

This issue –

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Community is like a big family.

Zygmunt Bauman

1. Introduction.

This term our doors have been open to the local community with visitors to us plus the children venturing out for their visits to Kellyville Public School.

Our lives are all the richer from connecting with others and learning about our world, near and far.

School visits were enhanced by the inclusion of those of you who joined us (thank you!!) and the dedication of Robyn Ryan and the school staff in planning the events of the day. The walk to school was also valuable for learning about road safety, walking as a way to be out and about, while also experiencing the atmosphere around us.

The drought and its impact on our farmers has captured



September 2018

the interest of all the children as each group explores the impact of such a large scale natural event on, not only farmers but the community at large. Discussions have been intense, focused meaningful and proactive as the children demonstrate an ability to feel compassion and empathy for others. Your donations are to be passed on as we continue to learn more and look at connecting with a preschool in a drought affected town. Activities will continue as long as the interest and need remain. Your ideas are also been taken on board too, so again thank-you!

Learning of and about Aboriginal Culture is embedded in our practice, Auntie Jeannie's visit on August 28 and now September 20 bringing a fresh "hands on" connection to us. Her bright and embracing presence engaged us all. When chatting with her she asked about the preschool and its history which inspired her to record what was told using Aboriginal symbols in art. Story telling is one way culture is captured and past on, so here is our story in words, with Auntie Jeannie's representation shown.

There was a creek through the preschool ground long ago, so she began by drawing the creek. Then added three circles as the office, the



centre of knowledge, with two lines moving out to the kookaburra and emu rooms, the teachers along the lines with two big gathering circles at the end with children sitting around. Then, animals that used to live here were added, plus birds that now visit us. Finally the entrance path was included, so all could enter.

Our own unique story, to be kept and passed on. Now you can re-tell it with your children.

Uncle Paul also visited us to discuss creating a mural with the children, in the verandah area, plus a totem for the front entry garden to represent our unique service identity linked to the goanna symbol. Our story grows.



With Vision screening coming to us, Smart Dental plus the Nutrition Magician our connection with community has been inspiring and motivating.

Finally, our Parent Club members planned a fun and exciting day for our obstacle-a-thon. Your help on the day enabled all to run smoothly, the children excited to participate.

How blessed and fortunate we are to be able to make and grow such connections!

Bye for now &
happy holidays

Rhonda

With all this activity,
reading our signs,
notes & weekly
reminders is a must
to keep up to
date...for us too!!!

2. Events

- ❖ Our new shelving continues to arrive, with some damaged pieces needing to be returned. Disappointing but manageable. Next to be re-vamped will be the book and puzzle/craft areas.

- ❖ **Mid-Year Survey.** Thank-you for the 22 responses received so far. We appreciate and value your input, so **please consider replying** if you have not already. Many ideas for future planning come from your suggestions and expressed thoughts.

- ❖ **The "garden?"** at our front gate Hills Shire Council will be revamping our carpark during the summer, which is much needed. The "garden" will be part of this project, our plans been to include a totem, bush plants and a street library box, to be shared by all who pass.



If anyone knows about street libraries and would like to contribute, please let us know.

- ❖ Our next **Working Bee** will on Saturday October 20. Some tasks already planned-
 - ⇒ Adding mulch
 - ⇒ top soiling the lawn after it has been fertilised in the school holidays

- ⇒ staining the picnic tables and outdoor seats
- ⇒ sanding back and revarnishing the collage trolleys
- ⇒ creating a space of welcome in the garden for our Emu and Kooka statues
- ⇒ upgrading our yarning circle and adding a fire pit
- ⇒ improving garden space around our boat

We could achieve great things together on this day, so come and join us! (more information closer to the date)

As the old saying states

"Many hands make light work"

The day is always inspiring and fun, see you there!

Children are great imitators. So give them something great to imitate.

www.verybestquotes.com

3. **Supporter's Program**

Our community working with us to support your children. With enormous gratitude we thank our current supporters for contributing. Returning next year are-

- ♥ Salts of the Earth
- ♥ MRB Building
- ♥ Kellyville Optical
- ♥ Caper School of Performing Arts

- ♥ Sign and Image
- ♥ TDIT Computer Services

We have room for many more Supporters too! Details of how to join the program are available from Theresa and can be emailed to you on request.

