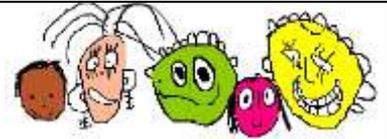


Hamilton Community Pre-School Newsletter



"Where discoveries, learning and fun connect."

Term 2 2019
Week 9

Hi everyone,

Term 2 has been a very busy time for all of us as we have quite a few visitors to the Pre-School.

Just a reminder that if your child is unwell or you have given him/her any form of medication, please keep your child at home. Lately we have had many children coming to Pre-School unwell and we have had to call parent to come and collect them.

OUR PROGRAMS

Jackie - Children's Wellbeing

Safety Programs

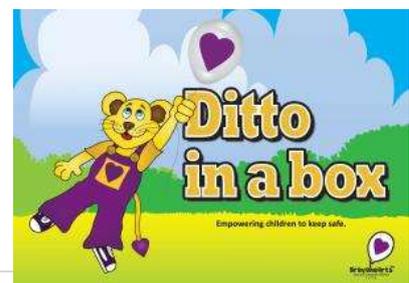
The children have been very busy at Pre-School with educators encouraging them to develop an understanding about being safe.

I have providing the children with the Ditto in a Box program and this what we have been teaching the children

Private Parts

The children learnt: -

- To identify the private parts on their body (i.e. mouth, chest, between their legs and the bottom)
- That their private parts belong to them, " No one is to touch - no one is to see"
- That no one should touch the private parts of their body with the exceptions being a doctor or safe adult



- That it's ok to say NO if they feel unsafe or unsure.

Secrets

This module enforces the message to "Run, run and tell someone". The children learnt: -

- There are some secrets that involve surprises and presents and are safe to keep to for a short amount of time
- If a secret is shared that creates an unsafe or unsure feeling, it is important to go and speak to a safe and trusted adult.
- To recognise examples of good and bad secrets by looking at scenarios

Who to Tell

This module focused on the children finding a safe person to talk to and enforced the message to "Nothing is so yucky that you can't tell someone about it". The children learnt: -

- To start to identify who they can talk to
- To continue to find a safe person to talk to and if an initial contact does not help, they should keep on trying. We looked at a "Helper Plan" which all the children have been given to complete at home. We encourage all families to assist your child to in completing this and bring it back to Pre-School.
- The Bravehearts DVD is available to borrow, so you can run through the program at home. Please see me (AKA Jackie) if you would like to have this opportunity.



Harmony Day

Our taste of harmony day is a regular experience offered each year at preschool. As we have many families from a variety of cultures it is an opportunity for children to experience foods from all over the world that relate to our families cultures. We came up with the idea to have a multicultural cooking day so all the children could sample foods from different cultures.

An invitation was given to parents welcoming them to join us on this special day and with the help of a lot of parents we had devised a beautiful menu.



Learning all about Sustainability.

From Belle and Tema



At preschool we are always thinking about sustainability. Some of the activity this term have included purchasing a green house and asking for donations of seed, seedling trays and soil.

We thought it would be nice to replant some of our produce, and coming into autumn and winter stock is



very limited. We wanted to start sowing some seeds and have them grow in our greenhouse for us the plant later in the month.

We asked families to donate some soil, seeds and some seedling trays, it was wonderful to get so many different seeds that we can grow. Thank you to the families that donated, we really appreciate it.

This term we have also looked at ways to save water. We discussed many ways that we can save water around preschool and at home. The topics we discussed were

1. When you have a shower keep it short.
2. When you have a bath, keep it shallow and share it
3. When you brush your teeth, turn off the tap
4. When you find a leak or drip, get it fixed
5. When you use the loo, think 1 or 2
6. Water the roots, not the leaves of the plants
7. When you clean the path, use the broom
8. When you wash the car use a bucket on the grass.

We also discussed our water tank and explained to the children how the water tank collects water. We also thought it was very important not to waste our water in the sandpit. Will, David and Audrey investigated ways that they could get wet sand, and were happy to report that when they dug right to the bottom of the sand pit there was wet sand.



