

DATES FOR THE DIARY

Aug 2022:

Management Committee
Meeting Wednesday 17th @
7.30pm

yarrunga

EARLY LEARNING CENTRE

AUGUST NEWSLETTER 2022

Dear families,

I have attached an insert from our Health Policy to remind parents of the exclusion period for sick children

"The Centre reserves the right to exclude any child who is obviously unwell or any child who is regarded by the Nominated Supervisor or educator in charge, to be a health risk to other children / persons in or at the Centre. It is important that any child who has vomiting and diarrhoea be kept away for 48 hours after diarrhoea and vomiting has stopped. Educators are required to keep away for 48 hours after last diarrhoea or vomit.

Also, could you please check your statement to ensure that you are paying the correct amount with your Direct Debits as a lot of the CCS rebates have changed since the 30th June 2022.



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 and the password is 2640

Policies being reviewed this month: Water safety, Providing a Child Safe Environment - Interactions with Children & Relationships with Children.



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.



Michelle for her commitment and professionalism in our Yarrunga community. You are always positive and flexible in all curriculum groups. We love having you at Yarrunga. **WELL DONE!**



Emily W for her commitment and professionalism in our community. you are always positive and calm in your approach and interactions with children, families and Educators. We love having you at Yarrunga, **WELL DONE!**



**YOUR FEEDBACK
MATTERS**

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

Recipe of the Month: Beef & Spinach pasta bake

Ingredients: 500g beef mince, 1tbs minced garlic, 2tbs tomato paste, 3x tins diced tomatoes, 300g baby spinach, 1x packet pasta and Grated cheese

Method: Fry off mince and garlic in oil until cooked, drain off any excess liquid. Stir through tomato paste, tinned tomatoes & baby spinach, simmer till spinach has wilted.

Cook pasta according to packet.

Once pasta is cooked toss through meat mixture and stir through.

Add into a baking tray and top with grated cheese and cook at 180 degrees and cook till golden brown.

Educational Leader:

As you would have noticed in last month's Room Weekly Highlights and the July newsletter our NAIDOC Week celebrations were a huge success! Our visitors immersed children, families and educators in culture by sharing dance, art, ceremony, music, language, authentic artefacts and yummy foods, and we are excited to incorporate what we have learned into our existing programs.

As a service team we are currently focusing on our *relationships with children*. This includes a thorough review of relating policies and procedures to ensure they include up-to-date best practice guidelines and are relevant for children and families in our current context. Please keep an eye out on our Facebook page for some reflective questions as your feedback is so vital in ensuring that we cater to the unique needs of our Yarrunga community. I have also included our 'Interactions with children' policy for your reference.

With 'Relationships' in mind it was timely that we had a guest speaker from the NSW Department of Education (Assistant Principal Hearing) Dianne Stuckey at our August Staff Meeting. Dianne spoke about the causes of hearing loss, what this means in a teaching and learning environment, hearing devices and the effect that hearing impairment can have on children as they move through the different stages of school and life. Di has also offered to come in and teach children how to blow their noses! We will have some resources available for use at home too!

Please see the 'Sound Scouts' attachment which Di recommends for use by families with all children. It's a fun and simple evidence based interactive tool that can also be used as a referral to an audiologist if needed.

https://www.soundscouts.com/au/?gclid=CjwKCAjw3K2XBhAzEiwAmmgrAuxdY09rDvdkU0fmWy-hw_qcF1gTLdgnnBqCrFSRqULmgB9UYaHeuBoCYBqQAvD_BwE

Thank you

Krystine



Free hearing test for schoolchildren.



An estimated 1 in 10 school children suffer from hearing loss, which left undetected can lead to speech, learning and behavioural problems.

The Sound Scouts hearing check is a simple way to identify if a child has a hearing issue, including listening difficulties in noise. The test incorporates the science of a hearing test in a fun interactive game. Evidence based, accessible and delivering immediate results, it's the perfect screening solution.

The Sound Scouts App is now free to test all Australian school-aged children. Download it today.

