



Presidents Report March 2017

End of Term!!

How crazy is it that first term is nearly over. What a wonderful term it has been for our children learning their way through a new environment and building special and long lasting relationships with their peers and teachers.

TRIVIA NIGHT

Very exciting news that the 'Back to School' Trivia Night is now available to purchase your spot!! This night is a wonderful night of socialising and fundraising and never fails to be a big success. We can't wait to have you join us! Make sure you check out Rachel's report to get all the details.

CENTRE POLICIES

It is important for the families of the kinder to know that the kinder has Policies that cover everything from Fees, Privacy, Asthma, Sun Smart and much more. These policies are continually reviewed and updated with guidelines given to us from ELAA, Early Learning Association Australia. If you are interested in reading any of these policies, please feel free to take some time to read them out of the Policy Folder. The Policy Folder is a white folder that can be found in the red bookcase in the kinder foyer.

TERM FEES

Just a friendly reminder that term two fees are now due.

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 April 7pm

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

Caroline

0423303571



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Djeembana News March 2017

It seemed only the other day Lisa and I were meeting the families for the first time and here we are at the end of term one. This term has been very positive, with most of the time spent getting to know each other which then informed the planning.

In this newsletter I will highlight elements of the Victorian Early Years Learning and Development Framework so it assists you in developing an understanding of how the outcomes influence the program, our observations and development of each child.

Outcome One: Children have a strong sense of identity

Child feels safe, secure and supported

This term has focused on building relationships between the children and the teaching team; of course these relationships grow as the year progresses. It has been important to get to know each child so we can plan a program that reflects their needs and development.

The children are now familiar with the routines and are transitioning smoothly over the day. The visual schedule assists children to know what is happening each day and reduces anxiety.

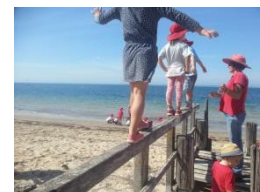
Every child has made a connection with at least one child. The team has assisted children to explore new connections and sustain those connections.



Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

The children have been exposed to new challenges and have made new discoveries particularly when we have been at the beach. E.g climbing rock wall, managing rock pools, balancing along pier, finding creatures....

Children have persisted when faced with these new challenges, revisiting experiences until they have celebrated their achievement with others



Outcome two: Children are connected with and contribute to their world

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation

The children (and families) have begun to develop a sense of Belonging to the pre-school, the centre and the environment. Many experiences have been planned to provide opportunities for all to develop a sense of belonging – children, families, extended family and teaching team.



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Learning and Living with nature

Children have been encouraged to contribute their thought and feeling to group discussions and program development.



Children respond to diversity with respect

Djeembana is made up of 23 children all who have different abilities, personalities and stories. The children are experiencing these differences as they interact with each other and listen to the stories. The children are also becoming aware of the similarities they have with each other as they interact and chat during play.



Outcome three: Children have a strong sense of wellbeing

Children become strong in their social, emotional and spiritual wellbeing

Each child is developing trust in their abilities to interact with the program and contribute to the program. When children are part of a group it important for them to learn how to understand, self-regulate and manage their emotions in ways that ensure they are included by others and in ways that demonstrate they understand the impact their emotions have on others. This is a very hard skill that many people work on for all their life. The children are learning about ways to manage their feelings and ways to be kind towards others.

Outcome four: Children are confident and involved learners

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Each time the children enter the environment – indoors/outdoors/beach- they are observing what has been provided, what has changed, what discoveries they can make. This leads to them exploring and investigating what they will do in those environments.

Challenges have been presented in all these environments inviting the children to take a risk and have a go. We have observed every child persisting when things have become a little more challenging.

Outcome five: Children are effective communicators

Children interact verbally and non-verbally with others for a range of purpose

Children's verbal skills vary greatly so when comprehension has been difficult between children they have drawn on their non-verbal skills. E.g facial expressions, physical responses, emotional responses.

Children are using their language to develop play ideas and share their thoughts and feelings about those play ideas.

