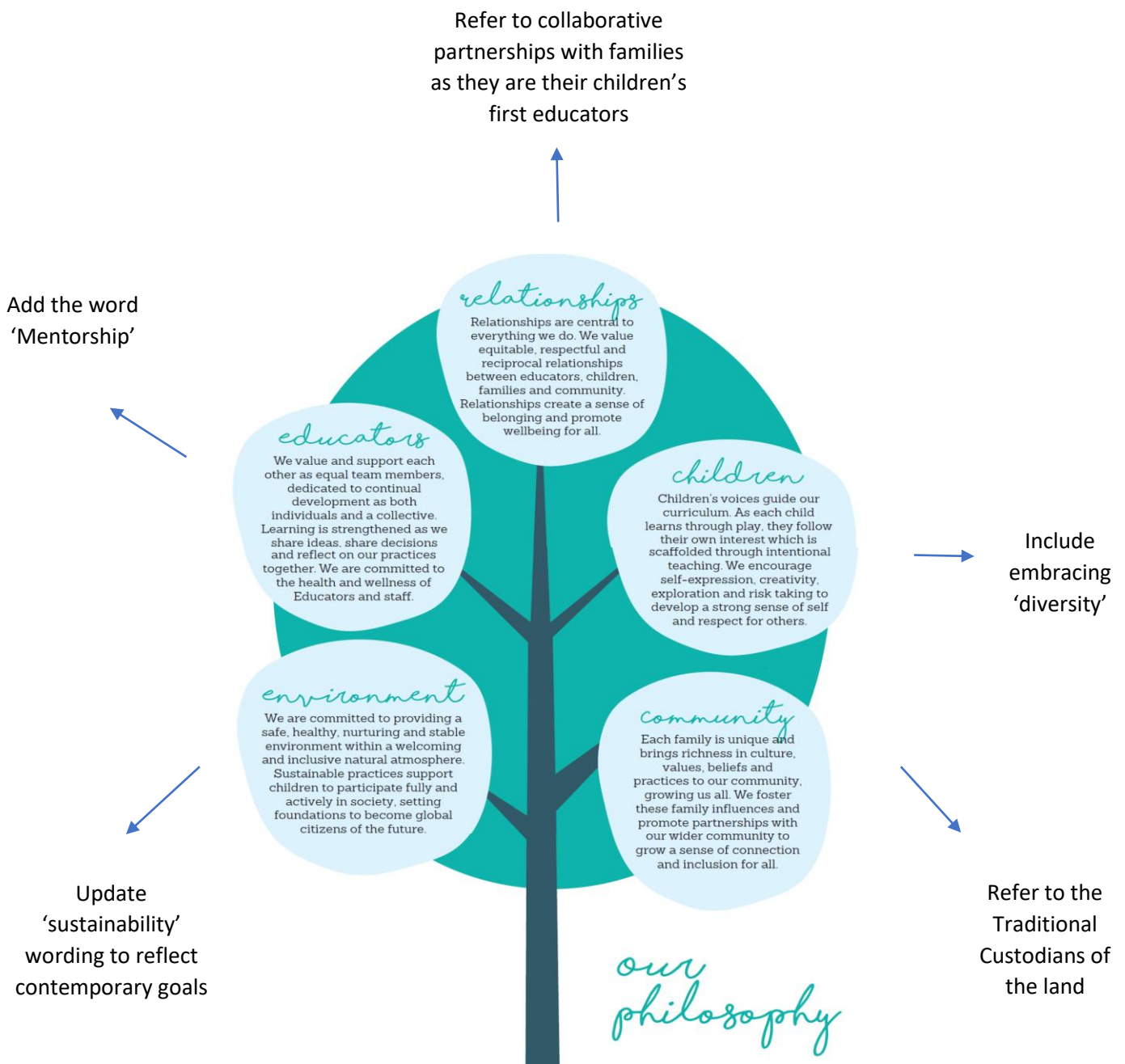
Wishing everybody a happy and safe Easter break.

