Little Ducks Childcare Annerley

May/June 2017

A note from your Centre Manager

Welcome to our May/June addition:

Well term one was extremely busy with lots of exciting learning happening throughout the centre. The children have experienced a diverse program based on their needs and interests which are forever evolving.
The Educators have been reflecting on their learning environments and discussing these in depth with Lauren (Educational Leader) and myself to ensure that they are providing the best environment for children to explore and learn.
Term one focused on developing a strong sense of belonging for children and families and building trusting relationships, which is evident in all age groups, which is fantastic to see! There is nothing more rewarding than when you walk into a room and see a child's beautiful smiling face looking back at you, which I'm sure you would agree.
Also in term one we started our community connections project which is absolutely amazing. Our new friends from the retirement village will now be coming once a month to visit us, which is very exciting for us and the children.
In term two we will be moving full steam ahead our open door time will start back up every day now the children are settled. The children can freely move around the centre and explore different environments and spend time with their siblings. We will continue working on environments both indoor and outdoor, using a range of natural items rather than all plastic toys.



We will be extending out Tinker yard and incorporating small tools where children can hammer wood, use a screw driver to undo things and add larger items to explore. We are going to kick it up a notch with our pen pals in Taiwan by using Skype – so the children can visually see who they have been writing too.
Our physical program will be in full swing with Miss Leighanne taking on this role with the children and Educators.
If you have any questions at all please don't hesitate to stop for a chat.

Cheers…Mel

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Kindergarten Approved Program
Queensland Government

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Upcoming Events!

May Events

Monday 1st **– May Day/ Labour Day PUBLIC HOLIDAY**
May Day is celebrated in many countries as a traditional springtime festival or as an international day honouring workers.

Tuesday 9th—**Tricare visit from 10am—11am**

Friday 12th – **Mother's Day Afternoon Tea**
We will be celebrating our special mums with an afternoon tea starting 3:30pm.

Sunday 14th – **Mother's Day**
Don't forget to spoil your mum today!

Monday 15th – **International Day of Families**
Leading up to this day we will be talking about what makes our families special.

Friday 26th – **National Sorry Day**
We will remember and commemorate the mistreatment of the country's indigenous population.

Saturday 27th – **Ramadan begins**
This is a period of prayer, fasting, charity-giving and self-accountability for Muslims in Australia.

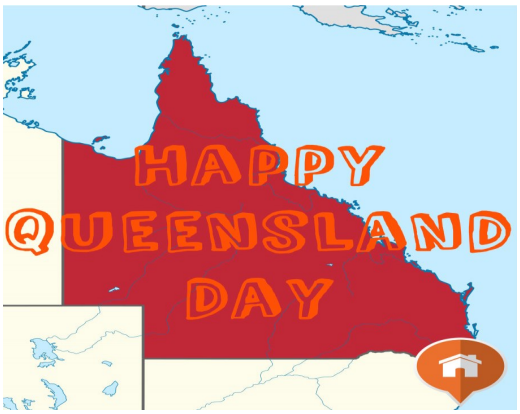
Upcoming Events!

June Events!

Saturday 3rd - **Mabo Day**
Commemorates Torres Strait Islander and Indigenous land rights.

Monday 5th - **World Environment Day**
On this day we will learn about why it is so important to be inspired to care for and nurture our environment. We will be having a special visitor come to Little Ducks and help us get closer to nature.

Tuesday 6th – **Queensland Day**
Come in dressed up as your favourite Queenslander!
Queensland Day celebrations are part of Queensland Week, which focuses on the state's history and development, the people of Queensland, and their achievements.



Tuesday 13th—**Parent Hub meeting**
Guest speaker organised—Louise D'Allura
Meal planning for busy families 5pm—6:30pm

Sunday 25th - **Matariki**
Maori New Year! During the lead up to this day, we will learn about the importance of Matariki and how it is celebrated.

