



## ON *this* MONTH

AT HIGHLAND GROVE

Guest Speaker-Rebecca Thompson ---- Sept 18<sup>th</sup>  
Photo Week -----Mon 17<sup>th</sup> – Fri 21<sup>st</sup>  
Tuesday's Incursion – 'Zoomobile' -----Tue. 11<sup>th</sup>  
Karen returns from holidays-----Mon 17<sup>th</sup>

### AROUND THE COUNTRY

Wattle Day ----- 1<sup>st</sup>  
Father's Day ----- 2<sup>nd</sup>  
Sea Week -----1-9<sup>th</sup>  
National Child Protection Week ----- 2- 8<sup>th</sup>  
National Flag Day ----- 3<sup>rd</sup>  
Indigenous Literacy Day ----- 5<sup>th</sup>  
International Literacy Day ----- 8<sup>th</sup>  
Sustainable House Day ----- 16<sup>th</sup>  
Talk Like A Pirate Day ----- 19<sup>th</sup>  
World Maritime Day ----- 27<sup>th</sup>  
Save The Koala Day ----- 28<sup>th</sup>  
World Rivers Day ----- 30<sup>th</sup>

## SPECIAL GUEST SPEAKER- REBECCA THOMPSON

### 'BUILDING RESILIENCE IN PRESCHOOL AND BEYOND'

Tuesday 18<sup>th</sup> Sept. 7- 8.30pm

Life can be full of change, stressful events and of course joyous times. As parents we strive to support our children through these times with strength and confidence in order to see them thrive. We know this is not always an easy task. Rebecca has been working as a teacher with children aged from birth - 12 years for around 20 years and has two boys of her own (2yrs and 5 yrs). In this talk, Rebecca will offer insight in to the typical development of children in the preschool years, identify practical strategies to support children's social and emotional skills and share some thoughts about how to be mindful as each new wave of decision making presents.





FATHER'S DAY – 2<sup>ND</sup>

Father's Day is celebrated worldwide to recognise the contribution that fathers and father figures make to the lives of their children. This day celebrates fatherhood and male parenting. How are you going to celebrate this year? Check out the recipe below and cook Dad a special breakfast.

NATIONAL CHILD PROTECTION WEEK – 2 - 8<sup>TH</sup>

Kicking off on Fathers' Day, National Child Protection Week is a wonderful opportunity for everyone in the community to think about how we can work together to keep all children safe.

Child abuse and neglect is one of Australia's most significant social problems. Last year over 35,000 Australian children were proven to have been abused or neglected. Child abuse is rarely a one off incident and is always harmful. [napcan.org.au/about/](http://napcan.org.au/about/)

Kids in the kitchen



Very Best Blueberry Scones

PREP 10 min/40 Rest | COOK 15 min | MAKES 12

INGREDIENTS

- 3¼ cups + 2 tablespoons (420 grams) plain flour
- ½ cup + 2 tablespoons (130 grams) caster sugar, plus sprinkling
- ¼ cup (55 grams) brown sugar
- 1 tablespoon baking powder
- 1 teaspoon baking soda
- 1 teaspoon salt
- 1 cup (230 grams) cold unsalted butter, cut into 1 cm cubes
- ¾ cup (180 ml) buttermilk
- Zest of 1 lemon
- 1½ cups fresh blueberries
- Egg wash - 2 egg yolks and 2 tablespoons cream whisked together

METHOD:

Place flour, caster sugar, brown sugar, baking powder, baking soda, salt and butter into a food processor and pulse 3-4 times, or until just combined. You should still see pea-sized pieces of butter strewn throughout the flour. Add the buttermilk and lemon zest and pulse 2-3 times or until just mixed. Turn onto a lightly floured work surface, add the blueberries and use the heel of your palm to quickly flatten the dough, gather the dough back together and repeat 3-4 times. Don't overwork the dough, it should still be quite crumbly. Flatten the dough into a 2 cm high x 40 cm (approx.) long rectangle. Cut dough into 12 triangles. Place scones onto a tray and pop into the fridge for 30-40 mins. Preheat oven to 180 C. Remove scones from fridge, brush with a little egg wash and sprinkle over a little caster sugar. Bake for 15-20 minutes or until golden and cooked through. Test scones are cooked by pressing lightly on the centre, if the scones bounce back they're done. Serve warm. Enjoy x *Remember to always supervise kids in the kitchen.*



A NEW ARRIVAL!

Our teacher Sarah and her husband Daniel have welcomed new baby Gerry, a little brother for Luca and Valli.

We send the entire family much love and best wishes at this very exciting time.

TARONGA PARK ZOO - 'ZOOMOBILE'

Here at HGP on TUESDAY 11<sup>th</sup> September

This is our annual incursion for the Tuesday children this year. The show will begin at 11am for the 'Starlighters' and 11.30am for the 'Moonbeamers'. The cost of \$10.00 will be included on accounts upon Karen's return.



