

January 2024

Kindy News

WELCOME to our community Kindergarten. We hope you will build special memories this year.



START OF KINDY REMINDERS

What to Bring

Each day bring a bag large enough to hold:

1. **Morning tea and lunch in the same lunch box.**
Metal or plastic lunch box with separate sections (bento box) is ideal.
Insulated lunch bags are not permitted and are against policy as they prevent cool air from the fridge circulating around food.
Working towards a sustainable future for our children, the Kindergarten promotes litter less lunches so please try to avoid packaging.
2. **A hat**—bucket style or wide-brimmed.
3. **A small washer** with a large loop to hang in the bathroom. Hand towels are too big and unsuitable as towels are not allowed to touch each other to limit cross contamination.
4. **A metal or plastic cup with a handle** (melamine tends to crack so is not recommended). Cold filtered water is readily available. No water bottles or other drinks are necessary.
5. **A change of clothes** and underwear in a waterproof bag which can be left in your child's bag.
6. **Kindy Sheet** for rest time - this will be handed out in week one of kindy.

PLEASE NAME ALL ITEMS CLEARLY!

A lost property basket is placed at the sign-in table. Please check this basket regularly.

Start/Finish Times

Group A: 8.15 a.m. to 3.45 p.m.

Group A after-kindergarten care: 3.45 p.m. to 5.15 p.m. (latest pick up).

Group B: 8.30 a.m. to 2.45 p.m.

The commencement of kindergarten for Term 1 will be on **Monday, 22nd January (Group A)** and **Thursday, 25th January (Group B)**.

At the session start time, staff will open the black gate on the deck and welcome you and your child. At the session finish time, staff will open the black gate to welcome you in.

Early pick ups are fine. Please write your early time on the sign in table sheet so we can have your child ready and limit disruption to the rest of the class. Walk in to assist your child pack up if you are early.



Save the Date! (Term 1)

Annual General Meeting

Monday, 12th February
at 6.30pm

Working Bee

Sunday, 25th February
8am-11am

Social Meet and Greet

Sun, 10th March
3pm—5pm

Term 1 Break-up

Group A—26th March
Group B—28th March
(Check calendar for times)

Free KiNDY from 2024



Kindy is free from 1st January 2024.

Kindy will be free for children who are aged at least 4 years by 30 June in the year before they start Prep. Free kindy is for a 15 hour per week, 40 weeks per year, government-approved education program.

If your child is enrolled and claiming the Queensland Kindergarten Funding (QKF) at another kindergarten program (in a Childcare or Kindergarten service), we will not be able to claim, and this will also impact claiming any additional subsidies. Unfortunately, your child's daily rate will be increased to cover the loss of this funding - see Section 5.9 Multiple kindergarten enrolments in your Family Handbook.

Where families claim Free Kindy depends on the service type/s they attend:

- *If your child attends two groups at the same kindergarten, you can only claim for one group. Out-of-pocket fees apply to the second group.
- *If your child attends two Kindergartens, you can choose which centre to claim it at. Out-of-pocket fees apply to the other centre.
- *If your child attends a kindergarten and a childcare centre, you can only claim it at the kindergarten. Out-of-pocket fees apply to the childcare centre, however you can still claim CCS.

Outstanding Paperwork

- If you still have any outstanding paperwork or forms to be signed or returned to the kindy, please take care of these matters as soon as possible.



What is iCheck-In (Konnnect)?

iCheck-in (Konnnect) is a digital sign in and out system whereby you sign your child in and out via an iPad. This eliminates the requirement for a paper-based record of children's sign in and out times and is a quick and simple process for guardians when signing their child in and out for the day.

An iCheck-In (Konnnect) station (iPad) is situated on the sign-in table on the deck.

For your first use of iCheck-In (Konnnect) you will need:

- **to have your mobile phone** with you for the first time you sign your child in, or out, as your initial PIN will be sent to you via SMS, which you will be prompted to change on log in; or
- If you do not have a mobile, please use the landline you have listed with the Service, your initial PIN will be 0000 and you will be prompted to change this.

