DATES FOR THE DIARY March 2023: Management Committee Meeting Wednesday 15th @ 7.30pm



In complying with the National Quality Standards, we ensure that a copy of the Law and Regulations can be accessed by families, including those seeking to enrol their child at the service?

To access it go to https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653

Dear families.

Could you please pack a hat for your child/ren as Yarrunga only has enough for spares. We do have some to purchase from the Front Office if you would like at \$20 each.

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 <u>admin@yarrunga.com.au</u>







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/Procedure/Reflection being reviewed this month: Summary of changes to EYLF, Flag Protocol Procedure, Quality Improvement Plan, Revised RAP, the Curriculum Policy, and the Child Protection Policy.



NO FOOD FROM HOME! A reminder that we have children attending Yarrunga with severe allergies to 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.



CHILDREN'S T-SHIRTS, JUMPERS & HATS

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. We now have a supply of children's hats for \$20 each. Please see Deb or Karen.

JUNIOR PRESCHOOL NEWS

Hi from the Junior Room

We have been wanting to pick an Indigenous animal name for our room, so we put up a voting poll

for our families to vote we had Wilay-Possum, Garru-Magpie, Gugubarra-Kookaburra. The Guguburras have won the voting so stay tuned for a room name change this will be happening in the other rooms as well. We have been really lucky to receive some new resources in our room three new garbage trucks and 6 new yellow trucks for our outside environment. We also have a new table and chairs for our new veranda space, and we look forward to using them once this space is completed. We have a new bridge for the



outside yard near the sandpit we are just waiting to weatherproof it so we can add it to the outside environment. The children have been able to participate in clean up Australia day with their peers and they continue to enjoy gathering as a community to acknowledge country and raise the flags daily and enjoy some songs together.



We have an interest in numbers and colours and this aligns with some of our children's individual goals, we have added pictures of numbers and colours to the wooden arches in our room the children use these with the matchbox cars. This will provide the children with visual prompts to recognise and point to the colours and numbers providing them with early number and mathematical recognition.

Our camping play space has enabled the children to revisit their family holidays and talk about camping and going away. The preschool children and Nursery children have also seemed to enjoy exploring the tent and sandpit play while family grouping.

Nicole, Tash, and Natt juniorpreschool@yarrunga.com.au

NURSERY NEWS

We have had another busy month settling in a couple of new arrivals and seeing our new January children flourish in their new environment.

Outside play has been our favourite this month. We have all been working hard on our coordination and gross motor skills as we navigate the A frames, balance beams that connect the A frames, wooden slide and ladder swing. The painting set up in the Preschool yard has been a hit. Children often work on one piece of art together.

Our children have really enjoyed participating in our morning get together with the rest of our Yarrunga family. We watch and sometimes assist in the raising of our flags, saying our acknowledgement of country and enjoy using the tapping sticks as we sing a couple of songs together.

During the open gate play the nursery/toddler children have had the opportunity to explore both the outside yards and also the other rooms. They have enjoyed building tracks and playing with the trains and have also really enjoyed exploring craft activities.









PRESCHOOL ROOM NEWS

February has seen a big focus on numeracy and literacy through the 'Arts':

Noticing lots of imaginary play with repetitive themes educators planned a variety of story-telling experiences to build on what children know and can do. We began with familiar fairy tales including the "Three Little Pigs", "Billy Goats Gruff", "The Very Hungry Caterpillar" and "Goldilocks and The Three Bears". These were used with puppets and felt boards which the children continued playing with in spontaneous play with friends and educators. They made up their own versions of the stories, recreated the stories through sequencing and craft, and used imaginary play to re-enact the main events and story themes. We extended learning and development with sequencing activities which included cutting out story characters and pasting them to create a story with a beginning, middle and end. This proved very popular as children drew on their own interests and strengths to engage with the task at hand. Lines of development have also included matching numbers, patterns and counting grids with glass bead counters; and using a spinner to group, sub-group, count and match animal figurines - number, colour, animal type etc. Interest in measurement also emerged as we measured ourselves, furniture and things in our environment. We are using rulers, tapes measures of all sorts and even string to see how tall, wide, long something is. This is another great way for children to develop mathematical thinking and concept skills. You may have noticed your child beginning to incorporate more Language and culture in their everyday play and interactions at home. Our daily flag raising and Acknowledgment gathering has generated lots of keen participation and interest in Aboriginal music as children have requested different songs over and again!

Our current favourites are:

Yindyamarra.

Yindyamarra, Yindyamarra, Means respect, means respect, Sharing, caring, being kind, Sharing, caring, being kind, Means respect, means respect.





- Inanay.
- I went to visit country.
- Walking on country.

The last three songs are easily accessible on Spotify and You Tube for those who want to follow up at home.