Reminders

General reminders

- Keep an eye on your CCR% as this is starting to effect some families.
- Next parent hub meeting will be on Tuesday 13th—I have organised a guest speaker for this session, so I hope you can all make it.
- Soiled clothing—please ensure you are checking to see if your child has soiled clothing as we are finding that these areas in the rooms are not being checked and by the end of each week, you can imagine the smells. If you are unsure where to find these please ask one of our Educators and they will point you in the right direction.
- With the weather starting to cool down especially in the mornings and late afternoons, can you please ensure to pack a light jumper in the children's bags.

Policy Reviews

We value your input and feedback so please refer to the Policy Review Folder in the foyer for more information or to provide any comments or suggestions. The policies/procedures in review during

May / June are:

ACCIDENT/INCIDENT/ LLNESS POLICY - MINOR
ACCIDENT/INCIDENT SEVERE
ASTHMA & DIABETES POLICY
DUTY OF CARE POLICY
POLICY FOR THE USE OF GLOVES
HANDWASHING POLICY
INFECTION CONTROL POLICY
INFECTIOUS ILLNESS PROCEDURE
INFECTIOUS ILLNESS POLICY
CONFIDENTIALITY POLICY
ORIENTATION POLICY - EDUCATORS AND STAFF
ORIENTATION—FAMILIES
OPEN DOOR & PARENT PARTICIPATION POLICY
RECORD KEEPING POLICY

Centre Birthdays!

HAPPY BIRTHDAY TO:

Elkie, Beauford, Theodore, Emerson, Annie, Leo, Evie, Bella, Jack, Sophie, Jude, Asha, Nicolai, Madeleine, Felix, Isabelle, Flynn, Gabriella and Quincy.



Recipe of the month!

Zucchini Noodles with Basil Avocado "Pesto"

Spiral-cut zucchini noodles tossed with a creamy basil-avocado sauce



Ingredients

2 medium zucchini, ends trimmed, spiralized
3/4 cup grape tomatoes, halved
1/2 of a ripe avocado
1/4 cup water
2 small cloves of garlic, peeled
juice from half a lemon
big pinch of salt
handful of fresh basil leaves

Method:

Spiralize the zucchini according to manufacturer's instructions, or see the instructions linked above for tips. (Alternatively, you can use a OXO Good Grips Lemon Zester to grate long strands of zucchini.) Place the zucchini in a colander to rest while preparing the sauce.

Combine the avocado, water, garlic, lemon juice, salt and basil in a small food processor or blender. Blend until smooth.

Place the zucchini noodles in a large bowl with the tomatoes. Pour the sauce over and toss to coat. Serve immediately.

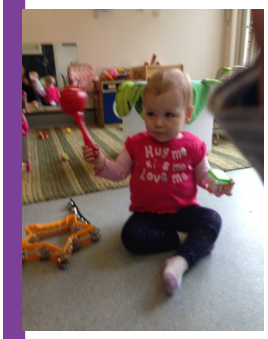
Note: To prepare ahead of time, keep the zucchini noodles and sauce separate until ready to serve. Gently squeeze the noodles to release any moisture, then toss with the avocado sauce.

Nursery Natter!



Wow it's hard to believe that it is almost half way through the year and what an amazing first half we have had here in the Nursery. It has been great to see how well all of our beautiful children have settled and now that they are comfortable in their environment their individual personalities are starting to shine making each day fun, exciting and unpredictable.

It has been very exciting over the past few months to watch the children developing their movement skills, with many of the older children now becoming more confident in their walking skills (and yes they are pretty quick sometimes). Whilst some of the younger children are beginning their crawling movements (whether forward or backwards it is a great achievement for them). With these developing skills we have implemented our "Movement program" whereby each week we are focusing on a different motor skill with the group, which has included ball skills, climbing, stretching, balance and coordination –and the children have really been responding well to this, as they are all very eager to try new skills this will be an ongoing process throughout the year.



