



Inclusion awareness is a component of inclusive practices which refers to the consistent and considered thought given to environments, resources and planning to ensure we are ready and able to welcome children and families regardless of needs, abilities, interests and background. Gowrie SA, as the Inclusion Agency for South Australia has recognised WCCC as having strong inclusion awareness, with our first certification received in 2019.

- We have an active Strategic Inclusion Plan in place.
- Environments and programs are planned to support participation and recognise strengths of children.
- The focus is on the whole environment and not just an individual child.
- We have a commitment to identifying any barriers to inclusion and actively seeking solutions and strategies to address these.
- We collaborate and build partnerships with families and communities.

Certification is available in six areas of Community and Culture, Relationships and Interactions, Environment and Educator Practices, Knowledge and Skills, and Innovative Solutions. WCCC has been awarded all areas for the **SECOND TIME!**

We are the first service in South Australia to be awarded all Inclusion Aware certificates twice!

We have been growing this focus at WCCC during the last few years and this recognition demonstrates how embedded the practice has become.

CONGRATULATIONS to the whole team!

**WCCC
AWARDED
INCLUSION
AWARE
AGAIN!!**



CELEBRATING DANI



In October, we celebrated DANI!

Dani started at Waite Campus Childrens Centre as a student in Room 1 in 1999. She became an educator at WCCC in October of 1999 and has been here since.

Dani has worked with all age groups of children in this time and currently has multiple roles at WCCC; Early Childhood Teacher, room coordinator, Education for Sustainability teacher, assistant director and educational leader. She has remained dedicated and committed to the education of young children and has continued to learn throughout this journey. At WCCC we celebrate all our long standing team members, a testament to our philosophy of connections and relationships. We appreciate Dani and her commitment to the children, families and staff team at WCCC.

Dani's plaque can be seen in the reception area.



THANK YOU TO THE PARENT ADVISORY GROUP



A huge **thank you** to the 2024 parent advisory group (PAG) for the time, skills and ideas they have shared with WCCC across the year.

The PAG comes together at least 6 times a year to provide advice and support with respect to the day-to-day management (not governance) of the centre; for example staffing, communication, policy review, parent participation and Centre events.

2024 PAG MEMBERS

Fiona Room 2 (Board member)

Ana Room 2

Fleur Room 2

Kelly Room 3*

Kent Room 1

Lara Room 3*

Laura Room 3*

Lieke Room 2

Yu Room 3

Tanja Room 3*

Caterina Room 1

Gayle Room 1 (Educator rep)

*denotes finishing term





CELEBRATION OF TRANSITIONS

Come along to the Celebrations of Transitions, a great evening to celebrate and farewell those who are heading off to school, recognise the changes in the centre as children move to new rooms, and welcome all the new families who are joining us at Waite. Perfect for making new friends and building connections!

☀ Bring a picnic dinner and drinks.

☀ Gum Oval, Waite Campus

☀ Thursday 16th January 2025

☀ 6pm till finish

☀ Entertainment from Happy Feet dancers

☀ Face painters from Fizz Bubble Face Painting

☀ Free raffle



WCCC will close for the year at **6pm** on Friday **20/12/2024**. We will reopen for the new year at **9am** on Monday **06/01/2025**.

**WCCC
Teams
2025**

ROOM 1

Gayle
Tamala
Karen
Kate
Yan

ROOM 2

Bobbie
Cassie
Leah
Daniel

ROOM 3

Dani
Marta
Cherry
Eunice
Nancy
Lex

CASUAL

Min
Isabella

Chao
Yvette
Kylie

CHEF

Grace
Anne

INTRODUCING LEX

Hi, my name is Lex and I am extremely excited to be working at WCCC. I'm really passionate about music, art, the environment and community and am eager to become involved with the centre!

Room 3 Report to Families



We are quickly approaching the end of Term 4 and the close of the year. It feels like just yesterday we were welcoming new children into the room, and now we are preparing to say farewell to those who will be moving on to school next year.

The new children settled in smoothly, thanks to the support and care they received from the older children, as well as the inclusive support provided by all the educators to ensure everyone feels they belong.

In August and September, the children in Room 3 had a lot of fun with science experiments. They observed how oil and water separate in a jug, watched a volcano erupt with baking soda and vinegar, and explored which objects can float in water.

In October, we celebrated National Bird Week. The children had the opportunity to observe various birds in the area and record their sightings on an observation sheet. We also built on our understanding of the Kurna language by learning the Kurna names for the birds we observed.

Through our regular Bush Kindy mornings in Pilyabilyangga, the children have not only been physically active but also more observant, learning to identify different types of birds. Additionally, we had two Green Tree Frogs visit us from the Nature Education Centre, and currently, we have a Blue Tongue Lizard named Squid staying in Room 3. These encounters have provided the children with valuable opportunities to observe animals closely and engage in discussions about them, helping them connect with nature.

Our visits to the Adventure Playground have become more regular, allowing the children to strengthen their physical abilities through climbing and balancing. These visits also help them learn about safety and their physical limitations.

