



Presidents Report June 2017

Last week of Term 2!! How crazy is it that we are half way through the year. We want to thank you all for your involvement this year so far. We have had great attendance and enthusiasm for Maintenance Days and Kinder Duty has always been filled. It is this reason that our kinder is so special.

I would like to take this time to also acknowledge the wonderful work of our Committee of Management. It goes under the radar what they do to keep our Pre-School running but we are so appreciative.

Just recently, our Grants Officer, **Amelia Bicknell**, worked very hard on attaining a Land Care Grant that the children will be directly involved in. This grant has given us the opportunity to build 'Bundjil's Garden' down at the Balnarring Beach where the nest is located. It will be wonderful to see the children involved in the planning process and to watch it grow. Well done on your efforts Amelia.

Massive congratulations to **Rachel Jacobson** and her Fundraising team on an incredibly successful Trivia Night. I do hope you all took the time to read Rachel's update and take note of the amazing businesses that supported us.

QIP MEETING INVITATION!!!!

We have an important day coming up on **Monday 3rd July**, which is the first Monday of the school holidays. On this day we will be having our Annual Quality Improvement Planning Meeting.

In this meeting we go over the National Quality Standards that are given to us by the Australian Children's Education & Care Quality Association. This meeting gives us the opportunity to reflect on what could be improved within our program, any new ideas that we may have or expectations that we have of our children's education. It might sound a little technical or boring, but the teachers always have new ways to have these discussions, which make it interesting and enjoyable. This is your chance to have your say at the Pre-School and to see behind the scenes a little.

QIP MEETING

Monday 3rd July

Balnarring Pre-School

9:30-12:30 approx

CHILDREN WELCOME

Children are welcome to come along for a play as well and even if you were able to make it for one hour or the whole duration, we would LOVE to have you!

Reminders:

Enrolments:

Please be reminded this is your **LAST WEEK** to enrol your child into 4 year old kinder for next year. If you have any questions regarding this, please speak with your teacher but don't miss out as numbers are high and we would hate for you to miss out on enrolment.

Please remember you are all welcome to our Committee Meetings as a General Member if you would like to hear more about the comings and goings of the Pre-School.

Next Committee Meeting: 18th July 7pm

Please feel free to approach me or call if you have any questions or ideas regarding the Pre-School.

Caroline



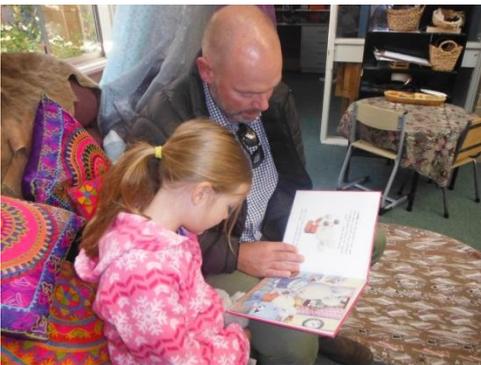
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Djeembana News May 2017

Congratulations to everyone who worked so hard to bring the Trivia night alive and all who supported it.

We have had a great term learning, discovering and having fun together. The support of families is greatly appreciated; you have enriched the program we are able to provide and given the children extra opportunities.



Thanks to families who were able to participate in 'share a book' morning. Reading with children not only presents literature to children but also strengthens relationships.

The skills presented in PMP have been varied requiring the children to coordinate all parts of their bodies as they: balance; perform mat stunts; catch bean bags launching and rebounding; jumping over, in and off jump box; balancing; bouncing balls. They have also been asked to: comprehend instructions; follow a leader; listen to other adults; develop skill in 'trying';

Father's night provided many dads with the opportunity to observe their child in the pre-school environment and connect with the other dads. The children enthusiastically showed their dad's around and taught them how to interact with the activities. The camp fire was popular- it was a perfect night. Thanks to all who could join us. Keep your eye out for the next dads gathering.