Download on the  **App Store** GET IT ON  **Google Play**

Potential consequences of undetected hearing loss:

- Speech & language issues
- Difficulty reading
- Trouble in social situations
- Increased risk of academic failure
- Disruptive behaviour
- Depression

Signs of hearing loss in a child:

- Speaks louder than others
- Turns the TV up too loud
- Frequently say 'what' or 'huh'
- Has trouble pronouncing words
- Struggles at school
- Has trouble hearing in noisy places
- Loses focus in noisy places

 Australian Government
Department of Health  Hearing
Australia www.soundscouts.com.au

JUNIOR PRESCHOOL NEWS

What a lovely month we have had this month, we've had a humongous celebration for NAIDOC Week that the children were deeply involved in. We had various activities within our program including bead threading, colouring in, sand art, sand tray art, flag recognition, in addition to the guests and activities Meg had organised for the centre.

Ruth (who used to come and do Wiradjuri language lessons with us), came back to share her knowledge with us too. This was an extremely meaningful week, filled with songs, dance, colours, smoking ceremonies, and yummy food! If you haven't already, please see our video about NAIDOC Week on our Facebook page. A big thank you to Meg for putting on such an amazing week, and to our families who were able to come and join in on the celebrations.

Many of the activities we explored in NAIDOC week and the weeks that followed incorporated colour matching with the Aboriginal and Torres Strait Islander colours, which lead to further investigating meanings behind the two flags. We continued with our Acknowledgement of Country and music and movement during our daily group time. This has given the children the opportunity to develop a broader understanding of Wiradjuri language, which includes kangaroo (bandaarr), cockatoo (muraay), emu (dhinawan), and snake (dhuru). We will continue to explore the Wiradjuri language in the coming months.

This month the children have shown a keen interest in games, particularly memory games. We have worked with Aboriginal symbols, some of which are displayed around our room, further embedding Aboriginal perspectives in our curriculum, as well as memory games with animals and emotions.



We have also introduced a toaster in our room, allowing the children to cook their own toast and spread their own butter and vegemite on. We followed this on with further self help skills by enabling the children to wash their own plates after lunch and morning tea, fostering their autonomy and independence!

July brought lots of rain and cold weather with it, but this didn't stop us being able to get out and move our bodies (munch and Move!). We have had lots of climbing, jumping and running, with the obstacle courses in both the top and bottom yards, swinging in the sensory swings and more digging in the sand pit.

We were also able to get out to the park, connecting with the community, which the children were thrilled to be a part of. We are also celebrating healthy bodies through cooking experiences, which we have done so much of over the month of July. We made cakes, NAIDOC week cookies, Lemon Myrtle Biscuits, and damper! Yummy!



Natt, Liv, Kali, Lesley and Kaitlin

juniorschool@yarrunga.com.au

NURSERY NEWS

The children have loved getting back into our yard again since the weather has started getting better. The children enjoyed helping clean up the leaves and weeds that covered our yard while we were not using it. They used the brooms, rakes, and wheelbarrows to help transfer the leaves into the green bin and pulling out the weeds.

We have enjoyed having our Hey Dee Ho music experiences with Mary Anne each Friday. She has been bringing in puppets for the children use while singing the new songs we have been learning. She has also incorporated some sign language to help expand the children's communication skills.

We had a very comfy and cosy PJ Week as well! The children looked so happy to be in their pyjamas at Yarrunga, showing off them proudly each day.

Some of the children were lucky enough to help Nicole make some lemon slice in the kitchen. They tasted each ingredient as they went, with some mixed results if they enjoyed them or not. The ones who liked them decided to lick it all off their highchair trays. This has been an extension on playdough experiences we have been having.



Nicole, Emma and Chrissy
nurserytoddler@yarrunga.com.au

PRESCHOOL NEWS

There has been a great deal of excitement generated lately by good old fashioned card games! Preschoolers have relished challenging educators to games of SNAP! Go Fish, memory, and Uno, as they learn new games, or show off skills that they are honing at home with their family. These fun table-top games have been a brilliant opportunity for class members to practice good sportsmanship, as we learn that it's sometimes more fun to play, than it is to win. Numeracy and social skills are also being worked on at these times. Our Indigenous Australia-themed cards are also assisting us to further embed Wiradjuri culture into our curriculum.