****Please note that the mobile or landline number must match the number that was entered in Kidsoft when completing the enrolment forms. This is also the case for your additional contacts.****

After your initial iCheck-in setup, Guardians can scan the QR code on the screen with their phone and can complete the signing in and out process on their phone.

Please notify any additional contacts that you have noted on enrolment to be an authorised person to collect your child from the kindergarten. This will ensure that they are also aware of the new process for signing your child in and out.

Be assured that staff will be on hand to assist if you have any questions.

You must create your own PIN!

Please ensure that the PIN you create with your phone number is always kept confidential and is not shared with any other person. All guardians who you have been identified as being able to drop off and pick up your child, are required to have their own iCheck-In (Konnnect) PIN.

Add/remove Additional/Emergency Contacts

This can be done through your Parent Portal. Emergency contact details cannot be updated once created. You will need to remove and readd with the correct details. Please click on the link to show you how—[Update Emergency Contacts](#)

Tips and information

- Sign-in daily using iCheck-In (Konnect) via the iPad (see instructions attached to this newsletter).
- Apply sunscreen and/or insect repellent at home or upon arrival to kindy and sign the sunscreen register on the sign-in table.
- Encourage your child's independence by ensuring they carry their own belongings.
- Support your child to unpack items themselves.
- Sheets will be handed out in week one then bring sheets back weekly on your first kindy day.
- Take sheets home for washing on the last kindy day of each week.
- Name ALL your child's possessions.
- Send healthy, nutritious food. Send a spoon or fork, if needed.
- DO NOT keep repellent, sunscreen or any medications in your child's bag—give to staff.
- Send children in comfortable clothing that is easy for them to manage when toileting.
- Encourage your child to help themselves to drinks of cold filtered water using their cup throughout the day. They do not need a water bottle or other drinks packed.
- Chat to educators daily but please make an appointment in advance if you need to speak to Colleen at length.

Allergy Advice

We have 1 child with a known severe allergy to Peanuts in Group A.

Please talk to your child about not sharing food at kindy. We will also be teaching the children to only eat the food in their lunchbox.

We also ask that you ensure good handwashing upon arrival at kindy and avoid sending peanuts.

COVID-19 Information

- **Advise the kindy of any confirmed cases of COVID within your family.**
C&K is committed to keeping all families informed where we know or suspect that there has been a COVID positive person in attendance. We will not disclose any personal information in relation to this advice, but rather we can alert other families and staff to be mindful of any emerging health concerns.
- **Keep your child home if they have any respiratory symptoms.**
We are not able to accept into kindy any child who has any respiratory or COVID like symptoms. Similarly, family members who are unwell cannot come to the kindy. Likewise, our staff will not be attending the kindy if they are unwell.
- **Maintain social distancing and good hygiene, including sanitising hands upon arrival.**
Hand sanitising is located on the sign-in table and children need to wash hands upon arrival.

Getting to know us:

Welcome to Bayview Heights Community Kindergarten (BHCK). We are very excited to begin the adventure of a kindy year with you and your precious little one. We aim to provide a safe, stimulating and fun filled environment where children learn and develop through a range of play-based experiences. We look forward to getting to know you better as the year progresses and invite you to talk with us about your child at any time as we value your knowledge and parental expertise.

A Little Bit About Us:



Colleen— I began teaching at Bayview Heights Community Kindergarten (BHCK) in 2008, however my connection with the kindy goes back to 1995 when my son attended and I was committee secretary. My daughter also attended BHCK two years later. Prior to this position I worked at Whitfield Community Kindergarten for 9 years and also have experience working in Family Day Care, Education Queensland and Catholic Education in a range of roles. I have a passion for Early Childhood Education with a special interest in children's literature and learning through the arts and nature. I am married with 2 adult children. I enjoy being active, reading, movies, having coffee with friends, theatre and travel.

Karla I have been at Bayview Heights Community Kindergarten (BHCK) since 2021 and am currently studying Certificate III in Early Childhood Education. I am from Cairns, but moved to Coen, Cape York at a young age. After finishing high school, I started my cert III and moved back to Cairns and started volunteering at Bayview Heights Community Kindergarten. I have loved being here and am excited to start another year working with your lovely children.