Thank you for sharing interests and resources from home. We are always keen to incorporate your ideas into our play and learning. Craft materials are a never-ending source of open-ended art and problem solving; Meg has commenced some cooking classes with requests for popular lunches such as curried sausages; and we love the spontaneity of experimenting with different interests and sharing special books! On that note we have had a request for some riding skills along the bike path. We are thinking the week of Monday 27^{th} March to Friday 1^{st} April. Educators will provide more detail in the next few days.

Alana, Krystine, Maree, Liv Preschool@yarrunga.com.au

Educational Leader:

As a service team we are moving forward with our review and familiarization of the New Early Years Learning Framework (EYLF V2.0). This month educators and staff are focusing on the framework's principles which underpin professional practice and how we support children to make progress in relation to the learning outcomes.

It is also important to connect our reflections with Yarrunga's Philosophy and Reconciliation Action Plan (RAP) to ensure it is reflective of what is important for our Yarrunga community in the here and now, as well as representative of current best practice.

We will be seeking your input into our review through foyer displays, Facebook polls and email correspondence in the coming weeks.

These are the principles we are reviewing:

- · Secure, respectful, and reciprocal relationships
- · Partnerships
- Respect for diversity
- · Aboriginal and Torres Strait Islander perspectives
- · Equity, inclusion, and high expectations
- Sustainability
- · Critical reflection and ongoing professional learning
- · Collaborative leadership and teamwork

PLEASE HAVE YOUR SAY IN OUR REVIEW





On Friday 3rd March Yarrunga children and educators participated in Clean Up Australia Day by collecting rubbish along the bike path and grasslands at the back of our school.

We all had special gloves to keep our hands free from rubbish germs. Putting them on was a great learning activity to begin with! Then it was time to spot and sort the different kinds of rubbish that litter our world.

We recycled plastic bottles, metal cans and cardboard. It wasn't hard to spot the 'grotty' rubbish as it was called because it was so dirty! There was even some friendly competition as children raced each other towards a small glimmer in the distance in anticipation of what they might find.

Thanks to Olivia for initiating such a worthwhile learning experience for our children and educators, and Tash for guiding us on the day. Early Childhood Education for Sustainability begins in with our youngest children in the Nursery / Toddler room.

Krystine

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.

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



3. RESPOND

Strangles for meeting the need could include:

give accurate focts and information about sexuality.

teach codal skills

support healthy fileralships and relationships
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to receive behinkes and review support strategies

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Sexual between and the law.
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- Sexual activity must be voluntary and multivality agreed by those involved.

The age of conserv to sexual intercourse varies from 16 to 17 depending on where you live.

Taking, sharing, selling, staring or posting sexual images of a pencer under the age of 18 is against the low.

www.1800respect.org.au

Consult Child Propertion or Police Services in your state or territory if a child or adult enquires protection from harm.

Mariey and Ashmita, both aged 4, ore playing in the cubby louse and have both taken their underparts off, They are looking at and touching each other's genitely.

6. Harper, aged 7, tells her seather that she has soon L aged 13, touching her best filled Cind's vagins.

Tilly, aged 10, is overheard talling her close friends about having indexeourse and and sex with her trophland. He is a 17 year old at the same school. She list if then first she only it.

FOR MORE INFORMATION

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WHAT DO YOU THINK? green, orange or red

Use the traffic lights framework to identify these scenarios

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WHERE TO GET HELP

Parentiline: 1300 30 1300 Lifeline: 13 11 14

Relationships Australia: 1300 364 277 Child Salety Sérvices (Qkg; 1800 177 135

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www.true.org.au

SEXUAL BEHAVIOURS IN CHILDREN & YOUNG PEOPLE

A guide to IDENTIFY, UNDERSTAND and RESPOND to sexual behaviours

Knowing how to identify and respond to secual behaviours in children and young people helps adults to support the development of healthy sexuality and protect young people from harm or abuse.

Sexual behavious are not just about sor. They include any talk, touch, questions, conversations and interests which relate to sexuality and relationships.

1. IDENTIFY





2. UNDERSTAND

When sexual behaviours are identified as concenting or harmful, it is essential to think about why the child or young pation is exhibiting the behaviour shrulening the behaviour and the way it happens will hely you understar what is going on far the child and indicate what is neede-

02. What might these concerns indicate?

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sexual excitament

medical needs

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confusion about sequelity, relationships one sexual activities

| lack of rules and consequences | lack of information about the risks of the behaviour | everesposure to explicit sexual activity and materials

Pressure bear addressed takes to see

experience of physical, exectional or sexual abuse or neglect

ack of consistency across environments
assists about adult or family relationships Understanding the child or young person and the issues that may be contributing to the behaviour guides the planning of effective responses.

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sexual behaviour between young children involving senetration with objects, maxturbation of others, oral sex
 presence of a sexually transmitted infection

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FOUR CRITICAL ACTIONS FOR EARLY CHILDHOOD SERVICES

Responding to Incidents, Disclosures and Suspicions of Child Abuse

PROTECT LEGUCATION STATE





REPORTING TO AUTHORITIES



It is strongly recommended that **ALL** early childhood service staff follow these *Four* a *Critical Actions* as soon as they witness an incident, or form a reasonable bolief that a child has, or is at risk of being abused.

