



Kurralta Park Community Kindergarten

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Newsletter: Term 1 Week 1 2025

Welcome to All

A very warm welcome is extended to all families, however especially those newly enrolled, beginning their early childhood learning journey at Kurralta Park Community Kindergarten in 2025.

The first weeks of kindy are always a highlight for educators as we get to know your children as they settle into the kindy routines, make new friends, explore their environment, and try new things.

Communication between kindergarten and home is very important. Please refer to our "Smarter Communication" document attached to this email that outlines how to successfully communicate with us as well as the Friday attendance days for group A and B children— also previously emailed at the end of last year.

Don't forget to read Information on our table as you enter the kindergarten each morning. Important information is displayed on the table concerning kindergarten processes and approvals.

Staffing

I would like to welcome our talented and kind staff team for 2025.

Ms. Dareska Brus - Director/Part time teacher

Ms. Jeanette Scales – Full time teacher

Mrs. Enid Behrens – Part time teacher

Ms. Anu Jain – Full-time ECW/Bilingual support

Ms. Poonam Ranchen - Full-time ECW/Bilingual support

Ms. Rachel Hutchens – Occasional Care Co-Ordinator

Ms. Ellen Dixon – 6 x Fridays per term.

Governing Council Members for 2024

Congratulations to the following parents who have volunteered to be part of the decision-making body of our kindergarten. I am grateful and feel privileged to have three Governing Council representatives including myself so far:

Director: Dareska Brus

Committee members so far: Hannah Trobbiani and Kelsey Bissaker.

I require a minimum of 4 parent members for the Governing council and from these parents, we will appoint a Chairperson and Secretary. If you have a little time to support the kindy for two 45-minute meetings per term, please join by contacting Dareska.brus858@schools.sa.edu.au

Kurralta Park Kindergarten – Annual General Meeting

Save the date for our Annual General Meeting to be held on Thursday 20 February 2025 from 3:50pm-4:50pm. **Wobbles the Clown** will be at kindy from 4:00pm to perform a show named "The Tricky Joe Magic Show" for your children while the adults attend the meeting. Emilia Zygocki, an occupational Therapist from the DfE Regulation Support Services will also do a presentation to inform us of how to support your child's emotional resilience and regulation processes at home.

Curriculum Matters making learning visible!

The importance of being involved in your child's learning/education is one of the gifts you can provide your child. The curriculum story sheets are e-mailed by your child's teacher. These provide information about the story and the associated activities/experiences that your child will participate in.

One aspect of the curriculum that the educational staff team have been assessing is the use of the *Environment as the Third Teacher* and how calm environments promote sensory regulation, happiness, and deep learning through exploration.

The Early Years Learning Framework (EYLF) forms the foundation of early childhood education in Australia, emphasising the importance of play-based learning, intentional teaching, and creating supportive environments. According to Katz, *What Children Should Be Learning* (1987), the four categories of learning that are relevant to the education of young children include:

- Knowledge, which refers to facts, concepts, ideas, vocabulary, and stories.
- Skills, which are small units of action that occur in a relatively short period of time and are easy to observe and document. Skills might include such things as drawing, cutting, counting, entering play, and engaging in appropriate physical activities.
- Dispositions, which refer to habits of mind. The most successful people have personalities that are curious, creative, cooperative but questioning, and friendly.
- Feelings, which include competence, belonging and security.

The concept of the 'environment as the third teacher' is an important aspect considered when preparing an educational environment. This perspective views the learning environment not just as a physical space but as a creative and interactive entity that adds to a child's development and understanding of the world around them.

So, why is the environment considered the third teacher?

Fostering Curiosity and Exploration:

Children are natural explorers. By carefully crafting the learning environment, we stimulate their curiosity and encourage them to investigate, question, and discover new ideas. Natural materials and colours provide opportunities for the children and their creations to shine and be the colour.

Promoting Collaboration and Communication:

Learning spaces are designed to promote collaboration, group work, and effective communication. This aligns with the EYLF's emphasis on building social skills and developing effective communication strategies from an early age.

