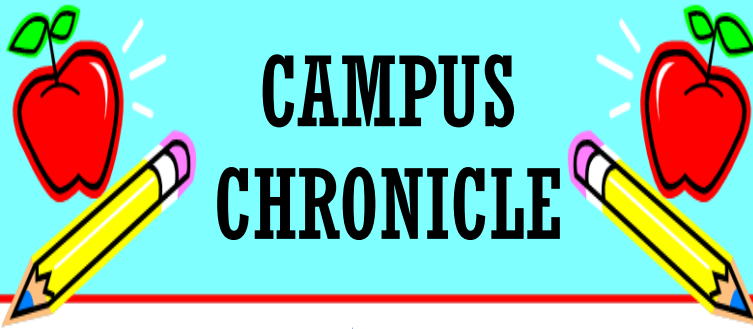


# Campus Kindergarten

St. Lucia, Queensland

Newsletter Sep/Oct 2013  
Issue 2



## CAMPUS KINDERGARTEN NEWSLETTER

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## Campus Community Updates

- ★ Playground & Kitchen refurbishment ~ construction work kicked off on September 23 with tradesmen working around the clock to get both projects completed before Term 4 commences. The children will be excited returning in Term 4 to find a new chicken area and play structure in place for them to explore.
- ★ Website - regularly check our website as new items are being constantly added, and remember to provide us with some feedback!!!
- ★ 2014 Staffing update - Teaching teams for 2014 have been sent out to all 2014 families. Teaching Teams for 2014 are as follows.

	Pre-Kindy	Kindy A	Kindy B
Curriculum Lead	Linda	Yvonne	Claire
Teacher	7:30 to 3:30	7:30 to 3:30	7:30 to 3:30
Teacher	Fiona	Amy	Rachel
	9:45 to 5:45	9:45 to 5:45	9:45 to 5:45
Qualified Educator	Crisandy	Michelle	Allyce
	8:30 to 4:30	9:00 to 5:00	8:30 to 4:30

## UPCOMING EVENTS

### OCTOBER 2013

- ★ **07<sup>th</sup>** - Labour Day  
(Public Holiday)
- ★ **08<sup>th</sup>** - Term 4 Begins
- ★ **12<sup>th</sup>** - Working Bee
- ★ **19<sup>th</sup>** - Remida Day
- ★ **27<sup>th</sup>** - Spooktacular
- ★ **24<sup>th</sup>** - Board Meeting

## House Keeping

- ★ 2014 enrolment - If you are returning to Campus in 2014 ensure you have handed in all your paper work and paid the holding fee to secure your placement.
- ★ Please remember to sign your child in and out on arrival and departure of Campus Kindy. This also needs to happen on those days when your child is **absent**. The next time you are in could you please check all past sign-in sheets to ensure all are completed correctly.
- ★ Kindy Fees - just a reminder that all kindy fees need to be kept up-to-date. with two weeks' payment in advance. If you have any questions or enquiries regarding fees please feel free to drop by the admin building and Alexis or I will be happy to assist you.
- ★ Immunization update - It is a requirement from the Office of Early Childhood that we have a documented record of all children's immunisation records. Please ensure that this is done **EVERY TIME YOUR CHILD HAS ANOTHER IMMUNISATION** in order for us to keep up-to-date with your child's Immunisation record at Campus Kindy.



## PRE-KINDY NEWS

In Pre-Kindy this term we have been focussing on two main projects: the 'Film Project' and the 'Knowing Your Body Project'. We started off the 'Film Project' by encouraging each child to act out different parts of well known Fairytales such as 'The Three Little Pigs'. Once the children had developed an interest in performing, they were encouraged to start thinking of their own stories to perform. We started off by having a couple of brain storming sessions then we started to create story-



boards from these ideas. Now at the end of term, we are ready for the children to decide on which of their stories they would like to film.

During each week of the term, there has been a particular focus for the 'Knowing Your Body Project'. At the start of the term, the children engaged in short exercise sessions such as yoga and running games. They really enjoyed these sessions and tried their hardest, especially when they found some of the yoga poses difficult. Over the past few weeks, we have been learning about the different senses in our body. Some of the experiences included eating lemon and walking around the playground listening to different sounds.



