

**In this Newsletter...** \* Inclusion. \* Important dates coming up. \* POLD - Parents of Little Diggers. \* Administration.  
 \* Health & Safety - Allergies and Anaphylaxis. \* Health - Practices and Procedures – Hand washing Song.  
 \*Health & Wellbeing - Brian the Brain. \* From the Children. \* Sun Smart Policy Reviewed. \* Boomerang Bags.  
 \* Yuwaalaraay Language & Culture Group continues in 2021.  
 \* Paint The Ridge REaD

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**We are proud of being recognised as a Service that Values Inclusion.**

**Myra Wells** our IP came from Dubbo for a visit, to support us in our on-going reflection of our Inclusion practices. Myra attended our Team Meeting to discuss our **Inclusion Support Plan** and **Self-assessment**.

This is part of our QA4.2.1 **Professional Collaboration** connecting with QA4.2.2 **Professional Standards** and QA7.2.1 **Continual Improvement**, which we are **focusing on Embedded Practices**.

### **\* Important dates coming up...**

**Coming up.... in March...**

Tuesday 16<sup>th</sup> - **Community Church Visiting Little Diggers, Easter Celebration.**

Friday 19<sup>th</sup> - **A Taste Of Harmony - Bring a plate to share your culture or favourite dish.**  
Everyone belongs and has something to contribute to our community.

Saturday 27<sup>th</sup> - **Celebrating our Paint The Town REaD Dhinawan's 2<sup>nd</sup> Birthday** at John Murrays Gallery 9 - 11.

Motto – **“Talk, Read, Sing and Rhyme with your child all the time”**

A community capacity building project, **supporting Relationships, Literacy and Learning.**

QA6 Collaborative partnerships with families and communities.

QA6.1.1 Families have opportunities to be involved in the services and contribute to service decisions.

### **P.O.L.D stands for Parents of Little Diggers...**

**Parents are encouraged to participate at any time in, anyway.** For example... You are invited to come to meetings (whenever you can). Notification will be given on the front door when these are on. Or, just come in and do something with the children, read a story, share a skill or knowledge. **This enriches our program, children’s learning and helps to connect with each other and our community.** There is no cost to you, but your time. Do it for yourself and your child/ren. It is an opportunity to connect with other families within your centre, be a part of and contribute to your centre, share your ideas, knowledge and skills, learning from each other and have support. **Feel free to ask questions anytime.** To clarify or gain a better understanding of what we do and why and anything you might want to know. There may also be times when we may not have an answer for you straight away but, we will do our best to get back to you as soon as possible. P.O.L.D also supports our **self-assessment and Quality Improvement goals.** Together we achieve more. **Please support P.O.L.D with any Fundraising Events** as this is for you & your child/ren.



**\*Administration** continued... QA7.1 Governance and Leadership.

**Thank you to everyone** for working through the new **Xplor system** with us and helping us to iron out any of the glitches we have faced. As always if you do have any questions or would like anything clarified, please come and speak to me and I will do my best to answer your query or find the answer for you.

Sarah Chamberlain.

Director / Teacher.

### **Have you confirmed you income?**

As part of Child Care Subsidy balancing families need to confirm their income.

For the 2018–19 financial year families need to do this by 31 March 2021.

Services Australia is sending letters to families this week reminding them to confirm their 2018-2019 income.

Many families may be unfamiliar with this process.

If they don't confirm their income by 31 March 2021 their CCS will stop.

This means you'll need to charge them full fees when they use child care.

If families confirm their income after 31 March, their CCS can start again but it won't be back paid.

**Australian Government Department of Education, Skills and Employment**

<ECCCDigitalCommunication@dese.gov.au>



### **QA2 Children's Health and Safety.**

**No nuts** due to choking hazard and **Nutella** due to anaphylaxis.

This year we have a few children with **allergies**....

Other **anaphylaxis reactors** we have this year are to

**peanut butter, coconut flakes e.g. lamingtons and kiwi fruit.**

On the subject of choking if you are sending grapes please cut in half.

Thanks for your understanding with these matters and helping us to keep our children safe.

We will let you know if and when anything changes with this.

QA2.1.2 **Health practices and procedures** - Effective illness and injury management and hygiene practices are promoted and implemented and QA2.2.2 plans are developed in consultation with relevant authorities, practiced and implemented. For children LO3.2j show increasing independence and competence in personal hygiene, care and safety for themselves and others.

