

DATES FOR THE DIARY

May 2023:

Management Committee
Meeting Wednesday 17th

@ 7.30pm



MAY NEWSLETTER 2023

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 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 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.



Congratulations to our Yarrunga families who have welcomed new additions: -

a baby girl and sister - Alyssa, Tyson & Bailey - Parker

a baby boy and brother - Meg, Joshua & Lottie - Sidney

Education for Sustainability



This month we have had a number of projects in the making for Education for sustainability. We have begun discussions with our local Landcare group (**The Wodonga Urban Landcare Network**) about starting up a Bush Tucker Garden, which we will follow up with a visit to the Native Nursery in Wodonga next month.

On Monday 1st May, the Preschool children where we were fortunate enough to have a visit from Halve Waste for a Bin Smart session. We explored concepts of recycling, reusing and waste management. The children participated in discussions around which items go in each of the three lidded bins (Red, Yellow, and Green), and also which items are not allowed in any of the bins (batteries and corded electrical items), they need to be taken to Officeworks.

We also had a visit from Bunnings Tuesday 2nd May, where the Junior Preschool and Preschool children joined Tracey (bunnings team member) and educators in planting seedings in our vegetable garden.



We continue to explore concepts of eating what we grow to limit wastage, feed the worms with our scraps, then feed the vegetable garden with the worm juice the worms produce.

Coming up...

Saturday 20th May – World Bee Day

Beechworth Honey are holding a Bee School, where they are hosting free activities (9am-2pm) for World Bee Day to highlight the importance of these vital pollinators.

We will be participating in conversations and activities at Yarrunga in the week leading up to world Bee Day.

Tuesday 23rd May – World Turtle Day

We will be participating in conversations and activities at Yarrunga on World Turtle Day.



Boys to the Bush have been given beds which they would like to donate to families in need. If any family needs or knows of anyone who could use the beds please contact the Boys from the Bush direct.

info@boystothebush.org.au

PH- 02 6025 2510

NURSERY NEWS

The children have really enjoyed going outside and participating in helping to raise the flags some mornings and our acknowledgement of country.

Over the past month or so there has been an increased interest in climbing when we have gone up the top yard and they have also enjoyed the green slide.

The preschool room has also been explored extensively with most of the children going in at some stage. They love exploring the dress-ups and the craft in particular.



Emma, Chrissy, Serena and Kaitlin.
nurserytoddler@yarrunga.com.au

PRESCHOOL ROOM NEWS

In June educators will be completing mid-year summative assessments for all children. For those children heading off to big school in 2024 these reports are followed by a Transition to School Statement in August. Alana has compiled some valuable information relating to school readiness which you can refer to as you read through your child's play and learning progress. We hope you find this useful as you and your child plan for that next big step in their life!

School Readiness. It's a term that is thrown around a lot these days and has certainly changed its meaning in the past several decades. What was once deemed to have only one criteria: age, has certainly diversified over time. So what is School Readiness? The ability of the child to write their own name? Rote counting to 20? Knowing their basic shapes? Letter-recognition? Whilst academic knowledges are certainly important and will give children a bit of a 'head start' at school, kindergarten, and prep teachers these days are citing social and emotional skills as far more vital attributes to not only surviving a classroom environment, but also thriving in one. Skills such as developing friendships with peers; seeking help when required; resilience when challenged; persistence; separation from caregivers; taking and following instructions from other adults; problem solving; the ability to hold and manipulate writing implements; compassion, empathy, and acceptance of others; and a passion for learning; experiencing wonderment at their world, to name just a few. These abilities cannot be 'taught', as such, but are acquired and fine-tuned through play; exploration; practice; sensory experimentation; open-ended creative opportunities. The types of experiences provided every day in our Yarrunga play learning environments!