Alana, Krystine, Tash, and Robyn.  
Preschool@yarrunga.com.au

## Educational Leader:

### . Quality Improvement:

Thank you to everyone who contributed to the review of our Yarrunga Philosophy. The voices of children, families, educators and community have been heard and included below. We received lovely feedback from children about what they see, hear, smell, feel and taste each day. Our kitchen garden and Meg's diverse menu were very evident in their words and actions. Families also reflected on how they experience our philosophy values with lots of affirmation and positive comments. Community members acknowledged Yarrunga's commitment to reconciliation and the inclusion of Indigenous perspectives in our learning environments. This excites us because we have really embraced the actions in our Reconciliation Action Plan (RAP) this year after the unveiling of our Physical Acknowledgement and success of NAIDOC Week 2021. This is how our Philosophy review looks so far. It's not too late to comment!



Last month I talked about the installation of Aboriginal, Australian and Torres Strait Islander flag poles near our entrance. We have encountered some hurdles which means that the likelihood of including a flag raising ceremony with our NAIDOC week 2022 celebrations is looking slim. We will however have a new fire pit for use with a Traditional Welcome to Country and Smoking Ceremony. We also have lots of different activities planned to share language and culture. We aim to have a timetable of events available so families can join us in our learning journey.

**Partnerships with families and communities:**

We can't thank Meg enough for all the hard work that went into planning and actioning Harmony Week celebrations this year. Her passion for diversity and culture has enriched children's learning and highlighted Yarrunga's ongoing commitment to building collaborative relationships. Learning experiences included tasting a range of delicious foods from different countries (which families so generously donated their time to create), music, movement, clothing and environments. If you haven't done so, please hop onto our webpage and view the video that Nat created which captures the essence of our celebrations!



Krystine

## JUNIOR PRESCHOOL NEWS

Wow! what a great month full of celebrations we have had. ST Patrick's Day, Crazy hair day and wearing our orange for Harmony Day. It was great to see so many of our children participating. Thank you to those parents for going to so much effort dressing your children in appropriate colours, doing amazing hairstyles and a special thank you to those who came in and cooked lunch with your children. Without you it would be difficult to include all these wonderful traditions in our curriculum. We have one more celebration next week, as you know it's almost Easter and we are having an Easter parade on Thursday 14<sup>th</sup> April. You are welcome to make a special hat with your child at home, we will also have materials here to make them at Yarrunga. Updates will follow soon.

We have been learning about Recycling and sustainability, you may have noticed our low table which is located near the bathroom. We have been discussing what bins to put our rubbish in. children are engaging in conversation and practicing language by identifying the pictures of various food groups and scraps on the cards which are sorted into categories and placed in their appropriate wooden box or bin.

Our children are showing a massive interest in riding scooters around the yard. We are encouraging them to be aware of safety first by wearing shoes and a stack hat. We would like to incorporate this into our program by embracing wheel week. This will take place after Easter and your child will be invited to bring their own bike/ scooter for the occasion. We have some scooters here in the shed for those who may not have one of their own. Once again, we will send more info in our weekly highlights to advise you of the dates etc..

We will still be getting outside as much as possible as per our Policy so please remember to pack layers of clothing so that your child can dress warmly and remove layers as needed during our changeable weather. We do endeavor to assist the children to pack their bags ready for home in the afternoon however some drink bottles are getting left behind due to children taking them out of their bags. Can parents please check that they have their child's belongings so that they can be washed and ready for their next day.



Cheers, Junior Pre-School Team  
Natt, Liv, Kali, and Lesley  
[juniorschool@yarrunga.com.au](mailto:juniorschool@yarrunga.com.au)

## NURSERY NEWS

Wow! What a month we have had!

We have had a few new children start and we have been busy settling them in and getting to know their beautiful personalities.

Harmony week was a huge success with the children being able to try different foods from all around the world. This food was cooked and prepared with some of our very generous families who came in to share their culture with us. Jay also shared her South Korean culture with us coming in dressed in clothing representing her culture, she also spent time in the kitchen cooking lunch as well as afternoon tea for the children and staff to try. The children enjoyed colouring in and creating with the colour orange and participating in music times with the other children in the preschool room.