Preschoolers have been actively involved in co-planning our recently revised indoor and outdoor learning environments. Our outside play space was inspired by a spontaneous walking excursion we undertook on Monday 1st August to investigate construction work and garden maintenance and detoured to a local park. Our sandpit has become a building site, with a lot of homes, farms, roads, and drains being designed and built. A revamped obstacle course has seen acrobats and athletes tackle the very large A-frame and use this as a set of monkey bars to cross. This has seen several entertaining games initiated, as players avoid crocodiles and lava, covering the mats and ground underneath!



We are enjoying our new weekly music program with Maryanne, from Hey-Dee-Ho. Musicians have varied highlights from these sessions, but have been eager to participate in all aspects, including the dramatisations of songs; playing percussion instruments; and listening to stories at the conclusion of the class.



Furthering children's autonomy and building on self-help skills, toast has become Preschoolers favourite morning tea, as they are able to butter the toast and apply, if they choose their own Vegemite! This task has seen mini breakfast chefs strengthening their fine motor skills, while they excitedly converse with those around them.

Alana, Krystine, Tash, Kaitlyn, Robyn, Serena & Emily W
preschool@yarrunga.com.au

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.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

Interactions with Children

Policy Statement:

Yarrunga Early Learning Centre Inc aims to integrate quality interaction into daily behaviours and promote effective interactions that take place between our staff and with the children in our care and their families.

Rationale:

Interactions with children will;

- promote a safe, secure and nurturing environment
- be authentic and responsive
- be based on fairness, acceptance and empathy with respect for culture, rights, community and the individual.

Relevant Legislation:

Education and Care Services National Regulations, (Regulations 155,156,168) *Education and Care National Law Act 2010* (Section 166 Offence to use inappropriate discipline.)

National Assurance System:

National Quality Standards

Location of Information

This information is also located in the Staff Handbook and on Yarrunga's web page or on request.

Source Documents:

- The Early Childhood Australia Code of Ethics (2016) as a guide to inform the decisions and behaviours of staff in their daily interactions with children.
- Belonging, Becoming Being- Early Years Learning Framework (DEEWR 2009)
- Community Early Learning Australia sample policies. www.cela.org.au/wp-content/uploads/2017/10/interactions-with-children.pdf
- The Guide to National Quality Framework 2018.
- The Convention on the Rights of the Child

Strategies – How will it be done?

The Nominated Supervisor and Educational Leader will:

1. Guide professional development and practice to promote interactions with children that are positive and respectful.
2. Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference.

Educators and staff will:

1. Respond to children's communication in a just and consistent manner.
2. Uphold children's dignity, rights, and agency.
3. Provide positive guidance and support towards acceptable behaviour.
4. Provide opportunities to become self-reliant and develop self-esteem.
5. Pre-empt potential conflicts or challenging behaviours by monitoring children's play and supporting interactions.
6. Respond sensitively to children's attempts to initiate interactions and conversations.
7. Initiate one to one interaction with children, particularly babies and toddlers during daily routines and conversations with each child.
8. Support children's efforts, assisting and encouraging as appropriate.
9. Support children's secure attachment through consistent and warm nurturing relationships.
10. Support children's expression of their thoughts and feelings.
11. Encourage children to express themselves and show an interest and participate in what the child is doing.
12. Encourage the children to make choices and decisions.
13. Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion. Guidance strategies should be reflective of this approach.
14. Acknowledge each child's uniqueness in positive ways and be responsive to their strengths, interests, and abilities.
15. Use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them.
16. Speak positively in front of children and when speaking about children and their families.
17. Respect cultural differences in communication and consider alternative approaches to own.

Children's Rights, Family and Cultural Values

Interactions within Yarrunga are greatly enhanced when children's rights and family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

Active Listening

Educators and staff must use listening as a foundation for interactions. Listening is based on observation and in leaving spaces in conversations and communication, suspending judgement and in giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

Children and Families

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interaction.