Two of our Supporters-

Peter Dixon

Director/Certified Optical Dispenser

Kellyville Optical PTY LTD

Shop 8, Kellyville Village

90 Wrights rd, Kellyville NSW 2155

PH 02 88147450

Web: www.Kellyvilleoptical.com



It is important to consider having your child's vision and sight (two different things) tested especially before entering school. This is close to home and easy to access, so, why not visit Peter soon.



What is Salt Therapy?

"Salt Therapy is a complementary therapy that relieves the symptoms of a wide range of conditions (in adults and children) including asthma, croup, bronchiolitis, the common cold and skin conditions like eczema.

Children love our specially equipped Salt Rooms. More like playrooms, they are brimming with loads of toys, games and a TV to keep them happy and occupied while they inhale the dry salt air."

Call Robyn to book in for your consultation.

4. **Fun and inspiring moments with the children**

fun and inspiring moments with the children we wanted to share with you...

- ♥ the children's genuine interest in and empathy for the farmers and the community as a whole because of the impact of the drought. On **Monday, Tuesday, Wednesday**, the children have been aware when in the sandpit to use water sparsely due to the little rain we've had and knowing our rain tank has very little water in it. On **Wednesday**, some of the children have been representing the drought in their artwork, using a variety of tools with drought inspired paint colours to show the texture and colour of an arid landscape. Brushes with spiky bristles looked like dry tufts of grass. On **Thursday Friday**, they have come up with some solutions to help the farmers such as water trucks, planes with water or stacking up lots of water bottles and driving them out to the farmers.

Thank you everyone for supporting our farmers with your donations and feedback regarding my letter. You have inspired me to continue supporting our famers whether personally or through fundraising and to also continue educating your wonderful children about farm life and "paddock to

*plate".
from Cheryl*

- ♥ On **Monday Tuesday**, the children helped Adriana to move a lot of extra mulch that surrounded the small benches near the front of our garden. there was so much mulch, we could not use the garden benches. when looking where to put the surplus mulch, Mason suggested on the hill where the grass never grows. Wow, what a difference all the hard work has made. great help from the children who were eager to lend a hand.
- ♥ On **Wednesday Thursday Friday, the Emus** cleared out the soil in the vegetable patch pulling out weeds and overgrown mint. The soil was turned with our gardening tools and dynamic lifter was added to fertilise the soil before a good water. The following day the strawberry patch was cleared, taking all the brown leaves away and pulling out weeds. The soil was turned and fertilised. The children then moved more of the mulch from around the front garden benches and used this for mulch around the strawberry plants. there were even three baby strawberries starting to grow. the gardens are ready for planting seedlings now.
- ♥ The **Thursday Friday Kookas** have embraced signing, keen to learn new signs (the goal is to reach 100) which they are sharing with their families.

- ♥ **Monday Tuesday Wednesday Kookas** continue to extend their interest in and repertoire of signs to the alphabet and simple songs such as "3 Jellyfish" and "5 Little Apples".
- ♥ The **Emus** have been exploring sustainability across the week. A variety of recycled materials have been brought in to add to the collage box. Since term 1, yoghurt lids (recent count was 490!) have been collected to decrease plastic waste and now be used as loose parts in play. They are becoming responsible "energy savers", noticing lights and heaters left on when outside. Making paper is now capably carried out by the children and it was great to teach the Monday Tuesday Wednesday children how to make it too.
- ♥ Learning about different instruments **with Monday Tuesday Kookas** included those in an orchestra, providing the opportunity to play a saxophone as well as our interesting preschool instruments. This lead to some enthusiastic music sessions outside alongside the music of the children's own choosing... Frozen's "Let It Go" still been on high rotation!!Some children also brought their instruments from home to show.
- ♥ On **Thursday Friday the Kookas** are having fun with rhyme and nonsense words especially words which rhyme with their names.
- ♥ On **Wednesday** we are having fun singing songs with partners, using clapping patterns too for "Hello how Are You?" and "Mary Mac". In "Hello..." we substitute in greetings from around the world and when singing "Row Row Row Down the River", we now make up silly "make us laugh" rhymes for what we see and hear as we row down the river. The children very capably complete the clapping patterns while recalling the words with delight and confidence.
- ♥ **Over the week** the children are embracing the challenging gross motor activities, jumping over hurdles, jumping and leaping into hoops, throwing balls through hoops, climbing and balancing, all part of the fundamental movements skills that we are encouraging. At the same time social skills of turn-taking, risk-taking, spatial awareness and respect for others are been practiced over and over. Stories related to movement such as "the Gingerbread Man" and the "3 Billygoats Gruff" have been a fun extension.
- ♥ **During term 3, Thursday/Friday**, the girls and boys have been very responsible in tidying up and packing away the Kookaburra room and taking the initiative to ask educators when outside to pack away at the end of the