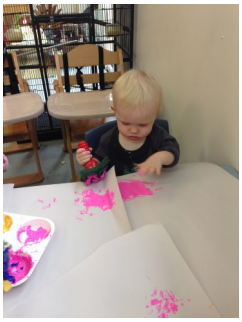
Also we are noticing that many of the children are starting to "talk" to us, some of the words we can recognise and some are their own language, but it has been amazing to watch as they begin to verbally express themselves. Some of our friends have been able to tell us the sounds different animals make, whilst others are very clever and able to say "Dada" – which was pretty exciting for the parents. Not just have they shown great progress in their verbal language, but also their comprehension skills have been amazing. It is wonderful to see how much the children can respond to different verbal instructions and express their own ideas through their responses.



There has been an increased interest in sensory and art experiences in our room and the children are really becoming involved in exploring the different sensory experiences that we have been providing and currently we are focusing on different painting styles, as this has been the current interest – using different materials for them to experiment with in their painting experience and they have been really loving it, so we will continue to implement different materials to extend on this interest.

Music has also become a favourite experience in the nursery with some of the children starting to respond to different action songs that we have been singing and currently we are implementing a variety of different musical instruments for them to explore. As well as traditional instrument, we have also been making our own - using different household items and it is a fairly frequent occurrence in the nursery to see the children experimenting with different items in the room to see the different sounds that they are making.





On a discussion with several parents about different foods that they can make for the Nursery children, we would love it if you could bring in some of your child's favourite recipes that we can share with all our parents we hope to start up a book whereby we have a variety of recipes (with several photocopies so parents can take these home and try them themselves). Please come and ask about this if you have any concerns.

Over the coming months we will continue to focus on these current interests of the children and will also be working on implementing different "environments" in our room, reflecting the current interests of the children, so if you have any ideas you would like to see us include in our program please do not hesitate to let us know as your input is always welcome and very valuable to us..

Miss Leighanne and Miss Madisson

Toddler 1!

Welcome to Toddler Tales!



What busy bees we have been over the past few months, with Easter, our visit from Tri Care, Anzac Day, Henny Penny hatching program, exploring our senses and our interest in babies!



Well, where to begin….
Just before Easter saw the arrival of our Henny Penny hatching program, this is where are able to watch the complete lifecycle of the chickens right before our eyes. We were lucky enough to be able to watch some of the chicks hatch right before our eyes, as they cracked open their shells and ventured into the big wide world. They were so tiny when they hatched, so we waited until they had spent some time in the incubator and under the heating lamps for some time before taking them out to hold them. In holding the chicks and patting them, this was a fantastic way for the children to learn to nurture, respect and care for living things. It was such a wonderful experience that we all enjoyed immensely. After a week the chicks were rehomed, so it was time to say good bye, we still look on at the pictures of the children with the chicks and talk about them together.



The day before Easter we were lucky enough to have our visitors from Tri Care come for a visit, and to see what we had created for Easter and to give them their Easter basket that the centre had created for them. We will be having regular visits monthly with the residents of Tri Care, which will be fabulous for the children to become familiar with them and begin to form bonds with each of them.
For Anzac Day we made some Anzac biscuits, the children are really engaged and eager when they participate in cooking experiences. They all helped to measure and stir the ingredients into the bowl, as well as to roll them into the balls to place on the baking tray. To finish the day off we read Anzac Ted a lovely story and a tribute to the Anzacs.
Over the past few weeks the children have really developed a keen interest in Dolls. We have had a few of our Toddies welcome siblings, so this has been a wonderful way for them to practice nurturing and caring for the baby. We have created a baby Nursery for the children to explore in our room, and for the children to further explore their interests.
Over the next coming weeks we will continue to extend on the children's individual interests in sensory exploration, and their interest in babies and art experiences.



Until next time,

Miss Erin, Miss Concy and Miss Loretta.



Toddler 2!



Wow I cannot believe we are at the end of April already. Throughout the last couple of months in the toddler two room, we have been working alongside parents/ guardians to help develop each child's individual needs and cater for their interest. This year so far has been great and we have all found our spot within the class and have built many friendships.