SAM (Seeing Eye Dog) presented the children with his story about how he is trained and what job he is trained for. This book can be purchased through Seeing Eye dogs website for \$10 if you are interested in having a copy at home.

All sales go towards breeding and supporting Seeing Eye Dogs.

Why do we provide messy play activities?

- Some children are sensory seeking meaning they look for sensory activities to assist them in organising their nervous systems.
- Many textures presented have a calming effect on children (and adults)
- Provides opportunities to explore different textures developing descriptive language.
- Gives children 'permission' to get messy
- Is fun to share with a friend

**Sam
The Seeing
Eye Dog**

Written by Maria Kinnes
Illustrations by Lino Xi

 Vision Australia
Seeing Eye Dogs



As you all now realise the teaching team encourages children to assess their abilities and manage their level of risk. At the beach on the old pier, the adults always stand close by to catch children if they fall but they also remind children to decide at what point they are not feeling safe and to then jump forward onto the sand. Some children



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have conquered balancing to the end others have taken only a few steps- in all circumstances each child has set themselves a challenge and then experienced a sense of achievement.

Tree climbing is another area where children are encouraged to assess when they feel safe or unsafe and the importance of testing the thickness of the branches before standing on them. Every child has climbed a tree this year to varying heights according to their abilities and level of confidence – children making the decisions rather than adults saying ‘careful’ not too high’ or ‘NO get down’

Risk taking can also be observed when building, as well as other skills. How high can I build before it is unsafe and I might get hurt. Or how can I ensure I stay safe and everyone else is safe.



Story telling continues when out in nature. This activity is teaching the children about how to use and structure words to tell a story. It develops their imagination and confidence to speak in front of their peers. The audience are learning about the importance of respecting the speaker y listening and paying attention. At the end of each story the audience are asked to share their favourite part of the story which then lets the adults know who was listening, who understand the content and was the story delivered in such a way that engaged the audience.

Kinder books have been added to. We hope you can sit and look through the folders together. When you are looking through the book and looking at the photos ask your child questions to extend the amount of information and detail. There are a few tasks for you to complete with your child while on the term break. PLEASE don't worry if you can't do them, just do the best you can with the time you have.

We are half way through the year! Every child is progressing and has become an important member of the group. Thanks to the parents for all you have bought to the program, we look forward to your continued support next term

BE safe; enjoy time with your children.

Karen

Coming events

MUD day – Wednesday.

17th July – term two commences



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Weelam group News June 2017



Reflections from our Learning and living with nature experiences:

Womindjeka to Beerreen (*winter*) despite the Boon Wurrung meaning 'no more sun' in Weelam group we have been enjoying many days of beautiful sunshine especially when down on the beach. This month the bush and beach environments have provided us with many wonderful learning opportunities. We made many discoveries, have climbed on the trees, walked and balanced on the jetty. We have played wave and shadow games, created stories with natural materials and drawn maps of Boon Wurrung Country. There are always many great questions that reflect what the children wonder about...Do you know where the water comes from when you dig a hole in the sand? However each week we also sadly see many pieces of rubbish including plastics, fishing line, balloons, glass and tins. The children have become experts in identifying what should not be on the beach and alert us so they can be safely removed. Some of our rubbish discoveries are now on display in the foyer in the display case. As we find this rubbish we talk about why they could be dangerous to our sea creatures and waterways. Have you ever noticed how a broken balloon looks like a fish?



