



# NEWSLETTER

AUGUST 2016

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## PRESIDENTS REPORT

This month I want to acknowledge all the hard work our committee members put into Diamond Hills Preschool to make it the fantastic kinder it is. It takes every volunteer committee member to keep this kinder running along with our brilliant teachers.

Of recent, Dan Wood (4yr Penguin dad) and Rianna Chapman (4 yr Platypus mum) have contributed a ridiculous amount of time to develop and produce drawings for the preschools 'masterplan' and the writing for a major grant. Without these two people the preschool would not be in the position to plan for an exciting future.

Please have a look on the notice board for the plans of the preschool. Any comments or suggestions are welcome. Feel free to email comments to myself.

This month we say 'see you later' to Brenda. On behalf of the Diamond Hills community we wish Brenda and her family all the best with their new little bub soon to arrive. Meanwhile we would like to welcome Kathryn who will be Brenda's replacement. We hope you enjoy your time with us Kathryn.

**Carly Broadbent** - President

30  
YE/  
19

ANNIVERSARY  
TEA TOWLES  
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AGM  
Annual General Meeting

TUESDAY 29TH  
NOVEMBER



KINDER CLOSED  
Friday 26th August



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What a busy month of learning it's been. As the year is progressing the children are growing and changing almost before our eyes. Their skills are developing and emerging in all areas.

As an educator it is wonderful to be a part of this journey. There have been quite a number of highlights over the past few weeks of which I would like to share with you .

The children have really enjoyed and been involved in using their senses through shaving cream, ice block painting and bubble blowing.

The children had a wonderful time using the ice blocks to create, as we explored the scientific aspect of this experience. We were able to discuss liquids, solids, freeze, melt & colour. The children were also introduced to new words as we deliberated over what was happening. The children's problem solving skills were provoked as the staff posed many questions in regard to what they were experiencing. Children are naturally curious and so allowing them the opportunity to ask question's is a vital part of their learning. The children also experienced incidental science when the children discovered 13 hen's eggs hiding outside in the garden.



There was great excitement as they carried them inside. We then went on to involve the children in a scientific process to discover whether the eggs were fresh or not. Putting the eggs one at a time in a jug of water to discover whether they would float or sink did this. If the eggs floated they were okay and if they sank they weren't.

When children learn by doing and experimenting they retain what they learn in a uniquely accessible way. Scientific exploration promotes the development of problem solving skills, recognition of cause and effect, and organising and classifying. These explorations lay the foundation for future understanding of more complex science concepts. The ability to solve everyday problems through trial and error is essential for science and self-confidence.

Bubble blowing was also provided to encourage the development of fine motor skills, listening and following directions. The children were required to 'blow' through a straw into coloured liquid in which dishwashing detergent had been added. They were fascinated as they witnessed what came next.

Using the processes of play, reflection and investigation to problem solve, manipulate objects and experiment with cause and effect, trial and error and motion and to persist even when they find a task difficult shows that



learning is taking place (as stated in the VEYLDF)

Ephemeral Art was also revisited, when a mirror was placed onto the table and the children painted together as a small group onto this. They produced some amazing results.

Just recently the children have shown an interest in learning more about their bodies. Some were very keen to have the outline of their body drawn around so that they could cut it out and paint it. They were offered to do outlines of other body parts but all chose their whole body. As part of this exercise all of the children had their 'silhouette' (shadow) done.

This interest began after the children were involved in a "Shoe Shop" which had been set up as part of their dramatic play. They loved discovering how to measure using measuring tapes and discussing sizes, whether the shoes were too big, too small or just right. This discussion was then able to be re-visited when it came to drawing their body outline.

The children's cutting skills were also extended and developed as they cut around the outline of their body. This took a lot of persistence and concentration. A skeleton was set up at this time so that the

children could see what their bodies look like under their skin. Fact books were also displayed with the skeleton so that they could investigate further. Body awareness comes from our proprioceptive sense that informs the brain about our position and movement in space. Receptors are in our muscles and joints and activate with pressure and movement. When body awareness has developed, we automatically know where our body is in space and where our limbs are placed. For young children, this skill is less automatic and develops gradually over time.