After saying bye to our little chickens, we had a small interest in farm animals. We used the Lego blocks to build our own little farms and enjoyed learning the different sounds of the animals. Many of the children were able to identify the different farm animals and the sound they made. We also used the farm animals outside in the yard where we collected different nature objects to feed them i.e.: grass, leaves. They also have enjoyed learning about colours, with a new colour each week. The children were eager to learn new colours and especially taste different foods of that colour. We explored and experimented mixing colours to see what they made and also small art experiences. The toddler two children have shown a big interest in numbers lately, whether its counting or learning through play the children are using their numbers throughout different activities. We have also been implementing shape recognition throughout our group times. The children are starting to get familiar with the different shapes and counting the sides on each different shape.





Next month our focus will be on fine motor skills. This will be a great way to get the children to be more independent and use their self-help skills as well as learning to use their hands for more smaller activities. We have many experiences planned for the children such as manipulating clay, building with paddle pop sticks and also threading. To help the children with their manners and caring for each other. We have been learning about gentle hands as we care for the babies in our small nursery area. The children have been busy feeding the babies, changing their clothes and even putting them to sleep.



We are so proud of our little humans who have had the courage and showed interest in toilet training, this has been a huge success within the room. If you think your child is ready or shows interest, please pack some underwear and we will be happy to work alongside you to toilet train your child. Please feel free to fill out a weekend sheet or give miss Rochelle or miss Vicky ideas on what your child is interested in at home. This will help with programming for each child's individual needs.

Miss Rochelle and Miss Vicky

Junior Kindy!



We have had a busy and exciting few months in the junior kindy room! We found that the children were ready for a change within the room, we looked further into the children's interests and what the main ones were throughout all of the children, we found that they are still really enjoying the home corner area so we decided to keep this area but adding a shopping area and a little nursery as a lot of our girls are interested in babies and dressing and changing them! We have had parent input about camping so we set up a nice cosy camping area for the children to explore having a fire pit with a grill, pots and pans and utensils the children having been able to use the area their imagination to extend from this, some of the children have added in off cuts of logs to build with, plastic foods to cook with and also the large animals! Our main excitement has been all about our Henny Penny visit over Easter, which taught the children all about the cycle of how a chicken grows and how it hatches, our Junior kindy children were so excited and absolutely loved having the chicken over daily to play with, this taught the children also about been gently and nurturing with the baby chicken as they were fragile and very small, they all did a great job at gently holding the chicken in their hands and stroking them gently. We are already looking forward to having them back next year!!



One of our favourite fine motor skills that has been a high interest from all children is our Art area where we have a wide selection of appliances for the children to use when they want to. The main appliance that has been a great hit is scissors! The children are always eager to cut or "snip" as they call it. With some guidance most of the children are now getting the hang of holding the scissors correctly while holding their piece of paper. To help them get this technique our educators having been giving them more one on one time as the child holds the scissors and the educators hold the paper. Seeing the smile n the children faces when they actually cut the paper is priceless!! They have a great sense of achievement and love to show all the educators their own master pieces!

We look forward to having more fun and exciting experiences and activities together!

Miss Brooke, Miss Alana, Miss Nika and Miss Anna





Senior Kindy!

The Senior Kindy children are really progressing nicely this year settling into a normal routine being more relaxed and comfortable in their surroundings and building lovely friendships with each other as well as closer relationships with the teachers.

As our first term of our year is generally just getting to know the children and their interests we then extend on their interest and requests given from the parents on any particular areas you wish us to work on. You will see this happening as the year progresses as a few parents have requested their children to learn the alphabet, numbers and writing skills. We will definitely touch on these areas but they are not as important as developing a strong sense of Identity and a connectiveness to the world around them. Teaching children to become confident both socially and emotionally, to make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected, are all life skills that are important for children to learn. Children start to take increasing responsibility for their own health and physical wellbeing and develop strong relationships with those around them. Writing skills, alphabet and numbers are promoted through play. If the children show a genuine interest then of course we will endeavour to follow through with these requests.