We have been feeding our worms and collecting our scraps for the compost. Lilla's family collects their food scraps for us at home and then she brings it into preschool and we put it in our compost. This is great as we are able to get different types of food scraps that we would normally not get at preschool (potato skins, carrot peel etc). If this is something your family would like to do, we would really appreciate it. Let's think being sustainable – pop your scraps into a reusable container and the children can place it into our compost bin, we can then wash it out and send it back home again for more. Ice-cream containers are a great idea and then we are reusing, reducing and recycling. Please no plastic.



Next term we are going to be looking at minimising our waste in our lunch boxes. We ask that your child's lunch contains no items that must be thrown away. Ideally, your child's lunch will only contain items that will be eaten, composted or recycled.

Here are some tips to keep Lunchboxes waste free.

Examples of Lunch items with Waste	Examples of items in a waste free lunch
Sandwich in a disposable cling wrap or plastic sandwich bag	Sandwich in a snug-fitting reusable container Wrapped in bees wax cloth
Approved snacks in a plastic/foil packet	Snacks in reusable container
Juice in a squeeze pouch with a plastic straw	Water in a reusable bottle, filled at home.
Yoghurt in a squeeze	Yoghurt in a small reusable container, filled at home from a bulk container.
Prepacked fruit salad in a small plastic tub	Whole fruits without packaging or fruit pieces in a reusable container.
Prepacked snack pack of crackers and cheese spreads	Raw or salad vegetables, such as carrots, lettuce, tomato, cucumber and celery, plus a small reusable container of dip.
Individually wrapped cheese sticks	Cubed/sliced cheese in a reusable container.



Belle

I am sure that you have noticed that Belle has not been at Pre-School and unfortunately, she has had appendicitis and needed surgery. Belle will be back at Pre-school after the school holidays. We wish her all the best and a very speedy recovery...and look forward to her returning.

Reil

Lots has been happening at Pre-School with some of the children creating a display on the back wall - named 'Wiggle World" this concept has stemmed from Elliott's love of the Wiggles. They are making a town with an Entertainment Centre, houses and roads.

The Thursday children have been exploring and learning about volcanoes, they have been painting and drawing them, building them in the sandpit, we made one with plasticine and used Bicarb and vinegar to create an eruption, then the children had the opportunity to make their own using lemons and we will be meeting to discuss how to create a display for the wall. It has been amazing watching the children be so involved and passionate about a topic.

STEM (Science, Technology, Engineering, Maths)

The children are now discovering the second app **Adventure** where the children will look at location and arrangement. They are loving this opportunity with them becoming familiar with prepositions.

Pre-School Pets

Don't forget that the children can take the stick insects home over the weekends and during the holidays. They are low maintenance all they need is fresh gum leaves. I will provide an information sheet. We also have millions of babies if you would like a pet for your home.

Project Books

Please don't forget to look at your child's book as there is a lot of learning taking place. It is important to note that not all the children have one as it stems from their interests and questions and educators support them in taking that interest further and learning more about it.

Newsletter - Important

I would appreciate some feedback on newsletters, I am finding them extremely time consuming and I am swamped with paperwork and all of us (aka educators) have had very limited office time to publish one and to be honest they are repetitive.

I am seriously considering not creating them anymore but before I make this decision I would like your thoughts.....so near the sign in book I will be placing some very simple yes/ no questions being:- Do you read the newsletters, Do you find them useful?

I feel that we keep you very informed on the happenings at Pre-School, think Storypark, Facebook, webpage and not to mention the millions of e-mails.

If I decide to ditch the newsletter then I will be sending e-mails at the end of each month for reminders, such as Dates to remember etc.

I would appreciate it if you could add your opinion to the document so I can then make an informed decision...be honest and if you wish to add a comment go for it.

Thanks

Connecting with our Families and Community

Banking Buddies

If you would like your child to be involved in this program, All you need to do is take:-

- Your photo ID e.g. Drivers Licence, passport or proof of age card.
- Your child's Birth certificate and these will need to be the originals.