As part of this area of learning we have also introduced Yoga once a week and have begun doing exercises to help us focus on our breathing and relaxation.

To enhance our language and participation development 'TV superhero figures' were added to our imaginative play area. This had wonderful results in that children who would not necessarily participate in this area did so



and lots of great play developed. It was wonderful to see that the acceptance of these figures gave the children a justifiable reason for using them in their play.

The children have also been showing a real interest in writing so as part of this the shoe shop has now been transformed into an 'office'.

We are always looking for ways to enhance the children's interest in sustainability, so with this in mind we decided to discover more about our





solar panels and how they work. To begin we discussed the sun and the vital role it plays in many things including providing solar energy. We also purchased a couple of solar powered 'toys' which provided aids for showing the children how solar panels work. This stimulated the children's interest and once we began the discussion it was interesting to discover how many of the children had some knowledge of solar energy. To extend this learning a 'solar powered house' was purchased. This of course had to be put together which created another great learning opportunity for the children in waiting, sharing, following instructions and patience. (Kyla was amazing in supervising this project) The children were very excited with the end result.

The solar powered toys have continued to provide interest to the children as they observe them everyday and comment on how fast they are moving. This has also provided great opportunity for problem solving, predicting, language and communication.

To support our discussion in solar power and energy it just so happened that an electrician called into kinder to install a new floodlight. This proved of great interest to the children as they eagerly watched and asked questions.

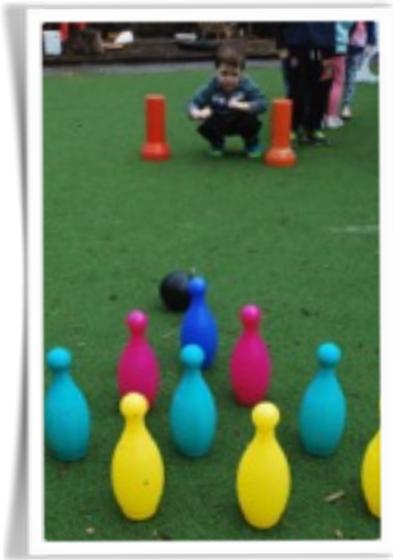
It's amazing how many learning opportunities present themselves incidentally.

Formal learning doesn't just take place inside, a game of ten-pin bowling provided the ideal opportunity to discuss and learn about patterns, shapes and colour. The children were encouraged to place the 'pins' in a certain pattern by using the colours as a guide. After the children had their turn they were then responsible for setting it up for the next person. This experience also provided the children with practice in their eye/hand co-ordination, waiting, sharing and taking turns.

## **It's amazing how many learning opportunities present themselves incidentally.**

The EYLDF states that learning is occurring when children - engage with and co-construct learning, develop an ability to mirror, repeat and practise the actions of others, either immediately or later, make connections between experiences, concepts and processes, use the processes of play, reflection and investigation to problem-solve apply generalisations from one situation to another, try out strategies that were effective to solve problems in one situation in a new context and transfer knowledge from one setting to another.





Children never cease to amaze us!!

Last Thursday 11th August we had an incursion titled “Dinosaur Diggers”. The children were very receptive to this informative session. There were lots of fact-

finding, hands on discovery. It will be interesting to see how much the children recall when they next attend.

Keeping up our great connections with our local primary schools helps with the children’s transitioning to school, so on Friday 5th August we visited our gorgeous preps at St Thomas’. As always we love catching up with them and to see how much they have grown and settled into school.

The staff are always keen to extend their own learning and so when we can we attend personal development sessions. On Friday 12th August Bron, Kim and myself attended a PD titled “Music in Early Childhood” This was a workshop, which gave us many ideas and practical tools for using music in our program. The presentation was informal and collaborative, included discussing ideas, brainstorming solutions to problems and active participation in music-making together. We discussed how music therapy principles and techniques can be adapted and applied to support children experiencing anxiety, behavioural issues and other common issues. Music is equitable for all children and can be adapted for all abilities, languages and cultures. Using music helps children to develop an appreciation for the arts, as well as self-expression and creativity.

This brings us to the next point that is reminding our families that all of the staff are attending an all day conference on Friday 26th August.