Over the past few weeks children and educators have been fascinated in watching the 'construction' and drainage works taking place behind Yarrunga. We looked out from our preschool verandah as large pipes were unloaded from big trucks and transported along the grassed area. This led to some great conversations amongst the group as we hypothesized about what was happening and some children sharing their experiences with family members owning and operating large machinery for their businesses. As the work progressed, we popped on our high viz vests and visited the construction site from outside the safety fencing. We are so excited to have been invited for a full excursion to learn about all the different types of machinery in the coming weeks.



Social and dramatic play has revolved around cooking and food preparation in our new 'restaurant'.

And we followed up on a request for doctors supplies to be added, so a second, mini play space was provided, with some medical provisions and some cheeky patients. This has been a huge hit, so we will be looking to extend this into a larger area, if the interest remains.

As children engage in dramatic play, they are making sense of the world around them. They enhance expressive, receptive, and pragmatic (social) language skills and refine their social skills, practicing sharing, negotiating and compromise. Their imaginations are in overdrive, and it is so much fun... to both play and observe!



We've also been learning about the world and how to care for it, with two incursions, featuring Halve Waste and Bunnings. We are looking to follow these up with excursions to both venues in the near future, to consolidate learning and further enhance our community connections.

We were shown how to effectively use our green, red, and yellow bins at home with Halve Waste. It was a fun, hands-on session, with Preschoolers actively participating and helping to correctly dispose of household waste. Educators even learnt a few new facts and bits of trivia!

Generous donations of plants and time from Bunnings saw us planting our winter vegetable garden. We saw some very enthusiastic helpers, champing at the bit to get their (gloved!) hands dirty and digging in the dirt to get the seedlings into the veggie beds and watered.

Alana, Krystine, Maree, Liv, Jay and Jodie

Preschool@yarrunga.com.au

JUNIOR PRESCHOOL NEWS - Gugubarra Room

We have had a new room member start with us this month, a Yabby that the children have named "Donkey." We love watching Donkey in the morning, feeding him, and talking with him. He sometimes even tries to get out of his tank and play with us! Here's a picture of us gathered around discussing what we should name him.

Colour labelling has been another key learning interest still this month as it is bright and inviting in all ways that it is displayed.



The big foam blocks have been out for rough and tumble play and have been a fun activity for us to be involved in. Friends must take turns with these, and it's been a great learning opportunity. They have also used their imagination to create a garage out of these blocks for the big cars that they get to drive in which is another HUGE excitement for our friends.



During this month we also got to do some cooking for the Centre. We made weet-bix slice which we all loved and devoured at afternoon tea time. We measured and poured and watched as the dry ingredients turned into a moldable source to squish into the tins.



Ratchet straps have still been continuing when the weather has been good to test our balance and strength.



For ANZAC Day we did some paintings with a prompt of a poppy in a field. The results were amazing! We are good at being creative.

Cheers, Gugubarra Room, Natt, Tash, Nicole, Lesley, and Robyn
juniorpreschool@yarrunga.com.au

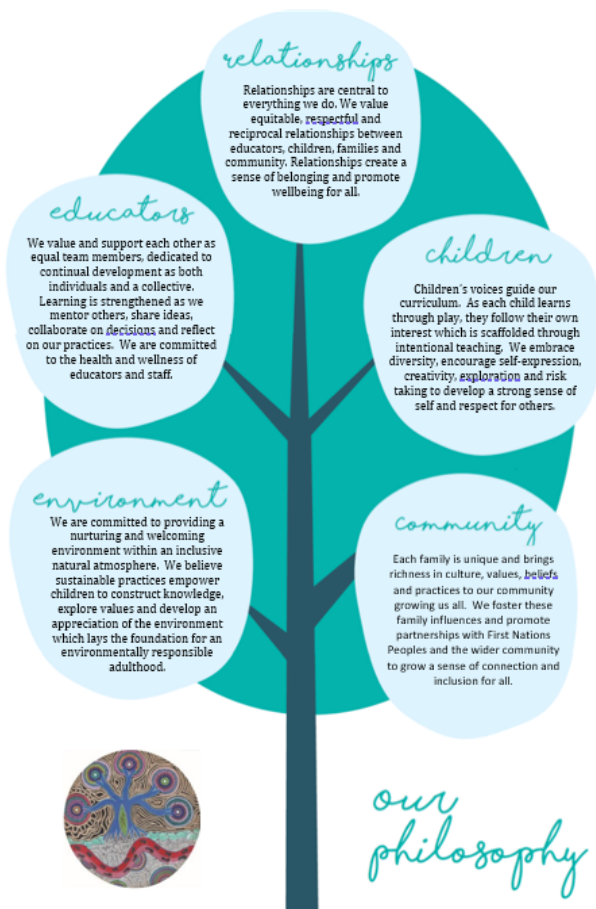
Educational Leader:

Over the past month our Yarrunga team have been focusing on SAFETY. We have reviewed Policy and Procedure wording, and re-enacted different Critical Incident and Emergency scenarios including:

- Emergency evacuations
- Emergency lock downs, and
- What to do in the event of an intruder entering the premises.

Please know that we practice different emergency drills on a regular basis. However, this focus has been on critical reflection of how educators and staff understand and respond to emergency protocols, which was prompted after an excursion to the Emergency Services Work Expo and conversations with Emergency Personnel. Critical reflection as a service team allows us to discuss and implement improvements to better our professional practice and consistently ensure the safety and wellbeing of our Yarrunga community.

Thank you for your input into our annual review of Yarrunga's Philosophy. It's not too late to have your say, and we encourage you to do so!



We have had feedback to really showcase what makes us unique, with Relationships and Community being highlighted.

Moving forward we are continuing to familiarize ourselves with the New Early Years Learning Framework which will be mandated from the beginning of 2024.

Krystine

Healthy Snack and Meal Ideas:

Our Children's Menu Survey returns indicate that you would like more healthy eating materials to access. Each month I will include a link with lots of recipes and dietary information which you will be able to access.

<https://herheart.org/>

Catering Officer - Meg

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.



National Best Practice Guidelines Safety of Children in Motor Vehicles



This resource provides a summary of the top ten steps for safer travel, and what can be done by those responsible for transporting children in motor vehicles to ensure their optimal safety.

1. Always buckle up

The use of any restraint is preferable to not using a restraint.



2. Rear facing as long as they fit

Infants are safest if they remain in their rear facing restraint as long as they still fit in it.



3. Inbuilt harness as long as they fit

Once a child is too tall for their rear facing child restraint, they should use a forward facing child restraint with an inbuilt harness as long as they still fit in it.



4. Booster seat as long as they fit

Once a child is too tall for a forward facing child restraint, they should use a **booster seat with a lap-sash seat belt** until they are tall enough to fit properly into an adult seat belt.



5. Seat belt? Check 5

Have you taken the **5 step test**? Your child will fit the seat belt in different cars at different ages. Does your child meet the **5 step test**? If not they should remain in their booster seat.





6. Correctly fitted and adjusted

All child restraints and booster seats must be installed correctly and the child buckled in correctly, according to the manufacturer's instructions.



7. Safest in the back seat

Children 12 years of age and under are safest in the rear seat.



8. Is your car right for the job?

When planning any journey with children, use a motor vehicle which allows each child to be in the appropriate restraint for their size.



9. Accessorize correctly

Never add accessories to the restraint that were not provided by the manufacturer with the restraint.



10. Regular car seat check ups

Check your restraint regularly to ensure it is still installed correctly and adjusted for the child – an accredited restraint installer can help with this.

Each of these issues and the evidence that supports each of the best practice recommendations can be found in the detailed consumer guide, and associated national best practice guidelines publications. These are just some of the key ways to ensure the child/children you are transporting are optimally restrained on every trip.

For further information contact your local road traffic authority or accredited restraint installer.



For more information or a copy of the Detailed Consumer Guide and other publications visit:

www.kidsafe.com.au/crguidelines