

September 2025

# Kindy News



## Book Week

Thank you for the great response with Book Week. The children looked great in their costumes and had a wonderful day.

Thank you to all our families for supporting the Book Fair. We have received books to the value of \$90.37 which allowed us to purchase 8 books for our library.

Thank you to our wonderful kindy families that donated a book to the kindy from Colleen's Wish List - 6 books were donated!

We look forward to enjoying these new resources with your children.



## Save the Date (Term 4)!

	<b>First Day of Term 4</b>  Group A - 7 <sup>th</sup> Oct Group B - 9 <sup>th</sup> Oct	<b>Committee Meeting</b>  Monday, 13 <sup>th</sup> October at 5pm	<b>2026 Parent Information Night</b>  Wednesday, 5 <sup>th</sup> Nov at 6.30pm
<b>Student Free Day - Group B</b>  Friday, 14 <sup>th</sup> November	<b>Student Free Day - Group A</b>  Tuesday, 18 <sup>th</sup> November	<b>2026 Child Orientation Days</b>  Friday, 14 <sup>th</sup> November Tuesday, 18 <sup>th</sup> November	<b>End of Year Break-up</b>  Group A - 8 <sup>th</sup> Dec Group B - 11 <sup>th</sup> Dec



## Welcome Meagan Greenhalgh to Our Kindy Team!

After receiving an overwhelming response to our advertisement for the Clerical/Administration position, we are thrilled to welcome **Meagan Greenhalgh** as the newest member of our kindy team!

Meagan is no stranger to our kindy community — she is a past kindy parent and, through her family's pest control business, has been connected with our kindy for 20 years. Her long-standing relationship with our centre and understanding of our values make her a wonderful addition to our team.

Meagan will be joining us during Term 4 to work alongside Suzan and learn the ins and outs of how our kindy operates. This transition period will help ensure she's well-prepared to step confidently into her role in 2026, supporting our staff, children, and new families.

## 2026 Part time Teacher (Thursday and Friday) position

We are currently in the process of advertising for a permanent part time Early Childhood Teacher for our Group B class, which operates every Thursday and Friday from 8.00am to 3.45pm during Queensland school term times. The role commences on 19th January 2026.

You will be part of a strong collaborative team culture where everyone can belong, grow and thrive. You will be well supported with two experienced assistant educators working alongside you during class time as we believe a higher educator to child ratio builds stronger relationships and is vital in achieving higher learning outcomes. Our long-term Teacher/Director will also be available to support you in her roles as Educational Leader and Nominated Supervisor and Group A Teacher.

Hours worked per week are 18.75.

**We would love your help in spreading the word!** If you know someone who would be a great fit for this role, someone passionate about early childhood education and eager to join a supportive kindy community, please encourage them to get in touch with us for more information at [admin@bayviewheightskindy.com.au](mailto:admin@bayviewheightskindy.com.au)

## Portfolios

The portfolios will be going home with your child on their last day of Term 3. We invite you to document what your child does over the holiday break – write a story, add photos, drawings, mementos of outing etc. – and we will share these when we return in Term 4.

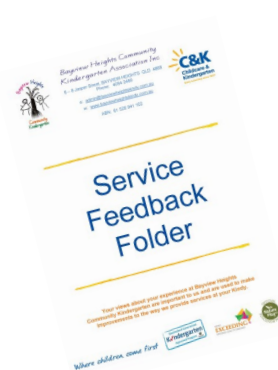
Have a happy and safe holiday break and we look forward to more learning in Term 4, including plans to assist your child transition to Prep next year.

## Feedback Form

Your opinions, comments or expression of interest or concern about your experience at Bayview Heights Community Kindergarten is important to us. A feedback folder is located at the sign-in table for any comments or concerns you may have. All feedback will be acknowledged and followed up by staff.

The [Feedback Form](#) is attached if you would prefer to provide feedback electronically.

In October, we will be emailing the 2025 Family Survey to our kindy families for your feedback about your experience at Bayview Heights Community Kindergarten.