The interest areas in our room offered throughout the year encourage socializing, turn taking, sharing & engaging in creative play ideas, extending language, working collaboratively, problem solving, initiating interactions with each other and building confidence. They also extend on learning about their world around them such as our Police and Fireman play will be extended to a few safety practices as well as learning the important roles our community workers perform every day to keep us safe etc. This will be extended to Hospital play also reminding the children the important roles our Doctors and Nurses perform everyday and the list goes on.
We are hoping this term will be busier with more creative art happening as we will be encouraging children to use recycled materials. This area was offered daily first term as well but not a lot of interest shown as most children engaged in different table activities, construction sets or socialized in role play. We'll see what happens with a little more teacher interaction this term.

As our weather is so beautiful now we will be promoting more outside play extending our time outside in the mornings encouraging different ball games to extend their gross motor and eye/hand co ordination, jumping, hopping, balancing skills etc. The children have really been enjoying morning plays outside.

Just a few reminders...Please always make sure your child has a hat, drink bottle, sheets or beach towel and a change of clothes in their bags. Children still wearing nappies must also have a few brought in every week or in their bags thanks. Also please name everything!!
If there is ever anything you wish to discuss or any specific area you would like us to concentrate on with your child please don't hesitate to ask us. I will make a specific time to chat with you if required.
We feel all the children are developing nicely and Savita and myself are really enjoying our year working with the children and all of our lovely parents. A big thank you to all the parents supplying us with great collage materials, plants and seeds, sheets blankets and tinker play materials. We use and appreciate everything offered.

Take Care .....Till next time.....Nancy & Savita.

Kindergarten Program!

We enjoyed a lovely Easter period in the Kindergarten room with lots of craft, cooking and music. Henny Penny hatching chicks were as popular as ever and everyone really enjoyed watching them grow. We made Easter hats out of recycled materials and wore them with pride in our Easter parade on the Thursday before Good Friday. Everyone had a lovely holiday and returned to Kindy refreshed for Term 2!

Our main focus over the last few months has been establishing inviting learning spaces for children and being creative in our classroom design. We set up a dinosaur rock area, an under the sea corner with water and an indoor sandpit and a fantasy reading cave with cushions and soft fabrics. We built an obstacle course usually used outdoors inside, and this provided endless opportunities for learning experiences. Not only did everyone love jumping on it, it was also utilised it for literacy and numeracy concepts such as 'Five Little Monkeys' and 'Billy Goats Gruff'. Our class has really enjoyed these innovative play spaces and we look forward to creating more as the year goes on.

Kylie took our kindy photos in late April and we're looking forward to receiving the prints. Everyone sat beautifully and gave their best smiles! We also enjoyed learning about what Anzac Day means to our country, and Ms Di made some delicious Anzac Biscuits with Monday's children for everyone to share.

Over the next few months our literacy schedule will move into the letters m, n, o, p and we have some interesting activities planned for exploring our environment. We'll be celebrating our Mums for Mother's Day in early May, learning about our emotions and exploring the human body. Lots to look forward to!

Lauren, Di & Jenny



NQS in focus
Q2: Children's health and safety

Children's health and safety is about more than just their physical wellbeing; it also refers to their whole welfare. This means that early childhood educators think about more than practical health and safety issues in their day-to-day work. They also recognise that children will have differing emotional support needs and therefore deal with each child differently, respecting their individual life contexts. The Early Years Learning Framework identifies 'holistic approaches' as one of the Principles of early childhood pedagogy that underpins practice: 'When early childhood educators take a holistic approach they pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning' (p.14). The introductory statement for **Quality Area 2: Children's Health and Safety of the National Quality Standard** also highlights the importance of supporting children's health and safety in ways that focus on all aspects their wellbeing: 'All children have the right to experience quality education and care in an environment that provides for their health and safety. This should be complemented by a focus on promoting each child's wellbeing and providing support for each child's growing competence, confidence and independence.' (ACECQA, 2011, p. 50)

A strong sense of wellbeing is fundamentally connected to children's sense of belonging, being and becoming. When children feel well, happy, secure and socially successful they are able to fully participate in, and learn from, the daily routines, play, interactions and experiences in their early childhood setting. Settings that promote children's wellbeing clearly include a focus on basic practices such as supervising children adequately, ensuring the safety of equipment and the environment, good hygiene and safe sleep procedures, managing illness and injuries effectively and meeting children's nutritional needs. They also allow flexibility to respond to individual needs.