**Shadow games, Bundjil wings*

**Climbing fun with a friend*

**Puddle jumping*

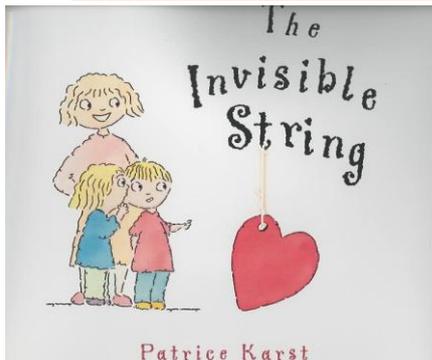
Back at Preschool: We have continued our cooking experiences each week, including making our own sandwiches for lunch and cheese toasties in the camp fire. 'Cooking' experiences are also dominating pretend play. The children are exploring their own ideas and recipes in the cafes they have created both inside and out in the playground. The children have been picking the parsley from our veggie garden and collecting gumnuts to add to their cooking and potions they are creating together in the sand pit.



The children were very excited to cook around the fire again. First they collected sticks from around our garden, helped to break them up and prepared their cheese sandwich to cook in our special jaffle irons. They were delicious-we will try toast next.



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Exploring feelings: Our exploration and discussion of feelings, as well as being able to identify the many feelings we experience has continued throughout this month. We have been supporting the group to develop an understanding of how others may feel- developing empathy and learning about how what we do can effect another. This learning and discussions has centred around the book 'Invisible string' by Patrice Karst. This book has assisted the children with a way to visualize the connection that always exist between them and those they love and care for them.- even when they are not together. Inspired by this story we have been exploring who are the special people each child is connected to. The children have been

drawing, making cards, and their invitations for our VIP night. These images have included the heart symbol that represents the invisible link between each child and their special people. For some of our children this book has assisted them to feel more confident and secure to farewell their family when they arrive. Throughout our program you will see us use many books and stories to help the children develop their understanding and skills towards independence, care, friendship and resilience. *Please ask if you have any questions to assist at home.*

A snap shot of some our Visitors and fun times:



On PJ day we all wore our PJ's and our Teddy's and cuddly toys came to Preschool. We made beds, shared stories, ate toast and worked all day in our PJ's. We ended the day with a fun story time with our families in bed.



Library Visit: Learning about our community services.

Tania from the Library joined us for a story time. She told us all about the books we can borrow and the many other services the library offers. Tania read her favourite stories to us and then surprised us with our own library bag and a book we could take home to read with our families and to keep. Since Tania's visit several children have told me they have visited the library to get their Bee finger puppet.



Responsible Pet program:

We learnt about how to engage safely around dogs, especially dogs we don't know. Helen told us how to ask for a turn to pat Pedro and what to do if we meet a dog off lead and when it is not safe to touch a dog.



Learning to read and write: During my recent catch ups with parents we talked about the children, the Preschool year so far and shared thoughts about school options for their child next year. Several parents asked about how



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they can assist their child's interest towards reading and writing. Story books, story telling, singing and rhymes are all wonderful ways to foster a love of language and to understand the marks on the pages have meaning. These images show some of the every day experiences that have recently supported literacy development for the children within our program. Many of these experiences happened spontaneously or were developed from the children's initial interests and our discoveries.



The beach and sand provide us with a wonderful space to draw, create patterns and to explore the many ways marks can be made. The children draw and 'write' using sticks, pieces of cuttle fish and/ or their fingers. The sand allows them to create images that are as big as they wish. We encourage the children to look for patterns in the sand and to wonder what they mean (pre reading skills). How exciting it was for one friend who wrote her name with an 'A' that was four metres high.



Signs: *The children currently have an active interest in signs down at the beach and at Preschool. Each time we see a sign they ask what they mean and are trying to 'read' the symbols. Inspired by a sign made by a parent for us they made their own 'Stop and Go' signs*



Being curious and our wonderings: Exploring clouds, rain and daffodil bulbs



**we made clouds & rain*

**After planting bulbs we explored bulbs further -assisted by our student.*

Last week term two: We will end this term with **VIP night** and **'Mud day'**, we look forward to sharing these special events with all our families. Come join us for these fun times.

Your child's Folder: At the end of term all the children's white folders will be sent home for the holidays. Please take a look at the term two reflection pages, the learning stories and an idea for a story we will ask you to help your child to write. These stories will read next term.