**\*Revisiting our Hand washing song...** using soap and water... Sung to the tune of Frere Jacques

**Tops and bottom**

**Tops and bottoms, Tops and bottoms**

**In-between, In-between**

**Washing all the germs away, Washing all the germs away.**

**Squeaky clean, Squeaky clean.**



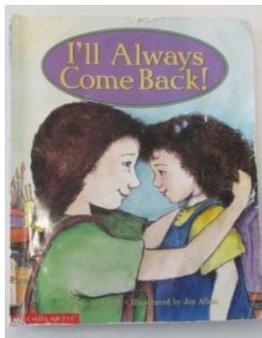
**\*Revisiting Brian the Brain** ☺ LO3.2 Children take increasing responsibility for their own health and physical wellbeing. For children to LO 3.2a,i,j... recognise and communicate bodily needs, show an increasing awareness of healthy lifestyles and good nutrition, show increasing independence and competence in personal hygiene and care for themselves... Children are discussing **Brian the Brain** talking about **Food, Water and Sleep** and the effects of this on our body... which then **allows them to be...**

**Happy, Healthy and Strong and enjoy their day learning through play.**



**\* From the Children...**

We share the book "I'll Always Come Back" with families and children to support and reassure the **transitions between home and centre (QA6.2.1)**, especially when first starting. Recent feedback from a child to an educator "I'll always come back" 😊 **highlighting our relationships with children (QA5)**.



We also use **visual supports**, to assist in **saying the goodbye and hello** each day.

**Through play... children getting to know each other.**



**Welcome to our new children and families.** Part of our **embedded practice** is to have each child on our **Belonging Tree**. Also for families to share a photo and create a shield with their child.

Using our **hand breathing exercise** we used the childrens hands to trace, creating a butterfly which they then painted and we add their face for this years display.



**For children to connect with themselves** and to **LO1 develop a strong sense of identity** we have been asking children to tell us some special things about themselves ... and together recording this - **making children's voices visible**.

**Children have been discussing Numbers...** relating to their **age** and their **birthday date** on the calendar.

Also **what time Mum will pick them up...** connecting to this we played "What's the Time Mr Wolf".



**LO 1 Children have a strong sense of identity .... Connecting with our face we have been learning this song...**

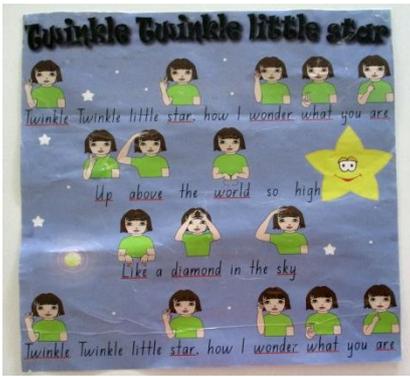
**Two little eyes, that open and close. Two little cheeks and one little nose.**

**Two little ears and one little chin. And two little lips, with the teeth closed in. 😊**

Extending on this, we did a **collage reusing recyclable materials...** Being creative as well as

**LO2.4 QA3.2.3 Caring for and becoming environmentally responsible... learning about sustainability.**

We have also been adding recycled materials to our play eg. Mason (above) adding faces to corks to create little people.



**LO5 Children are effective communicators.** Connecting with children's interest in play... noticing stars... we learned **Twinkle, twinkle little star** using **Makaton sign language** and also using our cutting skills to make a star collage.



See display in room.

**Liam and Jayhli** working on cutting their stars.

**Continuing with communication, literacy, learning and shared interest in books ...**

**Frank** engages the Sparkle children before they go to lunch, using the pictures to read the story and showing enthusiasm as he does this, captivating their attention. (LO5, LO2 & LO4)



We have started putting **children's art work on the wall** and they have been excited to show their families. **William** showing **Mum** his drawing. Also, the **chalk board** has been well utilised with writing and drawing... **Willow** working on a colourful square.

**Outside and inside... children have been exploring motion ... physically** using their bodies down the slide - **Haylen** and with the duplo marble run... using their **engineering skills** to set it up... **Layla** and **Nate** involved in this play.



**Lilly, Juliana and Charlie** spent time together in block play balancing and building them up... and then knocking them down, repeating this process.

**Lydia and Frankie Ella** worked on sorting and matching all the animals, filling the table with the different groups.

**Children are connected with and contribute to their world and are confident and involved learners (LO2 & LO4)**

**EYLF - LO4 Children are confident and involved learners...**



Children have also been engaged in **sensory play**... one of our favourites... **play-dough** each child concentrating on their **individual work**. A **small group** engaged in play with **Natalie**, using **mercury dough**. Outside **exploring sound-drumming**... **together** on a big box... loud, soft, fast, slow.