Reflection and Consideration

Time is dedicated to reflecting upon interactions within children. Reflections should consider how to spend extended periods engaged in interactions with children that comprise of communication and listening.

Role Modelling

Educators model positive interactions when they:

- Show care, empathy and respect for children, educators and staff and families.
- Learn and use effective communication strategies.

Remember - quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals, and develop the skills and understandings they need to interact positively with others.

Principles for Behaviour Management

Staff respect individual children's needs and differences in age, ability and experience regarding issues surrounding behaviour management and encourage discussions regarding individual family expectations with parents/ guardians. There may be times when educators will need to negotiate management strategies with parents to suit the needs of individual children.

See Guiding Children's Behaviour Policy.

Evaluation and Review

Interactions between educators and children are genuine, positive and responsive and based on respect, fairness, acceptance, co-operation and empathy.

This is evident in conversations, communication, pedagogy, and planning for children and families.

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through identification of practice gaps, Yarrunga will review this policy every 18 months.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R.172 of the Education and Care Services National Regulations, Yarrunga will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at Yarrunga, a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Information is relevant for children aged

0-12 months

8 Healthy Habits

Breastmilk is all a child needs for the first 6 months

If not breastfeeding, infant formula should be used.

Sleep and rest are important

Total sleep including naps:

0-3 months: 14 to 17 hours

4-11 months: 12 to 16 hours.

Try swaddling and rocking to settle instead of feeding to sleep.

Avoid feeding to sleep.

Look for hunger and fullness signs

Let your child decide how much and how quickly they drink or eat.

Start solids at around 6 months

Look for signs your child is ready and continue breastfeeding or infant formula after the introduction of solids.

No screen time

Instead try reading, singing, puzzles and storytelling.



Encourage tummy time

0-8 months: Start with one minute and build up to at least 30 minutes of tummy time throughout the day.

8-12 months: Encourage movement throughout the day. Try floor play, rolling and crawling.

Offer healthy foods in a variety of colours and textures

Homemade food is best, do not add sugar, honey or salt.

Start drinking from a cup

From 6 months, offer water, breastmilk or infant formula from a cup. Aim to stop all bottles by 12 months.



healthykids
for professionals

For more healthy habit tips visit makehealthynormal.nsw.gov.au

For health professional resources visit pro.healthykids.nsw.gov.au

Sunsmart Snippet

6 tips for staying SunSmart:

1. Learn to understand the UV index
2. Slip on sun protective clothing
3. Slop on sunscreen
4. Slap on a hat
5. Seek shade
6. Slide on wrap-around sunglasses



Protect yourself in five ways from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE

sunsmartnsw.com.au



6 tips for staying SunSmart

1. Learn to understand the UV index. [Ultraviolet \(UV\) radiation](#) is the main cause of sunburn, eye damage and skin cancer. In fact, 95% of skin cancers are caused by overexposure to UV radiation, but the good news is it can be prevented, and it's never too late to start! When the UV index is 3 or above we need to protect the skin from sun damage. To monitor UV levels, [download our free SunSmart app](#).
2. Slip on protective clothing. Make sure to wear [SunSmart clothing](#) that covers as much of the skin (especially the shoulders, back and stomach) as possible. [Cancer Council Shop](#) – see our range of sun protective clothing available for purchase.
3. Slop on sunscreen. Heading outside? Choose a [water-resistant, broad spectrum sunscreen](#) which is at least SPF 30, and apply generously 20 minutes before going out into the sun. Remember to reapply sunscreen every two hours, or more if towel drying or sweating excessively.
4. Slap on a hat. A cap just won't do! The best form of sun protection is to wear a broad-brimmed, bucket or legionnaire-style [hat](#) which protects your ears, sides of the face and back of the neck.
5. Seek shade. Be sure to provide [substantial shade](#) to ensure adequate sun protection for your school community.
6. Slide on your sunglasses. Protect your eyes properly with close-fitting wrap-around [sunglasses](#).