Children engage with a range of texts and get meaning from these texts



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Learning and Living with nature

Many stories have been shared often requiring the children to respond to the text and add their thoughts and understanding of the stories.

Music time is planned each day with new rhymes and songs for the children to learn

Jonah update: Jonah's training has gone very well, he has picked up the formal commands with ease however... his dermatitis has not gone away in fact it has got worse! So Jonah has been released from the program. I had to decide if I wanted to keep him, after much angst I said no. Last weekend a family was going to meet Jonah before they decided if they wanted him as their pet. I am devastated that Jonah didn't graduate but I know he will make a wonderful pet and bring lots of joy to a family's life.

PMP has been received with great enthusiasm by the children. Every child has tried hard to perform the tasks presented to them. They have listened to the parents instructions and followed the format of the session. Special thanks to all who have come along to assist, your support is greatly appreciated.

I will be on leave from the 8th May until the 23rd May. Julie Georgiou will be teaching for me. Julie has met the children several times so is familiar with them and the way the program runs. Please show her your support. I am attending the 2017 World Forum on Early Care and Education in Auckland, New Zealand. I will be joining 800 early childhood professionals from over 80 nations for a life changing experience. The theme of the event is Sustainability – sustaining childhoods, families, organisations, the planet, each other and ourselves! I will be presenting a session with two people from Nigeria and one from New Zealand titled: *Exploring the importance of Language in Shaping Cultural Identity: Voices from Different Lands from Indigenous and Non Indigenous Perspectives*. I will be showing the Bundjil nest project film and speaking about the importance of all children learning about the culture and language of the First Peoples of Australia. I will be visiting several centres that are incorporating New Zealand indigenous culture in their programs. After the conference my mum and sister are joining me to travel around the North Island where hopefully I will learn more about the Maori culture

Kinder books have been sent home for your child to share with their families. There is a term one update that includes ideas of things to do over the break. Each child is asked to create a page about what they did in the term break which they will share with the group at the start of term two. PLEASE return the books in the first week with or without any additions- thankyou.

Coming events:

Term two commences on Tuesday 18th April

Day of learning at Balnarring beach - 3rd May cost will be subsidised by HESTA award money. This day will involve 168 children who will rotate through five workshops learning about First Peoples. The day will run from 9am -3:15. More details next term

Little J and Big Cuz is a TV series that will be launched on NITV over Easter. Priscilla Reid-Loynes, (Gamilaroi Country), who has worked with the pre-school, was involved as an early year's consultant. The animated series builds positive Aboriginal identity and resilience in our children. Trailers are available to view now if you are interested in gaining knowledge about First Peoples.

We have had a very positive start this term, thanks for supporting the program and participating when you have been able to. Wishing you a safe and fun break, Karen



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Weelam group News March 2017



End of Term one news and reflections: It seems all too quickly that we are talking about the end of term one and that it is time to wish everyone a happy holiday and a fun time with Easter celebrations. *"We are Weelam group"* has become our song. We sing it to acknowledge that we meet together each week on Boon Wurrung Country. Our acknowledgement supports us to develop our sense of belonging as Preschool friends- all together in Weelam group. In term one; we began the journey of 'being together' and learning to care for and respect the Land and each other. Each week we have actively engaged with each other, with support from Michele and I friendship groups have extended, new relationships have developed and everyone is encouraged to use words that are kind and thoughtful. The children are being assisted to understand how what we do can affect another member of the group. It has been interesting to listen as the children engage in our learning times (as both individuals and as a group) to hear their understandings about 'friendship' and what being friends means. These times have been inspired by books and stories along with our role modelling and support when friendships are challenged or the children require help with negotiation skills within experiences. This can be observed as the groups playing together have grown and change as the children follow their interests. At both the Preschool, at Bush camp and the beach the children are following their interests and learning with all friends who also share their interests. We have been encouraging the children to understand that being at Preschool means you have many friends, that it is important to welcome others as join in experiences. Developing the skills to be a 'friend' is complex and will continue into our next term and throughout the year.