Kim—I have a real vocation for Early Childhood Education and I have been very fortunate to gain many years experience working in this area with Education Queensland and in a Kindergarten Day Care Centre. I enjoy riding my mountain bike, camping, reading, watching movies, catching up with friends and going to the local markets. I am really excited to be working with Colleen, Suzan and Karla at the Bayview Heights Community Kindergarten and look forward to getting to know all the bright and bubbly children and greeting their lovely families.

Suzan—My three daughters attended Bayview Heights Community Kindergarten and I have worked as Administration Manager since 2005. I enjoy keeping fit by running, going to the gym and organising my busy family life. My role is keeping our kindergarten running smoothly and helping liaise between parents, committee and staff at the kindergarten. I work Monday (8.00am-4.00pm), Thursday and Friday (8.15am and 3.00pm).



Meg—is our Inclusion Support Worker in Group A in 2024. Meg has experience working in long day care and outside hours school care and is excited to start a new chapter in her early childhood education career with a C&K kindergarten. Meg is a mum to three daughters with one of her girls attending BHCK in 2024.

Health and Hygiene:

As we start the year it is important to embed good habits surrounding prevention of the spread of illness and infection at kindy. It is important that we work hard to follow good hand washing procedures and that children who are sick stay at home.

We also ask that staff be advised if your child, or any family member, has been exposed to an infectious illness so we can advise other families of symptoms to watch out for.

Upon arrival at kindy, please sanitise your hands then help your child to wash their hands with soap and water for 20 seconds then dry them using their individual towel.



What's Happening at Kindy?

It can be common for young children to find difficulty in answering the question, "What did you do at Kindy today?" At Kindy we focus on the process of learning rather than the end product. Questions like, "Did you do a painting?" focus on the product whereas more open-ended statements like, "Tell me about playing inside" or "I wonder if you went in the mud patch today" will invite your child to think and respond more deeply. To keep you informed about our program and assist your conversation starters there are several ways to find out what's happening at Kindy:

- 1. Planning book.** This is kept on the block cabinet near the group meeting area in the classroom and placed on the sign in bench on the deck area at the end of the day. At times daily notes or other notices will be placed here also.
- 2. Storypark.** An e-mail will be sent to each family inviting you to join Storypark. If you accept the invitation, you can then invite other family members to share your child's electronic portfolio stories. Please speak with Colleen or visit www.storypark.com/au/families/ for more information.
- 3. Photo slideshows.** Displayed on the iPad and placed on the sign-in table.
- 4. Portfolio/art scrapbooks** will be created for each child documenting their learning. These are stored in the classroom.
- 5. Educators.** We welcome a quick informal chat any time, a phone call after session or e-mail. Any involved discussions may need an appointment time to ensure all children are our focus during session time. We will also offer meeting times with Colleen at the end of each term to set goals and discuss your child's progress.

Information is also available in your Family Handbook or visit our website and Facebook at:

www.bayviewheightskindy.com.au

<https://www.facebook.com/Bayview-Heights-Community-Kindergarten-363298630811970/>

We would prefer to email newsletters and correspondence as this is a quicker and less costly way of getting information out to you. Newsletters will also be posted on the kindy website.

Term 1 Learning Focus

Much of our time in Term 1 will be devoted to getting to know the children and supporting them in getting to know each other and working together in a cohesive, peaceful manner. To achieve this goal a range of activities to help children learn the names of classmates and practice cooperation will be planned. Here are two songs we will be learning to support these goals— you may wish to sing them with your child (they can help you with the tune)!

Bee, Bee, Bumblebee

Bee, Bee, Bumblebee,

Can you sing your name to me?

My name is _____

His/her name is _____



(Children pass around a toy bee and individuals sing their own name if they have the bee when the song ends. The whole group repeats the name).

Kindergarten Here We Come

Kindergarten here we come,

We know we'll have lots of fun!

Lots of things for us to do,

Painting, playdough, new friends too.

Kindergarten here we come,

We know we'll have lots of fun!

Some other learning activities planned as a focus in Term 1 include learning about recycling and our frog pond.