The Pre-Kindy team have noticed over the past few weeks that children who stay later in the afternoon are becoming very hungry before going home. So that we can provide the children with food to fuel their bodies, we would appreciate it if you could provide a late snack if your child is going to be here late.

## Kindy A News

## A SNAPSHOT OF LEARNING

The Kindy A children are enjoying the warmer weather to continue their exploration of the climbing tree and



mastery of challenging manoeuvres. The children are eager for their skills to be

documented and their sense of achievement and identity is evident as they approach the tree with confidence. The children's ability to negotiate the safety of themselves and others has also developed as they call out their intentions to jump or show patience in waiting for a safe time to do so.



The children's interest in bones, initiated by Healthy Bones Week, has resulted in stunning artworks by the children as they represent their knowledge and interest graphically. The story of this interest is displayed on the wall inside Kindy A.

Rachel has been working with the children on an interest in bread. This project has delved into many domains of learning with the cooking of bread, the investigation of the source of wheat and the various types of bread that are made around the world.



More recently Tamar and her family introduced us to the Jewish New Year Celebration which includes the traditional snack of apple dipped in honey. This term Kindy A has been exploring diversity around the world and within our classroom.

The children have been engaging with technology, using the bee-bots to engage with mathematical concepts. The children are enjoying the challenge of learning how to program the robots' movements.



# CAMPUS CHRONICLE

PAGE 4

## Kindy B News



This term we have participated in many events, including National Healthy Bones Week, Jeans for Genes Day and Father's Day.

For National Healthy Bones week we looked at building healthy bones by adopting healthy nutritional and lifestyle habits in childhood. This is important to help prevent osteoporosis and fractures later on in life. Physical activity is important for building healthy bones, and provides

benefits that are most pronounced in the areas of the skeleton that bear the most weight. These areas include the hips during walking and running. The same healthy habits that keep your children going and growing will also benefit their bones. Calcium is an essential nutrient for bone health. A well-balanced diet including adequate amounts of vitamins and minerals such as magnesium, zinc, and vitamin D is also important. We baked some macaroni and cheese muffins, which were high in calcium.

We also participated in Jeans for Genes day. Jeans for Genes Day is a national day when people wear their jeans to raise much-needed funds for research into birth defects and diseases such as cancer, epilepsy, and a range of genetic disorders. Every dollar raised help scientists at the Children's Medical Research Institute discover treatments and cures, to give every child the

opportunity to live a long and healthy life.



On Father's Day we invited all the Fathers to a Sports Day. This was a very enjoyable morning for everyone. The children put in lots of effort. After all the races and entertainment, we enjoyed a sausage sizzle in the Campus Garden.

We have also spent time working on our film project. This term we have worked through the movie process and are now at the stage where we are ready to film. This is very exciting. The children developed ideas from short movie clips and other influences to entertain their audience. Filming will commence next term! The photograph to the right is the children storyboarding their ideas.



# Calendar of Events



"to find one's life compass..."

November 2013						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1		2	3 2011 New Family Meet & Greet M.T 11-1 pm
4	5	6	7	8	9	10
WK 5						
11	12	13	14	15	16 Working BEE	17
WK 6		Staff Meeting				
18	19	20	21	22	23 Campus Kindy Film Festival	24
WK 7		Board Meeting				
25	26	27	28	29	30	
WK 8						

## Reminders to Parents

\* A reminder to all families that Campus Kindergarten is NUT and CHOCOLATE free. We have children in our care who have a severe nut allergy; please take extra care in ensuring that there are **NO** foods that contain any trace of NUT. Campus Kindy MUST ask ALL families to double-check all the food that is brought into the centre and ensure that it is NUT and CHOCOLATE free.



## Reminders to Children

Remember your

- \* hats & sunscreen in the morning!



