



YARRUNGA ELC



Newsletter

Important dates:

- AGM Wednesday 19th November 7pm
- Centre closure December Thursday 18th 2025 to Tuesday Jan 6th 2026
- Childrens Christmas party and Graduation 5th December 4pm to 6pm
- **Transition tours**

For families with children moving rooms, available Tuesday 2nd and 9th of December 9.30 to 11.30am please RSVP your interest

Staff News...

Students:

Mikayla– TAFE Nursery 20th Oct to 14th Nov 0-2yrs

We will farewell Liv on the 10th December to travel with her family next year, we will miss her happy presence but wish her all the best for her big adventure. We welcome families to join us on Wednesday the 10th for an afternoon tea to farewell Liv



ANNUAL GENERAL MEETING
WEDNESDAY 19th NOVEMBER 2025
7.00PM

All Welcome: Please RSVP to Deb or Leah
We look forward to seeing you.

Yarrunga Christmas Party and Graduation 2025

Let's party!
 This year we are returning to our whole service party Held at Yarrunga Friday 5th December between 4pm-6pm

All welcome!
 4pm Arrival
 4.15pm concert
 Followed by Graduation
 5pm Sausage sizzle and Zooper dooper, special guest pending
 Entertainment: Disco and face painting
 6pm close
 Please RSVP 21st November

Key code entry

This is a safety measure, please do not provide this number to others outside of our family community.

Children must not access the code to ensure their safety.

Thank you

Morning Family Grouping

Dinawan (PS) and Gugubarra (JPS) children will family group in the morning to support child and educator safety.

All Dinawan (PS) children and families are encouraged to complete bag drop off and morning rituals of sunscreen application and placing their drink bottle on the trolley before connecting with peers and educators in the Gugubarra (JPS) room for arrival.

2026 Educator room announcements

It is with careful consideration and input from Children, Families and Educators we announce the allocation of Educators to rooms for 2026...

Wilay Nursery

Emma, Hanna, Mahaya, Elle Sarah and Serena

Gugubarra JPS

Alana, Chrissy, Elle, Jay, Robyn, and Zoe

Dinawan PS

Nicole, Josh, Rae, Lisa, Robyn and Elle

School readiness

'School readiness' programs are advertised across the nation, with some early learning services and preschools promising to provide children with literacy and numeracy skills for a head start in school. On social media, parents frantically seek recommendations on where to send their children to 'get ready' for school. Educators arm themselves with worksheets and a 'letter of the week,' and attempt to corral energetic 3-year-olds into reciting numbers and identifying colours during mat times, all in the name of 'education.'

However, for those of us passionate about young children's learning and development, it's time to shift our perspective and advocate for best practice in every early learning service across the country. It's not the children who need to 'be ready'; it's the schools.

Those educators who push back against the academic push down often work against their beliefs as "it's what parents want", but what about what's best for the child? If we want to be seen as education professionals, it's high time we re-educate educators using outdated practices, promote quality learning environments, and enlighten parents about what genuinely benefits their child's development.

If 'school readiness' were indeed paramount to children's learning and development, it would have a prominent place in Australia's national curriculum, the Early Years Learning Framework (EYLF). However, a thorough search of the recently updated EYLF, based on extensive Australian and international research, yields zero mentions of this term that has become so important to families, educators, and service providers.

Instead, the EYLF consistently employs the term 'transition to school' to describe this crucial step in children's educational journey. Rather than viewing it as something children must prepare for, the EYLF frames the 'transition to school' as a collaborative effort where educators, school teachers, families, and communities unite to support children's well-being.

In contrast to traditional school readiness programs, which emphasise preparation for the future, the EYLF acknowledges the significance of a child's present and past experiences and places value on being fully engaged in the moment with the child.

Reframing 'school readiness' to 'transition to school' involves a change in mindset. It acknowledges that education is not a one-size-fits-all approach, where children enter formal schooling with the same knowledge, skills and life experiences. In contrast, schools, just like preschools and early education services, adapt to meet each child's unique needs.

Here are some reasons why shifting our focus is so important:

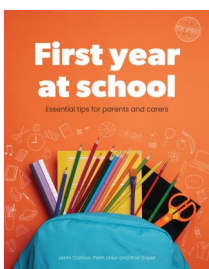
Child-Centred Approach: The 'transition to school' approach places the focus on the child. Rather than expecting children to conform to a predetermined set of developmentally inappropriate skills, it recognizes their individuality, cultural contexts and diverse learning styles. Children who begin school with a positive view of themselves as a learner are more likely to enjoy school and do well. School teachers are encouraged to adapt teaching strategies to match a child's strengths, skills and learning needs, building on their prior knowledge and ensuring that no child is left behind.