When you receive your child's book bring it into Pre-School so they can decorate it and start banking. Just remember to put money in it.

When your child arrives at Pre-School, the book will go into the Banking Buddies bag and then we will, walk up to do the banking.

Pending on the number banking will be the last week of the month.

The Committee

The committee met on the 24th June and the minutes will be displayed near the sign in book

Mother's Day Morning Tea

A big thank you to all the mum's and other special visitors that came to Pre-School for our belated celebration. This also coincided with big morning tea, with your help we raised \$154.00 which was wonderful. The children helped make scones and iced the cakes, they loved every minute of it.



First Chance Playgroup Playdate

A big thank you to Kristy White for bringing the playgroup to Pre-School for a visit on the 31st May. It was a wonderful opportunity for the children to mix together and as well as for the playgroup children to experience our wonderful outdoor equipment. I decided to have in and outdoor simultaneously for all the children, but the majority of the morning was spent outside.

New Lambton South School Visit

We also had the Principal (Andrew) and 2 pedagogy leaders (Leanne and Lindy) from New Lambton South Public School visit the Pre-School to look at our outdoor equipment, STEM and manipulative program. The purpose of the visit was to take ideas back to the school with the Kindergarten children in mind. They were blown away by what we provide and acknowledged the large gap between early childhood and kindergarten.

Aboriginal Dance Troup



The Monday children were invited by John to watch the girls perform their first dress rehearsal

Eye Tests

Also during the term we had children that were 4 years olds eyes tested by Hunter Area Health, this is a free service and if there are any concerns parents are notified.

Quality Improvement Plan

The Pre-School must complete a Quality Improvement Plan, this document informs the Government of our successes and Key Improvements with progress notes all in relation to the National Quality Standards. This document is viewed as a working document and is never ending.

Our QIP is still being changed and refined and it can be found near the sign in book, please feel free to provide any ideas or suggestions that could be included in the document.

NAIDOC Week

On the 5th June the Friday children have been invited to celebrate NAIDOC Week with Hamilton Public School. They will be attending the school assembly and eating kangaroo sausage sandwich. A big thanks the John (see photo on page 6) and the school for such a special invitation.

Individual Education Plans (IEP)

All educators meet and collaborate to create IEP or individual objectives for the children; this semester we are trialling focus children for the educators. Long and short term goals are created for each child and these are developed from a handout given to families called "Children's Goals" where parents are asked to complete the section "What Goals would you like your child to strive towards achieving this year..."

This information with educator's knowledge of child development and the children's personalities provides us with opportunities to help the children strengthen areas of needs and interests. We write jottings on the child's IEP and it is noted in the RDJ, it will have 'IEP' with the child's name and area of focus.

I have always been concerned on how to make these accessible to families and after attending a workshop, it was suggested that each child's IEP is placed on a clipboard in a basket. I thought this was a terrific idea and one we will be trialling (so I would love your feedback). The basket is near the sign in book, please feel free to take the time to look at your child's IEP and if you would like to discuss your child's goal etc please see your child's educator (please see table below).

To ensure privacy, I would appreciate it if you only access your child's board - I have created a cover sheet for the front, and they will be placed in alphabetical order by the children's first name.

In the National Quality Standard (ACECQA, 2017) there are elements that relate to assessment these area:-

1.1.2: Each child's current knowledge, ideas, culture, abilities and interests are the foundation for the program.

1.1.4: The documentation about each child's program and progress is available to families.

1.2.1: Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation.

Below is a table indicating educator's focus children

Educator	Focus Children		
Jackie	Bella David Rhea	Starri Tenzin Fletcher	Claire & Mila Evie Martine
Belle	Gloria Avery Bond Ollie	Max Will Abbie Alistair	Mabel Elijah O Elliott
Tema	Adeline Alice Elijah P Remy	Bryon Benny Oscar Maeve	Charli Lia Lilla
Rell	Isla Cameron I. Tilly Holly	Audrey Cameron W Archie Luca	Deacon Kosta Ella

And this leads me too.....