day as well. It's lovely to see them being responsible and caring for their preschool.

5. **From the Educators and Office**

1. Find attached a simple, easy to use chart, to assist with showing your children how to correctly form lower case letters. Many children are writing in all upper case/capital letters now, writing in lower case preparing them for school.

The Little Boy by Helen Buckley

Once a little boy went to school.

He was quite a little boy. And it was quite a big school. But when the little boy found that he could go to his room by walking right in from the door outside, He was happy. And the school did not seem quite so big any more.

One morning, When the little boy had been in school a while, The teacher said: "Today we are going to make a picture." "Good!" thought the little boy. He liked to make pictures. He could make all kinds: Lions and tigers, Chickens and cows, Trains and boats – And he took out his box of crayons And began to draw.

But the teacher said: "Wait! It is not time to begin!" And she waited until everyone looked ready. "Now," said the teacher, "We are going to make flowers." "Good!" thought the little boy, He liked to make flowers, And he began to make beautiful ones With his pink and orange and blue crayons. But the teacher said, "Wait! And I will show you how." And she drew a flower on the blackboard. It was red, with a green stem. "There," said the teacher. "Now you may begin."

The little boy looked at the teacher's flower. Then he looked at his own flower, He liked his flower better than the teacher's. But he did not say this, He just turned his paper over And made a flower like the teacher's. It was red, with a green stem. On another day, When the little boy had opened The door from the outside all by himself, The teacher said,

"Today we are going to make something with clay." "Good!" thought the boy. He liked clay. He could make all kinds of things with clay: Snakes and snowmen, Elephants and mice, Cars and trucks – And he began to pull and pinch His ball of clay.

But the teacher said, "Wait! And I will show you how." And she showed everyone how to make One deep dish. "There," said the teacher. "Now you may begin." The little boy looked at the teacher's dish

Then he looked at his own. He liked his dishes better than the teacher's but he did not say this, He just rolled his clay into a big ball again, and made a dish like the teacher's. It was a deep dish.

And pretty soon the little boy learned to wait And to watch, And to make things just like the teacher. And pretty soon He didn't make things of his own anymore.

Then it happened that the little boy and his family moved to another house, In another city, And the little boy Had to go to another school.

This school was even bigger than the other one, and there was no door from the outside into his room. He had to go up some big steps, and walk down a long hall to get to his room.

And the very first day He was there, the teacher said, "Today we are going to make a picture." "Good!" thought the little boy, And he waited for the teacher To tell him what to do But the teacher didn't say anything. She just walked around the room.

When she came to the little boy, She said, "Don't you want to make a picture?" "Yes," said the little boy. "What are we going to make?" "I don't know until you make it," said the teacher. "How shall I make it?" asked the little boy. "Why, any way you like," said the teacher. "And any colour?" asked the little boy. "Any colour," said the teacher, "If everyone made the same picture, And used the same colours, How would I know who made what, "And which was which?" "I don't know," said the little boy. And he began to draw a flower. It was red, with a green stem.

2. School holidays commence, Friday 28 September with term 4 commencing Monday October15.

Enjoy the break!!