Collaboration and Support: Embracing the 'transition to school' philosophy fosters collaboration between early learning centres, schools, families, and communities. It recognises that a child's successful transition to school requires a joint effort from all stakeholders. This collaboration ensures a seamless and supportive experience for the child.

Holistic Development: The 'transition to school' approach promotes holistic development. It emphasises not only academic skills but also the child's social, emotional, and physical well-being. This comprehensive perspective recognises that a child's success in school is not solely determined by academic readiness but also by their overall readiness to thrive in a school environment. Reducing academic push-down leaves more time for children to engage in play and experiences that promote social and emotional competencies, important foundation skills for later success.

Reducing Pressure: Shifting away from the 'school readiness' mindset reduces the undue pressure on both children and parents. It acknowledges that children develop at their own pace and that early childhood should be a time of exploration, play, and joyful learning rather than a race to acquire specific skills.

The EYLF views children as confident, competent learners and promotes strengths-based assessment of each children's knowledge, skills and learning dispositions. Let's work together to abolish the term 'school readiness' and all the outdated ideas it entails, and educate early childhood professionals, families and schools on the importance of collaborating to provide developmentally appropriate support for children as they transition to school. ECA Recommends: First year at school: Essential tips for parents and carers



What's hot in Aunty Amy's Kitchen



Amazing Sourdough Waffles {Overnight or Same Day}

Author: Emilie Raffa Prep Time: 5 minutes Cook Time: 3-5 minutes

Total Time: 10 minutes Yield: 4 Delicious Waffles 1x

Category: Sourdough Discard Recipes Method: Waffle Maker

Cuisine: Breakfast Diet: Vegetarian

Description

Adapted from my book Artisan Sourdough Made Simple, you'll love my easy, one-bowl recipe for light and crisp homemade sourdough waffles using leftover sourdough discard. The batter can be made overnight or on the same day- it's up to you. The cinnamon-sugar makes these sourdough waffles extra special.

Ingredients

Cinnamon Sugar

1/4 cup (50g) sugar
1 tsp (3g) cinnamon

Sourdough Waffles

1/2 cup (120g) sourdough discard (see note below) *x6 · 3 cups · 720g*
1 cup (240 ml) milk, whole, 2%, or plant milk of your choice, plus more as needed to thin out the batter *x6 = 6 cups*
3 tbsp (42g) unsalted butter, melted, divided *x6 = 250g*
1 large egg *x6*
1 cup (120g) all purpose flour *x6 = 6 cups*
1 tbsp (12 g) sugar *x6 = 6 TBS P.*
2 tsp (10g) baking powder *x6 = 4 tsp.*
1/2 tsp fine sea salt *x6 = 3 tsp.*
Cooking spray, for coating

Toppings

1 cup (165g) cubed pineapple
Handful of mixed seasonal berries
1/4 cup (30g) coconut flakes, optional
Pure maple syrup, to serve

Instructions

- 1 Combine the cinnamon and sugar in a shallow bowl.
- 2 Preheat your waffle iron according to the manufacturer's instructions.
- 3 Add the leftover sourdough starter, milk, 2 tbsp (28g) of melted butter, and egg into a large bowl. Whisk well to combine.
- 4 Add the flour, sugar, baking powder, and salt, and continue to whisk until smooth. If the batter seems too thick, add more milk as needed to thin out the texture. *Note: The amount of milk needed will depend on the consistency of your sourdough starter.
- 5 Lightly coat the waffle iron with cooking spray. Ladle some of the batter into the pan (don't overfill; it will be a huge mess!). Cook for 3-5 minutes or until golden and crisp.
- 6 Transfer to a cutting board and brush lightly with some of the remaining 14 g (1 tbsp) melted butter.
- 7 Press the waffle into the cinnamon sugar to coat on both sides. Repeat to cook the rest of the waffles.
- 8 To serve, top your waffles with the fresh fruit of your choice and coconut flakes, if using. Enjoy with sweet maple syrup on the side!

To Freeze:

Arrange cooked and cooled waffles on a parchment-lined sheet pan and freeze. Once fully frozen, transfer to zip top bags and freeze for up to 2 months. To serve, pop them in the toaster until golden and crisp.

Find it online: <https://www.theclevercarrot.com/2019/03/cinnamon-sugar-sourdough-waffles/>



You may hear and see more Wiradjuri words in our learning community. You can access the Wiradjuri dictionary app online to listen and research language



WILAY ROOM

Yarrunga Early Learning Centre Newsletter

Reminders

- Please label clothing and pack appropriate hats
- Our Christmas party will be held on Friday, 5th December, from 4:00 to 6:00 PM

Dear Families....

It feels like our children just started not too long ago, but we're already approaching the end of the year!

Our nursery friends will begin their transition time at the end of this month to explore and become familiar with their new environment.