Child Profile Sheets and Family Photos: A profile sheet, including space to add a family photo, will be given to your child on their first day (a copy is also attached to this newsletter). We will use them to help us get to know each other. Each child will talk about their profile sheet and photo before displaying it on their bio-board (these are the 44 individual black display boards inside the classroom) and eventually placed in their portfolio book. Please return the profile sheet with a family photo as soon as possible and ask staff if you are unsure of what to do.

A Word on Play:

Research into early childhood learning and development consistently confirms play as an effective pedagogy (QKLG, 2018 p. 3). Our program at Kindy uses a "play based" approach.

We observe each child to determine their interests and developmental needs before planning a range of experiences designed to develop their skills and further their understanding.

For example, if a small group of children exhibit an interest in ants in the playground we may investigate this topic further through reading books, drawing and labeling body parts, and singing songs about ants and insects.

Other examples of play based learning include:

- playing board games using number lines, dots on a dice and markers to build an understanding of number, directional language, turn-taking, language and social skills;
- using books and pictures during singing, chanting, storytelling and rhymes to establish oral language and early reading skills;
- using a range of writing implements during dramatic play, such as writing in an appointment book in the hairdressing corner, to build concepts about print;
- digging sand channels to direct water in the sandpit to develop physical skills, understanding about the natural world, understanding about gravity, direction, problem solving and cooperation.

I hope from these few examples you can begin to appreciate the possibilities for learning through play that are engaging, motivating and fun for children.

Our role as teachers is to observe and interact with each child to assess their needs and interest areas, extend the play, help engage children and support problem solving and negotiation during play.

The importance of play is also acknowledged in the National Quality Framework approved curriculum document, *The Early Years Learning Framework for Australia: Belonging, Being & Becoming* (2009).

Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and to learn. In these ways play can promote positive dispositions towards learning. Children's immersion in their play illustrates how play enables them to simply enjoy "being" , p.g. 15.



Working Bee—Help Needed!!



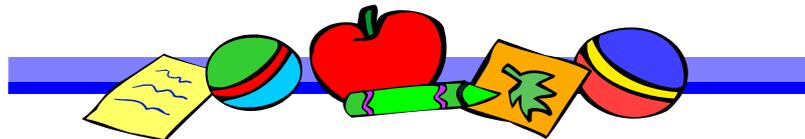
Sunday, 25th February—8am to 11am

A working bee to weed and prune gardens, and to complete odd jobs is needed.

We hold two working bees during the year that are indicated on your kindy calendar. Without the help of our kindy families at these working bees we wouldn't be able to maintain our kindy at the high standard that you see. **It would be greatly appreciated if all families could volunteer their time and help at one of these working bees.**

Please bring along: Wheelbarrows, shovels, spades, rakes, garden tools, garden hedgers, safety equipment and gurney (if you have one). It would also be great if we can get a few utes/trailers on the day to take the rubbish to the dump.

A sign-in sheet will be placed on the sign-in table for your name and equipment/tools you can bring on the day.



Visitors Book

Visitors are now able to sign in and out via iCheck-In (Konnect). It is extremely important for insurance purposes that all visitors to the kindy sign in. This means

- * All siblings
- * Parents completing work at the kindy
- * Any social events (Social Meet and Greet, Working Bees, etc)
- * Attending Committee Meetings
- * Grandparents or other relatives



You do not have to sign in as a visitor if you are dropping off or picking up your child for the day. Any time you are at the kindy outside of your child's regular kindy hours, or you are unsure, then please sign.

AGM

Wednesday, 12th February at 6.30pm

In 2023 we were fortunate to have an active parent committee at the Kindergarten.

We thank those of you who have made an expression of interest to be part of the 2024 Committee by filling in a nomination form.

All families at the kindergarten are members of the Bayview Heights Community Kindergarten Association Incorporated and are encouraged to attend monthly committee meetings.

A list of all nominations will be posted at the sign-in table.

The AGM will be followed by the first Committee meeting of the year. The two meetings are separated by a tea/coffee break. We will let you know if these meetings will take place at the kindy or via ZOOM.

We look forward to seeing many families represented at the AGM.



Social Meet and Greet Sunday, 10th March 3pm—5pm

A date for our first social event for 2024 has been set on the calendar for Sunday, 10th March from 3pm-5pm. The RSVP sheet will be placed on the sign-in table shortly.

