

DATES FOR THE DIARY
Nov 2022:
Annual General Meeting
Wednesday 16th @ 7.00pm

yarrunga

EARLY LEARNING CENTRE

OCTOBER NEWSLETTER 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: Children's Wellbeing Decision Making Tree Procedure and Child Wellbeing Plan Procedure



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



WE WELCOME YOUR FEEDBACK!

What information would you like us to include?

Call us on: (02) 60217597 or EMAIL

How can we make our newsletter better?

JUNIOR PRESCHOOL NEWS

We started this month with celebrating Yarrunga turning 40 the whole centre played lots of various games setup throughout the yards. It was so lovely to see so many Families, children and staff past & present come to join in the celebrations & A walk down memory lane. The Junior preschool children were asked what makes Yarrunga special to them, the children voices (reponses) were heart-warming and beautiful.

We welcome you to have a look at your Childs response on our stunning display wall ,near the bag hooks. We are also continuing focusing and building on our friendships and strengthening our bonds within our room & centre wide with our large memory and friendship photo wall on with new photos and memories constantly being added.



Natt, Liv, Kali, Lesley, Jodie and Kaitlin

juniopreschool@yarrunga.com.au

NURSERY NEWS

We have had another very busy month in our room. With all the wet weather we have been trying to keep busy inside and changing our learning environments to keep the children's interests relevant. We have enjoyed spending time in our yard when the weather has been nice. It is great to see all the people walking by and this has prompted some walks in our community to the bridges to see the cars, trucks and spotting a train.

We loved celebrating Yarrunga's 40th Birthday with cupcake making, face painting and watching the smoking ceremony.

The older children have enjoyed being able to cook with Meg in the kitchen making lunch for the centre and they have also made afternoon tea with Emma. We have been saving some food scraps for us to go out and feed the worms in the worm farm. We helped get the vegetable garden ready for planting the next lot of veggies by pulling out the weeds and old plants and turning over the soil.



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

Educational Leader:

Hello families and welcome to the Educational Leader newsletter catch up.

September has seen a big revamp of our Policy and Procedure layout which came about as we reviewed our practices against Quality Area 5 of the National Quality Standard - *Relationships with children*.

During our review we noticed that it was difficult to link similar documents which is required to ensure consistency in our practices. We have now clearly linked all policies and procedures with the areas of the National Quality Standards that they relate to through a colour coding system. Hopefully this will enable families to better understand the links too!

(example)

(Policy Header)

NATIONAL QUALITY STANDARDS

1 Educational program and practice

2 Children's health and safety

3 Physical environment

4 Staffing arrangements

5 Relationships with children

6 Collaborative partnerships with families and communities

7 Governance and leadership



Curriculum



QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

Our team have also commenced a critical reflection on Yarrunga's overall strengths, weaknesses, opportunities, and threats (*SWOT Analysis*) so that we can begin developing a new Strategic Plan as the goals in our previous plan have been reached.

***PLEASE KEEP AN EYE OUT FOR MORE INFORMATION VIA OUR FACEBOOK PAGE AND FOYER DISPLAY AS WE VALUE YOUR INPUT.**

Thank you

Krystine

PRESCHOOL NEWS

September has been a busy month indeed!

Our play and learning have evolved in many different directions as we have built on previous learning and incorporated new interests into spontaneous and planned experiences.

All children showed great fascination in how an electric sewing machine works as educators sewed the neoprene fabric together for our Father's Day gifts. This resulted in sewing activities using the sewing machine as well as hand stitching and weaving. It has been marvellous to see the enthusiasm, concentration, and perseverance each child has shown as they have practiced techniques associated with operating machinery, following instructions, collaborative learning and (*most importantly*) enjoying the learning process rather than focusing on a finished product!

All of these experiences have supported skills of:

- Eye-hand coordination
- Fine motor strength and dexterity
- Sensory integration
- Mathematical language and concept learning
- Calculated risk taking; and
- Emotional wellbeing as tasks have been practiced and accomplished!



Our next mechanical learning aims to capture the operation of power tools and hand operated building equipment



OUR 40th BIRTHDAY CELEBRATIONS

What a week! We loved sharing our activities with family and friends. Thank you to everyone who was able to join us for this special occasion.

Face Painting; Smoking Ceremony; Decorating Cup Cakes; Pizza Making and a wonderful Games DaY!

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.



Interactions with children



QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

Date Created: October 2011

Date to be reviewed: January 2024

Version No: 11

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.

Background:

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.

Scope:

This policy applies to all educators within Yarrunga.