**As part of our program we plan for and support experiences that encourage the children to share interests, their ideas and to be together. The children come to develop the skills of working together and having fun with others.*

Thank you: A big thank you to all Weelam group families for their support and assistance within the program as part of our roster and PMP program. It has been terrific to be able to share sessions with you, these days are always special for your child and offer you a greater insight into how the program runs throughout a session. Our roster will continue into term two, please let me know if your preferred days to assist have changed and remember members of your family are always welcome to join us even if it is not your rostered day.

Reflections from our Learning and living with nature experiences:

Child's Voice: Last week as we walked along the bush track back to Bush Camp the children began finding the many nests that can be seen now up in the tea trees. This began conversations about whose nests these could be. As well as considering they were homes for birds I told the children that possum make nests- I said a possum nest is called a 'dreys'. This new knowledge created a big laugh from one of the children who announced to me... "Ann possums don't lay eggs!!!" She thought a possum in a nest was the funniest thing she had ever heard.



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Learning and Living with nature

Our journeys: Over the past month we have explored our bush camp, made many discoveries, jumped in puddles, climbed trees, walked on logs and walked the paths down to the beach and back. Our photos tell many stories of first hand experiences within these amazing learning environments.



**Walking the tracks*



** Experiencing the changes in tides*



** Being curious about what you might find*



**Watching the ducks swim*



**Finding a new space to explore*



**Collecting natural materials for story telling*



**The jetty is a great place to watch dolphins*



**Playing with our shadows*



** Drawing in the sand.*

Celebrating Harmony: Celebrating Diversity



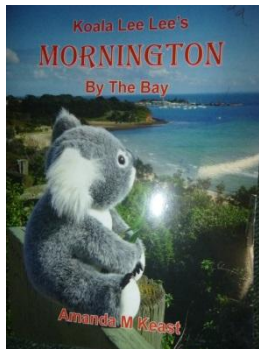
As part of 'Harmony' we have been exploring our family histories and connections to many countries around the world. Research tells us it is very important for a child's sense of identity that they know how they are connected to the important people in their community and to the wider world. Celebrating the theme of 'Harmony' has supported us to explore diversity, to learn that difference is a part of our communities; it is OK and should be celebrated. This has included beginning to learn about different countries and how we all live on Boon Wurrung Country. Thank you to all who bought food to share for our Lunch- it was a special gathering and what a feast we all shared together.



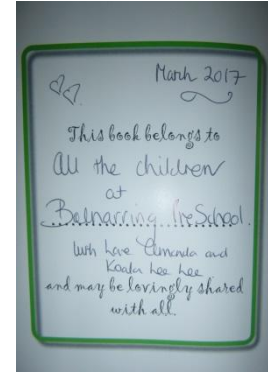
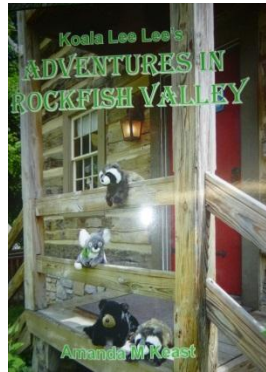
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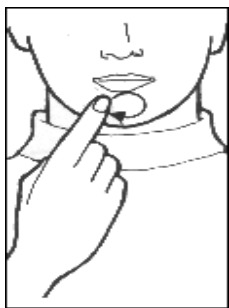
Our story of Koala Lee Lee and Guborra:



One of our friends in Weelam group discovered the story of Koala Lee Lee at the library; she bought it in to show us. We thought Kola Lee Lee looked like our Guborra puppet. We wrote a letter to Amanda (author) and Koala Lee Lee. We were excited when she wrote back to us and gave us Koala Lee Lees new book as a present. A big thank you to Amanda.