Crazy hair week saw lots of colourful and funky hairdos. We added a bit of flair to our children's hair as we encouraged them to participate to support the Leukemia Foundation.



Nicole, Emma and Chrissy  
[nurserytoddler@yarrunga.com.au](mailto:nurserytoddler@yarrunga.com.au)



Wet bags - are available from the Office to purchase for \$3 each, these are good to put all your child/rens wet and soiled clothes in.

## Grievance Policy

If parents have any concerns or complaints, please follow the attached Grievance Policy

### **1 Informal Resolution of Grievances**

Initially any grievance raised will be approached in an informal manner. (Informal Procedure for Resolution of Grievance). If required, an appointment time with the Centre Director and/or President of the Management Committee Genna Richter (phone 0428109382) to discuss the grievance can be arranged.

### **2 Formal Resolution of Grievances**

2.1 In the event informal processes are unable to be used or informal processes fail to achieve a satisfactory outcome for any of the parties involved in the grievance, the formal process will then be used. Determining whether the grievance will be handled formally is at the discretion of the Director/President of Management Committee based on feedback from the concerned parties at the conclusion of the informal stage (Formal Procedure for Resolution of Grievance).

2.2 **When a formal resolution of grievance is pursued, all interactions must be documented by the Director (Complaint form), signed (by Director and or parties involved), and a copy given to each party concerned.**

2.3 Any allegation that the safety, health or wellbeing of a child has been compromised, or relating to a staff member, the details of action taken in response to a complaint will be recorded and kept in a confidential place.

### **3 Regulatory Authority – ACECQA**

3.1 The Nominated Supervisor or Certified Supervisor will notify (within 24 hours of the complaint being made) ACECQA of a complaint that alleges

- a serious incident has occurred or is occurring while a child is being educated and cared for by Yarrunga.
- the National Law and/or National Regulations have been contravened.

The required Forms to be completed are;

**Notification of Complaints and Incidents (Other than serious Incidents)** as required by the Education & Care Services National Regulations – through the National Quality Agenda IT System (NQA IT System). Log in to access the portal.

A scanned copy of the written complaint will be uploaded prior to submitting the form electronically.



## Our Body Safety Rules

1. We use the **correct names** for private parts.
2. No one is forced to hug, kiss, or be touched- **we are the bosses of our bodies.**
3. We don't look, touch, or play games with other people's privates.
4. When someone says '**no**' or '**stop**'- **we listen.**
5. Happy surprises are fun, but **no one should ask us to keep a secret**, even a small one.
6. It is always right, and **never too late** to tell if someone breaks a body safety rule.

### 3. RESPOND

What you need to address the child's needs  
All behaviour has a function. When adults understand why the behaviour may be occurring, they can respond by helping to meet the needs of the child or young person in effective ways.

Behaviour usually reflects a range of needs. Many strategies may be required to respond to children with concerning or harmful behaviours. It is also important to address the needs of the people who have an impact on the lives of children or young people, such as family, carers, teachers and support workers.

Strategies for meeting the need could include:

- give accurate facts and information about sexuality
- teach social skills
- support healthy friendships and relationships
- teach about privacy and make home and other environments safer and safer
- make clear rules and reinforce them with praise or consequences
- have openess between home, family, school, community
- supervise during times of risk
- monitor behaviour and review support strategies
- restrict access to internet devices or vulnerable sites
- explain why
- seek time spent with people who bully or who also show concerning sexual behaviours
- remove from situation where risk of harm, exploitation, abuse or neglect is suspected
- check for infections or injuries and get medical attention if needed
- provide information and support to family, carers and staff
- get family counselling or therapy
- refer to other services

**Relationships and sexuality education** encourages open and clear communication to provide a foundation for the development of healthy sexual behaviours and attitudes.