Children's Portfolio books and Storypark

Each year a record is kept of your child's progress at Kindy by compiling a portfolio, recording many of their achievements, adventures, funny moments and challenges, through photos, artwork etc, with accompanying observations and comments.

In 2024 we will continue to use Storypark to provide electronic portfolio documentation. Invitations to join Storypark will be emailed to each family. More information can be found at <https://www.storypark.com/au/families/> or speak with Colleen.

The portfolios will reflect the *Qld Kindergarten Curriculum Guidelines* and *C&K's Curriculum Approach* and will be a collaborative process between children, parents and educators. Together, we will celebrate your child's capabilities, strengths, optimism and potential.

The portfolio books are kept in the classroom and will be available for you to share, reflect on and make comments about the experiences your child has at Kindy, as well as recording and celebrating meaningful family experiences. These books become yours to keep at the end of the year.



My name is _____.

I am _____ years old. My eye colour is _____.

My hair colour is _____.

My favourite foods are _____

I like to play _____

My family members are _____

and we celebrate _____

Place Family Photo Here



*** MUSIC, MASSAGE AND MINDFULNESS CLASSES**
*** FOR CHILDREN 0-5 YEARS AND THEIR PARENTS**
*** WEDNESDAYS AND SATURDAYS**
*** SCHOOL TERM - STARTS 24/01/24**



We teach the foundational skills of music, movement, mindfulness and relaxation in a supportive and nurturing environment.

We support families lovingly and joyously through the early years journey.

We empower children and families with the skills of resilience, gratitude and self-love.



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🌐 www.theminimovement.com.au

📍 6-8 Jasper St, Bayview Heights

Getting ready for school

In the lead up to your child starting school, there are many ways you can plan and prepare for the changes ahead. This will help your child and family make a successful start to school. Every family will have different preparation ideas and strategies, so it's best to make a plan that suits your individual family. The following are a range of useful tips and ideas from early childhood educators, teachers and parents.

In the months before school

Get to know your child's school. You could find out:

- if your child's school is holding information nights that your family can attend. When are the transition to school sessions scheduled to start?
- the layout of your child's school and how it differs from their early childhood setting. Where are the classrooms and how are they organised? Where are the toilets, drinking taps, out of school hours care rooms and play equipment?
- how the school day is organised. What time does school start and finish? When and how long are the play times? How does this routine differ to your child's previous routine at home or in their early childhood setting?
- what children are expected to bring to school each day
- how communication between the school and home will happen
- the before and after school care arrangements for working families
- how you can get involved in the school community and meet other families starting at the school.



In the weeks leading up to the first day

Prepare for the new school day routine

There are many things that families can do before school starts to make children's transition easier. Practising changes to your daily routine will help build your child's sense of security and reduce the stress of getting to school. Visits to the school will help familiarise your child with the school and build their confidence.

You can practise what going to school will be like for your child using some of the following ideas. Remember that you know your child best – some children feel most confident with a lot of preparation whereas for others too much may be overwhelming. You can tailor the techniques below to suit your child.

- Travel to and from school several times as a practice run. Try going at the usual school drop-off and pick-up times as this will help you and your child get to know what to expect (eg how busy the traffic will be, which route to take).
- Practise the school day routine. This may include the morning routine of getting up early, putting on your child's uniform and packing their school bag. Setting up a regular bedtime routine will allow your child to wake up fresh and ready for the day.
- Practise lunch time routines. For example, you may like to set up a pretend picnic in the backyard or park. Help your child practise getting their lunchbox out of their school bag and guide them to open it by themselves. You may also assist your child with identifying what to eat for playtime and lunchtime. Think of ways you can make it easier for your child to manage their food. This may include ensuring your child can open the packaging.
- Create a visual checklist with your child. This list could include things that need to be done in the evening and morning before they leave for school. Taking photos of your child doing the actions for the checklist can be a fun way to learn.
- Write a story with your child about their new school and what happens during the day. You can draw pictures or include photographs in the story and read it together. This may help to ease their anxiety about what happens during the day. (See the *Starting School A picture book about me* online resource).
- Visit the school on weekends if permitted. Your child can practise using the climbing equipment and playing in the school grounds.
- Arrange opportunities for your child to play with other children who will be starting at the same school. Seeing familiar faces will help your child feel confident and more relaxed on their first day and during the first weeks of school.