**UPCOMING DATES FOR THE DIARY:**

Thursday 1st September - Dad’s or Special person night – 6.00pm – 7.30pm

An invitation will be sent out soon.

Monday 5th September - In-Rhythm Drumming Incursion – during normal session time.

Thursday 15th September - Responsible Pet Ownership – concentrating on how to behave around and near dogs. – during normal session time.

**Kyla, Nicole & Annmaree**



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Dear families,

The staff will be attending the annual DEKTA conference on **Friday 26<sup>th</sup> August**, so the centre will be **CLOSED** for the day. Part of our role, agreement requirements and profession as teachers is to

continually update and extend our knowledge each year. So far this year, staff have been involved in professional development courses covering autism, language and literacy, first aid, musical therapy and mindfulness.

It was really nice to return to the Penguin's smiling faces and hugs after long service leave. It sounds like they had a fantastic time with Louise, Kyla, Bronwen and Brenda - with focus learning areas of gingerbread men cooking, cutting and drama, snowflakes cutting and some fantastic new songs and stories. Kim has enjoyed sharing her holiday experiences about volcanoes with the children after seeing some amazing things on the Hawaiian islands during her trip. Thank you to Ethan for sharing his volcano experiment with us. The children have been using words such as explosion, erupting, steam, gases, earth's crust and larva tubes in their discussions and we have been researching video images of erupting volcanoes on the iPad.



During this 3<sup>rd</sup> term, we are noting that the Penguins are extending/deepening their play in established friendship groups and some children have notably gained in social confidence and are playing with a broader peer group. Preferred learning areas and ways of learning (learning dispositions) for each child are more evident and they are open to new challenges and sharing more of their own ideas. Their awareness of group games – fair play, turn taking, resilience if it doesn't turn out as they wished, has increased.

Literacy and language have been our main area of focus in recent weeks. The Penguin children love to write letters, create pictures and post in the letterbox. To extend this experimentation with text and symbolism, we have been writing letters to chosen family members and friends, adding stamps and 'please write back' notes. We will be walking down to the post box on civic drive to post them. Obviously letter writing in this format is slightly obsolete; but a valuable learning focus and it has been great to discuss with the children the differences between how their letters reach people in both forms – electronically and through the mail. *(show increasing knowledge, understanding and skill in conveying meaning, begin to be aware of the relationships between oral, written and visual representations)*





Sebastian began making tadpoles at the making table this week and was sharing his knowledge about how tadpoles turn into frogs with the other children at the table. We decided to look up some pictures and terminology on the internet and extended this learning opportunity to hands on exploration with a frog pond filled with the stages of the frog's lifecycle. We investigated words like metamorphosis, lifecycle, tadpole, tadpole with legs, froglets and frogs. *(initiate and contribute to play experiences emerging from their own ideas and participate in a variety of rich and meaningful inquiry-based experiences)*

We have introduced the use of technology in recent weeks as an addition to our communication focus. The children use a name list and egg timer to ensure fair usage of the computer. This experience is developing their *awareness of technology, co-ordination to utilise the mouse, processes required to fulfil the program's content and an awareness of the relationships between text and meaning.*

The Olympic games has also led to lots of great discussion and recording of different sports that the children have become aware of, medals, different countries and flags. We have been making an ongoing list of the sports the children have seen on the television coverage of the games and "sword – fighting" was one of the favourites! (fencing) This interest has provided a great opportunity for mathematical terms 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> and the corresponding medals. We

have been keeping a table of the medal tally to engage with numerals and symbols and to record our discussions.

**We have introduced the use of technology in recent weeks as an addition to our communication focus.**

We have also been extending the children's investigation of numeracy through the introduction of a 'scoreboard' during their football games. We have been using the shade cloth structure as goal posts. Lots of great discussion about goals, points and the value of each. Our score keepers have been recording the numbers and the progressive score. This is a great example of child – initiated learning.

Vegetable garden news: the children have been digging in the veggie garden to search for potatoes. Such excitement – like buried treasure! The children were able to taste their kinder grown potatoes.