## Working Bee

A great big thank you to the generous families who helped at the working bee. The kindy looks amazing!

## Father's Day Event

Our Father's Day events were great fun! Our kindy was very full and the children were so excited to share and play with their Dad (or special man if Dad was not available). We have had some positive feedback but are always looking to improve so constructive comments are always welcome.

## 2026 Enrolments

It is that time of the year again that we hold our parent information night and child orientation days for the 2026 families. The dates are set for:

**Parent Information Night** - Wednesday, 5<sup>th</sup> November (6.30pm start)

**Child Orientation Days**—Friday, 14<sup>th</sup> November and  
Tuesday, 18<sup>th</sup> November

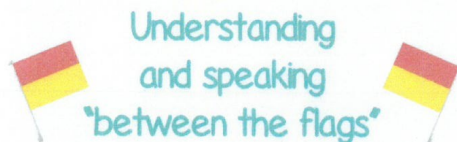


# 30 THINGS To Do

# NATURE PLAY CHALLENGES BEFORE PREP

- 1 Go on a nature scavenger hunt, collecting things you find on the ground
- 2 Create a leaf, twig or flower crown
- 3 Build a magical fairy garden
- 4 Make and use natural paint brushes from natural materials you find
- 5 Collect sticks and order them in size - imagine you're using them for firewood
- 6 Create musical instruments using natural things that make nice sounds and form a 'Bush Band'
- 7 Plant a seed or a bulb and water, feed and protect it from bugs, so it can grow
- 8 Take photographs of wildlife - you'll need to practice being quiet and patient!
- 9 Find the perfect stick to create a magic wand, and create a magical word to match
- 10 Make a special potion or fairy perfume with water and flowers you collect
- 11 Build a 'bug hotel' or a 'minibeast mansion' from natural materials
- 12 Go on a bear hunt following clues
- 13 Build a waterproof shelter for your favourite animal
- 14 Create an echidna out of clay, twigs and other natural resources
- 15 Practice leaf threading on a string to make a necklace or a mobile
- 16 Make a seed pod boat and see if it floats
- 17 Look at a spider web, and then create a giant weaving web of your own
- 18 Make a stick person
- 19 Collect natural materials and construct a bird's nest
- 20 Gather your friends and have a teddy bear's picnic
- 21 Find a rock with personality and paint your own rock character
- 22 Discover a natural treasure and describe it using all of your senses; look, feel, smell...
- 23 Sort natural things you can find into colours, textures or size
- 24 Create a face or a tree elf upon a tree trunk using clay and natural resources
- 25 Build a natural obstacle course and have a race with your friends
- 26 Try mud and ochre painting
- 27 Scribe your name in the mud using a stick pencil
- 28 Recreate your favourite story outside
- 29 Draw around shadows at different times of the day; yourself, your friends or a tree branch
- 30 Sing your favourite songs around a 'campfire'





Children learn to communicate by interacting with carers, early childhood educators, and their peers.

A child's communication development is everyone's responsibility. Speech pathologists can support children (and those who care for them) to build communication, and make sure children are developing "between the flags".

### We can work together to

- find out which children are understanding and speaking "between the flags"
- create communication-supporting learning spaces
- help children with a range of communication needs.

### Speech pathologists can also provide therapy to help children with

- understanding and using pictures, symbols, signs, gestures, speech sounds, words and sentences
- taking turns and making eye contact
- building skills for later reading and spelling
- stuttering, voice and feeding difficulties.

### Don't "wait and see"

Please speak to parents about their child's communication as soon as you have any concerns. Get advice from Speech Pathology Australia by phoning **1300 368 835**.

Work together with a speech pathologist in your area. You can contact speech pathologists:

- through local community health centres and not-for-profit organisations
- by calling or emailing private practices.

Try searching for speech pathology services online, or at [www.speechpathologyaustralia.org.au](http://www.speechpathologyaustralia.org.au) (click on 'Find a Speech Pathologist').

### Language and cultural differences

Children from different backgrounds, including Aboriginal and Torres Strait Islander backgrounds, may use words differently when learning English. This may not be a problem. Always encourage families to use the language(s) at home that they are comfortable speaking.

