



POSSUM POST

Term 2 2021

Warrandyte District Kindergarten

President's Report by Nat Mander

I hope that you have all had a wonderful term 2, despite the disruptions from COVID and the power outage! Thank you to the educators who are proactive and always take it all in their stride.

This term has also seen the kinder community support Lyn and Chai with their personal leave and I want to thank you all on behalf of the educators, it has meant a lot to them.

We're excited to welcome Kim Rapp to the Extended Care team to work with Hayley, and she will be starting at the beginning of term 3.

Big thank you to Amali Karunatilake for filling in between Chai finishing and Kim starting.

In Term 3 we have some great fundraising activities that the kinder community can get involved in to raise some much-needed funds for the operation of the kinder. It's also a great opportunity to connect with other kinder families. We're planning to have a Trivia night (date in August to be announced shortly), Rob Dolan wine drive and Picture Plates!

Finally, a big thank you to the volunteer committee of management in preparing and finalising the enrolment details for 2022 classes. Offers will be sent out at the start of term 3.

I hope you have a safe, relaxing school holidays and look forward to seeing you back at the kinder in term 3!

Important Dates:

Term 2 Ends	24 June 2021
Term 3 Begins	12 July 2021

Working Bee Catch Up Dates



Do your children miss going to kinder over the weekends and seeing their friends and teachers? Working Bee's don't have to be a chore it can be a fun catch up for the whole family. If it's wet then dress the children in gumboots and raincoats and watch them jump in puddles and if the sun is shining let them loose in the garden to pull out weeds, find snails and bugs. Having children involved in a working bee gives them ownership and responsibility for their learning environment.

Working Bee Dates:

Term 2	Sunday 18 th July 2021
Term 3	Sunday 3 rd October 2021



POSSUM POST

Term 2 2021

Warrandyte District Kindergarten

3 YEAR OLD REPORT By Lyn De Giorgio: Teacher

Mother's Day

Our program for the last few weeks has been very focused on Mother's Day. The heart necklaces the children made were made to help the children gain a sense of security. They are able to provide a connection between them and their mums whilst they are away from each other.



The children have a strong interest in drawing and painting. They were given the opportunity to choose two ways to decorate their cards. For those who enjoyed drawing they chose to use drawing with fine line pens, they added colour with Edicol dye. Some children chose to draw a picture with Texta colour inside the cards as well. Other children explored printing with paint. Using the children's thumbs, we were able to create a heart shape. We extended their learning last week by introducing natural resources such as seed pods, bark and Autumn leaves to print with.



After reading the story, *My Mum's the Best*, by Rosie Smith and Bruce Whatley the children thought about what they loved best about their mum's. The children put lots of thought into these answers coming up with things like the way they drive, to the touch of their neck. Their thoughtful answers were able to demonstrate their development when it comes to understanding the impact on others on the way they feel and their respect and care for others. If the children were interested they were encouraged to write their names. The children were supported to do this to their ability. For some, this involved exploring markings as symbols that represented a message, whilst others were able to explore letters and how combined they were able to form a word. To familiarise the children with the written form of their names, we buried name cards that had their photos on them in a sand tray. This experience also familiarised the children with their friend's names.



Thanks to Chai, we were provided with some plastic containers for the children to decorate to hold their mum's presents in. Through this experience, we were able to support learning about sustainable practices by using a recycled item, shape, colour and positioning by covering the containers with square pieces of tissue paper.



On our last session before Mother's Day, the children cooked scones using lavender and rosemary from our kitchen garden. Our families were invited to join us for the last half hour of our session where they were able to enjoy some morning tea and a celebration of their children's love for them by sharing a story and singing *When you Love your Mummy* and *You Know It*, and *Skinnymalinky*. The children took great pride in preparing the morning tea and making posies of flowers to decorate the table. Through these experiences they thought about measurement and temperature, they experienced a change of state and they were able to think about the consistency of the whipped and unwhipped cream. We extended this learning by providing hand beaters for the children to create bubbles by beating water and liquid soap forming thick soap suds.



POSSUM POST

Term 2 2021

Warrandyte District Kindergarten



We had a new friend join our group. The children supported her by including her in their play. To introduce our new friend, we sang the 'I Wonder What Your Name is' Song. The children enjoy singing this song as they gain a sense of identity when they sing their name.