This month, Borella house will visit our centre and spend time with our children instead of us visiting them.

It's that exciting time of year again!

Our Christmas party will be held on Friday, 5th December, from 4:00 to 6:00 PM

Please come along and join us for a joyful celebration.

In NSW, a Japanese encephalitis virus vaccine is available for free for people aged 2 months or older who live or work (including volunteer deployments) in any of these Local Government Areas and are at risk of mosquito bites.



Nursery Team

Jay, Emma, Hanna, Sarah, Robyn and Serena





GUGUBARRA

Yarrunga Early Learning Centre Newsletter

Important dates:

Transitions for 2026 will be conducted regular with children moving to the Dinawan room they will be followed with Rae, a familiar educator.



This month we have loved having Nabin in our room as he studies his Certificate 3 in children's services. Nabin has formed great attachments to the children, educators and families as he navigates all the differences between Napal and Australia. We hope to see you again as a educator and if not we wish him well.

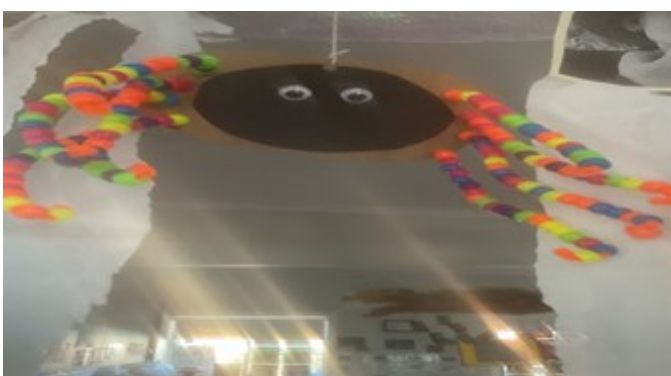
We were lucky enough to have some new lambs come in to visit us, Orea and Vanilla. Our Juniors enjoyed watching them, sharing pats, leading them around the yard and helping bottle feed them.

Halloween has been a fun part of our program, we read spooky books, threaded spider's legs with beads, made black cats and posed with funny faces for our ghostly display. Dressing up created many laughs and creative games and conversations within the peer group, a very fun week was had by all.

Some of our Juniors were lucky enough to join the preschools as they formed a bike circuit, below the centre on the bike path. The children rode bikes, scooters or tricycles as they practiced their bike safety skills and navigating the track.

If you would like us to hold a week of bike riding, where you bring in your child's bike or scooter, please let us know??

We'd also love to welcome Romees new little sister x





DINAWAN ROOM

Yarrunga Early Learning Centre Newsletter

Newsletter Dinawan room

What a wonderful month the preschool room has had. Bush kinder was an amazing and wonderful experience for all our children, educators and families. We explored the bush looking for bugs and found centipedes, scorpions, Roly Poly bugs, beetles, dragonflies, butterflies, bees and caught them in our bug catchers. We collected rocks and sticks and built our own cubby area called a Gunya which is an Indigenous word for hut or shelter. The children dragged big sticks up the hill, and we built our shelter. They cooperated, communicating about how and where to place the sticks. We enjoyed many yummy picnic lunches up at the bush kinder. The feedback and excitement from the children and families was great to hear that they enjoyed the outings.

Thank you to all our family helpers you are amazing!!! We will be running the program again next year for sure.

Children enjoyed dressing up for the week of Halloween, with the week finishing with an incursion, learning about being safe around dogs, whilst a group of children enjoyed an excursion to Borella House. We did craft and played drums with the residents. We also introduced the K-Pop Demon Hunters soundtrack to the residents, which they enjoyed watching the children dance and bopped their heads along too.

Dental Visit - Friday 20th November

Christmas concert and Preschool Graduation - 5th Dec 4pm-6pm

Bike Weeks - Monday 3rd - Friday 14th November (first two weeks of November). Please bring in your child's bike or scooter to ride. These can be left here for the week.

Last day of Yarrunga - Thursday 18th December

We understand the children going off to school next year will be having upcoming school orientation visits. Can you please let us know the dates and times so we can plan ahead with excursions, lunches etc.



EDUCATIONAL LEADER

Educational Leader Update:

Focus of the Month (FOM) QAB COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES



Different types of transitions in the service

One of the elements of the NQS is transitions. There are 5 different types of transitions within a service which lines up well with the 5 different boxes provided in the self assessment tool to demonstrate your practices and understanding of this in greater detail.



Transitions into the service

The first major transition is how you support families to enter into the service through enrolment and orientation. This is the start of the relationship with the child and family and the way this is implemented sets up the expectations for their time at the service.



Transitions through the service

For multi-room services with different age groups children will transition through the different rooms. Sometimes this is done with great care and respect for the rights of the child and the wishes of the family, and other times this is done based purely on age and making a place available.



