

DATES FOR THE DIARY

Nov 2022:

Annual General Meeting  
Wednesday 16<sup>th</sup> @ 7.00pm  
Everyone is welcome.

# yarrunga

## EARLY LEARNING CENTRE

### NOVEMBER NEWSLETTER 2022



Yarrunga can now be followed on Facebook and Instagram

### YARRUNGA'S ANNUAL GENERAL MEETING

MANAGEMENT COMMITTEE'S AGM WILL  
BE HELD ON

WEDNESDAY 16<sup>TH</sup> NOVEMBER 2022

@ 7.00PM

Everyone is welcome to attend.



#### 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: 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?

## NURSERY NEWS

Another wet month we have had and lots of indoor play. We have introduced a tepee into our room for some solitary play and a quiet corner for moments of solitude, although lots of friends have been very social when inside the tepee.

What another wonderful turn out we had for Grandparents Day. It was lovely to see some new faces to us and the children enjoyed spending time with their families while at Yarrunga.

Please remember to pack a variety of spare clothes in your child's bag to allow for the changes in weather. Don't forget to include t-shirts, shorts, a jumper, and socks just to name a few.

We have started writing the end of year assessments for each child to summarise their learning throughout the year.

Nicole will be on placement from Monday the 14<sup>th</sup> November to Friday 16<sup>th</sup> December.



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

## JUNIOR PRESCHOOL NEWS

What a wet month we have had! (I'm sure we're all feeling the same, bring on some sunshine!). The wet weather has brought with it some challenges with being able to get outside, but it has also created opportunities to explore the environment during the wet weather. We often find lots of snails and slugs, and also puddles to jump in and explore! We have been discovering our creativity with arts and crafts this month, with various types of painting, collage and drawing being setup for the children to enjoy. Colouring has been a popular choice, particularly in the quieter times of the day, where the children use their concentration and skills in colour identification, fine motor, and pencil grip.



The children have been eagerly sharing their experiences in the kitchen with Meg this month. We are so fortunate that Meg is able to provide this wonderful opportunity for the children to develop knowledge and understandings of food and nutrition, as well as basic cooking and culinary skills. We've been taking these skills and putting them into our cooking our afternoon tea (this month we made Sausage Rolls using herbs from the garden!)

This month we celebrated Grandparents Day (thank you to all of our Grandparents and Parents for joining us), Halloween, and also made use of the sunnier days by going for walks to the bridges and parks, bike rides, and we even went to the bike shop to get some new bikes and had a babycino along the way! The bikes have been out every chance we have had since!



As we arrive towards the end of the year, the children are further developing their cognitive skills such as concentration, memory, and problem solving as we introduce more challenging games and puzzles. The group have been showing a real interest in games, in particular turn taking games.



With Christmas and the end of year fast approaching we will be concentrating on finalising the children's Individual Learning Journals and the upcoming Christmas Concert. We will also be focusing on some transitions for educators moving rooms and spending time in the other rooms with those children moving down to the Preschool Room next year.

Natt, Liv, Kali, Lesley, Jodie and Kaitlin

[juniorschool@yarrunga.com.au](mailto:juniorschool@yarrunga.com.au)

## PRESCHOOL NEWS

The children have been heavily involved in using the tools this month, the drills, hammers, and screw drivers are very popular with all children having a chance to investigate how each of the tool's work and what they can make from the wooden pieces and loose parts, some children got very creative with making very creative objects.



Grandparents' day went off with a big hit, it was good to see many Grandparents attend the Centre and celebrate the day with the children, thanks again to Meg for putting together and cooking the amazing food for the day.



With all the children enjoying being able to bring in their own books from home and share them at group time with everyone, we thought we would introduce a puppet story time around the circle with all the children being able to contribute and make an imaginary story from their puppets. The imaginary story lines have been out of this world with some Halloween ideas using zombies, vampires, werewolves, monsters, and parties with lollies.



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](http://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](http://acecqa.gov.au/nqf/about/guide)

ACECQA - Inappropriate discipline information sheet [acecqa.gov.au/media/29626](http://acecqa.gov.au/media/29626)

ACECQA - Relationships with children information sheet [acecqa.gov.au/media/22966](http://acecqa.gov.au/media/22966)

ACECQA - Supporting agency: Involving children in decision-making information sheet [acecqa.gov.au/media/22936](http://acecqa.gov.au/media/22936)

ACECQA - Supporting children to regulate their own behaviour information sheet [acecqa.gov.au/media/22971](http://acecqa.gov.au/media/22971)

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

# **Nutrition Snippet**

## **HOW TO PACK A HEALTHY LUNCH BOX**



**A good lunch gives children energy and nutrients to learn, play and grow.**

**But what does a healthy lunch box look like? Find out in our short video.**

**[healthylunchbox.com.au](http://healthylunchbox.com.au)**



**Cancer Council**  
Healthy Lunch Box