The hospital setup has been a great support for the children's learning. They have used roleplay to explore the role of hospital staff and patients. Their play has also supported the children help develop a sense of empathy and care for others. The children have also shown compassion to one of their friends by creating drawings to cheer her up as she has a broken leg.

During the holidays some of the children visited the Zoo, creating an interest in animals. Over the last few weeks the interest has extended to farm animals. To support these interests, we read the children Dear Zoo. We provided the opportunity for the children to continue to explore the story through an imaginary play area with the animals from the book. This experience was set up under a table to encourage the children to lay on their stomachs building core muscles.

The children's interest in animals was also combined with their interest in construction with the animal Duplo. The children have tried to replicate images from the Duplo box demonstrating their understanding of how images can be used as a form of instruction. Construction with blocks and Magna tiles has opened up the opportunity for the children to consider cause and effect, and trial and error. Coping with failures has also helped the children to build resilience.

With a couple of the children interested in hiding, we needed to discuss the importance of children letting an adult know if they decide to play a hiding game. We explained this was important so adults can keep children safe, especially if there is an emergency. We explained if we don't know they are playing this game it will make it hard to protect them. To assist the children to understand that it is still ok to play hiding games when an adult knows about it, we introduced the Mr. Teddy Bear song. This song is used in a music program one of the children attends with his family. By using this song, we were also able to provide a sense of continuity between both learning centres for this child.





POSSUM POST

Term 2 2021

Warrandyte District Kindergarten



Some of the children brought in images of their homes for us to observe comparing the landform. When observing the photos, the children considered whether the land was flat, sloped or both. The children's understanding of slopes and angles has also been supported through emergent play with the cars where they have experimented with making ramps and using tubes as tunnels.

The children have been making threading out of autumn leave and items of autumn colours. After a child suggested we make a mobile we went for a walk to the Taroona Ave football oval to search for a stick for our mobile. The mobile will become a long-term project as we reflect on colours that we see during different season and make representations of each season with a collection of threading's.

The walk to the oval not only connected the children to the local community, it also allowed us to think about care for others as each child made sure the partner they walked with stayed safe. They also thought about road safety, stopping at the road and looking, listening for vehicles and thinking about whether it was safe before crossing the road.



Whilst at the oval the children helped make rules to keep us safe. They enjoyed the freedom of running in a larger space and then we played What's the time Mr Wolf and follow the leader. We found lots of sticks to bring back to kinder. The children sorted the sticks from smallest to biggest, we selected one for our mobile and the rest were used in play at the making table, the painting easels and in the clay.



Sorry day and Reconciliation week offered the opportunity for the children to reflect on the Wurundjeri people being the first custodians of the land in Warrandyte. By viewing a Welcome to Country by Wurundjeri elder Colin Hunter the children were able to reflect on the importance of looking thanking the Wurundjeri people for caring for the land on which we play and learn. We listened to Colin's hunters' words which asked us in return of using the land we need to look after it, and the animals and people of the land.

The children were introduced to the game poison ball, this game was programmed to provide an opportunity for the children to play as a group and to help form new friendships. It also provided opportunities to build resilience, build listening skills as they learnt new rules and gained an understanding of positioning.

The children have been exploring shape whilst building with blocks to support their interest we also added paper cut in different shapes at the making table. By doing so the children were able to explore how images could be created with placing shapes together.





POSSUM POST

Term 2 2021

Warrandyte District Kindergarten

An interest in dinosaurs led to the creation of a small dinosaur cave which grew into a larger dinosaur cave. Through their play the children thought about the habitat dinosaurs need to survive. They thought about eating habits of dinosaurs using words such as herbivores and carnivores. This interest was also added to a playdough experience.



4 YEAR OLD GROUP REPORT By Ronnie Pedersen: Teacher, Nominated Supervisor and Educational Leader



Autumn is such a lovely time of the year to be able to support the children's understanding of the change in the weather as well as changes in our environment, especially with 'deciduous' trees. We observed how the different shape and size of leaves would determine how they would fall down to the ground. We used large plane tree leaves, spikey oak leaves, rounded oak leaves, and maple leaves. Maple seed pods are a great tool to illustrate how seed pods can twirl down to the ground (like a helicopter!) in such a way to a viable area for it to settle in fertile soil to regenerate later in the year. Understanding of the various types of seed pods and the way that they fall to the ground is quite amazing! I learn so much myself from researching this with the children!!!! Fantastic!

