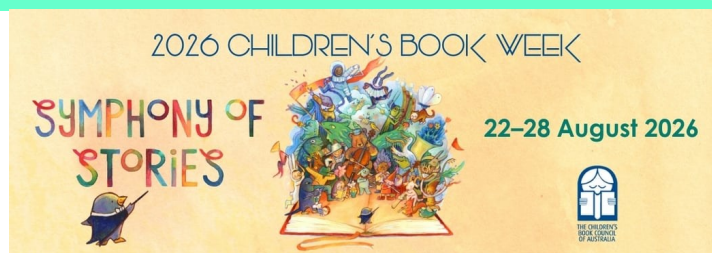


September 2026

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 \$47.10 which allowed us to purchase 2 books for our library.

Thank you to our wonderful kindy families that donated a book to the kindy from our "Wish List" - 2 books were donated!

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

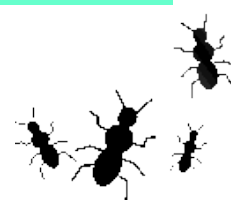
Father's Day Event

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.



Save the Date (Term 4)!

First Day of Term 4	Committee Meeting	2027 Parent Information Night	Student Free Day - Group B
Group A - 6 th Oct Group B - 8 th Oct	Monday, 12 th October at 5pm	Wednesday, 4 th Nov at 6.30pm	Friday, 13 th November
Student Free Day - Group A	2027 Child Orientation Days	End of Year Break-up	
Tuesday, 17 th November	Friday, 13 th November Tuesday, 17 th November	Group A - 7 th Dec Group B - 10 th Dec	



50th Birthday Celebrations

THANK YOU, THANK YOU, THANK YOU to all our families who helped out at the 50th birthday celebrations.

So much fun was had by all, Crazy Bron our Face Painter did not put down her brush all night, Daniel our bubble lab man was spreading cheer with bubble creations throughout the evening and Jaye our musician created music for all ages.

The Birthday Cake and beautiful cupcakes were absolutely delicious and in abundance (I'm sure there were quite a few who had more than 1 because there was plenty).

The Food was scrumptious and drinks were very refreshing - without all your help the 50th Birthday would not have been as wonderful as it was.

THANK YOU!!!



Working Bee

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

2027 Enrolments and Pupil Free Days

It is that time of the year again that we hold our parent information night and child orientation days for the 2027 families. The dates are set for:

Parent Information Night - Wednesday, 4th November (6.30pm start)

Child Orientation Days—Friday, 13th November and
Tuesday, 17th November

To allow us to meet with the 2027 families there will be
2 Pupil Free Days when your child will not attend Kindy on
this day:

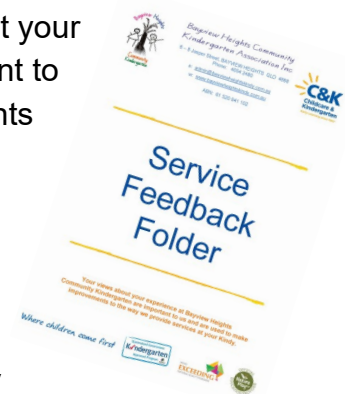
Group A: Tuesday 17th November
Group B: Friday 13th November

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 2026 Family Survey to our kindy



Take a look at the attached Nature Play Challenges for ideas to keep busy in the break.

We are also attaching Communication Milestone information. Please speak with Colleen or Jess if you have any concerns about your child's communication progress.

2026 RAFFLE

Thank you to all those families and businesses who donated to our 2026 Raffle - We raised \$3,181.00 towards our new swings which should be installed in the next month or two.

Also to those families who sold raffle tickets - we had an amazing response .

Below are our lucky winners! CONGRATULATIONS!



Bayview Heights Community
Kindergarten Association Inc
6 – 8 Jasper Street, BAYVIEW HEIGHTS QLD 4868
Phone: 4054 2480
e: admin@bayviewheightskindy.com.au
w: www.bayviewheightskindy.com.au
ABN: 61 520 941 102



Prize Winners

Raffle Drawn - Thursday 10th September 2026

- Wheel Barrow full of Goodies - Steve
- Sunlover Reef Cruises – Fitzroy Island Return Transfers for 2 Adults – Value \$218.00 – L. Konings
- Skyrail Rainforest Cableway – Return Experience for 2 Adults – Dan Freebody
- Cairns Adventure Group – Rainforest River Tubing for 1 Adult & 1 Child – Value \$214.00 - Susan
- Northern Detailer – Mini Detail Voucher – Value \$165.00 – Holly Leighton
- Climatek Cairns - 2 bedroom and 1 Loungeroom AC Split system clean - Steve
- The Futbol Academy Cairns – 1 Term of Little Ballerz – Value \$192.50 – Hugh Fletcher
- Greenhalgh Pest Services – Cockroach & Common Ant Treatment – Value \$297.00 – Sue Anne Wong
- Impact Health and Fitness for Life – 1 month Membership Michelle Sumara
- CAT - Hastings Deering pack - cooler bag, beanie, cap, thermal mug, stubby cooler and stickers - Value \$150 - Aaron
- Splash Seafood Restaurant - \$100 Voucher - Colleen
- Hopscotch - \$100 Voucher – S. Greenway
- Cairns Hardware - \$100 Voucher – Alice Reilly
- Hartley's Crocodile Adventure – Family Pass – Posie Mann
- Cairns Colonial Club Resort – 1 night in a superior room + \$50 dining credit – Dan Freebody
- Kuranda Koala Gardens and Birdworld Kuranda – "Friends in the Rainforest" 2 park package – Daniel Fletcher
- Cairns Skating Centre – Entry for 4 people – Value \$72.00 – Nanny Jo
- Cairns Skating Centre – Entry for 4 people – Value \$72.00 – Jonathan Duffy
- The Crystal Caves Atherton – Family Pass – Value \$65 - Kate
- Cruze Coffee – 1kg Coffee Bean Voucher – Value \$52.00 – Bridie Leighton
- Jackleys Bakehouse - \$50 Voucher – Shayla Healy
- Jackleys Bakehouse - \$50 Voucher – Jessica Cousins
- Limberlost Garden Centre - \$20 Voucher – Karen Martin

Where children come first



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'

Understanding and speaking

"between the flags"

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 (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.



Speech Pathology Australia

www.speechpathologyaustralia.org.au

Communication milestones

At 12 months children can usually...

- 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.

understanding

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

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

speaking



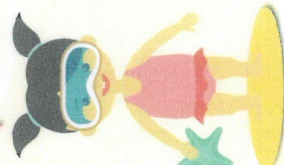
At 3 years children can usually...

- 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.

understanding

- 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.

speaking



At 18 months children can usually...

- 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.

understanding

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

- 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?').

speaking



At 4 years children can usually...

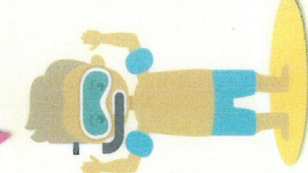
- answer most questions about daily tasks
- understand most wh-questions, including those about a story they have recently heard
- understand some numbers
- show an awareness that some words start or finish with the same sounds.

understanding

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...

- 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.

understanding

- 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'.

speaking



At 5 years children can usually...

- 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.

understanding

- 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'.

speaking