Summative Assessments (SA)

Part of our responsibility is to provide families with an assessment of each child's learning

The term summative describes assessment processes that 'sum up' what a child has learned by reviewing documentation gathered over time from a range of sources. These processes bring together information about what the child knows, understands and can do in relation to the EYLF Learning Outcomes.

We will be presenting our SA at the end of each semester and semester 2 we will be trialling a new format based on the IEP's so I would love to hear your thoughts: -

Each educators approach or format is a little bit different but contains the same information you will see: -

- *Progress Against the Learning Outcomes* - this provides you with a percentage of the number of times a Learning Outcome has been used in a documentation.
Following this are the short term goals or Key components from the EYLF that educators have used in their documentations, in other words what areas your child has had the opportunity to develop

- *Individual Project* - if your child has been involved in individual learnings or projects, which can generally be found in their project book
- *Experiences and Participation in the Educational Program* - what your child has been involved in. Other educators are using the term *Passions in the Educational Program*.
- *Friendships* - list of the friendships your child has formed
- *Goals to Support Further Learning* - relates specifically to the IEP
- *Family Feedback*

It is important to note that any of recently enrolled children (that is, Milo, Maeve, Martine & Alistair) will not have a summative assessment completed as they are only new, and it is important for educators to develop a relationship, understand their personality, disposition and gather documentations on the children's learning, interests and needs.

Please if you have any thoughts, questions or ideas please talk to educators.

Birthday Wishes

Happy Birthday to all our Term 2 children:

May

Starri
Archie
Maeve
Alistair
Martine

June

Elijah P
Mabel
Bond
Elliott

July

Cameron
Remy
Charli
Rhea
Oscar
Will

Proposed Child Care Centre

I'm not sure if you were aware but a couple of years ago a Development Application was submitted to Newcastle Council for the old Hamilton Bowling Club to be converted to a 120-place privately-owned Long Day Care Centre. As you could imagine, I was very concerned about the longevity of the Pre-School with a service that big knocking on our door. We were vocal in our protest and I am delighted to inform you that the application has been withdrawn.

HAPPY DAYS

Staff News

Sorry I haven't kept you informed but it has been a very quick change over of staff. As you are aware Josie handed in her resignation and Krystal (aka our old clerical) took her days, that is Mondays, Thursdays and Fridays.

So, Krystal's clerical position has been taken over by Lindsey Dragosavljevic (Tuesdays and Fridays, 9.30am to 2.30pm). Please make her feel welcome and be understanding as she is learning about Starcare etc.

General Info

Philosophy

We are reviewing our philosophy and would love your thoughts. Have a read, do you think it's a true reflection of the service (we would love your ideas and opinions on it): -

At Hamilton Community Pre-School, we believe that each child is a unique individual and should be viewed, respected and treated as such. As the welfare, wellbeing and safety of each child is paramount, we strive to provide holistic support regarding the child's interests and strengths in a nurturing environment that fosters the child's development across all developmental domains.

The Pre-School aims to provide a friendly, relaxed, caring, fun, supportive and accepting environment for our children, families and the community. We pride ourselves on an open-door approach which is both welcoming and inviting to all.

The Pre-school honours itself on recognising the expertise of families through educators valuing the importance of partnerships and open communication which results in sharing the decision making about the child's learning and wellbeing. This is based on the foundation of understanding and respecting each other's expectations, attitudes, beliefs, as well as ensuring that all values, ideas and options are considered.

These all contribute towards building on the strength of sharing the interests and knowledge about the uniqueness of the child and thus demonstrating that the preschool is committed to continual improvement.

Educator's values, dedication and commitment to the Pre-School are integral and inter-related convictions. These embrace and provide rich learning opportunities for the children, making families feel included in the service and recognising the importance of having a sense of community.