This means acting even when you're not sure and have not directly witnessed the abuse (e.g. if another person tells you about the abuse). A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action

Following these actions will support you to:

- best protect children in your care
- meet your legal obligations and Duty of Care.*
- It is also strongly recommended that you use the Responding to Suspected Child Abuse Template to keep clear and comprehensive notes. MCH services may opt to use this form, but must still utilise their existing information management systems.

RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm, go to **Action 2**.

If the child is at immediate risk of harm you **must** ensure their safety by:

- separating alleged victim and others involved administering first aid
- calling 000 for urgent medical and/or police assistance
- identifying a contact person at the service for future liaison with police

Where necessary you may also need to maintain the integrity of the potential crime scene

In Victoria there are a range of In Victoria there are a range of legal colligations which set out the actions you must take if you suspect a child has, or is at risk of being abused. Some of these obligations apply differently across the range of licensed, approved and other early child services and can vary despectifies on your role within the depending on your role within the service. For further information on how these obligations apply to you see the Identifying an sponding to All Forms of Abuse

As soon as immediate health hand safety concerns are addressed you **must*** report all incidents, suspicions and disclos of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

Q: Where does the source of suspected abuse come from?

WITHIN THE SERVICE

VICTORIA POLICE You must* report all instances of child abuse which are led by a staff member, contractor or volunteer, or child* to Victoria Police.

REPORT TO MANAGEMENT You must report to your approved provider or licensee.

NOTIFY THE REGULATOR Licensed or approved early childhood services* must also report to their Quality Assessment and Regulation Division. Notifications may be made at

- quality-agenda-it-system o by contacting 1300 307 415. Sexual offending, involving children 10 years and over.
- *Licensed services operate under the Children's Services Act 1996 and approved services operate under Education and Care Services National Law Act 2010.

WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION You must* report to DHHS Child Protection if a child is considered to be

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has, or is likely to have a serious impact on the child's safety. stability or develop

VICTORIA POLICE

You must also* report all instances of suspected sexual abuse (including grooming) to Victoria Police.

REPORT TO MANAGEMENT You **must** report to your approved provider or licens

NOTIFY THE REGULATOR Approved and licensed early childhood services must notify the childhood services" must notify the Quality Assessment and Regulation Division of any serious incidents, circumstances, or complaints which nise concerns about the safety, health, and wellbeing of a child being educated and cared for by a service.

Notifications may be made at by contacting 1300 307 415.

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act.

This may include making a referral or seeking advice from Child FIRST (in circumstances where the family are open to receiving support), or to DHHS Child Protection or Victoria Police.

CONTACTING **PARENTS/CARERS**

You must consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/ carers. They may advise:

- not to contact parents/carers (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)
- parent/carer to be contacted) a
 to Contact the parents/carers
 and provide agreed information
 as soon as possible for licensed
 and approved services it is
 a requirement that parents/
 carers are notified within 24
 hours if the suspected abuse
 occurred at the service)

reasonable steps to make a child feel safe and supported whilst they are attending the service. Your service should also consider providing support for children impacted by abuse. E.g. referral to wellbeing professionals. MCH nurses should follow the MCH Service Practice Guidelines to determine appropriate support.

You must follow the Four Critical Actions every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

CONTACT

DHHS CHILD PROTECTION

North Division 1300 664 9777 South Division 1300 655 795 East Division **1300 360 391** West Division (Rural) 1800 075 599

West Division (Metro) 1300 664 9777

AFTER HOURS After hours, weekends, public holidays 13 12 78

CHILD FIRST

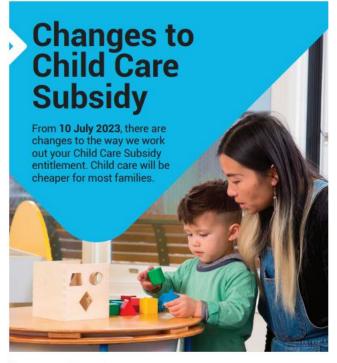
VICTORIA POLICE 000 or your local police station QUALITY ASSESSMENT AND REGULATION DIVISION NORTH WESTERN

Loddon Mallee (03) 5440 3111 Northern Metropolitan (03) 8397 0372

SOUTH-EASTERN Gippsland Area (03) 5127 0400 Southern Metropolitan (03) 8765 5787

NORTH-EASTERN Eastern Metropolitan 1300 651 940 Hume (03) 8392 9500

SOUTH-WESTERN
Barwon South West (03) 5225 1001
Western Metropolitan (03) 8397 0246
Grampians (03) 5337 8444



For more information go to servicesaustralia.gov.au/changes-if-you-get-family-payments

