Vale Park Preschool Newsletter
Term 3, week 1

Dear Preschool Families and Caregivers,
Welcome to term 3. We have an exciting term of learning planned and can’t wait.
Thank you to all the families who have returned their child’s Learning Folder and provided goals and feedback. We appreciate and encourage you to be involved in your child’s learning. We are still waiting for a number of folders to be returned. It would be very helpful if the Folders could be returned next week, the educators would like to finalise and implement your child’s goals and continue adding to the folders.

The construction workers were very busy during the break and managed to finish the bathrooms, change area, kitchen, windows and art area. We are very grateful to not be using portable toilets. We are very grateful to the Education Department for funding these projects and for the Preschool community for funding the art redevelopment. We feel very privileged to be working at this Preschool. The work outside is currently under way and should be completed in about four weeks time.

This term there will be a strong focus on ‘MEASUREMENT’. We measure all the time and often without realising it. We would like to encourage all families to think about how you measure at home and work and volunteer to share you skills and knowledge with the children. Your children feel excited and proud when their families become involved in their learning.

From the Director
Currently we are reviewing our Behaviour Management Policy and are seeking family input. A copy of the policy is displayed on the Parent Information Board. Please read and make any comments. If you would like a copy, please speak to an educator who will be happy to copy one for you.

**Policy Update**

At the end of each week we have a small bag of washing that requires washing. All families are put on a roster to complete this task once during their time at preschool. We understand that family life can be busy and if this roster does not suit please speak with another parent on the list and swap with them or speak to a staff member. The roster for term 3 is on the notice board and will be put in your pocket.

Thank you to:
- Idhant Razdan W1
- Anakh Mahajan W2
- Ruby Ibrahim W3
- Blake Dobrznski W4
- Mitchell Reschke W5
- Diya Desai W6
- Koby K Miller W7
- Enoch Yang W8
- Jakob Gillman W9
- Tom Laube W10

**End of Term Washing**
- Annie Lagozzino
- Ronin Niaros
- Hrihaan Patel
- Kobe Zorba

**Bunning’s BBQ**

*Can You Help us on the 23rd of August?*

We are having our Bunning’s Sausage Sizzle at the Windsor Gardens Store. Please show your support for the preschool by volunteering your time. We still require help for the 12:30-2:30 and 2:30-4:30 times. Please see the roster on the parent information board or speak to Sharron.

If you can’t help on the day you may like to come along and purchase a sausage for your lunch. We will be holding another BBQ on Sunday 8th November.

Please put this date in your diary. Money raised from this fundraiser will go towards a compost bin and STEM equipment.

**Woolworths Stickers**

Please help us to collect the Woolworth Earn and Learn Stickers. Bring in your full sheets and post them in the box provided near the children’s lockers. We have a few sticker sheets at Preschool if required.

**Christmas in July Raffle**

A big thank you to everyone who donated items for our Christmas in July Raffle. It is now time to find out who the lucky winners are. We need to account for all raffle tickets and therefore ask all families to bring back or inform an educator if tickets have been lost. We would like to draw the raffle on Monday 3rd August. There are now 12 prizes, a coffee machine and pods were recently donated.

**Parent Area**

We are currently making the Parent Area (where you sign in) more attractive and parent friendly. Did you know there is a folder of current policies, Parenting SA Easy Guides and other parenting resources. If you would like a copy of any of these materials please speak to an educator. Our learning program displayed on the whiteboard, along with other information for families such as diary dates, reminders and community information.

On the other side of the whiteboard you will find some examples of learning. If you have any suggestions please speak to an educator.
Curriculum Term 3

Literacy and Numeracy Indicators
ELYF Links: Outcome 4, Children are confident and involved learners and Outcome 5, Children are effective communicators

This term we will be focussing on the literacy indicator:
I represent my world symbolically
Many ideas are represented through symbols, and symbols are a powerful way of conveying meaning through text. Texts include things we read, view and listen to, and that we create to share meaning. This incorporates music, dance, story-telling, visual arts, media, talking, reading and writing. We will provide a variety of experiences for children to explore texts, and the conventions of text. This will include reading and creating signs and symbols which convey meaning.