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 Quality Standards:

- **Quality Area 1 - Educational program and practice**
- **Quality Area 2 - Children's health and safety**
- **Quality Area 5 - Relationships with children**

Links to other policies:

Reference sources:

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.

Community Early Learning Australia sample policies. www.cela.org.au/wp-content/uploads/2017/10/interactions-with-children.pdf

ACECQA - Guide to the National Quality Framework acecqa.gov.au/nqf/about/guide

ACECQA - Inappropriate discipline information sheet acecqa.gov.au/media/29626

ACECQA - Relationships with children information sheet acecqa.gov.au/media/22966

ACECQA - Supporting agency: Involving children in decision-making information sheet acecqa.gov.au/media/22936

ACECQA - Supporting children to regulate their own behaviour information sheet acecqa.gov.au/media/22971

Commonwealth of Australia - Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) acecqa.gov.au/media/24251

Starting Blocks - Developing children's positive behaviour in child care startingblocks.gov.au/other-resources/factsheets/developing-childrens-positive-behaviour-in-childcare

UNICEF - United Nations Convention on the rights of the child unicef.org/child-rights-convention

Strategies:

The Nominated Supervisor and Educational Leader will:

Guide professional development and practice to promote interactions with children that are positive and respectful.

Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference.

Educators and staff will:

- Respond to children's communication in a just and consistent manner.
- Uphold children's dignity, rights, and agency.

- Provide positive guidance and support towards acceptable behaviour.
- Provide opportunities to become self-reliant and develop self-esteem.
- Pre-empt potential conflicts or challenging behaviours by monitoring children's play and supporting interactions.
- Respond sensitively to children's attempts to initiate interactions and conversations.
- Initiate one to one interaction with children, particularly babies and toddlers during daily routines and conversations with each child.
- Support children's efforts, assisting and encouraging as appropriate.
- Support children's secure attachment through consistent and warm nurturing relationships.
- Support children's expression of their thoughts and feelings.
- Encourage children to express themselves and show an interest and participate in what the child is doing.
- Encourage the children to make choices and decisions.
- 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.
- Acknowledge each child's uniqueness in positive ways and be responsive to their strengths, interests, and abilities.
- Use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them.
- Speak positively in front of children and when speaking about children and their families.
- 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 Supporting Positive Behaviour

Staff respect individual children's needs and differences in age, ability and experience regarding issues surrounding behaviour guidance and encourage discussions regarding individual family expectations with parents/guardians.

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.

Australian Guide to Healthy Eating

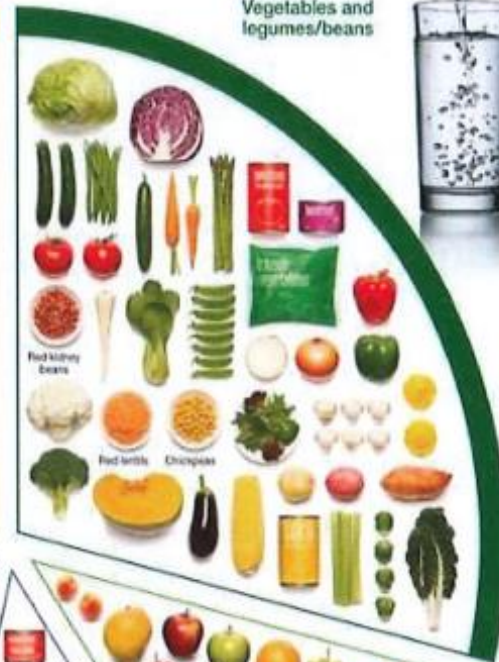
Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



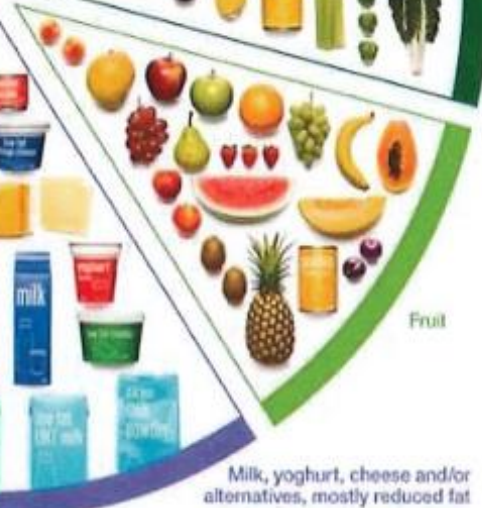
Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Fruit



Use small amounts



Only sometimes and in small amounts