There are also many arts and crafts that can be enjoyed using the natural autumn materials around us. It is so lovely to see the children take on their own discovery tour in looking for different Autumn leaves to show us all and to see the enjoyment of the children in doing something so simple, such as painting and printing with the autumn leaves and with other natural resources that are readily available at this time of year. The children are observing, noticing and responding to change with living and non-living things.



Autumn is also a time of harvest of many fruits and vegetables, and when the children were asked about what we could do with our remaining apples from our exploration last week, they decided that they wanted to make apple crumble. Yum! Good choice! We had been doing a bit of cooking during this time, and after reading the story of "Lest We forget", to acknowledge and begin to understand the meaning of ANZAC day, the children assisted in making some ANZAC biscuits.



POSSUM POST

Term 2 2021

Warrandyte District Kindergarten



One of our Dads from the 3 year old group, and our Extended Care group, has fixed our water pump! Now we have flowing water!! Although we're not quite sure how long the water supply in the small tank will last with the rate of the water flow happening!!! This type of play involves SO much learning, science, technology, engineering, maths, and language, not to mention boundless social/emotional opportunities! The children are curious and enthusiastic participants in their learning, using play to investigate, imagine and explore ideas. They are able to manipulate objects and experiment with cause and effect, trial and error, and motion. They are also able to use reflective thinking to consider why things happen and what can be learnt from these experiences. The children are definitely experiencing the benefits and pleasures of shared learning exploration.

Mother's Day



The children took great care when they made their Mother's Day surprises – cards, presents, and slices to eat. There is such a sense of love when they are doing this for that very special person in their lives. Through the making of a special card for their Mum, the children are also developing an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be represented through them.

The children also prepared the table for our Mother's Day afternoon tea. They had a great time setting the table placing the tablecloths on and making sure that there were no wrinkles, and that the pattern was straight. Then placing the serviettes around the table, and repositioning the vases of flowers to suit the table. Fiona then gave them some petals from a rose, and the children placed these artfully on the cloths. When the children understand the importance of this event, they are very reverent in the way they approach the task. Table setting and serviette folding are a great fun thing to do at

home for children!!!! Plus gives them the additional feeling that they are contributing to the family in a positive manner. The children cooperate with others and negotiate roles and relationships in group experiences.

With the interest still strong in the hospital play, the children had indicated that they wanted to learn more about their body, so we began with looking at our Anatomy Apron, and how all of our major organs fit in our body like a jigsaw puzzle. We investigated what the main jobs that these organs do (we did a few experiments to illustrate this), and how we can keep each of them healthy. Whenever I asked the children how they could keep certain parts of their body healthy, the usual response was "eat vegetables"!!!! We reflected on drinking lots of water, exercise, and having lots of fresh air. The children are curious and enthusiastic participants in their learning, and use reflective thinking to consider why things happen and what can be learnt from these experiences. They are able to make connections between experiences, concepts and processes.





POSSUM POST

Term 2 2021

Warrandyte District Kindergarten

On one particular lovely afternoon, we decided to go for a walk and stopped first at the tiled mural on the Senior Citizens wall. We noticed that there was a tile there that showed the poppet head that would have been used in the gold fields in Warrandyte. There were tiles with stories of bushfires, and other memorable times in Warrandyte's history. We also saw a tile with Murrindindee on it. He is one of the Wurrundjeri elders, who sometimes visits us. The children develop their social and cultural heritage through engagement with Elders and community members, and explore the diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings.



We continued walking and visited the "Grandmother Tree" as I like to call it. We reflected on how this tree is like a grandparent as it has been watching the many years of experiences that occur under and near it. I believe it is over one-hundred-year-old or maybe even two hundred. We looked at the many hollows created from where branches fell off, some of the children even saw a Rainbow Lorikeet enter a hollow! We reflected on what other creatures may live in those hollows. Some of us even saw a nest of leaves at the top, perhaps a Ringtail Possum's home? The children demonstrate an increasing appreciation and care, knowledge of and respect for natural and constructed environments. They explore relationships with other living and non-living things and observe, notice and respond to change. The children also develop an awareness of the impact of human activity on environments and the interdependence of living things. After a lot of reflective discussion about our surrounds, the children were asked if we should thank the Wurrundjeri people for looking after the area a long time before we all came here. They said yes, and we all made a promise to look after the land, the birds and the animals. We ran our hands over the earth, and said hello to the land; we gave a hug to ourselves and said hello to me; and a great big wide hug to say hello to all of our friends. There was quite a sense of peace and spirituality occurring. The children demonstrated a sense of belonging and comfort in their environments. They used reflective thinking to consider why things happen and what can be learnt from these experiences.