This term we will be focussing on the Numeracy Indicator:
I measure and compare my world
Measurement involves understanding measurable attributes and choosing the most appropriate tool or method to measure those attributes. We will provide opportunities to promote noticing, and experiences, games and stories to further children’s understandings in pattern and measurement.

Inquiry Learning
ELYF Link: Outcome 4, Children are confident and involved learners
We will continue with our inquiry question of ‘How do we care for each other and our world?’
The aim of the inquiry question is to promote children’s understanding of how to care for each other and promote kind and caring interactions between each other, the resources/equipment and the environment. We also aim to embed sustainable practices into our everyday experiences with hopes that the children will continue to implement these practices at home.

Child Protection
ELYF Link: Outcome 1, Children have a strong sense of identity
The keeping safe: Child Protection Curriculum has been a state wide curriculum that aims to teach all children from a young age in an age appropriate way to recognise abuse and tell a trusted adult about it, understand what appropriate and inappropriate touching and understand ways of keeping them safe.
There are two main themes covered in an age appropriate manner: We all have the right to be safe and we can help ourselves by talking to people we trust.
This term we will appropriately address
Focus area 3: Recognising and reporting abuse
Focus area 4: Protective strategies
Specific information about this mandated curriculum is on the next page. If any parent would like to discuss the Child Protection Curriculum in more detail or have questions please speak to Danielle or Sharron.
Throughout the curriculum there are two themes:

**We all have a right to be safe**

**We can help ourselves to be safe by talking to the people we trust**

During term one, the curriculum focused on the topics of ‘The right to be safe (feelings, exploring the concepts of safe and unsafe, warning signs)’ and ‘Relationships (identity and relationships, fair and unfair, trust and networks)’. This term there will also be a focus on the Child Protection Curriculum and the topics that will be covered are ‘Recognising and reporting abuse (parts of the body, touching, recognising abuse, secrets)’ and ‘Protective strategies (strategies for keeping safe)’.

**Focus area 3: Recognising and reporting abuse**

Children have the right to be safe from all forms of abuse – physical, emotional, sexual and neglect.

**Topic 1: Parts of the body**

At this stage of development children are becoming purposeful and effective users of language for communication. They are playing with and experimenting with new words and demonstrating confidence in expressing ideas, thoughts and feelings, and asserting their rights. They are listening attentively, seeking information and clarifying understanding. It is important for children to learn a shared anatomical vocabulary in relation to parts of their body. At preschool we will be naming the parts of the body using correct anatomical terms and using the words, ‘private parts’ to describe the different parts of the body for boys and girls. Children will be taught that their whole body is private.

**Topic 2: Touching**

Children will be taught that they have rights regarding their body, the right not to be touched. For medical and safety reasons, they may allow an adult to touch them. Some people we can hug, others we might shake hands with or say hello to and some people we don’t touch. Children need to be taught how to recognise the difference between appropriate and inappropriate touching.

**Topic 3: Recognising abuse**

Most abuse is perpetrated by those known to the child. The children will explore safety within the context of both strangers and those known to them.

Familiar stories and scenarios relevant to four to five year olds will be discussed to elicit responses about feelings, thoughts and behaviours. There will be a focus on what a child could do.

**Topic 4: Secrets**

Children are vulnerable to abuse and neglect because it is usually perpetrated in a climate of secrecy. It is important for children to distinguish between a safe secret (surprise birthday present) and an unsafe secret (inappropriate touching). If children are unsure if a secret is safe or unsafe they should check with a trusted adult. There is no secret that cannot be told to a trusted adult.

Scenarios that may be discussed using toys or puppets include:

- A sister tells you not to tell mum about her birthday present.
- Someone takes food or a toy out of another child’s bag and tells them not to say anything to an adult.

**Focus area 4: Protective strategies**

While adults have a responsibility to protect children, children can also help to keep themselves safe. Protective strategies such as persisting with telling an adult they trust when they are not feeling safe is emphasised. Children are encouraged to be assertive and persistent and use networks. These are life skills.