Thank you to everyone who has helped in the program, you have been fabulous. Congratulations to fundraising team for Trivia night- it was a great fun event. We wish everyone a very happy holiday and hope you get to have a PJ day at home!! See you again on Monday 17th July.

Kind regards, Ann and Michele



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Manameet and Gareal News June 2017

We have been super busy learning across all the year old groups this past month. Cath and I have your children learn and explore and become more independent.

We were so lucky to have Shalon (Ashers mum from and provide an incursion experience for both groups. It and calming experience for the children who had the feed, brush and pat a variety of guinea pigs. Moreover handle and care for the small animals kindly and safely. provided children with the opportunity to develop their natural world and increase their wellbeing.



outcomes in the 3 enjoyed watching confident and

Manameet) join us was such a relaxing opportunity to hold, we learnt how to The incursion knowledge of the



We have been working with the children to continue to develop their understanding of indigenous culture. Talking about Boonwurrung country as the land we live and play on and introducing some new language through song including:

wareeny (pronounced wareen) for wombat

guboora (gub-orra) for koala

guyeem (goy-eem) for kangaroo

barbaka (bar-ba-car) for dolphin



The children have been looking and listening outside keenly for Bundjil and Waa and have been very excited when Waa visits us.

We have had the opportunity introduce more cooking into some of our sessions with the help of families. The children made scones for mother's day and popcorn. They have also been able to experiment by adding shaving foam to slime and with flour and oil (cloud dough).

We have had time to explore and experiment with colour in various ways. We discussed different colours, named them and explored them as well as mixing them. We



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have used the light table as well as using eye droppers with dyes to explore colour in various ways. The children have loved the eye droppers so we varied their use over a number of weeks as they were engaging, experimental and a great fine motor activity too.

We have been busy working on our scissors skills cutting playdough, tearing paper and cutting paper and wool. These experiences are great for fine motor skills but often also offer us the opportunity to really sit and 'yarn' (talk) with the children which help to develop their vocabulary and in turn are important pre-literacy skills, not to mention the positive impact it can have on children's self-worth and confidence as they share their stories, thoughts, feelings and ideas with peers and adults.



We explored the autumn leaf sensory area together recently. We touched, looked and smelt the leaves and clearly

had a lot of FUN playing in them too!!!



Some other things we have enjoyed in our sessions have been the crash mat which we jump on outside. The children have to learn to wait and take turns and think about risks before jumping. It also helps to build their gross motor skills, confidence and risk taking skills overtime. We have experimented with the planks and how the trucks roll down them, as well as painting and drawing outside with chalk and dyed water. Again, exploring different materials, using gross and fine motor skills, problem solving and being creative.



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Language Development

Children develop skills at different rates and language is no different. It is important that we give them a wide variety of experiences that allow them to hear, speak and play with oral language to help them develop their language skills which are vital to their literacy success in the future.

If you do still have concerns please come and speak to me. Some speech errors children make even well into their primary years are perfectly normal. For other speech errors, research shows that the earlier we provide support to young children the better the outcomes are. On the peninsula, we have a free speech therapy service we can access however, it does have a long waitlist, alternatively there are private speech therapists who you can visit or who will come to your home for a fee which can be claimed back on some private health policies.

Everyone has speech errors in their language, even us adult! We use fillers like 'um' or can say sounds / words incorrectly from time to time. I would encourage you to point out **your own** errors in speech, light heartedly with your children when they arise. This will not only help to increase their understanding and confidence with language but show them that mistakes are OK and that we all make them.

Below I have attached information about typical speech and language development guidelines from Melbourne Speech Pathology.

Further information can also be sourced at www.raisingchildren.net.au.



