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Newsletter #4

23rd July 2027

Dear Kinder Families,

Welcome back to 3rd Term at Kiewa Valley Kindergarten, it is crazy to think we halfway through the year. It has been lovely to see the children all back at kinder and immersing themselves in the great variety of activities organised by the dedicated educators. These activities are organised according to the children's evolving needs, interests (children's voice), what is happening in our local community and educators' knowledge of early childhood development and education.



This photo documented a learning journey at kinder. We had Angus bring in his robot he had created at home. He proudly shared the robot with the group. This then promoted great questioning and discussing about how Angus created his robot. Then inspired other children to create their own robots. This activity supported so many areas of development from listening respectfully to others, asking appropriate questions, following on from interests, creativity, resilience when ideas don't work, hand/eye coordination. Thanks to our families who donate items such as boxes as this allows us to chat to the children about the importance of recycling and reusing items.



Upcoming dates and events

Wed 5 th Aug	Pj day at kinder
Thurs 6 th Aug	Pj day at kinder
Wed 12 th Aug	Speech Therapist meet & greet 3-4pm
Tues 25 th Aug	Dress up day – 3 year old group
Wed 26 th Aug	Dress up day – 4 year old group
Fri 4 th Sept	Father's day breakfast at the school.
Mon 7 th Sept	Father's Day Afternoon - kinder
Tues 8 th Sept	Father's Day Afternoon – kinder
Fri 18 th Sept	Last day of term 3.

We will also have the following days later in the year when the kinder will be closed to children.

- Monday 2nd November – Transition Statement Writing Day
- Tuesday 3rd November – Melb Cup Day
- Friday 4th Dec – No Kinder (Open day for new families).

School Readiness Funding

Our kindergarten receives School Readiness Funding from the Victorian Government to provide additional support for children's learning and development. The funding allows us to access Allied Health professionals, such as Speech Pathologists and Occupational Therapists, as well as evidence-based programs and educator professional learning. This helps strengthen children's communication, wellbeing, and inclusion, giving every child the best possible start to school.

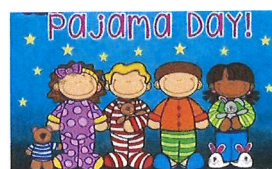
Our funding has recently come through, and we have begun having some visits from Speech Pathologist and an Occupational Therapist. They are not working specifically with individual children rather as empowering educators with knowledge and strategies to support the children.

- A focus of funding will be adding to our lending library with a wide range of resources to support children's literacy, communication and wellbeing. This will include resources such as games and puppets.
- Resources from the KIMOCHI Wellbeing Program.



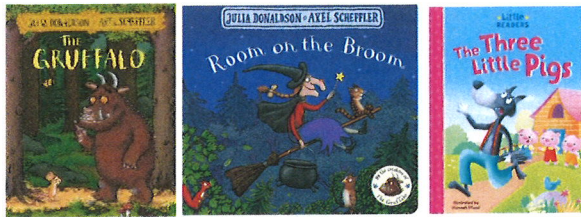
Pyjama day at kinder

We have some kinder friends ask about coming to kinder in their pj's. We have decided on having 2 pj day's at kinder where children can come dressed all snugly for the day.



Book Week – dress up days

Book week is fast approaching. We will be joining the Primary School students for their book week parade on Wednesday 26th August. We will have two dress up days for both groups. Children can come dressed as their favourite book character.



School Enrolment



Families will receive a letter from KVPS about their child's confirmed enrolment. However, I have confirmed with the school all children who have had an enrolment form completed are on the list for 2027.

Letters of offer for kinder in 2027

Over the next few weeks, we will be sending out offers for our 3- and 4-year-old kindergarten program in 2027. We have reached capacity for our 3-year-old group and will continue to expressions of interest and place these names on our waiting list.

Inquiry link if you want to pass on to any friends
<https://forms.owna.com.au/enquiry.aspx?c=kiewavalleprimarysc>

We will have an open day in term 4 for our families beginning kinder in 2027.

