



Term 2 Issue 1 **Newsletter** May 2023

Ninna Marni everyone

Unfortunately, we start this newsletter with some sad news that our beloved rabbit-“Ginny” died during the school holidays- Kate has written more about Ginny later in the newsletter.

We have been advised by the contractor that the start date for our **Outdoor Re-development** has been pushed back until the middle of June. This is disappointing as we have been planning for such a long time-we will keep you updated.

Thank you to the Management Committee and to our families for supporting the Centre to close for the Staff Development Day in the school holidays. These are the only time we can come together as a whole staff team & they are valuable learning days. Educators spent a big part of the day examining the “why” behind what we do and how this contributes to the overall quality of our Centre . This included lots of reading, discussion, questioning, reviewing our Centre Philosophy & some policies and even a few You Tube videos! **The next closure day will be Wednesday 19th July.**

Please keep children at home if they are unwell

The nature of interactions within our Centre means that illness can quickly spread. Exclusion of sick children and implementing effective hygiene practices reduce the risk of infection and the transmission of illness. The centre does not have the facilities or the staff to care for sick children therefore children who are unwell, or have infectious or contagious diseases-should stay at home.

“The aim of exclusion is to reduce the spread of infectious disease...Excluding ill children, educators and other staff is an effective way to limit the spread of infection” (Staying Healthy in Child Care, p13)

POLICIES CURRENTLY UNDER REVIEW:

If you would like to contribute to the review of this policy, it is available to read on our [website](#) or you can request a copy from the office.

[Supervision of Children Policy](#)
[Supporting Interactions with Children Policy](#)

Questions to consider when reading the policies include:

- Is the policy easy to understand?**
- Is there anything you would like to change/ add/ remove?**

Please email your responses to dl.5363.administration@schools.sa.edu.au

Important Dates

27 May -	National Reconciliation Week
3 June	
3 June	Dads Playgroup 9:30-11
12 June	Public Holiday
13 June &	SAPOL visit to preschool
6 July	
21 June	Management Committee 6-8
7 July	Last Day Term 2
19 July	Centre Closed for Staff Development



Child Care Subsidy (CCS) Changes in July 2023

Dear Families,

There are a number of changes happening to CCS from July 2023. Most families will get more subsidy, and some families previously not eligible will be able to get it.

Families can now use the Child Care Subsidy (CCS) Calculator on StartingBlocks.gov.au to see what their subsidy rates may be from 10 July 2023.

more information about the changes have been emailed to you.

More information is also available in the fact sheet that was emailed to you along with the newsletter.

National Reconciliation Week

May 27- June 3

What is National Reconciliation Week?

National Reconciliation Week (NRW) is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia.

The dates for NRW remain the same each year; 27 May to 3 June. These dates commemorate two significant milestones in the reconciliation journey— the successful 1967 referendum and the High Court Mabo decision respectively.

The theme for National Reconciliation Week 2023, **Be a Voice for Generations**, encourages all Australians to be a voice for reconciliation in tangible ways in our everyday lives – where we live, work and socialise.

For the work of generations past, and the benefit of generations future, let's choose to create a more just, equitable and reconciled country for all.

Our research shows large community support for the next steps in Australia's reconciliation journey, including the Voice to Parliament, treaty making and truth-telling.

This year's National Reconciliation Week theme, **Be a Voice for Generations**, urges all Australians to use their power, their words and their actions to create a better, more just Australia for all of us.

Read more about what [Reconciliation Australia CEO Karen Mundine has to say about the NRW 2023 theme.](#)



We have some sad news...

On Monday April 24, our dear Ginny rabbit was sadly put to sleep due to a possible ear infection and old age.

We have been starting to have the conversations with the children in an honest and open way, through group discussions, children sharing their own personal stories of pets passing (or that Peppa Pig's gold fish, Goldie, died).

We read a story called 'Beginnings and Endings with Lifetimes in the Middle', written by Bryan Mellonie and illustrated by Robert Ingpen, explaining that everything living has a beginning and an ending, and their lifetime may be short or long or somewhere in the middle.

There were reflections on the butterflies that were recently in the kindy, that one of them had died.