Melbourne & Peninsula Speech Pathology

P.O. Box 1242, St. Kilda South, 3182

96 Dunns Road, Mount Martha, 3934

Ph: 0414071488 Email:

info@melbournepeninsulaspeech.com.au

www.melbournepeninsulaspeech.com.au



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Typical Speech and Language Development

Age	Understanding/Receptive Language	Expressive Language
2 to 3 years	<ul style="list-style-type: none"> Discriminates between common environmental sounds Follows more complex commands e.g. "Walk fast" Identifies objects by function e.g. "Which one do you play with?" Recognises action pictures Understands descriptive concepts (big, wet, little) Understands part/whole relationships e.g. "Show me the tail of the horse" Has favourite books and television programs Understands simple sentences, such as "Where's your shoe?" Understands the use of objects Understands prepositions and adjectives, such as, in, on, off, of, big, little Understands several pronouns (me, him, your, my, they, he, she) Understands quantity concepts (one, some, rest, all) 	<ul style="list-style-type: none"> Vocabulary builds to 900 words Says the names of simple body parts, such as nose or tummy Talks to himself/herself or their toys during play Sentence length is 3-5 words, mostly in the present tense, e.g. "Milk all gone", "Me fall down" Child begins to use grammatical words and endings e.g. "look dogs", "climbing tree", "Mummy in car" Uses verb phrases and some pronouns e.g. me, my, mine, you, I Sings simple songs, such as Twinkle, twinkle, little star" or "baa baa black sheep"
3 to 4 years	<ul style="list-style-type: none"> Follows commands with 2 objects e.g. "Give me the cup and the shoe" Able to match and sort objects Listens to stories Able to group objects into simple categories Discriminates hard and soft by touch Remembers recent events Understands more difficult functions of objects Understands descriptive concepts (heavy, empty, same) 	<ul style="list-style-type: none"> Vocabulary increases to 1500 words Uses more grammatical words and endings including: <ul style="list-style-type: none"> 's' possessive - "boy's car", girl's shoe" 'a' and 'the' - "The dog is barking" 'he' and 'she' - "She is hungry", "He is crying" 'is' - "That is red" irregular past tense - came, went, ran, saw, fell Able to complete simple analogies e.g. "An elephant is big..... a fly is_____" Able to explain how objects are used Tells stories and shares ideas. Asks lots of questions



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		<ul style="list-style-type: none"> Answers more difficult questions e.g. "What says woof?", "What do you do when you're hungry?", "What's a cup for?" Others can understand the meaning of most sentences
4 to 5 years	<ul style="list-style-type: none"> Comprehends 2500 words Knows almost all body parts Able to compare animal attributes Follows 3 part commands - 3 objects or 3 actions Likes books. Tries to 'read' them and can retell story using picture cues Understands common opposites (hot-cold, in-out etc) Understands descriptive concepts (long, curly, short) Understands passive voice sentences Can discriminate singular versus plural Follows 'under', 'next to', 'beside', 'behind' directions Can identify common colours e.g. yellow, green, red, blue 	<ul style="list-style-type: none"> Can name items in a category (foods, animals etc) Names categories when given a few members Can describe a procedure Talks about imaginary things Uses more complete and complex sentences including the following words and endings: <ul style="list-style-type: none"> negatives 'not', 'can't', 'don't' questions 'who?', 'what?', 'where?' regular past tense - "She climbed<u>ed</u> the fence" 's' on actions - "The cat sleep<u>s</u>" 'does' & 'has' - "Mummy <u>has</u> that", "Daddy <u>does</u> that?" Uses contracted form of 'is', 'are', 'am' - "She'<u>s</u> I'<u>m</u>", "We're " 'his', 'her' - "That's <u>her</u> teddy"
5 to 6 years	<ul style="list-style-type: none"> Comprehends 4000 words Can sequence 4 pictures to make a story Understands humour, plot, surprise Begins to differentiate between fact and fantasy Understands time concepts (night/day, first/last) Understands noun + 2 modifying adjectives Understands quantity concepts (whole, half) Understands noun derivations e.g. teacher<u>er</u> - one who teaches 	<ul style="list-style-type: none"> Can tell several things about an object Uses: conjunctions ('and', 'because', 'but'), comparatives ('er' - bigger<u>er</u>, faster<u>er</u>) & superlatives ('est' - biggest<u>est</u>) Has good descriptive language skills, including: <ul style="list-style-type: none"> uses words to describe quantity (empty, more) uses adjectives to describe people and objects Can tell a sequence of events. Defines words Uses imaginative language in play Will usually talk willingly to adults. Likes to pretend and act out stories