Staff Updates

We are hoping that it is almost time for Simone to return to us at kinder. We will be expecting her back in early July for a few hours Tues, Thurs and Friday.

- We have had Casey working with us and she will continue to work casually on Tuesday's to support our team and 3 year old group.
- We have also had Heather begin with us this week. She will be assisting us on Monday, Wednesday and Friday. This will allow for educators planning time and Natalee's administration requirements.

3 1/2yr Check with MCHN

Has your child recently turned 4? Did you check in with Sarah here at our Tangam MCHN office to have your child's 3 ½ year old check completed? Whilst not a mandatory check it is a helpful check to see how your child is tracking with their speech and language development and their fine and gross motor skills.

Speech and Language Development

Educators have recently been in conversation with Speech Pathologists from Holstep who visit us at kinder and provide educator support (SR funding).

Our focus has recently been on understanding more about speech sounds and the ages these 'typically' develop. We have attached a 'treehouse' image of TYPICAL progression of sound acquisition.

How can you help your child at home?? Is a question we are often asked at kinder. Offer a rich speech/language environment at home by engaging your child in rich conversation and expanding on their own use of language eg they notice a truck driving past and say 'truck' you could reply 'yes, it is a big red truck'.

Other tips included as an attachment.

Informal Speech and OT parent chats

As part of the SRF we will be having an informal opportunity for parents/carers to chat to the Speech Pathologist and Occupational Therapist that have been working with the kinder team.

They will be at kinder on Wednesday 12th August 3-4pm. This is a really valuable opportunity to ask professionals any questions you may have about your child's speech/language development, toileting, fine motor and gross motor skills, coordination and emotional regulation.

OT in Preschool EARLY INTERVENTION



FINE MOTOR DEVELOPMENT

- Help children improve hand strength, grasp, and dexterity
- Support skills like using crayons, scissors, and puzzles
- Pre-writing skills and writing readiness



SENSORY PROCESSING SUPPORT

- Help children manage sensitivities or seek input
- Use sensory strategies to improve focus, regulation



SELF-CARE SKILLS

- Teach dressing, feeding, toileting (clothing)
- Support independence in daily routines



PLAY & SOCIAL PARTICIPATION

- Use play-based activities to improve skills
- Build turn-taking, sharing, and cooperatively

CLASSROOM & FAMILY COLLABORATION

We would love some rocks at kinder.

This might sound like a crazy request, but our kinder friends absolutely love lifting, carrying and moving rocks around our outdoor space! We're hoping to add more rocks to our digging area in the far left corner of the yard to encourage even more exploration, creativity and nature play.

If you have any rocks in your garden that you're looking to get rid of, we'd love to give them a new home! Small rocks are great for carrying and building, and even larger rocks (that are too heavy for little hands to move) can become wonderful features for climbing, sitting, balancing, exploring and imaginative play.

Every rock helps us create an even richer, more natural environment for our children to discover, explore and enjoy. If you think you might be able to help, please let one of the educators know. Thank you!



Not only does exploring rocks in our environment allow children to expand on their play ideas. Lifting rocks also provides the opportunity for 'heavy work'.

WHAT IS HEAVY WORK?

Heavy work refers to activities that activate the proprioceptive system—the body's ability to sense where it is in space.

It includes pushing, pulling, lifting, carrying, squeezing, and resistive movements.

These actions send organizing input to the muscles and joints, helping the brain feel calm, grounded, and ready to focus.

Bottom Line:
Heavy work = calming, organizing input through muscle and joint pressure.



Henly, Fletcher, Kayden and Albert worked together to move rocks and created a camp fire.

End of day reminders!

A friendly reminder that our kindergarten session finishes promptly at **4:00 pm** (unless otherwise advised for Friday sessions). While we offer a full-day play-based program, **children are not expected to remain until exactly 4:00 pm**. Families are welcome to collect their child earlier if it best suits their child's needs.