One of the children brought along his amazing possum skin cloak that he was given when he was presented as an identified member of the Wurrundjeri clan. On the skin side of the cloak the child's Nanny burnt some designs that are indicative of where he lives; the Yarra River, kangaroos, turtles, kookaburras and wattle plants. You can imagine a baby wrapped in this as the outer side is so soft and snuggly, and the skin side offers protection from the rain. We felt very lucky to have seen these. This supported the children in exploring the diversity of culture, heritage, background and tradition, and understanding that diversity presents opportunities for new understandings.



POSSUM POST

Term 2 2021

Warrandyte District Kindergarten

We reflected on how flags usually tell a story of their country/people. In our Kinder room we have three flags on display, the Australian flag, the Aboriginal flag and the Torres Strait Islander flag. The children used square pieces of paper to represent mosaics. They created their own representation of the Aboriginal flag. Each child displayed a different process for completing their flag. Some children lined up each square precisely, whilst others grabbed a handful of squares and 'threw' them onto the paste and there were some who simply put a coloured square in each element of the flag.

As part of Reconciliation Week we read a story called, "Say Yes -A story of Friendship, Fairness, and A Vote for Hope", by Jennifer Castles and Paul Seden. It concerns (not so very long ago) how Aboriginal people were often not allowed to do, or go, to the same places that everyone else was allowed to go. Each page dealt with a different problem, for example, going to the swimming pool or going to school. By reflecting on each scenario, we were supporting the children's understanding and empathy to those who have not been given a 'fair go'.

Continuing on with supporting the children's understanding of the Wurrundjeri people (and also other Koorie mobs), they used natural materials to create their artwork. We reflected on how materials today, such as paints or pens, are easily bought from the shops but also spoke about the richness that is all around us. The children went out to the playground and collected what they thought would make colour in their artwork. Such as, soil, sand, rock, terracotta and white clay and charcoal. We discussed how the Aboriginal people would have used ochres with a bit of water (or emu egg) to create their colours. So we had to rub the rocks (charcoal, clay, etc) together to try and make this powder (ochre) then add just a few drops of water into the palette and mix together with a stick. We could then use the same stick to paint with. The children were absorbed in this new process for creating colour and paint. The children explored the diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings.



One of our children's Dad is part of the firefighting team at South Warrandyte CFA. We were lucky to have a special visit from the firefighters and their fire engine. The children were very excited and were able to see this in a very safe environment, so that if in the unfortunate circumstance they were involved in a fire emergency, they wouldn't be as scared. They understood that these people would be there to help them. We also reflected on what to do if there was a lot of smoke in the building or their house (get down low, and go go go!) The children were encouraged to talk to their families when they got home about their family emergency plans, and where they would all meet if they had to go out a different exit in their home. We suggested (along with the poster's idea) that they all meet at their house's post box, and to never go back into a burning building to find their pet or their favourite toy. We were also able to have a look at what is packed into a fire truck. Wow! There was so much gear in the truck to help in an emergency.





POSSUM POST

Term 2 2021

Warrandyte District Kindergarten

EXTENDED CARE By Hayley: Extended Care Activity Group Leader

This term we've continued with running an Emergent Curriculum for our Extended Care Program. By running an Emergent program, we are able to gain greater understanding of each child's individual needs and interests allowing children to explore the ideas that are captivating them at that point in time. Any interest can spark the learning direction and provide a series of positive learning possibilities. This term we've had many factors that have impacted the children's interests such as conversations with siblings, community lockdown due to COVID-19, storms and even absorbing information they've heard from their google/smart speaker at home, such as 'A Pandas skin is black' or 'Do fish blink?' or 'Are rainbows round?'. We've covered topics such as Dinosaurs with many keen future Palaeontologists, Indigenous studies, Fireman after a visit from the CFA, Australian Animals after our Animal Exposure Incursion and more topics of interests in a play-based manner.