Regardless of whether English is a child's first language, ALL children need meaningful language experiences through stories, music, nursery rhymes, play and LOTS of repetition. If you're unsure about their progress, check with a speech pathologist.



[www.speechpathologyaustralia.org.au](http://www.speechpathologyaustralia.org.au)

# Communication milestones



## At 12 months children can usually...

- understanding**
- understand about 10 words
  - respond to their name
  - recognise greetings and gestures, such as 'hi' and 'bye-bye'
  - recognise a few familiar people and objects (e.g., mummy, blankie, teddy)
  - make eye contact.

When you talk to me, WAIT for me to respond before you say more.

- speaking**
- start to use sounds, gestures, and say a few words
  - continue to babble
  - copy different sounds and noises.



## At 3 years children can usually...

- understanding**
- follow more complex two part instructions (e.g., give me the teddy and throw the ball)
  - understand simple wh-questions, such as 'what', 'where' and 'who'
  - understand the concepts of 'same' and 'different'
  - sort items into groups when asked (e.g., toys vs food)
  - recognise some basic colours.

Figure out what I want to say, and put it into words for me.

- speaking**
- say four to five words in a sentence
  - use a variety of words for names, actions, locations and descriptions
  - ask questions using 'what', 'where' and 'who'
  - talk about something in the past, but may use '-ed' a lot (e.g., 'he goed there')
  - have a conversation, but may not take turns or stay on topic.



## At 18 months children can usually...

- understanding**
- understand up to 50 words and some short phrases
  - follow simple instructions (e.g., 'throw the ball')
  - point to familiar objects when named
  - point to some pictures in familiar books.

Get face-to-face with me when we communicate.

- speaking**
- say 6 to 20 single words – some easier to understand than others, but becoming more consistent
  - copy lots of words and noises
  - name a few body parts
  - use objects in pretend play (e.g., hold toy phone to their ear and say 'hello?').



## At 4 years children can usually...

- understanding**
- answer most questions about daily tasks
  - understand most wh-questions, including those about a story they have recently heard
  - understand some numbers
  - show an awareness that some words start or finish with the same sounds.

No need to always read the whole book. Talk about pictures that interest me.

- speaking**
- use words, such as 'and', 'but' and 'because', to make longer sentences
  - describe recent events, such as morning routines
  - ask lots of questions
  - use personal pronouns (e.g., he/she, me/you) and negations (e.g., don't/can't)
  - count to five and name a few colours.



## At 2 years children can usually...

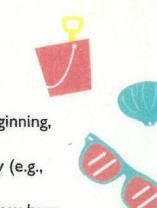
- understanding**
- follow simple two part instructions (e.g., 'give me the ball and the car')
  - respond to simple wh-questions, such as 'what' and 'where'
  - point to several body parts and pictures in books when named
  - understand when an object is 'in' and 'on' something.

- speaking**
- say more than 50 single words
  - put two words together (e.g., 'bye teddy', 'no ball')
  - use their tone of voice to ask a question (e.g., 'teddy go?')
  - say 'no' when they do not want something
  - use most vowel sounds and a variety of consonants (m, n, p, b, k, g, h, w, t, d)
  - start to use 'mine' and 'my'.

## At 5 years children can usually...

- understanding**
- follow three part instructions (e.g., put on your shoes, get your backpack and line up outside)
  - understand time related words (e.g., 'before', 'after', 'now' and 'later')
  - start thinking about the meaning of words when learning
  - understand instructions without stopping to listen
  - begin to recognise some letters, sounds and numbers.

- speaking**
- use well formed sentences to be understood by most people
  - take turns in increasingly longer conversations
  - tell simple, short stories with a beginning, middle and end
  - use past and future verbs correctly (e.g., 'went', 'will go')
  - use most speech sounds, but still may have difficulties with 's', 'r', 'l' and 'th'.



To download this poster as handy information sheets visit [www.speechpathologyaustralia.org.au/milestones](http://www.speechpathologyaustralia.org.au/milestones)