# FOCUS ARTICLE: Responsible decision making for young children



Like adults, children make a range of decisions every day! Young children regularly choose how they will behave, which toys or games they would like to play with, which books they would like to have read to them, or which television shows they would like to watch. As they get older, children make bigger decisions that often involve their family, their friends and their schoolwork. The kinds of decisions children make affect their mental health and wellbeing, their relationships and their success. Learning to make good decisions helps children become more independent and responsible.

## How children's decision-making skills develop

Children learn good decision-making skills gradually and are strongly influenced by the expectations and values they learn from those around them. This occurs through observing others (particularly their parents and carers), hearing about and discussing values, and having opportunities to make decisions and experience the consequences.

The key skills children need to develop for decision making are:

- Identifying when a decision needs to be made
- Thinking of possible options
- Evaluating the options, and choosing strategies for making the decision and reviewing how it works.

Learning to consider the situation carefully and weigh up the options before coming to a decision helps children make better decisions. It also helps them to understand and take into account others' views when making decisions that affect them.

## Here's five ways to help develop children develop good decision-making skills

**1. Allow children to practise making choices:** Giving children opportunities to make choices helps to build their sense of responsibility, as well as their decision-making skills. It is important that the choice really is theirs, so provide options that you will be happy with no matter which they choose. Showing interest in their choice helps to reinforce that you see their decisions as important.

**2. Talk about everyday decisions:** Involve children in your own decision-making. For example, you might say, "I'm trying to decide whether to take up a sport to get fit or go to a dance class. Which do you think I should do?" Talk through the advantages and disadvantages of each suggestion so your child can learn how to thoughtfully evaluate different options.

**3. Support children to use decision-making steps:** As children develop their skills for thinking through decisions, teach them these steps of decision-making and show them how to use them effectively:

- Identify the decision to be made
- Think of options
- Evaluate the options and choose the best one
- Put your choice into action and check how it works.

**4. Ask questions that promote thoughtful decisions:** Asking open-ended questions that prompt children to think through their reasons for choosing a particular option helps them learn how to evaluate options and think through consequences. Some good questions include, "What do you like about that?", "What makes this the best option?", "How would this work?"

**5. As children get older encourage children to set achievable goals:** Setting their own goals to work towards encourages children to plan and think ahead. It helps them understand the link between making decisions and acting. It is important that the goals set are achievable and motivating for the child. In addition, the steps needed to reach goals need to be definite, clear and small enough for the child to manage. Providing praise and acknowledgment for small steps of progress supports children to meet their goals.

To discover valuable links, go to the source below. Source: Kids Matter (2018, August 19). Five tips to help children develop decision-making skills. Retrieved from <https://www.kidsmatter.edu.au/families/enewsletter/five-tips-help-children-develop-decision-making-skills>

## SAY AND SPRAY

You will need: Chalk, a safe concreted space and water in a plastic spray bottle.

This simple activity can be tailored easily to your child learning level. You may choose to write lower case letters, upper case letters, simple sight words, family words etc. Choose one concept to focus on and write them on your concrete space.

Now your child needs to say the letter or word they see and then erase it with their spray bottle. This learning activity is quick to set up and is perfect for the warmer weather.



Source & Image: A Dab of Glue Will Do (2018, August 17). Say and Spray Retrieved from [adabofgluewilldo.com](http://adabofgluewilldo.com)



# HEALTH & SAFETY: How to choose the best apps for your kids



Today’s parents are savvier with mobile technology than those a generation ago, but even so-called “digital native” parents struggle to keep up with thousands of new apps aimed at kids. How do you know if an app is appropriate for children, or even educational?

“The rule of thumb for all technology is that it’s not the technology per se that is problematic,” Dr Wartella said. “It’s what the content is and how the child uses it.” After all, few parents would worry about a child obsessed with books — unless they’re pulling Stephen King’s “It” or a steamy romance off-the-shelf.

Educators picking out apps for the classroom often look for five key pillars of a good educational app. Briefly, a good educational app actively engages the child; doesn’t have distractions that interrupt the learning experience (that includes ads); bridges new learning to existing knowledge; has clearly defined, measurable learning objectives that build on existing skills; and includes social interactivity or feedback. Few parents have the time to assess every app their child wants to download on these criteria, but they can follow some general guidelines.

Who made the app? As always, consider the source.

Trust the experts: Common Sense Media is one of parents’ best resources for investigating apps. It is a third party who assesses apps on some set criteria, it also allows you to read other parents reviews.

Does the app have advertising or in-app purchases? Some free apps really are no-strings-attached, such as those from PBS. More often, the money to develop and maintain a free app comes from advertising or in-app purchases.

Does the app protect your child’s privacy? Some apps may ask a child’s name or age to personalize it or ensure the user is old enough, but parents should be wary of apps asking for too much information.