Mixing colours and creating rainbows have become interests within the group:



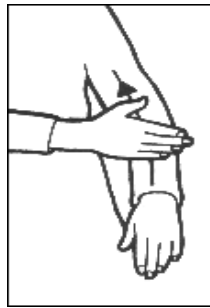
Red



Yellow



Pink



Green



Orange



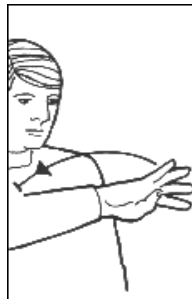
Purple



Blue



Sing



Rainbow

We have been exploring colours through our art experiences, when out and about, within story books and our songs. We have been learning the signs for each colour, creating each sign as we sing a "rainbow" together at group times. The children are excited to be learning these signs, the signs for animals and "thank you". They are learning about the many ways we can communicate and speak.



A big **THANK YOU** to our Committee for the funds to purchase our new folding Beach trolley. Our trolley allows the teaching team to transport the gear to and from their cars from bush camp and the beach. The trolley has beach tyres and it will be the responsibility of the children to help take the trolley up the beach and along the paths. The purchase of this special equipment was made possible through the funds from the Bunnings BBQ day- roughly it represents the sale of 110 sausages, much appreciated everyone.



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Dates for upcoming events: Weelam group Term Two

Term 2 starts Tuesday 18th April at 8:30am see you then.

PMP: Our PMP program will start again on Thursday 27th April and every fortnight after that during Term 2. ie. 11th and 25th May, 8th and 22nd June. *Please make this program possible by adding your name to the list and come and help with the activities.*

ANZAC day: Tuesday 25th April. This is a Public holiday, No Preschool on this day.

Save the Date: Wednesday 3rd May @ the Balnarring Foreshore with the Boon Wurrung Elders and Artists connected to the Boon Wurrung Foundation.

This will be a special Joint Day (all day) of learning for us with Djeembana group and other local children services. *More details will follow at the start of term two.*



Tuesday 30th May: The Responsible Pet program will visit us from 10:30am for a session with the children and there will be a Parent information session from 11:15 on this day. I strongly recommend this session for all parents. *This program supports us with knowledge about when dogs should be left alone, things we should not do to dogs, how can you tell if a dog is happy, scared or angry, a safe way to approach and greet a dog and what to do if approached by an unknown or aggressive dog. The interactive program focuses on teaching you and your child why is responsible pet ownership and dog safety important? Owning pets can be a lot of fun, and pets can provide us with company, stress relief and unconditional love. Pet ownership also teaches children responsibility, and helps them develop their social and nurturing skills. It is important to understand that dogs are not little humans and that they do not think or naturally behave like us. To help prevent the instance of dog-related accidents and injury, it is important for children to recognise: Reference: <http://pet.education.depi.vic.gov.au/>*

Times to share thoughts: As we move into term two I will be offering times before and after the sessions for each family to speak with me about their child, your time at Preschool so far and thoughts for 2018. Please let me know if you have a preferred time/ day I am always happy to make a time to speak with you. After hours times can be arranged.

Your child's Folder: In your child's white folder I have included Weelam group reflection pages for term one, some learning stories and a list of ideas for holiday experiences with your family. There are also many stories for you to share together.

Can anyone help with logs and stumps? Our much loved stepping stone logs in our front entrance are slowly falling apart. Can anyone assist us with new logs to replace these please? Any extra logs can be used out in our garden, just let us know if you can help.

Happy Holidays: *Please enjoy this time with your families. We wish everyone a safe and great holiday time. We look forward to seeing you again in term two, to hear about all your discoveries, your holiday stories and being able to share them with us all. Thanks for all the fun in term one.*

Kind regards, Ann and Michele



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Manameet and Gareeal News March 2017

Group Reflections

How quickly term 1 has flown by... Cath and I can hardly believe it! We are certainly looking forward to celebrating the occasion with the children and their families this Friday during our normal sessions. We have had a successful start to the year, with children settling well into the kinder and increasing their belonging through relationships with educators and peers. Children's sense of belonging is critical to their development and learning and a goal that will remain with us into Term 2. At our end of term parties, families will also get the opportunity to build on this by supporting their children to create our groups photo display for the room. Throughout the term, we have observed children's interests and engagement in the program and emerging child-led play which, Cath and I have supported and encouraged. These too are critical to your child's development as through their exploration and play of their interests we can support and challenge them appropriately to build on their knowledge and understanding.