## This Term's Project

- \* Lights, Camera, Action!  
CK Film Project

~  
Film Festival



## SEPTEMBER 2013

- 1st Liam B
- 8th Evie
- 10th Maggie
- 14th Vilks
- 15th Andrew
- 17th Alexander
- 17th Reuben
- 18th Siana
- 19th Sissi
- 30th Arthur
- 30th Mathew

## OCTOBER 2013

- 9th William L
- 19th Olivia
- 21st Blake
- 24th Barbara
- 26th Ashley
- 31st Bintang



# CAMPUS CHRONICLE

PAGE 6

## Kitchen Refurbishment Update

# BEFORE



Refurbishment Journey



**OUT WITH THE OLD ...**

Our New Cupboards ready to go!!



New Cupboards all in place !!!



Vinyl Flooring almost in place !!!



LOOK out for our  
**NEW** complete Kitchen

# CAMPUS CHRONICLE

PAGE 8

## Playground Refurbishment Update (Chicken Area)

**BEFORE** ... Memory lane



### Refurbishment Journey



Glucky's  
Temporary  
HOME  
@ pre-kindy



# BYE BYE BOAT .....

Thank you for giving the children such great adventures.



Area ready for the new play structure to be in place. !!



LOOK out for  
our **NEW**  
complete  
Chicken area

## National Quality Framework Updates



Australian Children's  
Education & Care  
Quality Authority

## Quality Area 1: Educational Program and Practice



**1** Educational program and practice

**2** Children's health and safety

**3** Physical environment

**4** Staffing arrangements

**5** Relationships with children

**6** Partnerships with families and communities

**7** Leadership and service management

**? WHY IS IT IMPORTANT?**  
High quality education and care gives children the best start in life

A program helps each child to learn and develop. Experiences stimulate and engage each child.

### Examples of what to look for:

- Your child's interests and ideas are included in the program.
- Your child is supported by educators to participate in play and learning.

The **National Quality Framework** introduces a new quality standard to improve children's education and care services across Australia. Seven quality areas help ensure your child is given the best possible start in life. Over time, all Australian services will be rated against the National Quality Standard.

# 1

# family.news



## Educational program and practice

Every child is unique and learns differently. Learning frameworks provide educators with a professional guide to support your child's learning.

When your child is enrolled in formal care, you can expect them to benefit from educational programs that are appropriate for their age.

Quality education can occur at any age and helps your child build a life-long capacity to learn.

Under the new national quality standards, all eligible children's education and care services are required to offer a curriculum that enhances each child's learning and development.

To help guide educators in shaping a curriculum for each child, there are two national learning frameworks\*.

Belonging, Being and Becoming – The Early Years Learning Framework (EYLF) can be used for children aged birth to eight in family day care, long day care, preschool/kindergarten and outside school hours care. For older children (aged 9 – 13), My Time, Our Place – Framework for School Age Care can be used.

The EYLF has a strong emphasis on play-based learning and helping children successfully move into formal schooling.

The My Time, Our Place framework ensures older children will have opportunities to engage in leisure and play-based experiences that respond to their needs, interests, and choices.



\*Some states and territories may also use other [approved learning frameworks](#).



ACECQA

## How National Quality Standard ratings work

The National Quality Standard (NQS) sets a new benchmark for the quality of children's education and care services in Australia. The NQS covers most long day care, family day care, preschool/kindergarten and outside school hours care services. Services are assessed and rated using the seven quality areas, 18 standards and 58 elements that make up the NQS.

### 58 Elements are assessed when Regulatory Authority Officers visit your child's service

*Elements are assessed as being met or not met.*

### 18 Standards are rated

If all elements are met, the standard will be rated Meeting National Quality Standard or Exceeding National Quality Standard.

*If one or more elements are not met, the standard will be rated Working Towards National Quality Standard.*

### Seven Quality Areas are rated

The quality areas will be rated by calculating the rating of all the standards within the quality area.

- If a quality area or regulation is not met and poses an unacceptable risk to the health, wellbeing or safety of children the service will be given Significant Improvement Required for the quality area and overall rating. This will usually mean that urgent action is needed to fix the problem.
- If one or more standards are rated Working Towards National Quality Standard, the quality area will be Working Towards National Quality Standard.
- If all standards are met, the quality area will be Meeting National Quality Standard.
- If at least two of the standards are rated Exceeding National Quality Standard, and any other standards are met, the quality area will be rated Exceeding National Quality Standard. *\*Additional criteria for QA 1 may apply to preschool programs*

### Your service receives the overall rating

#### National Quality Standard quality areas:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

## ACECQA'S NEWS UPDATE

### New NQF video resources available

ACECQA launched 13 short videos for families and the community to help explain the National Quality Framework.