**“Loose parts play empowers and stimulates creativity. There’s no right or wrong way to use an object if it has no prescribed purpose.”** a quote taken from Bedrock - Issue 3 vol 24 2019. **Our tyres are a great example of loose parts play** and children’s ideas... in outdoor **physical and interactive play** - motion and balance - rolling the tyre and seeing how far it goes; sitting in a boat singing - row, row, your boat; spatial awareness and being able to crawling through.



QA3 .2 The service **environment is inclusive, promotes competence and supports exploration and play-based learning and supports children to become environmentally responsible**. Our **mud kitchen play continues**... children problem - solving and helping each other - Jayhli and Nevaeh working together. Our **asparagus plant is growing - Valentine notices the triangle shapes on the asparagus**.

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We also have **fruit on our lemonade tree**. 😊  
We are still **sorting rubbish and collecting chicken scraps** when we eat. **Zoe** brought in a container, so she can give some scraps to her chickens. **Zoe** adding her name to the side of the container.



We have reviewed our **Sun Smart Policy** and have once again been acknowledged for our practices.(QA2)

**Thank you** for your part in helping us teaching your children about being sun smart and helping us achieve this.




This is to acknowledge  
Little Diggers Pre-School and Child Care Centre

This early childhood service has developed a comprehensive SunSmart policy that meets the guidelines of Cancer Council NSW.  
The policy aims to improve the health of children, staff and carers in this service by reducing their risks of skin damage and skin cancer.

Signed: The SunSmart Team  
SunSmart Program Officer

Next renewal date due:  
24/02/2024





### Little Diggers Boomerang Bags

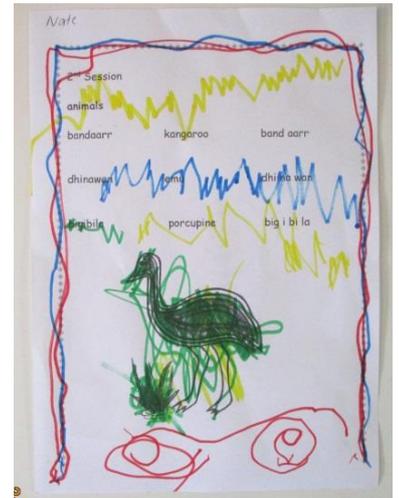
Your child can bring in something to put into the boomerang bag to talk about at sharing time...  
**sharing our interests as well as home and family culture.**

You and your child can also write a note to put into the boomerang bag to share. Or this can be done here at the centre. We will then read and share the message with the group.

This helps to develop a **sense of belonging and connects centre and home.** It also encourages **language and literacy skills** in an **interactive** way, between parent and child and between the children themselves. **Adding quality to and strengthening our relationships with each other.**

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### \* Yuwaalaraay Language & Culture Group... continues their partnership with us for 2021.



QA6.2 Collaborative partnerships with families and communities.  
QA1 Educational Program and Practice.



**We welcome back the group** who will be visiting us on Wednesdays between 10 -10.45. If you do not attend on this day, you are more than welcome to come in with your child. We will also be sending home the words to all children and families so that everyone has the opportunity to be part of the learning. Revisiting the names of numbers, animals and family, as well as **Yaama - hello, Yaluu - see you later** and **Gaba - good.** Thank you to **Frank** for colouring these signs for us on display at the front

**Our goal is to embed culture into our curriculum so that it is meaningful and connected to our community contextual experiences.** With that said connecting to the current plague we are dealing with **Dhindu - mouse** is another word we have learned.

QA1.1.3, QA1.2.1, QA5, QA6.



**The PTRR Dhinawan is celebrating its 2<sup>nd</sup> Birthday.**

**Where** - Out the front of John Murrays Art Gallery.

**When** - Saturday 27<sup>th</sup> of March 2021 - Over the morning... from 9 -11.

**What is happening** - Grab a bag, some books and a book mark to take home.

Leave you mark to say you have been, with a red hand print and signature.

Morning tea and then cupcakes to celebrate.

Supporting our local Community Capacity Building Project :-

...promoting **Relationships, Literacy and Learning.**

The PTRR Dhinawan's Motto is...

**Talk, Read, Sing and Rhyme with your child all the time.**

Everyone Welcome.

We will be social distancing and family grouping,  
in the outdoor area of the gallery.

COVID practices apply.