Since our last newsletter, we have had many celebrations in the group to share, with lots of birthdays and three new siblings. Congratulations to those families enjoying their newest family members! We also celebrated Harmony Day last week, which provided us with the opportunity to discuss differences and similarities with the children. It was wonderful to see many families able to join us at the end of the session at short notice to see and hear through our Bundjil song how the children are embracing our indigenous program and learning Boon Wurrung language. The children are showing respect for and acceptance of cultural diversity and difference which, is what Harmony Day is all about. They are also developing their sense of belonging and connectedness to place through our indigenous activities and use of nature within the program.



Creating our harmony hands in Manameet

Cath and I continue to use boardmaker as a visual support together with songs, short instructions and modelling to help children engage with and understand the routines and transitions in the program which has been very beneficial. Please feel free to look at the board when you arrive with your child and go through the sessions activities and reinforce when you will return to collect them. During our mat sessions, we encourage children to join in for even a short period of time, however we do have books and a couple of activities which children can go to nearby so they can continue to watch and hear the group if they choose not to participate.

Session Pick-Up and Drop-off times - Important Information

I would like to remind families of the short turnaround times we have between the two 3 year old groups on a Friday. During this time without children, Cath and I reflect on the morning session and write up observations of your children, clean-up and set-up the room for the afternoon session as well as have a lunch break for our own wellbeing. The same applies to our afternoon group where we have an hour following the session to do a clean-up, reflect and write observations and do any other administration. The more time Cath and I can discuss and reflect on the program the higher the quality of the program we can provide. In order for us to achieve this, we need families to collect their children promptly at the end of sessions (and of course have families stay and play).



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At pick up times once the door between the locker and kinder room is opened you are welcome to come in. If you would like to join us at the end of the session we would love to have you, but please ensure you arrive at least 15 minutes prior to the end so that children are not distracted by your entry during our end of session mat time. Once the door opens and families / carers enter, I will call your child's name and send them to you, one at a time when I see you (a legal requirement), please encourage and return to the mat with your child if necessary, if I have not yet said their name. Cath will give each child a high 5 as they leave the kinder room to the locker room with you. Once the last child leaves Cath will close the kinder room door and we would ask families to leave as promptly as possible being careful not to allow children without an adult out of the front door. Balnarring has a lovely park just across the carpark that I know many families are already meeting here before and after sessions.

There may be occasions at pick up that Cath or I ask you stay to discuss something for a few minutes until all children have been given to their parent / carer and we would ask that you wait in the locker area a few minutes so we can ensure the safety and wellbeing of all children. Any parent wishing to speak with me please feel free to join us at play and stay where we can share some information with you or I am happy to phone you or arrange a meeting on another week day. I also will be providing an interview day where families can come to see me in term 2 to discuss their child's development. Thank you for your support with this, please ensure you pass the information onto all your family and friends who may be dropping/collecting your child so they too understand the process.

3-4 year old Development

I have had a lot of discussions with families this term regarding the behavioural and developmental expectations of 3-4 year olds. Sometimes as parents we can expect too much and easily become frustrated and impatient with our children and at other times we can take over and not give our children the space and time to develop certain skills they are capable of. This month I have added some information on the following pages that will help you to have a clearer understanding of typical 3-4 year old developmental guidelines. The easy to read information I sourced is from both the Raising Children Network and the Western Australia's Government website. On the websites, you will also find further information that may be helpful. Please remember however that all children are different and develop along a unique trajectory. These are guidelines and if you have any concerns or questions please come and speak with me.