Through play-based learning the children are building on their social and emotional skills, practicing their cognitive skills and developing confidence all in a fun way. Our amazing outdoor space creates an exciting learning environment that allows the children the freedom to explore and play what is of interest now. Group games are very popular such as Memory, Snakes and Ladders and Musical Circle activities which prompt conversation and getting to know each other. With the start of the term kicking off Auskick and other sports the children have been keen to work on their Football, Soccer and Tennis skills this term with one or all three sports being requested at all sessions.

A highlight this term for the children was the CFA visit prompting many role-play afternoons of which one we drew fires using paint over the kindergarten on plastic surfaces and used spray water bottles to put out the fires. This imaginative play has so many learning possibilities socially but also was great to develop their fine motor skills and hand muscles needed for future writing skills.



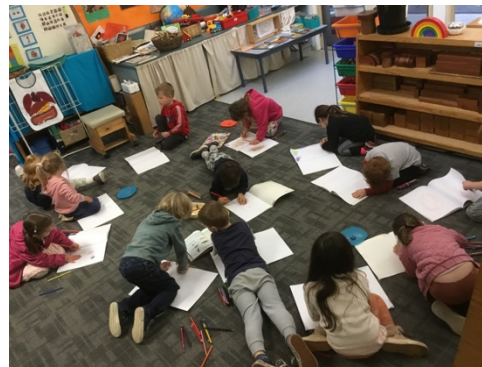


POSSUM POST

Term 2 2021

Warrandyte District Kindergarten

We've been providing many experiences such as calmful drawing whilst listening to music, quiet activities and areas to allow the children to regulate their bodies, if need be, after a sometimes-long day/afternoon. These areas provide tools and a safe space where the children can go when they feel they need to regain their physical and emotional control. This is for both individuals and sometimes whole group activities. The children have loved drawing in their mindful drawing books. The children can draw whatever they feel and are sometimes given prompts such as drawing to the beat of the music, drawing to the ups and downs in music and drawing to how the music makes them feel or visuals such as miniature kangaroos or dinosaurs as inspiration. We have seen some beautiful and creative artwork through this approach and also a complete switch and reset in the overall group dynamics and energy.



This term we provided the children with many open-ended tools and resources and watched how the children have interpreted the materials and how they have used them in their learning. For example, we provided the children with the provocation of the Aboriginal flag and the Torres Straight Island flag and corresponding paint colours and let their imaginations and creativity flow in our art experiences. We provided huge rolls of paper and pastels and watched as the children traced around each other's bodies and draw indigenous symbols that they had learnt earlier.



We love that being in a smaller group allows for children to interact with peers and the environment in a different way that perhaps they would in their 3 and 4 year old programs. The mixed age dynamic provides many learning opportunities for both age groups as the children learn to nurture the younger children and develop early leadership skills and the younger children learn from observing their peers.

We've had a wonderful term learning and exploring together and look forward to being back in term three.



POSSUM POST

Term 2 2021

Warrandyte District Kindergarten



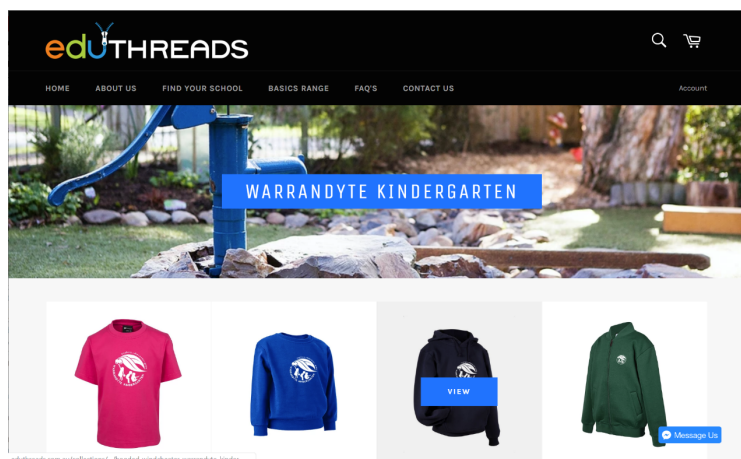
Quinton's
OUR FAMILY TO YOURS

Do you shop at IGA?