We ask that all children are collected by **4:00 pm**. Once your child has been signed out, they are no longer the responsibility of kindergarten educators, in line with our licensing requirements. For this reason, children are unable to remain and play in the kindergarten yard after they have been signed out, even when accompanied by a parent. This ensures we meet our licensing, safety and insurance obligations and allows educators to safely close and prepare the learning environment.

We always enjoy sharing highlights from your child's day and appreciate that families value these conversations. However, while children are still being collected, our professional responsibility is to actively supervise those who remain in our care, which means we are unable to have detailed conversations at pick-up time.

After 4:00 pm, educators begin preparing for the next session, including setting up the learning environment, completing documentation and reflections, and attending to administrative tasks. If you would like to discuss your child's learning in more detail, please arrange a suitable time with your child's educator. Thank you for your understanding and support in helping us maintain a safe, well-supervised and well-prepared learning environment for all children.

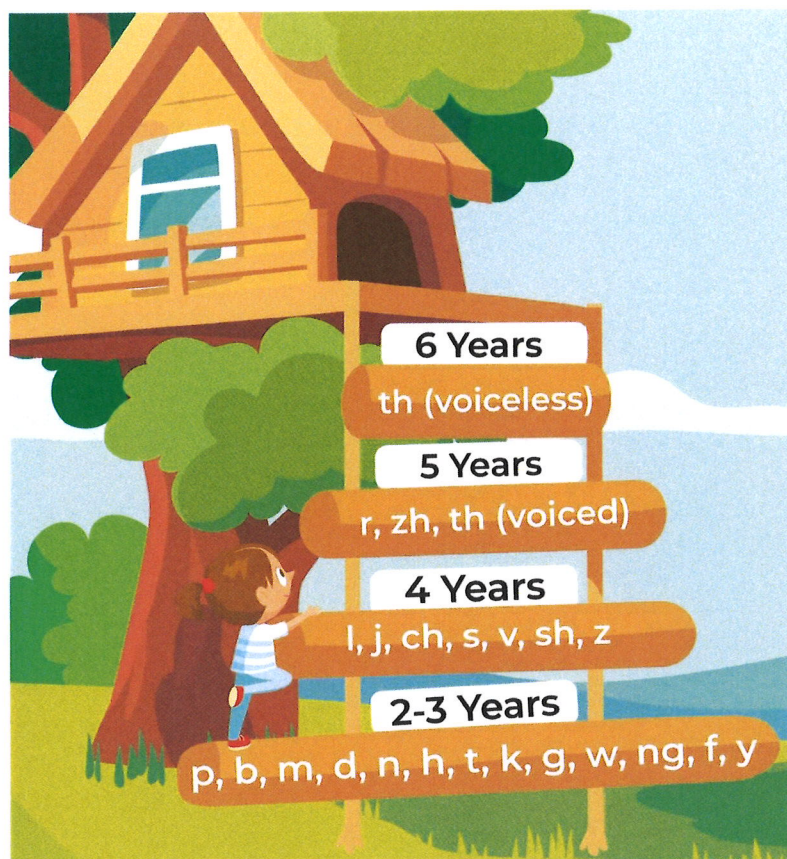


Our current inquiry – Our Wood Ducks.

An inquiry at our kinder evolves from the children's interests, includes many discussions, questioning, investigating, predicting creating and team work. We can't wait to see what happens with our ducks, how many eggs, how many ducklings etc.

From The Kinder Team: Lauren, Jess, Natalee, Simone, Casey and Heather

Children's Speech Sounds



Children develop speech sounds in a particular sequence (as shown in the picture above) and their speech also becomes clearer over time.

