We hope you all had a happy and safe holiday, and look forward to hearing many stories!

Term 2 races off to an exciting start as we explore the Child Protection Curriculum, with many visitors and great experiences planned for this term.

We hope to see you at our
Parent Information Session
Wednesday 29th May - Week 1
7pm start at the Kindy

Can you please let Rebecca and Sarah know if you will be attending.

If you have any questions, queries or concerns please do not hesitate to speak with one of the staff team. We all love working with families and our local community, it’s a special part of our role as educators.

**ATTENDANCE MATTERS ...**

Your child’s attendance at kindergarten is important, please advise us if your child is unable to attend kindergarten and why. The Early Years are a powerful time for learning and development. Kindergartens are staffed on attendance, and data collection for term 2 is in progress now. Attendance levels can dramatically influence our staffing.
Please support the Kindergarten staff to safely look after your child by ensuring you sign your child in and out of Kindergarten each day. You will also need to sign if your child is absent from Kindy.

Thank you to those families who have been doing this.

**Diary Dates**

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<td>1</td>
<td>Wednesday 29th April</td>
<td>Child Protection Curriculum Parent Information Session</td>
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<td>Monday 6th May</td>
<td>Mother's Day/Special Person's Afternoon Tea</td>
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<td>2</td>
<td>Tuesday 7th May</td>
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<td>Monday 11th May</td>
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**MOTHER’S DAY/SPECIAL PERSON'S AFTERNOON TEA**

WHEN: Monday 6th May & Tuesday 7th May (week 2)

WHERE: Kapunda Kindergarten

TIME: 2 pm

WHO: all the Mums and Grandmas. It would be fantastic if every child has someone special there (if Mum or Grandma can’t come then maybe a special Aunty or friend could)!
Dear Parent/Caregiver,

Throughout this term and early next term your child will be engaging with the Keeping Safe: Child Protection Curriculum (KS:CPC). The teachers delivering the program have received explicit training in the Curriculum. It is a Department for Education and Child Development (DECD) responsibility under the Children’s Protection Act (1993) and the Child Protection in Schools, Early Childhood Education and Care Services policy to ensure that effective abuse prevention programs are implemented and that all children and young people have access to the approved child protection curriculum. Although parent permission is not required under the Education Act (1972), we encourage parents/caregivers to seek further clarification if required and to provide the teacher with any relevant information about their child that could alleviate any concerns.

The KS:CPC is an evidence based, best practice curriculum developed collaboratively with child protection specialists, teachers, educational leaders and other professionals. It covers a range of concepts including new additional material on contemporary issues such as bullying and cyber safety.

The KS:CPC is divided into 5 documents specific to the year level of the students plus 2 additional documents for educators working with students from cultural or linguistically diverse backgrounds and for students with disability.

There are 2 main themes:

- We all have the right to be safe
- We can help ourselves to be safe by talking to people we trust

There are 4 focus areas:

1. The right to be safe
   - feelings, exploring the topics of safe and unsafe, warning signs

2. Relationships
   - identity and relationships, fair and unfair, trust and networks

3. Recognising and reporting abuse
   - privacy and names of body parts, touching, recognizing abuse, secrets

4. Protective strategies
   - strategies for keeping safe.

*We would like to acknowledge that Kapunda Kindergarten is located on the traditional lands of the Ngadjuri people*
Child protection and safety are an important part of the Early Years Learning Framework. Fundamental to the Framework is a view of children’s lives as characterised by belonging, being and becoming. Aspects of child protection and safety are embedded throughout the 5 learning outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.


Please contact us if you have any questions about the program.

Yours Sincerely,

Rebecca Conrick-Smith & Sarah McCarthy

Co-Directors

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These are some of the activities we will be exploring for the next two weeks:

**Feelings**

- Feelings collages, sponge painting & Feelings songs

Books we will be reading will relate to identifying feelings such as:

- 'Giraffe’s can’t dance’ & 'Tough Boris’
- Feelings series: I feel scared, I feel happy, I feel sad, I feel angry.

**Exploring safe and unsafe & Early warning signs**

- Exploring the 000 website & Emergency dress-ups
- Safe behaviour role play using puppets

Some possible books we will be reading:

- 'In a dark, dark wood'
- 'We’re going on a bear hunt’
- 'There’s a hippopotamus on my roof eating cake’
- 'Hattie and the fox'