Promoting children's health and safety and ensuring their total wellbeing—including their physical and psychological welfare— requires educators to think critically about the routines, environment and relationships in their setting. In particular, educators need to get to know each child and their life circumstances so that they use these understandings in their work. Educators use this knowledge to provide each child with a sense of place and importance within their setting, and they support children to build upon their current knowledge, skills and abilities as they gain increasing independence in caring for their own and others' welfare.

So some of the questions we will be asking ourselves this quarter are:

How do we meet the needs of children who need to sleep or rest, while simultaneously allowing other children to engage in other experiences?

Are children who don't sleep or rest given opportunities to engage in meaningful activities at these times?

Are we genuinely responding to children's food preferences?

How do we ensure that there are practical, healthy alternative food options available for children at meal times?

Are we planning intentional experiences to promote children's physical development?

How can we support all children to have shared ownership of hygiene and self-care activities?

Are our environments stimulating for children?

How do they give children of different dispositions and skill levels opportunities to explore and take managed risks?

NQS in focus
Q6: Partnership with Families and Community

What are the characteristics of a collaborative partnership with families?

The best experiences for children happen when there is a strong relationship between you and the child's family that is evident in your daily practice. The relationship with each family will be unique in many ways, but all partnerships will share some features: Mutual trust Open, respectful communication Empathy Openness to others' views, values and perspectives Shared decision making Clarity about roles and responsibilities Appreciation of each other's knowledge and experience Willingness to negotiate and compromise Commitment to resolve tensions and conflicts Shared aims or goals—what is best for the child. As the EYLF makes clear, partnerships between educators and families matter because: knowing that you respect their family strengthens a child's identity and sense of belonging and enhances their learning knowing children well also includes knowing the family and the cultural and community contexts of their lives families bring insights that offer a richer picture about their child. Forming partnerships is not always easy, but always worth the effort.

What practices establish and strengthen partnerships?

The service philosophy statement should highlight and give priority to partnerships with families. Policies, procedures and everyday practices should link directly to the philosophy. Some examples of practices that underpin partnerships include the following: 1. Start building a sense of welcome and respect from the first interaction or conversation you have with families. Let them know that you are keen to know what they want for their child. 2. Ensure that your enrolment and orientation procedures communicate messages about partnership. 3. Offer a variety of ways for families to be involved in and contribute to the service if they choose to. Reflect on how those ways contribute to partnerships. Communicate with families in different ways—written, electronic, and verbal. Keep in mind that conversations are almost always the best way to communicate. 5. Reflect critically on any prejudices and biases that may interfere with partnerships. 6. Ensure that the physical environment is welcoming and has evidence of the families' lives. 7. Share with families anything positive about their child that you can. Think carefully about if, when and how to share concerns. 8. Encourage families to contribute to the curriculum. 9. Develop strong connections with other organisations and service providers and help families to access these when needed (Quality Standard 6.3).

Ultimately, partnerships involve establishing a sense of community, where both children and families know that they belong and make a valuable contribution. What comes through strongly in each of the examples in this newsletter is the importance of empowering families, being welcoming, deep respect and a belief that families have their child's best interests at heart.

So some of the questions we will be asking ourselves this quarter are:

How do we help all families to feel comfortable and welcome at the service?

How can we listen to families and include their perspectives in the educational program?

How does the information that families provide to the service contribute to decision making?

What do we do when families make unusual requests or express concerns?

How is communication managed with other educators and with families when there are shift changes, when positions are shared or when different educators care for a child throughout the day?