Choose Warrandyte Kindergarten and scan your
Quinton's Rewards card everytime you shop to donate
points to our kinder!

New Kinder Uniform Supplier

*Don't forget to visit to check out the range of uniform items and available and
purchase some at any time!*



Do you have something you think should be included in the next possum post?

Email wkpossumpost@gmail.com



POSSUM POST

Term 2 2021

Warrandyte District Kindergarten

FUNDRAISING

TRIVIA NIGHT



We are excited to announce our Trivia and Silent Auction Night Fundraiser is happening in Term3. It will be a fantastic evening of socialising, fun and raising money for our kinder and children.

WHEN: Saturday 21st August 2021
WHERE: Warrandyte Football Club
TIME: 7.30pm

Please save the date as this going to be the BIGGEST fundraisers for the year.

If you are a business that would like to be involved in the silent auction then please email our president with details,
president.warrandyte@kindergarten.vic.gov.au

FUNDRAISERS TO LOOK FORWARD TO

Picture Plates

This term we will be organising those special picture plates which are perfect keepsakes for your family or gifts for relatives. More information will be coming out soon so please keep an eye on storypark for more details.



Rob Dolan Wine Drive



Last year this fundraiser was very successful for raising funds for the kindergarten and we are hoping to run this again in Term 3. More information will be coming out soon.



POSSUM POST

Term 2 2021

Warrandyte District Kindergarten

TIME FOR SOME YUMMY HOME COOKING!

<https://www.wandercooks.com/mini-australian-damper-recipe/>

5 Ingredient Australian Damper Recipe

Damper is such an iconic Australian camping bread, and this easy recipe only needs 5 ingredients. Break apart the crumbly crust and slather it in butter.

Prep Time 5 minutes

Cook Time 25 minutes

Total Time 30 minutes

Ingredients

- 2 cups [self-raising flour](#)
- 1 tsp [salt](#)
- 20 g butter
- 1/2 cup [milk](#)
- 1/2 cup water

Optional:

- 2 tsp [rosemary](#) chopped

Instructions

1. Preheat your oven to 220°C (428°F), and line a tray with baking paper.
2. Next, pop the **self-raising flour**, **salt** in a large mixing bowl (along with half the rosemary if using). Chop the **butter** into small cubes, pop it to the flour mix and rub it into the flour with your hands to combine.
3. Form a well in the centre, then pour in the **milk** and **water**. Give everything a really good stir until it forms a nice dough.
4. Separate the dough into four portions for tasty mini dampers, or make one large damper.
5. Now pop your dough onto the lined tray and slice a cross into the top using a sharp knife.
6. Optional: Garnish with **remaining rosemary**.
7. Bake for around 15 mins at 220°C (430°F), then for a further 10 mins at 180°C (245°F) until your gorgeous damper is golden brown and delicious looking. Tap the bottom and your damper should sound hollow - that's when you know you're done!



POSSUM POST

Term 2 2021

Warrandyte District Kindergarten

Notes

• Savoury Damper Ideas -

- **Cheese & Chives** - Mix 1 cup of cheese and 1 tbsp of chives into the mix for extra cheesy goodness. You can also top with grated cheese and bake until melted and golden.
- **Garlic, Parmesan and Mixed Herbs** - Similar to above, add 1-2 tsp of chopped garlic, 1/2 cup of parmesan and 1-2 tsp of mixed herbs for a nice tasty dinner roll for stew or even pasta sauce.
- **Olives and Sun-dried Tomatoes** - Add a 1/4 cup of chopped olives and sundried tomatoes for a Mediterranean take on damper.
- **Butter and Vegemite** - Cook the damper bread as normal, then cut into slices and slather with butter and vegemite for the ultimate Aussie meal.

• Sweet Samper Ideas -

- **Golden Syrup** - Damper is commonly eaten with golden syrup, poured all over it. Yum!
- **Sugar** - Swap the salt for sugar for a sweet damper that can then have any sweet toppings added.
- **Butter and Jam** - Treat it like a scone, and eat it for breakfast with your favourite jam. Add cream to make it even more decadent.
- **Raisins and Chocolate** - Add 1/4 cup raisins and chocolate chips, swapping out the salt for sugar as well, for an almost tea cake style damper.