Topics for education may include:

- body parts
- being private
- personal safety
- puberty
- managing peers
- types of touch
- relationships
- safe sex
- reproductive health
- contraception
- sexual abuse issues
- sexual health checks
- sexual functioning
- self esteem and feelings
- decision making

Report harm or abuse - If you are aware of, or reasonably suspect, a child has been or is being sexually abused, or is at risk of sexual abuse or is at risk of sexually abusing others, you should contact child protection services or the police.

### WHAT DO YOU THINK? green, orange or red?

Use the traffic lights framework to identify these scenarios

1. Holly aged 13, masturbates for most of the day at school. When she returns home she will often appear to be tired or out of breath.
2. Sophie, aged 13, spends a lot of time alone in his bedroom with the door shut. When his mum knocks on the door he will run to get away. Later he is pulling his sheets and pajamas into the washing basket to be washed every morning.
3. Gwyl, aged 12, when he is on the log for church, reads novels. When she asks him to talk about his books and say it's OK for them to be his. Sometimes she likes to dance for them and says she is going to a play.
4. Alex, aged 15, spends lots of time chatting to friends on the internet. Recently, Alex made a new friend, 'Sue', but she says she's not real. Alex has been asked to 'Sue' but he's not sure about making a friend to meet him in person. Alex still is a friend to him.
5. Marley and Anthony, both aged 4, are playing in the cubby house and have both taken their undergarms off. They are looking at each other's genitalia.
6. Harper, aged 7, tells her teacher that she has been 'looked' at. She's not sure what that means but she's been told she's not.
7. Tilly, aged 16, is worried about her class friends who have been having sex and she's with her boyfriend. He is 17 years old at the same school. She tells them that she enjoys it.

1=not ok 2=not ok 3=not ok 4=not ok 5=not ok 6=not ok 7=not ok

### WHERE TO GET HELP

Talking about concerns helps prevent harm or abuse.

- Parentline: 1300 30 1100 [www.parentline.org.au](http://www.parentline.org.au)
- Lifeline: 13 11 14 [www.lifeline.org.au](http://www.lifeline.org.au)
- Relationships Australia: 1300 364 277 [www.relationships.org.au](http://www.relationships.org.au)
- 1800Respect Online: 1800 770 732 [www.1800respect.org.au](http://www.1800respect.org.au)
- Child Safety Services (CDS): 1800 177 135 [www.communitycare.qld.gov.au/childafety/protecting-children](http://www.communitycare.qld.gov.au/childafety/protecting-children)

Contact Child Protection or Police Services in your state or territory if a child or adult requires protection from harm.

Additional information is available on the following websites:

- **Relationships Australia** provides information on relationships, sexual health, and reproductive health.
- **Parentline** provides information on parenting and family issues.
- **Lifeline** provides information on mental health and crisis support.
- **1800Respect** provides information on domestic violence and sexual assault.
- **Child Safety Services** provides information on child protection and safety.

### FOR MORE INFORMATION

For more information about behaviour and using the Traffic Light Framework, visit our website at [www.true.org.au](http://www.true.org.au)

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[www.true.org.au](http://www.true.org.au)

## SEXUAL BEHAVIOURS IN CHILDREN & YOUNG PEOPLE

A guide to IDENTIFY, UNDERSTAND and RESPOND to sexual behaviours

### 1. IDENTIFY

What is the behaviour? green, orange or red?

Sexual behaviour is a person's identity and develops throughout life. It is natural for children and young people to explore their sexuality through their behaviours. Healthy sexual behaviour may be expressed in a variety of ways through play and relationships and varies at the stage of development.

Sexual behaviours are not just about sex. They include any talk, activities, conversations and interests which relate to sexuality and relationships.

When children or young people display sexual behaviour which increases their vulnerability or causes harm to another child, there is a need to take action to provide support and protection.

Children and young people who have a disability have been shown to have experienced other disruptions to their development or socialisation, may be at increased risk of exposure to, or displaying, unsafe or harmful sexual behaviours. Adults who care for these young people have a duty of care to provide relevant information and support.

### 2. UNDERSTAND

Why is the behaviour occurring?

