

June 2025

Kindy News



Book Week

Book Week starts on 18th August. During that week we are hosting a Book Fair. To celebrate we ask that children dress up as their favourite story book character on:

Group A - Tuesday, 19th August

Group B - Friday, 22nd August

We invite parents to be part of a 'continual story time' at kindy to celebrate this event. This will involve adults simply sitting with a small group of children and reading during the morning. A roster will be put up closer to the day.

If you have any questions please feel free to ask staff.



Save the Date!

Last Day of Term 2

Group A - 24th June
Group B - 27th June

First Day of Term 3

Group A - 14th July
Group B - 17th July

Committee Meeting

Monday, 14th July
at 5pm

Cairns Show Holiday

Friday, 18th July

Book Week

Group A - 19th Aug
Group B - 22nd Aug

Working Bee

Sunday, 24th August
8am—11am

Father's Day Event

Group A - 2nd Sept
Group B - 4th Sept





Kindy Photo's

Julie from North Point Photos was at the kindy taking great photos of the children.

Orders are expected to be returned to the kindy before the end of term.

If you haven't placed an order or have any questions, please contact North Point Cairns- 0488 245 559.



Kidsoft - Parent Portal

How to add an emergency contact

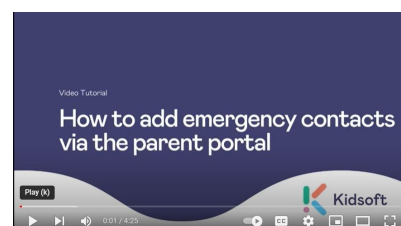
When enrolling your child, we asked you to provide contact details of emergency contacts. It is very important to make sure your emergency contacts are up-to-date.

Emergency contacts can have a number of responsibilities including delivering and collecting your child from kindy. Adding and removing additional emergency contacts can be easily done through your Kidsoft Parent Portal. The kindy will be notified of any changes that you make through this portal.

IMPORTANT* Please ensure that the PIN you create is always kept confidential and is not shared with any other person. All parents/guardians and additional contacts who you have identified as being able to drop off and pick up your child, are required to create their own PIN.

Below is a link to show you how to add/remove emergency contacts.

<https://www.youtube.com/watch?v= 9w6mVBeDSk>



Roof Upgrade scheduled for June/July Holidays!!

In 2024 we were successful with three grants to go towards replacing the original 47-year-old kindy building roof. This also encompasses the need to increase the height of our roller shutters along the verandah by raising the roof height in this area to prevent head knocks:

Gambling Community Benefit Fund Grant - \$35,000

C&K Capital Works Funding Program - \$63,314.32

Go Clubs Grant (Cairns Regional Council) for the replacement shutters - \$17,024. This will be completed later in the year.

This comprehensive project involves installing a new roof, eaves, fascia, gutters, downpipes, insulation, raising the roof level on the verandah and new roller shutters.

We are still on track for these essential upgrades to occur during the June/July holidays, ensuring a safer and more comfortable environment for our kindy community.



Immunisation Record

Thank you to those families that have updated their child's Immunisation Record. If you haven't as yet provided the kindy with an Immunisation History Statement from ACIR, or updated your statement since your child has had their 4 year needles, can you please do so before the end of Term 2.

A copy of a child's Red Book (or other state-based Personal Health Record) is no longer recognised as an official record. Parents / guardians can obtain an **Immunisation History Statement from ACIR** for their child, free of charge, at any time:

- through myGov
- through [Medicare Online Services](#)
- through the Medicare Express App, available for download from Google Play and iTunes stores
- By emailing acir@medicareaustralia.gov.au supplying the child's full name, date of birth and Medicare number
- by calling the ACIR on 1800 653 809
- In person at a local Medicare Service Centre.

Missing Kindy Photos

We are trying to organise a Kindy Anniversary book but have quite a few class photos missing. We also need help in naming the children in some of the photos that we do have. If you are able to help with any photos in this list, please see Suzan.

Can you help?