Does the app seem right for your child? No one knows your child better than you, so trust your gut. “It comes down to watching your child play and seeing if it’s meeting their needs,” including having fun, Dr Piotrowski said. “Sometimes we unintentionally think that if it is enjoyable, they’re not learning, but the more they enjoy it, the more they engage with it, the more sustained play we have and the greater chance we have for learning,” she said.

Does the app do something only an app can do? Kids don’t need an app with flashcards or work sheets. Good apps should bring to life an experience that’s impossible to create off screen.

Balance, Balance, Balance: everything in moderation. How much time on mobile devices is too much? The American Academy of Paediatrics offers a personalized family media use planning tool at [Healthychildren.org](https://www.healthychildren.org), The principle is pretty simple: “Media use needs to fit in around all the other things that are important for childhood wellness,” he said, including eating, sleeping, physical activity, homework, reading and social interactions.

You can’t beat ‘em, so join ‘em: Some early evidence suggests two people using a tablet together might offer more benefits than solo use, Dr Wartella said, but not much research exists on co-use yet. Still, using it together means parents can ensure they are comfortable with the app, and they can discuss it with their child as they might discuss a book.

“A parent can really be a bridge to transfer any learning an app has to the real world, so it’s not isolated to a screen when that tablet cover is closed,” Ms Elgersma said. “Co-use and co-play — that is one of the most powerful ways that apps can be educational.”

Source: New York Times (2018, August 20). How to choose the best apps for your kids. Retrieved from <https://www.nytimes.com/2017/12/05/smarter-living/educational-apps-kids.html>

**Did you know?**  
**SCREEN TIME**

It is recommended that children aged 2-5 years spend **no more than 1 hour** per day in front of a television or using other screen-based devices.

NSW Health 

**Did you know?**  
**SCREEN TIME**

The use of technology immediately before bed can distract and delay bedtime. The bright light from screens can make us more alert and less sleepy.

NSW Health 

## Christmas Shopping Catalogues

Each year Highland Grove provides our families with catalogues filled with tempting educational toys and resources to purchase. These catalogues are provided next to our ‘sign-on’ sheets. Please return your order to the office by the end of October to allow delivery time prior to Christmas.

The centre benefits by 20% of money spent on the catalogues to be used by HGP for resources for our centre (very handy to add to our lovely new playground). Happy Shopping!



## WHAT A MESS, but...



### Childcare Service Providers roll up their sleeves;

It goes without saying that implementing the new Child Care Subsidy has been a massive challenge all round but, in their usual fashion the childcare service community get on with it...

The roll-out of the Federal Government's new childcare subsidy has been described as time-consuming, frustrating and a "disgusting mess" in a survey of childcare centre operators carried out by the industry's peak body.

Almost seven weeks since the introduction of the CCS, which replaced the Child Care Benefit and Child Care Rebate scheme, the Australian Childcare Alliance has surveyed more than 500 centres.

It found 32.5 per cent of centre operators believed the transition went "terribly", and 34 per cent "not so well". Almost 28 per cent said it went "well" and almost 6 per cent said it went "really well".

The changes required childcare providers to install new equipment and software and the survey found third-party software provider issues were a common theme.

ACA president Paul Mondo said services using software providers that were not adequately prepared for the new system experienced a "raft of frustrating problems, from not being able to determine the level of subsidy their families would receive to not being able to invoice families correctly and ultimately struggling to determine the ongoing viability of the service". (Source: The West Australian)

[Click here to read the whole article](#)

## H.G.P PHOTO WEEK 17<sup>th</sup> - 21st September

Our photographers are once again 'Sandpit Photos' this year. (These photos are not prepaid).

Your child's photograph will be taken on their first day of attendance, unless notified in a separate letter.

The cost of a package is \$49 and a flyer will be in pockets shortly with a full description of the pack. (The Group Photo in the pack is the one from the day your child's portrait was taken).

Please have your child at preschool by 9.30am on your child's photo day.

Sibling Photos are available. Please book a date and time at the office.

Paints and messy play are not part of the program during Photo Week. (We have lots of other ideas).



ACTIVE PLAY ACTIVITIES:  
**DRIBBLE KICK**

Short simple activities to get some active minutes in the day.

**EQUIPMENT:** cones, markers, tunnel made from cardboard box or alternative equipment, bouncy balls

Set up an obstacle course with equipment you have available e.g. cones, cardboard boxes, hula-hoops or beanbags. Make a tunnel using an open-ended cardboard box. Set up two markers for a goal. Dribble and kick the ball in a zig-zag pattern around the obstacle course. Kick the ball through the tunnel, collect it at the other end and kick it into the goal. Once a child has completed the course, ask them to go back to the start of the course and have another turn.

Source: NSW Government Health (2018, August 18). Active Play Activities: Dribble Kick Retrieved from [healthykids.nsw.gov.au](http://healthykids.nsw.gov.au)

**Feedback**   
is always welcome

How can we make our newsletter even better?

What information would you like us to include?