View the videos on [ACECQA's website](http://www.acecqa.gov.au/families/nqf-video-resources). (<http://www.acecqa.gov.au/families/nqf-video-resources>)

Subscribe to ACECQA's Family News here: [www.acecqa.gov.au/Subscribe.aspx](http://www.acecqa.gov.au/Subscribe.aspx)

## Community News



### Trouble parenting your 2-9 year old child?

Parenting now comes with a brief online instruction manual!

Researchers from The University of Queensland are offering **FREE** access to a brief online parenting program for 200 families as part of a research study. The newly developed program is based on the Triple P- Positive Parenting Program and offers simple solutions to common parenting problems like disobedience and aggression. If you are concerned about the behaviour of your 2-9 year old go to <https://exp.psy.uq.edu.au/solutions> for more information, email [TriplePSolutions@psy.uq.edu.au](mailto:TriplePSolutions@psy.uq.edu.au) or contact the project coordinator on (07) 3365 8870.



THE VOICE OF THE  
EDUCATOR:



What is "Wellbeing" all about?

Author:  
Hayley Jarvis  
Team Leader  
il nido Children's Centre, S.A.

Reference: Reflections Magazine Spring 2013 Issues 52, p8-9

For full detail and latest publications of Reflections please visit:

<http://www.gowrieqld.com.au/publications/>

What does the term 'wellbeing' mean exactly, for both us as early years educators, and for the children in our care? After some thinking I came to the conclusion that my definition of the term is 'feeling happy and being healthy'. So, as an integrated centre, how do we at il nido (il nido meaning 'the nest' in Italian), nurture a sense of wellbeing, how do we ensure our children, our families and staff feel happy and are healthy?

Imagine how it must feel, as a young child entering the doors of a 100 place children's centre for the first time. What a maze of adults and children, new faces, different spaces, new pace, in fact for many, a whole new world. This is where the importance of our work comes in as educators. We ensure that our environment is welcoming and feels like a second home for all of the children who come here. Our goal is to create a 'nest' for them, to be their extended family, to meet their needs (both physical and emotional), to soothe, to comfort, to share enjoyment and learning and to celebrate the journey they take, in every moment of every day.

The more I think about it, the more I can visualize exactly what it looks like at il nido as I see it every day, and it is a mixture of security and exploration. For children from as young as only a few months, right through to the children who are almost starting school, the pace is unrushed and unscheduled, time is set by children exploring at their own pace, when they feel ready. At the same time, stability is provided by having one familiar person and by maintaining consistency with the home setting through items and photos from home, and through the use of similar routines. Links are formed with families as they engage in our program, and attend events such as family tea nights and our end of year party.

The children exhibit a sense of confidence and happiness as they proceed on their sensory journey. Children at il nido belong, they are important, worthy and valued. We can hope that this feeling of wellbeing will stay with them for life.

We have many tools to help us develop a sense of belonging for our families, here are just some from our 'bucket' that form part of our culture at il nido:

- play based curriculum and learning
- learning stories
- natural materials and the use of sensory resources
- homely environments (informed by families)
- the Early Years Learning Framework for Australia
- our local community
- primary care giving system
- nurturing relationships influenced by attachment theory (Circle of Security)
- Reggio Emilia
- children's voices

Educators support children's learning through interactions, scaffolding, creating choices, providing open ended items and quiet play areas, bringing the outside in and using our vast open outdoor areas regularly. We source recycled and reused items as much as possible, in line with our Reggio Emilia influenced approach.