Educators convey a great commitment to the Pre-School to embrace and provide a strong educational program for the children. We utilise our strengths, experiences and understanding of the children by providing challenging environments that will motivate them to discover, explore, invent, hypothesis and master skills. Educators support the children to go beyond their ability level, develop independence, resilience and interpersonal skills. This is achieved by offering creative, innovative, spontaneous, intentional, insightful and fun experiences.

With educators being progressive and proactive in their thoughts and beliefs in early childhood, each child's learning journey extends above and beyond their capabilities and abilities; this is addressed and reflected in each of the educator's personal teaching philosophy.

We build a profile of each child's journey while at Pre- School. All documentations are detailed and varied and tell exquisite stories about the child's involvement, development and progress. These are readily available for families to access and books are created for opportunities to reflect on past learning discoveries.

Independent of the qualification that educators hold, we are consistently developing and refining our professional practices, attending additional training to keep abreast with current trends within Early Childhood. All staff strictly

abide by a specialised code of ethics and code of conduct to ensure that duty of care is honoured at all times.

Educators strive for continual improvement in all aspects of the Pre-School; this is achieved through the constant collaboration of ideas and beliefs, reflective practices, co-operation and implementation of innovative concepts

We understand the importance of hearing and acknowledging the children's voices, so they have a sense of belonging, responsibility and are co-contributors to the service.

Our play-based learning context supports scaffolding children's learning and development through quality interactions with peers, parents and carers in the overall attempt for the children to pave the way for exploratory understanding of themselves, the world around them and their place in it

The Early Years Learning Framework and the National Quality Standards are embraced and embedded in the Pre-Schools Daily Reflective Journal and children's documentations/learning stories both encompass a holistic approach namely they recognise the children's interests, knowledge, strengths, their voice/ ideas and input.

At all times, educators and the Reflective Daily Journal respect the diversity of our community and cultures and we aim to provide an inclusive program. This encourages the children to value and respect others for their unique background, beliefs and ability.

The Pre-School believes in a sustainable future, by teaching the children to foster, respect and care for the environment. The aim is to encourage educators, children and families to discuss, reflect and take an active role in caring for the environment and contribute to a sustainable future.

Our respectful ties with the community have been a catalyst in evoking a sense of belonging in the children and a growing awareness of their place in society. Creating social capital through their own interactions and participations within their local community enables the children to be recognised, have value, to value and respect others for their unique background, beliefs and ability.

We believe that it is important to establish a professional culture of reflective practice, where ongoing professional development for educators is supported and encouraged, where community participation and involvement is valued and an environment where there are high expectations for the quality of the educational programme and a mutual respect between families and educators as we work together to ensure a positive start for the children.

Submission

I have applied for funding to install a shade cloth in the bottom area of the playground. As much as I despised the liquid amber (that was cut down during the January holidays) we miss the shade, but not the leaves during autumn. I am hoping to receive a response from the Department before summer arrives.

Don't Forget: -

- To sign your child in and out as it is a legal document.
- That we ask that the children don't bring toys to Pre-School, as they can get lost, broken and so forth we have lots of equipment. If a child turns up with a toy we will ask for it to be taken home. The exception is being if it is needed to comfort the child.
- To pack healthy foods, water bottle and spare clothes
- Please take the time to read the Pre-School e-mails, Storypark and empty your child's wall pockets
- The Pre-school is a peanut and egg free service as we have children enrolled that are anaphylaxis therefore it is imperative that **no peanut/nuts of any type, nut products and eggs be brought into the Pre-school.**
- Please remember that if you have given your child medicine (e.g. cough mixture or paracetamol) in the morning then they are too unwell to come to Pre-School.

Dates to Remember

Date	Event
1 -5/7	NAIDOC Week
5/7	Celebrating NAIDOC with Hamilton Public School
5/7	Last day of Pre-School
8/7 - 19/7	SCHOOL HOLIDAYS - PRE-SCHOOL CLOSED
22/7	Children return to Pre-School for Term 3
12 -23/8	Henny Penny chickens <i>(will provide more information as the date gets closer)</i>
2/8	Fees Due
16/8	Fees Due
30/8	Fees Due