Stay and Play: Thank you again to all the families who have stayed and played with us this term. We and the children really appreciate your support and help. Term 2's roster is now up next to the sign in book and we would love to see you or another family member at kinder. Due to the limited number of sessions in the 3 year old groups we do not roster families onto specific dates and would prefer to keep it this way with your support of a minimum of one volunteer per session, thank you.

Enjoy the Easter break and we look forward to seeing you in term 2!

Thanks Jill and Cath

Summary of child development 3-4 years from WA Government Department of Health

Social and emotional development

Your three year old is at the very beginning of learning how to get on with others. He can control his strong feelings somewhat better than he did at two but he is still likely to have some tantrums. He starts to understand social skills like sharing and being kind, but he can only practise these skills for a short time when he is feeling safe and happy.

During this year children begin to:



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- be able to play cooperatively with other children some of the time
- Learn about sharing and taking turns (but still cannot manage competitive games). Taking turns is a skill that they will learn as they approach four, but if they are upset or worried they will not be able to share
- separate from parent more easily in familiar surroundings
- become more independent and resistant to help from parents
- show care for other children who are distressed
- be involved in complicated make believe play.

Motor development

In this year children delight in physical activity and will love to run, jump, climb, dance, ride their three-wheeled bikes and swing.

During this year children usually begin to be able to:

- climb ladders and trees stand, walk and run
- ride a tricycle skilfully, turning safely
- stand on one foot for several seconds (balance improves)
- show improving skills in ball game (roll, bounce and throw, catching still difficult)
- jump with two feet in place
- learn to cut scissors between 3 and 4

Daily activities

During this year children usually begin to be able to:

- eat well with a spoon and fork
- Be reliable with toileting, though they may still have 'accidents' when stressed, tired or if they 'forget' to go to the toilet (they may have been too busy). Many will still wet the bed

Raising Children.net.au – Development 3-4 years

Preschoolers come in all shapes and sizes, but preschooler development at 3-4 years typically has a few things in common. Here's what your preschooler might be doing:

Child development at 3-4 years: what's happening?

Feelings

This is an important time in your preschooler's emotional development.

During this year your child really starts to understand that her body, mind and emotions are her own. She knows the difference between feeling happy, sad, afraid or angry.

Your child also shows fear of imaginary things, care about how others act and affection for familiar people. And as he gets more confident, he'll also get better at handling his emotions.



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Learning and Living with nature

Playing and learning

Play is important because it's how your child learns and explores feelings.

Your child is now more interested in playing and making friends with other children. She might start to play more cooperatively in small groups. She understands the concept of 'mine' and 'his/hers', so sharing starts to get easier.

Your child is becoming more **imaginative during play** – for example, he might play pretend games with imaginary friends or toys, like having a tea party with his toys. He'll try different roles and behaviour – for example, he might pretend to be a doctor or a dad. And at this age, it's common for preschoolers to have imaginary friends, although your child can probably tell the difference between real and fantasy.

By four, your child might enjoy tricking others and describing what happened – for example, 'Mum thought I was asleep!' At the same time, she'll also worry about being tricked by others.

Your preschooler might be very **curious about bodies** – his own and other people's. For example, you might find your child looking at his own and other children's genitals. A combination of natural curiosity and role-playing is usually a normal part of childhood sexual behaviour.

Talking

Your child's language will develop a lot this year.

Your child will **learn lots of new words** by listening to you and other adults, as well as from her own experiences and from listening to stories. She'll show more interest in communicating and might like to tell stories and have conversations.

Your child will understand most of what you say and might guess the words he doesn't know. Generally, he'll understand many more words than he can say.

Around **three years**, your child will use sentences of 3-5 words, or even more. Other people will understand what she's saying most of the time. She'll point to parts of pictures – for example, the nose of a cow – and name common objects.

By **four**, he'll speak in longer sentences of around 5-6 words or more. Other people will understand him all the time. He understands most things you say and will follow instructions with 2-3 steps, as long as they're about familiar things – for example, 'Close the book, and give it to Mum'. He'll understand **adjectives** like 'long' or 'thin', and use 'feeling' words like 'happy' or 'sad'.