We also feel that it is imperative for staff to feel a sense of belonging in order to work together as a team, and that they too have a sense of wellbeing. We have a supportive environment that includes several social functions a year, as well as monthly staff meetings, reflection journals, regular professional development, annual appraisals, team meetings and opportunities to engage in further education and be involved in other areas of the industry. The links that are developed through serving as a learning centre for students from University, TAFE and local schools provide us with access to current research and knowledge, as well as the opportunity to mentor future educators. In addition, our community space provides families with many services such as playgroups, CAFHS (Child & Family Health Service) and parenting courses.

No matter who comes to il nido, they have a place and, hopefully, a sense of wellbeing in our nest.



## Nutrition Snack Recipes

### Pikelets

\*Not suitable to freeze

INGREDIENTS	6 serves	25 serves	60 serves
Wholemeal self-raising flour	½ cup	2½ cups	6 cups
Castor sugar	1 tsp	1½ tbsp	4 tbsp
Milk	100ml	400ml	1 litre
Eggs	1	3	8

#### Method

1. Sift flour into large bowl.
2. Stir in castor sugar. Make a well in the centre.
3. In jug, whisk together milk and eggs.
4. Pour milk and eggs into flour mixture and whisk to make a smooth batter.
5. Heat non-stick frying pan over medium heat, or heat flat-based sandwich press.
6. Drop heaped tablespoonfuls of batter onto pan or sandwich press and cook for 1 minute or until bubbles appear on surface. Turn and cook for a further minute or until golden and cooked through.
7. Repeat until all batter has been used.
8. Serve with chopped fresh fruit and plain yoghurt. Allow children to decorate their own pikelets with toppings.

☉ Dairy free ☉ Gluten free ☉ Vegetarian ☉ Egg free



## Fruit Smoothies

\*Not suitable to freeze

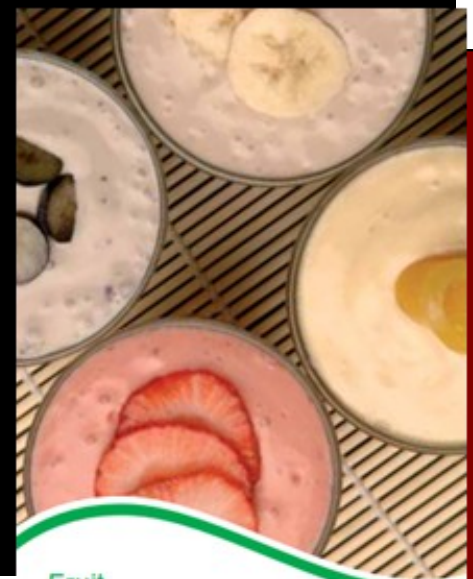
INGREDIENTS	6 serves	25 serves	60 serves
Milk	600ml	2.5 litres	6 litres
Yoghurt	300ml	1.75 litres	3 litres
Fruit	1½ cups	6 cups	15 cups

#### Method

1. Blend milk, yoghurt and chopped fruit in blender until smooth.
2. Pour and serve straight away.

#### Fruit ideas

- Bananas
- Strawberries
- Blueberries
- Canned peaches
- Frozen berries



Fruit Smoothies (p. 78)

☉ Dairy free ☉ Gluten free ☉ Vegetarian ☉ Egg free



## Policy Review / Feedback



Dear Campus Communities,

We are constantly updating and renewing our centre's policies to provided the best quality care. We would appreciate any input or ideas you may have to contribute to our centre policies. Please read the following policy and provide any feedback you may have .

**NOTE: Other policies are also available for access in the admin building.**

### THE GOWRIE (QLD) INC KINDERGARTENS

#### ARRIVALS AND DEPARTURES POLICY

##### CONSIDERATIONS:

NATIONAL QUATLITY STANDARDS	2.3
NATIONAL LAW ACT & NATIONAL REGULATIONS	National Law Sections: 165,167 National Regulations: 99, 158-159,176

##### POLICY STATEMENT:

All children must be accompanied into the Service and collected by a parent or responsible adult.  
Children may only be collected by an authorised person (18 years of age or over) whose details are recorded on the child's enrolment form or on an authority to collect form.