Plan ahead for changes

Starting school is a big change for your child that can lead to a range of emotions. You may find your child is excited but they may also be exhausted and tired, even if they are used to long hours at their preschool or early childhood education and care (ECEC) setting. Take the time to notice their mood, and think about how you will support your child to manage these feelings and reduce their stress or anxiety. Every family's strategies are different, so it can be helpful to reflect on what has helped your child manage and adapt to change in the past.

- Consider what sorts of after school activities might be helpful for your child. For some children, minimising after school activities or waiting until your child is settled into school before introducing new activities is helpful. The school day can be quite long for your child and they may not have the energy to engage in other activities. They can begin after school activities once they have adjusted into the new routine.
- Plan some relaxing time after school. Depending on your child's interests, this may consist of quiet play or jumping on the trampoline. Follow your child's lead on what works best for them.
- Help your child to get a good night's sleep. Having a regular routine such as taking a bath before bedtime or reading a book may help your child to relax.



Help manage separation distress

In the lead up to starting school, you may be concerned about how your child will cope with being separated from you. Perhaps they took a long time to adjust to being without you when they started attending preschool or day care. You might feel a bit unsure of how they will cope in their new school environment. In your planning for school, you might like to consider:

- What will help my child separate comfortably from me in the morning?
- What has helped my child in the past?
- Would my child benefit from taking a picture or special object from home?
- What will I do to help myself cope? (eg catch up with a friend, exercise)

It will also help to:

- Talk to your child's early childhood educator and new school teacher – they can help to put some ideas in place to support your child to separate from you.
- Develop a positive goodbye routine together (eg sharing a 'high five', special goodbye hug or a funny or loving gesture like a bear hug).
- Always say goodbye and reassure your child of when you will collect them (eg that you will be back at home time to pick them up, or what the arrangements are for after school care). This helps build their trust and sense of security.
- Avoid lengthy goodbyes as they may increase separation distress.
- Talk positively and enthusiastically about what your child will be doing when they are away from you (eg "you will have a story", "you're going to have fun meeting new children"). Children will pick up on your cues if you are feeling nervous so try to be mindful of what you communicate about your own emotions.
- Take care of your own emotions in managing the separation. (For more information, see Starting School video 6: *A change for the whole family*.)

The night before school starts

It may be helpful to:

- Have your child's uniform laid out so it is ready to be put on in the morning. If there is no uniform, help your child choose which clothes they will wear.
- Assist your child to pack their school bag so it is ready for the big day.
- Stick to familiar routines as much as possible. Try to have a calm evening and allow more time to settle before bedtime if your child is feeling excited or nervous about starting school.

The first day

On the first day, you may like to:

- Allow extra time in the morning. You may want to take photos to capture the moment!
- Talk positively about the day ahead on the way to school and remind your child where you will be at pick-up time.
- Manage your own anxiety. You may like to plan a relaxing activity the night before or arrange to have coffee with another parent after the school drop-off.
- Have a small snack ready at the end of the day to help your child re-energise.
- Remember that your child might be exhausted when they get home. Give them some down time and try not to overwhelm them with too many questions about the day. Grandparents and extended family members might need to be reminded about this too.
- Celebrate the first day of school as it is a huge milestone to achieve. You may like to organise a special activity or dinner together as a family on the weekend to celebrate.



For more information

If you would like more information, KidsMatter has produced a range of resources to support your child through early childhood and primary school. The following information sheets related to this topic are available online at www.kidsmatter.edu.au/families/information-sheets

KidsMatter Early Childhood information sheets:

- *Being away from one another*
- *Understanding and managing separation distress*
- *Helping children to cope with separation distress*
- *Developing positive separations: Resources for families and staff*

KidsMatter Primary information sheets:

- *Belonging at school makes a difference*
- *Why connect at school?*

This resource is part of a range of KidsMatter Starting School information sheets for families. View them all online at www.kidsmatter.edu.au/startingschool