As a general guide:

- 3-year-olds: Expect to understand 24% of single words or 12% of sentences
- 4-year-olds: Expect to understand around 50% of their speech
- 5-year-olds: Expect to understand around 75% of their speech

Typical error patterns and the ages they usually resolve by

3 years old	4 years old	5 years old
Stopping of 'f' and 's' e.g. 'fish' to 'tish', 'soap' to 'doap'	Fronting (by 3 years, 6 months) e.g. 'car' to 'tar', 'girl' to 'dirl', 'shoe' to 'soe'	Stopping of 'sh' e.g. 'shop' to 'dop'
Assimilation, e.g. 'doggy' to 'goggy'	Deaffrication of 'j' and 'ch' e.g. 'jump' to 'dump', 'chair' to 'tair'	Cluster reduction e.g. 'spoon' to 'poon'
Final consonant deletion (by 3 years, 3 months) e.g. 'dog' to 'do'	Syllable deletion e.g. 'potato' to 'tato'	Stopping of voiced 'th' e.g. 'them' to 'dem' Stopping of voiceless 'th' e.g. 'thing' to 'ting'
	Stopping of 'v' and 'z' e.g. 'van' to 'ban', 'zip' to 'dip'	Gliding e.g. 'run' to 'wun'

Average age children learn to pronounce English consonants correctly

(Based on 15 English speech acquisition studies compiled by McLeod and Crowe, 2018)

McLeod, S. & Crowe, K. (2018). Children's consonant acquisition in 27 languages: A cross-linguistic review. *American Journal of Speech-Language*

Pathology. doi:10.1044/2018_AJSLP-17-0100. Available from: <https://ajslp.pubs.asha.org/article.aspx?articleid=2701897>



**Holstep
Health**

Build your child's language



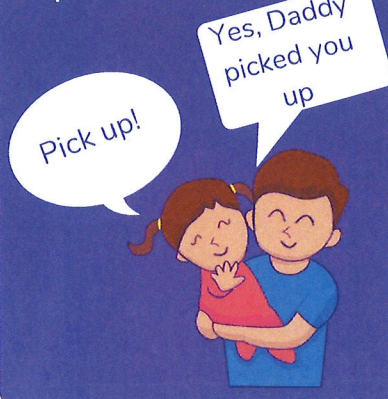
Recasting & expanding

Recasting Is repeating back words and sounds correctly when a child makes a mistake, immediately after the child speaks.

Expanding is where the adult adds extra words to extend and provide new ideas to what the child has said.

Use this to:

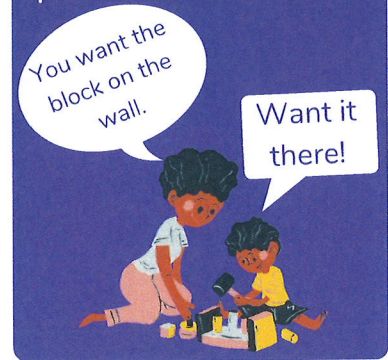
Expand:



Show correct grammar:



Add new or more specific words



Show correct sounds:



Your child should not feel that they are being corrected.

Do not ask them to say the word or copy you.

Supporting your child's language development

1 Language development is important for your child to learn new things at kinder, to make friends, to express how they feel and what they need, and to learn how to read and write at school. Children learn how to use and understand new words when we talk to them.

2

Talk with your child as much as possible throughout the day - you can talk about what your child is doing (e.g. 'Wow you're building a big tower!') and what you're doing (e.g. 'I'm cooking a vegetable curry for dinner. I'm putting potato and broccoli in it!').

3

When talking with your child, try and use lots of different words so that your child can expand their vocabulary - try to use doing words (e.g. *jumping, mixing*), describing words (e.g. *soft, funny, long*), naming words (e.g. names of objects, places and people) and location words (e.g. *behind, next to, under*).

4

Use gestures to help your child understand what you are saying, e.g. point to what you want them to get for you, raise your hands when you are saying 'Where?' You can also hold up items when you are talking about them to teach your child the word, e.g. 'I'm using cherry tomatoes in the salad' (hold up the tomatoes)'.

5

Talk to your child in the language you feel most comfortable with - it's ok if this is not English, as they will learn English at kinder and school.