Sexual behaviours that are problematic or harmful, forceful, coercive, manipulative, restrictive or damaging signal the need to provide immediate action and follow up support.

Sexual behaviours that are not safe or appropriate, spontaneous, curious, mutual, light hearted and easily directed experimentation, provide opportunities to talk, explain and support.



### 2. UNDERSTAND

What the behaviour is telling you

Children state their needs and wants through their behaviours. Understanding the reason behind a child's sexual behaviour is important. When children or young people do not have the language, experience or ability to seek help, adults must look carefully at the behaviour to interpret it.

When sexual behaviours are identified as concerning or harmful, it is essential to think about why the child or young person is exhibiting the behaviour. Reviewing the behaviour and the way it happens will help you understand what is going on for the child and indicates what is needed.

Q1. What are the issues or concerns regarding the child or young person and their behaviour?

- compulsive masturbation e.g. self harming, self injury, seeking an audience
- persistent masturbating in a process to gain sexual activity by using grooming techniques e.g. gifts, lies, flattery
- force or coercion of others into sexual activity
- oral sex and/or intercourse with a person of different age, developmental ability and/or peer grouping
- presence of sexually transmitted infection or pregnancy
- deliberately sending and/or publishing sexual images of self or another person
- arranging a face to face meeting with an online acquaintance
- sexual contact with animals
- sexual activity in exchange for money or goods
- possessing, accessing or sending child exploitation materials e.g. photos of children naked or in sexual activities

- compulsive masturbation e.g. self harming, self injury, seeking an audience
- masturbation in public, seeking an audience
- preoccupation with sexually aggressive and/or illegal pornography
- sexual contact with others of significant age and/or developmental difference
- engaging others in a process to gain sexual activity by using grooming techniques e.g. gifts, manipulation, lies
- deliberately sending and/or publishing sexual images of another person without their consent
- arranging a meeting with an online acquaintance without the knowledge of a peer or known adult
- sexual contact with animals
- sexual activity in exchange for money, goods, accommodations, drugs or alcohol
- forcing or manipulating others into sexual activity
- possessing, accessing or sending child exploitation materials

- masturbation in preference to other activities
- preoccupation with sexual behaviours
- persistently watching others in sexual activity, talking to or when nude
- explicit sexual talk, art or play
- following others into private spaces e.g. toilets, bathrooms to look at them or touch them
- pulling other children's pants down or skirts up against their will
- touching the genitals/private parts of other children in preference to other activities
- attempting to touch or touch adults on the breasts, bottom, or genitals in ways that are persistent and/or invasive
- touching the genitals/private parts of animals after redirection

- increased sense of privacy about bodies
- body touching and holding own genitals
- masturbation, usually with awareness of privacy
- curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children e.g. 'how are you and I show you mine', playing 'family'
- curiosity about sexuality e.g. questions about babies, gender relationships, sexual activity
- telling stories or asking questions, using swear words, 'holer' words or names for private parts
- use of mobile phones and internet in relationships with known peers

All children and young people have the right to be safe.

### RED

Sexual behaviours which indicate a need for immediate action

- excessive, compulsive, coercive, forceful, deceptive or threatening
- secretive, manipulative or involve bribery or bribery
- not appropriate for the age and stage of development
- behaviour by children with a significant difference in age, developmental ability or power

These behaviours signal the need to provide immediate protection and follow up support.

### ORANGE

Sexual behaviours which cause concern because of persistence, intensity, frequency or duration of behaviour

- the need for privacy or ownership for the age and stage of development
- regularly use of gift, love, power or developmental ability
- risk to the health and safety of the child or others
- unusual changes in a child's behaviour

These behaviours signal the need to monitor and provide extra support.

### GREEN

Sexual behaviours which are part of normal and healthy developmental stages

- spontaneous, curious, light hearted, easily directed, mutual and consensual
- appropriate to the child's age and development
- activities of play among equals in terms of age, sex and ability levels
- about understanding and gathering information, balanced with curiosity about their parts of life

These behaviours provide opportunities to talk, explain and support.