We have a number of class photo's that are not complete:

1979—Pre-school—Have photo but no names
1979—Tuesday/Wednesday Group—Have photo but no names
1979—Thursday/Friday Group—Have photo but no names
1980—3 x photos—Have photos but no names
1981—Pre-school—Have photo but only have initials of first names
1981—Tuesday/Wednesday Group—Have photo but only have initials of first names.
1981—Thursday/Friday Group —Have photo but only have initials of first names
1982—Pre-school—No photo or class list
1984—Pre-School—No photo or class list
1984—Tuesday/Wednesday Group—No photo or class list
1985—Pre-school—No photo or class list
1986—No photo's or class lists
1987—Pre-school—No photo or class list
1989—No photo's or class lists
1990—Pre-school—No photo or class list
1990—Tuesday/Wednesday Group—No photo or class list
1991—Pre-school—No photo or class list
1991—Tuesday/Wednesday Group—No photo or class list
1992—Thursday/Friday Group—Have photo and class list. Can you match the names?
1993—Afternoon Group—No photo, only class list



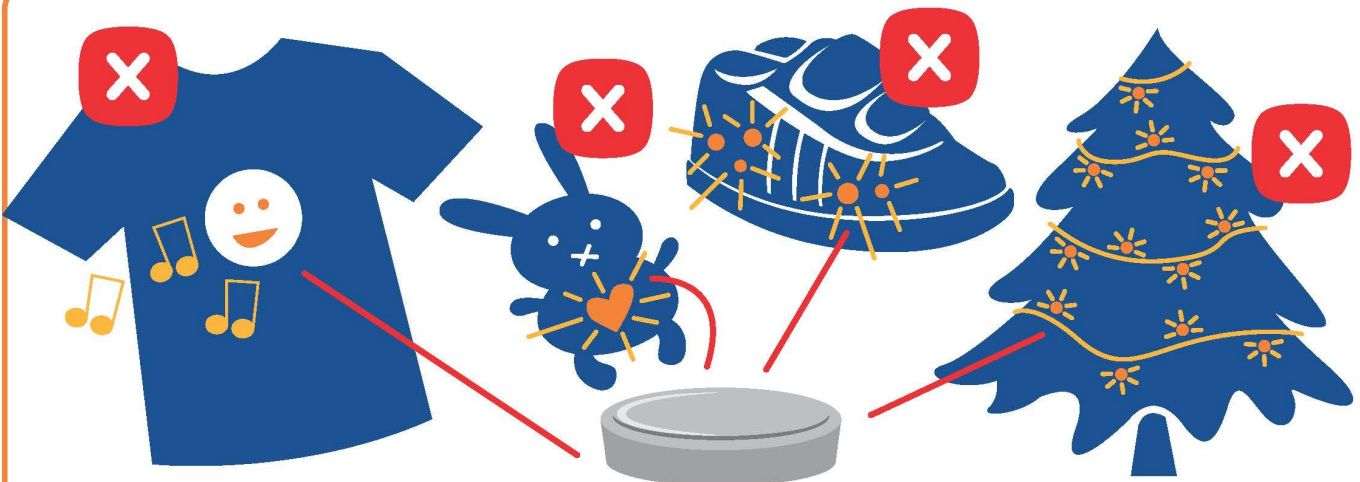
Be Button Battery Aware



In Australia, approximately 20 children per week present to hospital after a button battery exposure, with approximately one child every 3 weeks sustaining a severe injury.



Button Batteries are extremely dangerous
and life threatening to children!



Items including clothing, shoes, bags, books, toys, craft materials, and Christmas decorations (e.g. fairy/Christmas lights) that contain button batteries are **strictly not permitted** at C&K.



Language-building Tips for Parents of Children Who Talk in Sentences

These tips are for parents of children who talk in sentences consisting of a few or many words.
Have fun building your child's language and literacy skills the Hanen way!

1

Give your child a chance to start a conversation with you

During meal time, wait silently for your child to show or tell you something. Then comment with interest on what he has said or done. For example, if he says that he doesn't like his food, ask why and have a conversation about what you like and what he likes. If he comments on something you are doing, say something in response and then wait again for him to say something. Starting conversations is a very important social skill, which needs to be encouraged in young children.

Use everyday routines to encourage back and forth conversation

Language is learned during back and forth conversations in everyday activities. It's important to make sure your child is given a chance to take at least 2-3 turns before the conversation ends. There's a lot children can learn from talking about everyday events. Let your child help you unpack the groceries, put laundry in the washer or use a plastic knife to cut up fruit. Encourage conversation by talking about what you and she are doing and how this relates to family members. For example, when cutting fruit, talk about how good she thinks the fruit tastes, which fruit has pits and which don't, which family members like which fruit etc.

2

3

Encourage pretend play

Pretend play provides wonderful opportunities for your child to use more advanced language. For example, by pretending, she will learn to use language to create a pretend object or situation (while holding out an empty toy cup, she says, "Here's some tea") and she will learn to "set the stage" for a pretend scene (while pointing to a large cardboard box, she says, "This is our house and I am the Mommy." Join in by taking on a pretend role yourself within the scenario your child has created – but let her lead the play.