References: CSB, SICD, SPAA handout 2005, Stickler 1987, Brown 1973, de Villiers & de Villiers 1983, PLS-3 1992



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Clothing

Please ensure your child is dressed appropriately for cold weather and has a complete change of clothing including underwear and socks in their bags. If your child comes in gumboots please make sure they have a pair of shoes or slippers to change into when we come back inside.

End of Term Celebrations – MUD DAY

To mark the end of another great term both Manameet and Gareeal Groups will celebrate International Mud Day at the preschool on Friday 30th June. Session times will run as normal and we are asking families to join us for the last hour OUTSIDE. Manameet from 10:00am and Gareeal from 1:30pm. Please dress yourself and your children in old clothes and gumboots that can get MUDDY and potentially be thrown away!!! We intend to have a lot of fun creating, squelching, squishing, squatting, throwing, jumping, painting, sliding and basking in glorious mud and we expect you too as well!!!! We suggest (from experience) you bring towels to wrap your child in and protect the car seats and a plastic bag to deposit their muddy clothes in

Wetland Walks

In Term 3 we will start taking the groups over to the wetlands at Balnarring Preschool. These nature walks are pram friendly and siblings are more than welcome to join us. We can only run these events with family volunteers. A full-term roster will be provided at the start of Term 3 and we would ask families to sign up to a minimum one walk and kinder session with us.

Stay and Play

We have had so many amazing family members come and join us at stay and play this term. We have appreciated all your help and the children have benefited from your assistance.

Departure

Just a reminder for families to ensure they sign out of the book at pick up times and collect all belongings from your child's locker. Once your children have been handed over to you we would be grateful if you could leave the main room as quickly as possible. Please also be careful not to let other children out of the building if they are not with their adult. Many thanks

We hope you have a happy and safe holiday, enjoy the break,

Jill and Cath



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Kindergarten Central Registrations

Register your child for kindergarten for 2018!

Kinder registrations are OPEN!

Accepted from 1st March 2017 – 2nd July 2017.

This year there will be a 5 month registration period which will give you plenty of time to register your child for kindergarten in 2018. Please visit the Mornington Peninsula shire website and follow the directions to apply online.

If you have any questions about enrolments for next year please contact the enrolments officer or one of the teachers at the kinder on 5983 5803.

Boon Wurrung Language

Body - Marram

Bottom - Moom

Eyes - Mirring

Ears - Wirring

Knees - Barring

Feet - Djinang

Lips and mouth - Wurrung

Nose – Gaang

Winter – Beerreen (meaning no more sun)

Book swap boxes

In the foyer there is a book stand provided by Peninsula reads. Children are invited to take a book from this stand and share with their families at home. This book is theirs to keep.

The book swap boxes and stands have been placed all over the Peninsula in various public spaces e.g. Centrelink, Peninsula Community health, Maternal child health centres, Balnarring Laundry Mat. Your child can take a book from any of these boxes/stands.

When you have books that are no longer being used in your home please donate them back to the book boxes/stands

PARENT LIBRARY

In the foyer there are assortments of books covering various topics that are available for parents to borrow.

One section is dedicated to the developing knowledge about the culture of the First Peoples. If you are interesting in learning about the history of the Aborigines and sharing stories with your children then please take a look at these books.



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