Thinking

Your preschooler is **fascinated by the world around her** and will ask lots of 'who', 'what' and 'why' questions. When it comes to understanding, your child knows about opposites like big/small and more/less and concepts like 'on', 'in' and 'under'.

Your child's memory is developing – for example, he can remember nursery rhymes and might even repeat them back to you. He'll also start to point out letters and numbers that he remembers and name them, and can count up to four objects and sort them by colour and shape.

Everyday skills

Your preschooler loves eating family meals together. She understands your family routine and appreciates special events, like birthdays.



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Learning and Living with nature

Your child is also becoming more **independent** – for example, he can feed himself, put on shoes that don't have laces, undo buttons and do a bit more for himself when he's getting dressed.

Your child is probably toilet trained, and she might be able to do some daily hygiene tasks on her own, like going to the toilet, wiping poo from her bottom and washing her hands and face. But she'll still need your help and supervision with tasks like brushing teeth.

Moving

Your preschooler loves moving and being active. He's better at walking up steps, riding a tricycle, throwing, catching and kicking a ball, running, climbing, jumping, hopping and balancing on one foot.

When it comes to using her hands, your preschooler might be able to draw a circle or square, build big towers using blocks and use child-safe scissors. She'll love using crayons, pencils and paintbrushes, which is great because drawing and painting build your child's imagination.

At this age, your child might also:

- unscrew a lid from a jar
- know his own gender and age
- know the names of some shapes and colours
- hold a pencil to write and by four years, copy some letters
- dress and undress himself.



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Fundraising report March 2017

Hello to our wonderful families!

It's hard to believe that Term 1 has almost finished and school holidays are upon us!

A big thanks to all of you for your support with the Easter Raffle! We sold a mammoth amount of tickets and have notified our three lucky winners. What a fantastic response we had, so a HUGE thank you to all of you for buying/selling the tickets. The kindness of Woolworths combined with the generous donation from our previous cleaners allowed us to purchase the prizes for the raffle, which was amazing! On a side note, apologies to the families who may have received double ups of raffle tickets if you have a 4 year old and a 3 year old attending the kinder. Certainly no expectations for you to have to sell/purchase double the amount of tickets!!

As I am sure you are aware, the Balnarring 'Back to School' Trivia Night is approaching! It is to be held on Saturday 27th May at 7pm at the Balnarring Hall. Tickets have officially gone on sale and they sell super fast so be sure to get in quick so you don't miss out. **Details are:**

Tickets \$22 (includes raffle ticket to win a VIP table that will be fully catered for with food and nibbles – drawn the week prior) tables of 10 available.

Tickets can be purchased from the kinder 5983 5803 or email charlbella@outlook.com

Payment - you can either bring exact cash to the kinder or direct deposit into the kinder bank account (if depositing in to the bank account, please also email us your contact details and who the tickets are for so we can match payments:

Drinks are available at bar prices, strictly a NO BYO Alcohol event. Lots of raffles, door prizes, wine grabs and Silent Auction with INCREDIBLE items up for grabs!!

I am blown away by the generosity of our amazing community. The businesses that have contributed so far have been so incredibly kind with their donations, it is sure to be an awesome night.

It is through the wonderful support of the community that the kinder is able to maintain the amazing program for our children. If yourself or a business that you know would like to donate, please contact myself to arrange.

Have a wonderful and safe Easter!

Rachel Jacobson

Fundraising Coordinator

Balnarring Pre-School

0407 527 609

charlbella@outlook.com

Maintenance Day Sunday 30 April 2017 @ 9.30am



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Jobs to be completed:

Paint Large Climbing Structure (paint is in metal shed on beachside boundary)

Sand and Oil or Varnish Long Heavy Boards (see Karen as to which is which)

Wash Easels and Straps

Weed All Areas

Clean all little ponds

Hand Pumps - attach pit grate securely

Clean Windows

Kindergarten Central Registrations

Register your child for kindergarten for 2018!

Kinder registrations are now 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.

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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