



Government  
of South Australia

Department for Education

# Win Newby



## Kindergarten

### Newsletter Week 6 Term 1 2021

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Newsletter:  
Monday 7th  
March 2022

#### Covid-19 and keeping everyone safe

This is just a friendly reminder that in order to keep everyone safe at kindy, we need to ensure that if your child is displaying any of the symptoms below, to please keep them home. We have had cases in Whyalla increase over the past two weeks therefore we need to be extra vigilant. The SA Health directives states that if displaying symptoms, you must seek testing. If you require any further information, please speak with our educators.



#### Make Up Days

Last Friday, Group 1's (Monday and Tuesday children) had their make up day. This Friday 11th March our Group 2 children (Wednesday and Thursday) will have their make up day from 8:30-1:30. Please remember this is not a full day, therefore children are only required to bring a morning snack and lunch. We will be making Funny Food Faces with fruits and vegetables to support our discussions around noticing and understanding feelings. If your child can not attend our make up day, please let an educator know, so that we can remove you from the list.



#### Student Support Services (SSS Team)

Did you know that when your child attends a Department for Education preschool and school, they can access the Student Support Service Team (SSS Team) if they have underlying developmental delays or additional needs that need supporting whilst at preschool. At Win Newby we quite regularly have a Speech Pathologist support children with speech and language and communication needs with a program to help reach particular goals. Our support workers Michelle, Jodie and Jo provide 1:1 and group support to these children who have a program provided. Our site Speech Pathologist is Kate O'Daniel, and she has asked educators to provide information to all Win Newby families about your child's speech and language development to enable them to prioritise their case load. This survey asks you how well a stranger can understand your child. Could you please complete this form (which is attached to this newsletter) and then return it to educators as soon as possible. Some of our educators will be approaching families to discuss children's speech and language development, so that we can get the process going for support at home and whilst at kindy. If you would like any further information about this, please speak to one of our educators, who will be more than happy to discuss this process with you.

#### Getting to know your child

Once again, thank you to those families who have completed these surveys and returned them to our educators. This information will help form your child's Individual Learning Plan which you will receive at the end of this term. Your child's focus teacher will put these together.

#### Diary Dates

- ◆ **Group 2 Make up day—**  
**Friday 11th March**  
from 8:30am-1:30pm
- ◆ **Adelaide Cup Day Public Holiday—**  
**Monday 14th March**  
(kindy is closed)
- ◆ **Annual General Meeting—**  
**Rescheduled Date—**  
**Thursday 17th March**  
at 7:30pm—  
Via Zoom.  
Please see Candice if you'd like to be a part of the meeting.

## Welcome to Win Newby Huggtopus!

Last week we introduced Huggtopus to our learners. Huggtopus (or Huggs as we like to call her) is a strong and affectionate Kimochi character, but sometimes she gets a little carried away with her big, friendly



Huggtopus

personality. She might hug too tightly or play too roughly, which upsets her friends. This is confusing and frustrating for Huggs because she doesn't know why her friends say "Don't bother me." She experiences the feelings of silly, frustrated, excited and proud. With Huggs, it allows children to learn to read the social cues of others such as facial expressions, body language and sounds from peers. Huggs also allows us to celebrate our differences. Children who have a temperament like Huggs can have a hard time waiting to talk to an adult. Last week we spoke about children having to be patient and waiting, by giving them the 'not now' signal. Especially if educators and other peers are already involved in a conversation with others.



Bug

This week our children will be introduced to Bug. Now Bug is a thoughtful and very careful character. Bug is very smart and just loves to talk. But, Bug is afraid of change and because he is a caterpillar, this is hard for him. Although Bug is afraid, he secretly dreams of flying, but it is hard for him to try new things. Children who have a temperament like Bug benefit from learning how to be brave, in order to manage shy and scared feelings and to try new things. It's important for children to realise that being brave means you might feel afraid, shy or unsure, but you can still get yourself to say something and do something that is right or try something new. This is a great way for children to learn positive self talk to help manage big emotions like being left out, shy, brave and scared and developing confidence and resilience.

## Win Newby Quality Improvement Plan—Social and Emotional Development Focus

Our focus for our Quality Improvement Plan this year is children's social and emotional development. Our aim is for them to show progress in this by experiencing feelings of happiness, satisfaction and successful social functioning. Kimochi's are a key strategy we are using in order for children to develop more of an understanding of the various feelings that they encounter on a day to day basis. It is also about providing them with strategies on how to manage and deal with feelings and behaviours. For example, its okay to make a mistake, as this is part of learning. How do children recover from this? What strategies can educators support them with to be able to do this successfully? We are looking forward to sharing this learning with our children as well as families.

## Curriculum Information

It has been wonderful to spend the past five weeks getting to know your child, building secure and trusting relationships and getting to know what motivates and interests them in their play and learning. Our Kimochi's have certainly allowed conversations between children and educators about our feelings and how we can manage these in a positive way for everybody around us. Some very busy spaces at kindy have been the outdoors, in the sandpit kitchen and mud pit, our water play and dramatic play spaces. We have begun puppet shows using different characters and exploring story telling to expand on language and vocabulary. We are looking forward to seeing where this can take us. We have used the sandpit as a place to organise parties and we have been curious with our discoveries out in the environment—especially with bugs and insects and exploring our very own Spiny Leaf Insects.