### **Fathers Day**

The children are busy creating surprises for their Dad's and we will be having a Father's night on **Tuesday 30<sup>th</sup> August at 6.00pm – 7.30pm.** We hope the dad's can come along and have a play with their child and receive their gift.

Please note: we will be having a grandparents or special friends week early next term.



**Farwell to Brenda**

We are so excited for Brenda and her family about the baby who is due in early October. Brenda will be taking Maternity Leave and her last day will be Thursday 25<sup>th</sup> August. She has promised to bring the baby in to show us later in the year, and we can't wait! We would like to take this opportunity to thank Brenda for her dedication to the Penguin group this year – we have loved getting to know her and welcoming her to the Diamond Hills teaching team. Good luck Brenda – we will miss you.

**New co- educator**

We would like to welcome Kathryn Gibbins to our teaching team. She will be replacing Brenda in the 3 year old groups and the Penguin group. Kathryn is really looking forward to working at Diamond Hills and getting to know the children and their families. Please make her feel welcome.

**Dates for Diary:**

**26<sup>th</sup> August: Teacher' conference. NO KINDER**

**30<sup>th</sup> August: Fathers night 6 - 7.30pm**

**2<sup>nd</sup> September: In Rhythm incursion**

**15<sup>th</sup> September: Pet responsibility incursion**

**16<sup>th</sup> September: End of term**

**4<sup>th</sup> October: Penguin group term 4 begins.**

Thank you for your help and interest in our program. Please remember to put your name down on the roster. We really appreciate your presence – for you and your child and so that another adult is involved in scaffolding the learning of our Penguin children and helping us to maintain the cleanliness and safety of the preschool environment.

Until next time,

**Kim, Kyla, Brenda Bronwen**



# TRIVIA NIGHT



**CONGRATULATIONS & THANK YOU  
TO ALL INVOLVED!**

## **UPDATE YOUR DETAILS**

We require updates of your immunisation records and emergency contact details. Please see your teacher with any updates you may have.

## **CHECK IN WITH YOUR TEACHER**

Remember anytime you have any questions/queries about your child or the program no matter how small please don't hesitate to ask. We don't have formal do parent/teacher/child interviews, however you are welcome to contact us at anytime.



Tania is currently on placement for her ongoing studies. We will hear about what the Possums and Wombats have been up to in the September Newsletter.



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## 2016 TEACHERS

Annmaree Watkins (4yo Platypus) Kim Walker (4yo Penguin)  
Tania Mantovani (3yo Possum & Wombat Groups)

## CO-EDUCATORS & ASSISTANTS

Bronwen Gear (4yo Penguin Group) Kyla Ridgeway (4yo Platypus Group) Nicole De Cata (3yo Possum & Wombat Groups), Kathryn Gibbins (Penguin, Possum & Wombat)

## 2016 COMMITTEE

Administration Officer: Kerrie Haynes  
President: Carly Broadbent (Platypus)  
Vice President: Melissa Kayrooz (Platypus)  
Secretary: Karina Papadakis (Platypus)  
Assistant Secretary: Michael O'Keeffe (Penguin)  
Treasurer: Cassy Coffey (Platypus)  
Fees Officer: Cassy Coffey (Platypus)  
Enrolment Officer 4 Year olds: Chantelle Alvaro (Platypus)  
Enrolment Officer 3 Year olds: Faye Di Fabio (Possum)  
Fundraising Co-Ordinator: Lisa Henry (Platypus)  
Events Co-Ordinator: Melanie Mackertich (Possum)  
Maintenance Officer: Bob Jovanovski (Platypus)  
Staff Liaison: Bev Ashley (Penguin)

## *Sub-Committee Members*

Purchasing Officer: Jane Robinson (Penguin)  
Duty Roster: Regan Sailah (Possum)  
Fundraising Sub Committee: Katrina Naish (Wombat),  
Natalie Gouldthorpe (Platypus) & Stacey Howard (Platypus)  
Events Sub Committee: Laura Wade (Possum),  
Rebecca Zappia (Wombat) & Liz Georgiou (Penguin)  
Environmental Officer: Katherine Gibbins (Platypus)

Centre contact Information:

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(photo's, stories or things you would like to share with the kinder community.)