The children have also been enjoying role-play scenarios, such as putting on dance shows or pretending to be families, with roles like mom, dad, and kittens, or even teachers leading group time activities. It's fascinating to watch how they create characters, negotiate roles, take turns, and invent props to bring their imaginations to life. Their dialogues are becoming increasingly complex, adding depth to their imaginative play.

There's an undeniable sense of excitement among the children about their upcoming school and kindergarten visits. These experiences have become a regular topic of conversation and play, as they eagerly imagine and share what their new journey holds.

Room 2 Report to Families



In term 3, all the transition children from Room 1 have fully integrated with room 2 children and even have started to develop relationships with some room 3 children that they play outside in the boat or sandpit. It is also good to see the children become comfortable and secure to bring their toys and books from home to show and share with the other children.

We will continue to support and encourage the children share and show their books from home, to create new experiences and rapport with each other.

The children this term expanded their interests in bugs and animals, observing stick insects, doing birdwatching in conjunction with the room 3 children and actively looking for snails, millipedes and spiders in our outside space. Just recently we also had two green frogs called Tom and Jerry that paid us a visit in Room 2. With the children learning about the life cycle of a frog from tadpole to adulthood through books and group time. Hopefully their newfound understanding and knowledge of insects and animals from their experiences will lead to lifelong enthusiasm in conservation of animals.

The children also shown an interest in doing arts and crafts developing their fine motor skills to create beautiful pieces of art. The children were introduced to paint being made from flour and food colouring instead of the usual acrylic and water colour paints. It was good to see them using their creativity to create new colours by mixing primary colours together in their paper plates, showing their excitement by announcing what colour they made.

When summer comes along it means sunscreen, hats and water play! The children are always excited and wanting for the water to be turned on in the sandpit, when they come outside. To create food and beverages, dams and sandcastles. It is good to see the children learning to take turns and sharing the water with each other and the room 3 children, using their voices to communicate with each other and their gross and fine motor skills to transport the water from the rocks into the sandpit.

We also making regular visits to the adventure playground every week. The children love to do climbing on the trees or climbing frames and exploring their natural environment walking through the bushes and picking up natural resources like twigs, gum nuts and sticks. Creating sounds and music as well with the drum kits and wooden xylophone with sticks they found on the ground or batons provided to them. We will continue to come to the adventure playground every week supporting and encouraging the children to build up their physical skills and explore their sense of wonder in the natural world.

Room 1 Report to Families

This term we have welcomed new children in Room 1. They have becoming more and more familiar with the routines of the day, building relationships with one then other educator, also exploring the environment. It's helpful as we use those strategies helped new children to settle down in Room 1 as following:

- Visited two or more times before started, which gave them a chance to explore and familiar with new environment, educators, and other children;
- Begun to develop a relationship with one educator, then others;
- Used children's routines and interests to help them to settle down;
- Communicated with parents to adjust strategies that could help the child to calm down;
- Give the new child enough time to say "good bye" with parents;

During this term, we focus on children's creativity, imagination, language, and physical development.

Creativity and imagination development:

- Encouraged children to build different style blocks, which could improve their fine motor skills, creativity, imagination, and concentration skills. We were setting up different materials and shapes blocks both indoor and outdoor for children to play. They always enjoyed it for long time;
- Used some loose parts to develop their creativity and imagination skills such as: cartons, spools, which can increase their physical activity, enhancing cognitive skills, increasing focus and engagement, and boosting natural curiosity.
- Encouraged children to pretend play such as: cooking in muddy kitchen area, pretended shopping, and looking after baby dolls etc.

Language development:

- Set up a colourful and cosy reading area for children, children would like to sit down and read books by themselves;
- Preparing a lot of sensory books for younger children, they would like to touch and turn on the page;
- Read to children every day by different topics, such as reading with small groups, even one to one, change our voice to make attention, encourage children to talk about their stories, and share their ideas;
- Teach children rhymes, songs and poems, we teach children action songs every day. They enjoyed its along with learn new words.

Physical development:

- Providing children with opportunities for free movement, for example, we left some open space for children in the yard, so they could run, dance, jump and play games;
- Engaging children in both open-ended and educators directed indoor and outdoor motor play, we were playing music for children in the yard, they could dance with the educator together;
- For the older children in the Room 1, we gave them a little bit challenging play, such as setting up a little bit higher climbing frames than usually, which could help them to develop appropriate fine and gross motor skills;
- During warm days, we were setting up water play for children. It could encourage movement, balance, and coordination while also keeping them cool and refreshed.





Jordan (father of Noah in Room 3) came for a visit and brought his ambulance. The children were able to see inside the ambulance, try the bed, and see the medication bag and all the medications. Of course, we also listened to the very LOUD siren and saw the flashing lights.

A visit from an ambulance and paramedic helps children to grow their understanding of what 'work' is, as well as demystifying the important role that first responders play in the community.