Transitions through each day

From arrivals in the morning, transitions through the routine and ending with pickup, each of these times is an opportunity to build relationships, demonstrate trusting relationships, and support the child to feel valued, depending on how these are managed and implemented.



Transitions between different services

Some children attend other services, whether for early intervention, medical support or another early years service. The way in which the service works with these other services to share information can be the difference between the child have consistency or being overwhelmed.



Transitions out of the service

Most children leave the service when they are going to school, however some leave for other reasons. Whatever the reason, there should be child-focused opportunities to support this transition and support the child to prepare for this transition in a meaningful way.

During November we will be seeking input from children, families and educators on Transitions, Access and inclusion practices and community partnerships.

Children and their educators are spending time in their rooms for 2026. Educators have been initiating conversations with children about what they want their educators to know for 2026 and the environments they prefer to learn in. Mixed-age grouping has certainly influenced a sense of comfort and belonging as children and educators from all groups spend time together every day meaning the transition process is ongoing throughout the year. Please keep an eye out for resources to support the transition process even further via email and Xplor comms.

QAZ CHILDREN'S HEALTH AND SAFETY—Follow Up

"At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard."

With a strong focus on Children's Health and Safety continuing in the National Quality agenda we have been reviewing our supervision practices. Our November staff meeting provided opportunity for all educators to revisit and critically unpack Children's Health and Safety definitions and Regulatory updates, work through Safety and Child Protection scenarios, revise risk assessments and collaborate on how we can ensure and promote children's safety. This is what our reflections found:

- No staff member will be alone with children at any time
- Family grouping will occur between the Gugubarra (Junior Preschool) and Dinawan (Preschool) groups in the morning until the 2nd rostered educators arrive
- The internal door between the Wilay (Nursery) and Gugubarra (Junior Preschool) rooms will remain open until there are 2 educators present in each room
- Indoor supervision plans will be updated for each room
- Service only devices to be used ie: iPads, Service phone—Strictly **NO** personal devices are allowed when working directly with children under any circumstances
- Active supervision at all times—Staff and educators will not perform other duties whilst supervising children. **EFFECTIVE SUPERVISION ALLOWS EDUCATORS TO ENGAGE IN MEANINGFUL INTERACTIONS WITH CHILDREN**

PLEASE NOTE THAT THESE SAFETY MEASURES ARE NOT ONLY REGULATORY, THEY ARE BEST PRACTICE EXAMPLES WHICH WE PRIDE OURSELVES FOR..

Thank you Krystine

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 enroll their child at the service?

Access via <https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653>

WE WELCOME YOUR FEEDBACK!

How can we make our newsletter better?

What information would you like us to include?

Call us on: (02) 6021 7597

Or EMAIL admin@yarrunga.com.au



NO FOOD FROM HOME!



A reminder that we have children attending Yarrunga with severe allergies and anaphylaxis 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

Policies/Procedure/Reflection being reviewed this month:

Quality Area 6 Collaborative Partnerships with families and communities

Orientation and enrolment, Inclusion and diversity

Yarrunga Policies:

Just a reminder to families – our policies can be accessed on our website www.yarrunga.com.au and the password is 2640

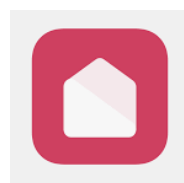
WEEKLY MENU

Our weekly menu is displayed in the foyer



Home App

Please check your home app for your billing account and statement as these will no longer be sent via email.



Reminder to please bring a broad brim sun safe hat for your child as the days are becoming sunny. All children require sun protection when the UV reaches 3.

It's important to keep your family details up to date so you get the right amount of CCS and FTB. This will help you avoid being overpaid and need to pay money back later.

You can update your details online using your Centrelink online account through myGov or your Centrelink Express Plus mobile app.

Raising Children Network have wonderful free and up to date advice and support for families on all topics family, children and babies.

This includes:

- your family's activity test hours
- the type of activity you or your partner do
- your family income estimate.

Learn more about reporting a change in your circumstances for [FTB](#) and [CCS](#).



raisingchildren.net.au



Yarrunga is a smoke free environment
This includes vaping and e-cigarettes

Educator of the Month

Serena for always being proactive and the thoughtful representation of children's learning.



Rae for her creativeness in all areas of Yarrunga



The whole Yarrunga team for outstanding curriculum and individual learning cycles of planning



Screen time: Disconnect to reconnect
Tips to reduce and balance screen use
Find out more at schn.health.nsw.gov.au



Child Accident Prevention Foundation of Australia

Please access the kid safe website for information at home <https://kidsafe.com.au/>

Parent Line NSW

Call 1300 1300 52

Parent Line is a free telephone counselling and support service for parents and carers with children, aged 0 to 18 years, who live in New South Wales.