- **Batch Cook** - Double the recipe to feed a crowd.

- **Hollow Base** - If you knock on the base and it sounds hollow, this is the best way to know your bread is ready.

- **Mini Dampers** - We think the mini portions make for the perfect size to serve up alongside a big pot of camp stew, a hearty winter soup, or beside a saucy pasta.

- **Use Beer** - Swap the water and milk for 1 cup / 250 ml of beer for a extra tasty damper.





POSSUM POST

Term 2 2021

Warrandyte District Kindergarten

Important Information!!!

Working with Children Checks

Warrandyte Kindergarten is very fortunate to have a large number of friends and family volunteer to help us with our activities at the kindergarten, including help during our kindergarten sessions. This involvement is something that we very much value as part of our kindergarten. However, more helpers are always greatly appreciated!

All of our helpers require a Working with Children Check card. If you do not have a card, it is a very easy process that is confidential and free.

Step 1: Complete an online application form at www.workingwithchildren.vic.gov.au.

Step 2: Finalise your application at an Australia Post outlet. This will include presenting one acceptable proof of identity document such as a driver's licence or passport. Australia Post will take your photo for the card free of charge.

If you need any further information or assistance in applying for a card, please speak to our Administration Officer, Carolyn Camm at admin.warrandyte@kindergarten.vic.gov.au.

Please ensure you have listed Warrandyte Kindergarten as a nominated location for your WWCC. People with existing WWCC can visit <http://www.workingwithchildren.vic.gov.au/> to update their details and add Warrandyte Kindergarten as an organisation.

Resources for Parents

The Resilience Project: https://theresilienceproject.com.au/at-home/wp-content/uploads/2020/04/UP_Activity_5_Gratitude-Scavenger-Hunt.pdf

coronavirus (COVID-19)
on you or your family?
Help is here

If you or someone you know requires aged care support My Aged Care 1800 200 422 www.myagedcare.gov.au	If you or someone you know has a disability Disability Information Helpline 1800 643 787 www.dss.gov.au/disabilityhelp
If you or someone you know is experiencing or at risk of domestic family or sexual violence 1800RESPECT 1800 737 732 (NRS and interpreters) www.1800respect.org.au	If you need personal crisis support Lifeline 131 114 www.lifeline.org.au Kids Helpline 1800 551 800 www.kidshelpline.com.au
Mensline Australia 1300 78 99 78 www.mensline.org.au	Beyond Blue 1300 224 636 www.beyondblue.org.au
Domestic Violence support services www.dss.gov.au/dsservices	If you need phone and online safety advice www.esafety.gov.au

DOWNLOAD THE APP
Stay up to date with official information and advice about the coronavirus (COVID-19) outbreak using the Coronavirus Australia app



POSSUM POST

Term 2 2021

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Kinder Committee 2021

President	Natalie Mander	president.warrandyte@kindergarten.vic.gov.au
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Vice President	Andy Wilgose
Secretary	Merryn Platt
Treasurer	Kylie Smith
Fundraising Coordinator –	Georgina Hannan
Fundraising Officers	Rachel Gittus
	Tricia Canny
	Cat Duncan
	Naomi Greenwood
Festival Float	Bec Asquith
	Julia Slussareff

Assistant Secretary	Bec Asquith
Marketing	Kimberley Hall
Social Media	Katie Pelosi
Market Parking	Kimberley Hall Jim Sill
IT Support	Lauren Wilgose
Maintenance	Lauren Wilgose
Kitchen Garden	Kate Misra
4YO Group Parent Rep	Cat Duncan
3YO Group Parent Rep	Nikki Teggelove

To contact committee members, please email president.warrandyte@kindergarten.vic.gov.au and Joanna will direct your enquiry.

Kinder Staff Contacts

Ronnie Pedersen (4YO)	ronnie.warrandyte@kindergarten.vic.gov.au	9844 3363
Lynette De Giorgio (3YO)	lyn.warrandyte@kindergarten.vic.gov.au	9844 3363
Carolyn Camm (admin)	Admin.warrandyte@kindergarten.vic.gov.au	9844 3363

Our Kinder staff are always more than happy to talk to you about questions or concerns about your child. Please ensure this communication is in person at the beginning or end of a session or using the official contact details listed above only.