Some children have been open with their questions, understandings and wondering.

Other children may need more time to understand what it means that Ginny is no longer in her cage with Eddie.

It is important to help children express their feelings. There are lots of books on death that gently and respectfully help adults introduce the concept for children. Reading books and telling stories, or looking at pictures of a loved one who has passed, can help children express their feelings. Also, expressing your own sadness lets children know it's okay to be sad.

She was loved by so many, over her 5 or so years with us. We plan to have a special spot somewhere in our yard that we can go to remember Ginny.



Some excerpts of conversation with children...

"Peppa Pig goes to the vet" "Pepper Pig has a fish and it died"

"What about Eddie?"

"When we go outside will we see bunny?" "Will she come back?"

"They get burned and you put it in a box then they put the ashes in a pot and you take it home"

"How did she die?"

They (cats) have 9 lives then 8,7,6,5,4,3,2,1 then..... nothing"

"When someone dies they go in a vampire thing, there's nothing in it except a red mat"

"I had a dog and it died"

Australia's **BIGGEST MORNING TEA**



We are participating in Australia's Biggest Morning Tea Fundraiser which supports cancer research on Tuesday 23rd and Thursday 25th May.

Over the last couple of weeks, we have been doing observational drawing with different shaped teapots. Some of these drawings are on the teabag tags on the display/donation table in the foyer and our sign-in bench.

Observational drawing involves Numeracy Learning Processes like-

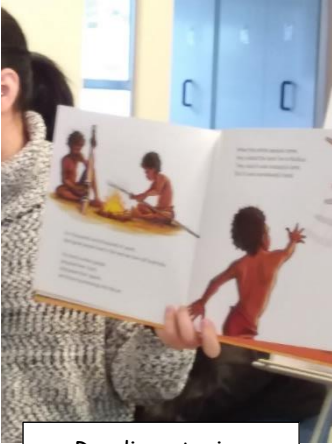
Noticing, comparing, visualising, wondering

Children begin to notice 2D aspects of 3D objects

Children are exploring concepts of space, location and position- how I will fit my drawing on my paper, arrangement of details to be drawn

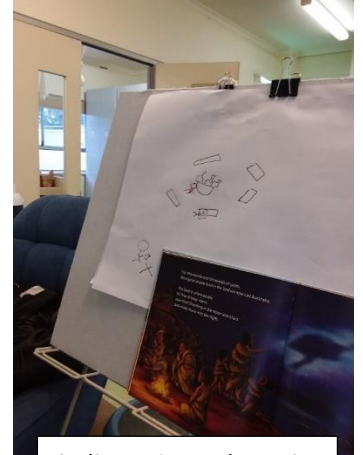
Campfire and Damper session in The Beyond

Celebrating Australia's Biggest Morning Tea and Reconciliation week



Reading stories about how indigenous people used fire

We used group time to talk about the campfire and to involve the children in their own risk assessment of this new experience and how they can manage these risks. Talking about how they can keep themselves and others safe, the first aid procedure for a minor burn and their own experiences with fire. This real-life experience provides the children an opportunity to demonstrate their competence and capability, effective learners are also able to transfer and adapt what they have learned from one context to another and to locate and use resources for learning. (Early Years Learning Framework- Outcome 4-Children are confident and involved learners)



Talking about the risks and benefits of having a fire, drawing a diagram of the space also helps children visualise what is going to happen





While we sat around the campfire we practiced our 'I can sing a rainbow' song in sign language. (ask your child if they can remember and of the signs for the colours). We are also learning the words for the colours in Kaurna, with a song called 'The colours of the rainbow', which we can also use our sign language for as well.

There were conversations and sharing of personal experiences with fire as well.

"We can't get close to the fire"

"It's getting toasty and warm"

"It's getting wriggly- when I look in the fire" (The heat haze)

"When it turns black it's burnt, like my toast at home" (The damper in the pot)

"My pancakes burnt too"



**"While the risks with fire are real, teaching the children to have a healthy respect for fire and the rules around its use, provides them with real life skill and minimises the risk of serious harm or injury."
(NaturePlaySA-Learning Outdoors-Benefits/Risks publication)**