Reflecting Children's Voices and Choices:

The environment is a mirror of the children's interests, preferences, and cultural backgrounds, intentionally designed to be flexible and responsive to children's voices and choices, ensuring a sense of ownership over their learning spaces.

Encouraging Problem-Solving and Critical Thinking:

Thoughtfully arranged environments present challenges and opportunities for problem-solving, critical thinking, and decision-making.

Through these experiences, children develop essential cognitive skills that lay the foundation for future learning success.

Your involvement is crucial in supporting the 'environment as the third teacher.'

Here are a few ways you can contribute:

Remain Engaged: Regularly communicate with teachers about your child's interests and experiences at home. This information

can help shape the learning environment to better suit individual needs.

Create a Learning Environment at Home: Ask your child to help you make a small space into a learning experience based on one of their interests, a learning table with natural objects, a drawing table, painting area, cosy corner/tent, large boxes for your children to play in and paint, cut and stick, a potion making area or mud kitchen outdoors with old pans, spoons, and mud.

Encourage Independence: Foster a sense of independence in your child by allowing them to make choices and decisions within a safe and supportive environment. Enable your child to set up their play space and teach them how to pack up once they have finished playing.

In conclusion, by recognising the environment as the third teacher, we provide our children with a rich and stimulating educational experience. Together, as parents and educators, we can cultivate an environment that nurtures curiosity, creativity, and a love for learning in our young learners.

Names and Labels

Please ensure you label all lunch boxes (on the outside of the lunch bag/box), drink bottles, kindy bags, clothing, shoes, and socks. **Please LABEL EVERYTHING –thankyou.**

Healthy Eating/ Lunches



Please supply your child's lunch box with fresh foods rather than sweet, processed, and packaged foods. While the weather is warm to hot, please ensure your child brings an ice pack or cold fridge brick to keep food cold. Please supply a bottle of water for drinking through the day. We are a **nut free** kindergarten therefore please do not provide nuts or foods containing nuts.

Sunblock

Please apply sunblock prior to kindy/care. We will re-apply at lunch time. We have sunblock available at the kindy entrance and Our SunSmart Policy is available on our website.

Gum Boots

Please supply a pair of **named** gum boots to leave at kindy so that your child can freely play with water without having wet shoes.

Sickness: 🤒

If your child develops symptoms of any type of sickness (even mild), **they must not attend the kindergarten.**

Please help us stop the spread of all diseases and do not allow them to attend kindy while symptomatic and until they recover to full health

Preschool Quality Improvement Plan (QIP)

Our improvement goal for 2025 is to “Enhance and build children’s self-regulation by increasing their ability to persevere and communicate successfully with others across all curriculum areas” The focus will be based on supporting children’s overall wellbeing (The Strategy for Education, DfE), building positive relationships and learning to speak and communicate positively with others. Our QIP also includes National Quality Standard (NQS) priorities and is centered around caring for ourselves, other people, and the environment. The staff team will participate in learning centered around supporting the children’s emotional resilience and self-regulation capabilities. We are a community of learners, therefore please contact me if you can share your knowledge and understanding.

IMPORTANT DIARY DATES for Term 1 2025

(please put these dates in your diary)

Friday child attendance dates for Term 1 2025

Group A Kindy – Friday 7 February

Group B Kindy – Friday 14 February

Group A Kindy – Friday 28 February

Group B Kindy - Friday 7 March

Group A Kindy – Friday 21 March

Group B Kindy - Friday 28 March

Public Holiday – Monday 10 March 2025

KPCK is allocated **4 pupil Free** days by the Minister of Education. The days are listed below. There will no Kindy or Occasional Care on these days.

Please ensure that you add these dates in your diaries.

Term 1 Tuesday 25 February

Term 2 Monday 26 May

Term 3 Tuesday 12 August

Term 4 Monday 10 November

Keep smiling from the staff team at Kurralt Park Community Kindergarten