In what ways do we work with schools and other community organisations to meet the needs of children and their families? How effective are these strategies and how can we improve them?

What is happening in our local community that is relevant to our work with children and families? How can we best be involved?

Should children be taught to write letters?

Let's take a look at the stages children go through when learning to write

Always a hot topic and highly debated among those who work in the early years is whether or not children should be taught to form letters and words during their time in early years settings. Many argue that this can, in fact, hinder a child's development in the long term and that no emphasis should be placed on teaching writing skills during the early years apart from in reception class.

The first stage—

During the first stage of writing a child needs to establish motor control. These skills begin to develop in the first two years of a child's life. Therefore mark making is important but at this stage, it is all about physical development involved in making marks and the sensory awareness that can be gained through this. At the ages of 0-2 years old, a child is not making marks to communicate in any way and therefore at this age there should be no promotion of forming or tracing letters.

The best way to support the development of writing at this age is to promote motor skills and muscle development as without these a child physically cannot hold a pencil or form letters and words. Younger babies and children need to grasp large motor skills such as supporting the head, rolling, crawling, pulling to stand and then smaller motor skills such as holding objects and picking up small objects with a pincer grip. All this needs to be achieved before a child can begin learning to write.

Some activities that may, therefore, support the writing development of a 0-2-year-old are –

- Tunnels, tents, objects on low-level units to encourage standing,
- lots of space, time and encouragement

Messy play – gloop, finger paints, sand, beans, jelly, oats, rice, cereals

The second stage –

Children usually reach this stage, between the ages of two and three. During this stage children should still not be taught how to write and form letters as they fine motor skills are still not sophisticated enough for this. Children will usually be using tools in a palmer grasp, and this does not allow for the range of movements necessary to form letters. Due to the control over the tools children are usually learning to purposefully make lots of lines, circles and dots. This does not mean they are ready to begin forming small letters, though.

Another important skill children usually acquire during this stage is discovering that marks in the environment often hold meaning. They may also start to give meaning to their marks. This is an important step in finally learning to write.

Should children be taught to write letters?

With this in mind some activities that may be useful to supporting the writing development of 2-3 years old's are –

- Cooking – Using lots of tools such as wooden spoons, knives, skewers
- Painting – Using thick brushes, sponges and rollers
- Chalks – Larger chalks outside

The third stage –

During this stage, the experiences child have had begin to show through in their mark making. The marks they are making most probably won't be recognisable however writing words and knowing what they have written during this stage are still not important. Opportunities to make marks and experience copying from things in their environment is all that is needed during this stage. Children who enjoy books may begin creating their marks in the way that the English language is written so from left to right. They will have picked this up from being read to and shown over a period of time. Not all children will do this at this stage it depends on how much knowledge they have. During this stage, children should be given lots of opportunities to copy letters however they can, however, it should not be taught to them or forces upon them. This copying stage isn't about knowing what they have written it's more about discovering how letters are created.

Advisable activities may therefore be –

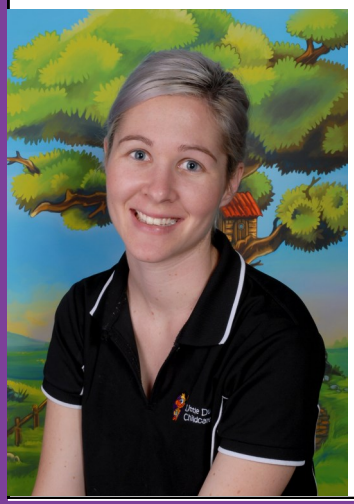
- Provide pencils, crayons, felt tips, wax crayons
- Books near the graphics area
- Word cards where simple letters and numbers can be copied should the child wish to.