Be flexible about how you read a book to your child - and follow his lead

There's no need to read a book from cover to cover! If your child is interested in one particular page, spend time on that page. If he wants to go back to that page, go back to it and talk about it again. You don't have to read every word on the page or every page in the book, unless your child really wants that. It also helps to pause periodically so that he has a chance to think and then say what's on his mind. Following your child's lead makes book reading interactive, which increases his opportunities to learn.

4

5 Talk to your child about reasons for things he sees

There are many things your child won't understand - why police cars have sirens, why there are traffic lights, why dogs have leashes, as an example. To help him, explain these things to him. For example, "The dog has a leash so he can't run away. If he runs away, he could get lost and then his owner won't know where he is." Even if your child doesn't understand everything you say at first, you are introducing him to many important ideas, which will contribute to his understanding of his world.

6 Encourage your child to tell stories

Storytelling is an important skill because it involves learning to use very clear, specific language about something which is no longer present. It can be fostered by talking about stories related to family members and events. Share your family photo album with your child and encourage him to use the photos to talk about past experiences with family members. You may need to help him by adding details or by clarifying who did what and where. It takes lots of practice with both listening to and telling stories for children to become effective storytellers.

7 Talk to your child about the print she sees every day

Show your child how print communicates all around her. Let her help you get the mail and then look at flyers and colourful advertisements together. Ask your child which pictures she likes and then read the words that describe those things, pointing to them as you read. Explain the purpose of the flyer - e.g. that supermarket flyers tell us how much food costs that week and that helps us decide what to buy. This helps your child understand that print "talks", just like spoken language does.

8 Make learning the alphabet a meaningful activity

When grocery shopping with your child, look at names of foods on the packaging and then point to and read the names for him. Also, point out the letters, especially the first letter in the word. For example, "Look, this says 'butter' and 'butter' starts with the letter 'b'".

9 Help your child learn that words are made up of sounds

Learning that words are made up of sounds is an important skill in learning to read. You can help your child learn this during daily routines if you think of two words that begin with the same sound. Then tell your child, for example, "Silly ssoap. 'Silly' and 'soap' both start with the sound 'sssss'" or "'Bubble' and 'bath' both start with the sound 'buh'". Make sure you make the **sound** the letter makes and that you **don't say the name of the letter** (that's helping him learn the alphabet, but not the sounds in a word). It takes children a long time to be able to identify the sounds in words so don't expect your child to do this himself for a while.

10 Encourage your child to experiment with writing, even if she can't write

Provide materials during pretend play that will encourage your child to try to write any way she wants. For example, for a "store", provide grocery-store ads, empty food containers, paper, markers and tape so she can make signs, write prices etc. If she asks for help and wants to know how to spell words, tell her. If not, let her do it her own way - she is learning a lot from experimenting with the printed word. Letters and spelling do not have to be correct for her to be learning important aspects of early writing.

Kids and Traffic

Key ROAD SAFETY Messages for all the adults in a child's life

When children are walking near roads, footpaths, driveways and car parks,

- hold their hands until they are at least 8 years old
- ensure they hold onto a pram, stroller, bag, trolley or your clothing if you cannot hold their hand
- closely supervise them up to at least the age of 10 years.



BEFORE driving with children

Visit an authorised restraint fitter to make sure each child's restraint is

- certified to meet the Australian/New Zealand Standard
- correctly installed and checked
- correct for the child's age and size¹ according to the law².

For children –

Younger than 6 months –
rearward facing child restraints

Between 6 months and 4 years –
either rear or forward facing child restraints

Between 4 and 7 years –
either forward facing child restraints or booster seats.

From 7 years –
booster seats (fastened with a lap/sash seatbelt)
or, if they no longer physically fit in a booster, adult seatbelts.



To be optimally protected in the event of a crash, **children should stay in the specified restraint type for as long as physically possible.**

WHILE driving with children, make sure they

- are always buckled up in their child restraint or booster seat and stay buckled up, awake or asleep, no matter how short the journey
- enter and exit the car through the 'Safety Door' – usually the left-hand rear kerbside door. Ensure more mobile children **enter first** and **exit last** to help keep them safe
- sit in the back seat. In a vehicle with two or more rows of seats, children under 4 years must not sit in the front seat. Children between 4 and 7 years can only sit in the front seat if all the back seats are taken up by children under 7 years of age.

When children are playing or cycling

- make sure the area is safe and away from traffic and water
- actively supervise them while they are playing
- check they are wearing a correctly fitted helmet, suitable clothing and enclosed shoes when riding wheeled toys and bikes.



¹For more details, visit '[Child Car Seats](#)'.

²[NSW Road Rules](#) 2008, Rule 266