##### RELEVANT FORMS/MATERIAL:

- Kindergarten Enrolment Form
- Sign In/Out Attendance Forms and Rolls
- Tempory Authority to Collect Form
- ACECQA Form NL01 – Notifications of Complaints and Incidents (Other Than Serious Incidents)

##### SOURCES:

- Education & Care Services National Law Act 2010
- Education & Care Services National Regulations 2011

(Accessed 2012)

REVIEWED: July 2012

Date of Review: July 2013

## INFORMATION FOR PARENTS

### BACKGROUND

To ensure the wellbeing and safety of all children in education and care Services there are legislative requirements that Services must adhere to and implement into practice relative to the arrival and collection of children in their care.

A child may only leave the education and care service premises under any of the following circumstances:

- a parent or authorised nominee collects the child
- a parent or authorised nominee provides written authorisation for the child to leave the premises
- a parent or authorised nominee provides written authorisation for the child to attend an excursion
- the child requires medical, hospital or ambulance treatment, or there is another emergency.

It is also important to note that the parent or authorised nominee are required to sign in and out under Legislation each day the child is in attendance at the Service. These records are important in the event of an emergency evacuation of the premises and also for parental enquiries if it is necessary to check on collection of children. It is also a requirement for eligibility for Child Care Benefit (CCB) payments and for funding under the Queensland Kindergarten Funding Scheme (QKFS)

## PROCEDURE

### ON ARRIVAL

On arrival at the Service please:

- Sign your child in on the appropriate form displayed inside or outside each room. (Next to your child's name record time, name and your signature) Phone numbers you have supplied on the Enrolment Form are accessible to staff daily. If there is a change in contact numbers for that particular day please record this in the parent communication book in the children's individual room.
- Ensure you transfer your child to the care of the person in charge before departing (either in the playroom or the outdoor environment) and say goodbye to your child.

### ON DEPARTURE

At departure time please:

- Come in and greet your child
- Together say farewell to the Educator in charge of the group and to other staff as appropriate;
- Sign each child out on the appropriate form (next to your child's name record the time, name and your signature)
- Ensure you accompany your child from the time she/he leaves the group until you depart from the Service.

<p>STAFF SHOULD</p>	<p>At the end of each day staff are to sign/initial each child out as they see them leave with an authorised accompanying adult on the sign in/out sheet. This is to be used as a check for the last staff leaving that all children from all rooms have been collected. If a child has not been signed out by staff , the staff member on last shift is to contact staff and the family to confirm the child is not in the building.</p> <ul style="list-style-type: none"><li>• If alternative arrangements for collecting a child are made please ensure that staff are notified about them. (Complete Temporary Authority to Collect Form)The name and a description of the adult who will be taking the child from the premises is necessary. On arrival at the Service, the person will be required to show photo identification before the child will be released into their care.</li><li>• Children will only be released to adults whose names are recorded on the Enrolment Forms, or previous arrangements have been made with staff by the parents/guardians.</li></ul>
<p>ALTERNATIVE ARRANGEMENTS</p>	<p><b>Emergency Situations:</b></p> <ul style="list-style-type: none"><li>• A child may be released into the care of a person or taken outside the premises – because the child requires medical attention, hospital or ambulance care or treatment: or</li><li>• Because of another emergency</li><li>• In this regulation <b>parent</b> does not include a parent who is prohibited by a court order from having contact with the child.</li></ul> <p><b>Refusal of Authority to Collect:</b></p> <p>The Service reserves the right to refuse the parent or nominee authorised to collect the child from the Service if the Nominated Supervisor/Responsible Person deems that person unfit to take the child into their care. Examples of this may include: intoxication, state of mind, visibly distressed or travel in a safe vehicle with correct restraints for child that are age appropriate and legal requirements.</p> <p>Upon refusal of authority to collect the Service is to assist in making alternative arrangements for the collection of the child either through another emergency contact or any other person authorised to collect that is in a fit state and the Service is able to transfer their duty of care for the child.</p> <p>A representative of the Approved Provider is to be notified and the Regulatory Authority is to be contacted and a NL01 form is to be completed. Please contact your Central Governing Body for assistance and forward information to them regarding this matter.</p>

Policy Name: \_\_\_\_\_

Please feel free to write down any feedback and comments and return this section to the office.

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