The final stage –

This is the stage that children will probably reach during the first year of school. It takes someone who has had the correct training to support a child through this stage and shouldn't be attempted by those without the correct knowledge. This is the stage where children begin to link sounds to the letters they are writing. The letters may not make up full words, but the child themselves will believe they have written words, sentences or even full stories from the few letters they have created with the knowledge they have around sounds. Even at this stage children may not know how to from letters completely correctly or how the knowledge to write full words. Attempting to promote this stage before a child is ready will not work, and this is why children should not be pushed to write before they are ready. Children need the knowledge and experience of phonics, sounds, segmenting and blending. Something very few practitioners have full training in.

Community / Cultural Liaison Officer

With this year being the first year to have a community area within the centre we have been busy gathering information about surrounding local services that can be benefited by having them team up with our centre!
Last month, we had our first hub meeting at the centre! It was great to give parents an over view of our plans for the year and to also encourage their involvement!
Over the past couple of months we have formed a great partnership with the tri care retirement village that is just around the corner! They first came out for a visit two months ago, and now it will soon be their third visit! Having visitors from the retirement village, it has sparked a great morning out for not only the elderly but also the children love it! The first visit, our little friends were a bit shy, but were more than happy to go up and say hello and show the visitors what they were playing with, but with even the second outing to the centre, the children were really confident to go up and say hello straight away and engage in conversations with the visitors! During the tri care visit, we set up experiences outside and comfy chairs for the visitors to sit on, where it isn't to confronting for both them and also the children. The children loved drawing pictures for their new friends and reading books to them, and our visitors seem to love being outside and observing all the children where we have a open door morning where all children from nursery to kindy are able to come and experience the fun! It is great to have formed this partnership with tri care where we have now teed up that they will come out of a visit each month!
With some rooms starting to take their focus towards emergency services and also extending on children's interest when hearing the emergency service sirens that they hear from the roads around the centre, we thought it would be great to get an emergency service crew out to the centre! Last week I contacted the local Annerley fire station and was able to get an email to get in contact with Edward about getting some of his crew out to talk to the children and also get up close with a fire truck! We have also asked them to observe us while we do our emergency fire evacuation drill, where they are able to give us feedback! So hopefully in one of the coming weeks we will get a special visitor out to the centre! When we have a set date, we will flick a email out to you all so that if it is a day that your child/ren don't attend little ducks you are more than welcome to come and enjoy it with us! J



I hope you all have had a lovely Easter break and the long weekends over the past weeks!
Please feel free to seek me out for a chat if there is anything that you feel we can be doing within the centre surrounding our community and we can work collaboratively to make this happen! J
Until Next time, Miss Alana

Community Information

Do you know about the Annerley Hub?

Annerley Community Plus+ is a community development program in Annerley and surrounding suburbs. They aim to build strong and active communities through connecting people and initiating, supporting and resourcing community projects and activities.

They work alongside local residents, community groups, organisations and businesses. In February 2015, they opened Annerley Community Hub. You can find them upstairs at Centrelife, 556 Ipswich Rd, Annerley.

Some of the current activities and projects include:

- Free computer access, telephone and community café – available Monday-Wednesday 9am-12pm.
- Information about current community events, accessing support and opportunities to get involved in the local area.
- Community Cafe – 'Small Change Cafe' with coffees, drinks and cakes with payment by donation.
- Offering affordable meeting space to local community groups, organisations and businesses.
- Community garden.
- Hosting community gatherings such as fortnightly Annerley Town Hall Meetings.
- Coordinating community festivals and markets.
- Seeking funding for community-led projects.

Supporting and promoting groups such as Annerley-Stephens History Group, Annerley Junction Traders Association, Annerley Community English Classes and the Junction Yarn Jammers.

Check out their website and Facebook page!

Community Notices

ST SEBASTIAN'S PRIMARY SCHOOL YERONGA

Faith, Love and Knowledge



Open for 2018 Enrolments - Prep to Year 6

Parents are invited to complete an enrolment application form for Prep **2018** for students born between 1.7.12 and 30.6.13. Application forms can be completed online at www.stsebastiansyeronga.qld.edu.au or collected from the school office, 141 Kadumba St, Yeronga St Sebastian's is an inclusive Catholic school and offers applications to Catholic and non Catholic families.