

June 2026

# Kindy News



## SAVE THE DATE:

### Bayview Heights Community Kindergarten 50th Anniversary Celebrations

Saturday, 15th August 4-7pm (time to be confirmed)

We have been successful in receiving a Cairns Regional Council Community Partnerships Grant to help us celebrate the Kindergarten's 50th Anniversary and are in the process of planning a community event to celebrate. Here's how you can help:

- 1) Save the date and plan to join in the celebration.
- 2) Invite friends and family (especially past students) once we have more details to share.
- 3) Let us know if you, or your contacts, can donate towards a raffle or food items to sell.
- 4) Let us know if you, or your contacts, can participate with a coffee van, entertainment item (e.g. school choir, face painting, bubble machine, cultural performance).
- 5) Volunteer to man our BBQ and drinks stall on the day (we will put out a schedule soon).

As we have only just received the grant and planning is in the early stages, please see Colleen, Meagan or a Committee Member if you have any ideas or skills to offer.

Final details will be shared soon so, for now, let's get excited about celebrating 50 years of Kindy history.



## Save the Date!

<b>Last Day of Term 2</b> Group A - 23rd June Group B - 26th June	<b>First Day of Term 3</b> Group A - 13 <sup>th</sup> July Group B - 16 <sup>th</sup> July	<b>Committee Meeting</b> Monday, 13 <sup>th</sup> July at 5pm	<b>Cairns Show Holiday</b> Friday, 17 <sup>th</sup> July
<b>50th Anniversary</b> Saturday, 15th August	<b>Book Week</b> Group A - 25 <sup>th</sup> Aug Group B - 28 <sup>th</sup> Aug	<b>Working Bee</b> Sunday, 23rd August 8am—11am	<b>Father's Day Event</b> Group A - 1st Sept Group B - 3rd Sept



# Term 3 Book Week Events



Book Week starts on 22nd August and we will celebrate with:

- 1) A Book Fair with books for sale at the kindy.
- 2) Children's dress up days on:

**Tuesday, 25<sup>th</sup> August (Group A) and Friday, 28<sup>th</sup> August (Group B)**

We encourage you to keep costumes simple and ask your child to get involved with their own ideas. Dressing up should be fun and not an expensive burden. Also, no weapons please!

- 3) A 'continual story time' on the dress up days. Families can stay and read to the children during the morning. A roster will be put up closer to the day.

See educators if you have any questions.



## Kidsoft - Parent Portal

### How to add an emergency contact

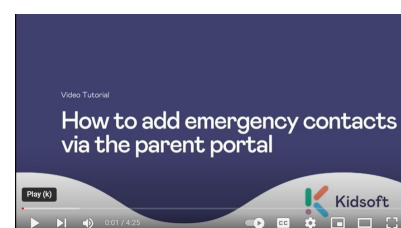
When enrolling your child, we asked you to provide contact details of emergency contacts. It is very important to make sure your emergency contacts are up-to-date.

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>





## Kindy Photo's

Group B Photo Day is on Thursday, 10th September 2026 so that our new Kindy Teacher Jessica Kirchner can be included. A new link to register will be emailed closer to the date

Group A's photos are complete and you will receive an email to log in and view all photos, Purchasing of photos is via this log in.

If you haven't received an email or have any questions, please contact North Point Cairns- 0408 741 870



## Immunisation Record

Thank you to those families who 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 old 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](mailto: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.



# 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 size<sup>1</sup> according to the law<sup>2</sup>.

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.



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

<sup>2</sup>NSW Road Rules 2008, Rule 266