

# Castle Hill Funhouse



## MARCH NEWSLETTER

Wow, we can't believe term 1 is coming to a close! We've had a very eventful term here at Funhouse, with year group events, fundraisers and community outreach. Our staff have put lots of time in this term to organise many different programmed events for our children. A special thanks to our parents and caregivers for supporting our efforts and for making each day an exciting adventure for all of us. We can't wait to see you all in term 2! For those we won't see during our fantastic April Vacation Care, stay safe and enjoy your break.

### School Carpark

#### Reminder

Families can park in the school:  
Before 8am and After 4:30pm

We ask that families do not park in the principle or vice principle spaces.

Other parking options include:  
On Gilham Street | At Castle Towers



### Our Opening Hours &

#### Closure Days

Before School Care:

7:00am-9:00am

After School Care:

3:00pm-6:30pm

Vacation Care:

7:00am-6:30pm

School Development Days:

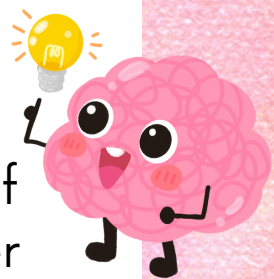
7:00am-6:30pm

We are closed during:  
National Public Holidays

# OUR COMMITTEE MEETING

Our next meeting is scheduled for (TBA)  
at 7pm - **Online**

As a non-for-profit organisation, Castle Hill Funhouse has a Management Committee comprised of families who currently use our service. The Committee decides on matters of policy and meets once a month to make other major decisions about Castle Hill Funhouse. If you would like to get involved, please contact Management via email:  
[management@castlehillfunhouse.com.au](mailto:management@castlehillfunhouse.com.au)



## The Team

**[Info@castlehillfunhouse.com.au](mailto:Info@castlehillfunhouse.com.au)**  
**ph. or text message: 0423 843 917**  
**ph. or text message: 0418 687 579**

## Management

**[Info@castlehillfunhouse.com.au](mailto:Info@castlehillfunhouse.com.au)**  
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# **WE LOVE YOUR FEEDBACK**

**During term we try our best to embed cultural diversity through out our Cooking Club and daily programming, while learning about a new country every two weeks with the children. If any Families or Carers have family recipes or traditional customs, ideas or information they would like to share or see in our program, please feel free to share them with us so we can ensure all children feel valued and included.**

**We have a sustainability club and the kids are loving it! This club educates children on gardening herbs, vegetables and seasonal fruits. The children also learn about what it means to protect our wild life and their environment. We aim to ensure all children understand the meaning of recycling, correct usage of our bins and saving water. If you and your family have any ideas or suggestions on how we can perfect our club when implementing it into our program please don't hesitate to reach out.**

**You can email us at [edleader@castlehillfunhouse.com.au](mailto:edleader@castlehillfunhouse.com.au) if you have any feedback you would like to give us on our program or any other areas.**

**We appreciate it when you have your say!**

# Our Daily Routine

## Before School Care

**7:00am**

Castle Hill Funhouse Opens.

**7:00am-8:20am**

Children arrive.

Breakfast is available

Indoor free play and structured activities.

Activities on soft fall is available.

**7:45am-7:20am**

Headcount (Andy is coming)

**8:20am-8:30am**

Pack away and collect belongings.

Children in Years 5-6 are dismissed.

Children in K-Year 4 roll call  
(Acknowledgment of Country) and  
escorted over to the school lines by  
Educators.



# Our Daily Routine

## After School Care

**2:30pm-3:00pm**

Educators prepare afternoon activities, checklists and attend the daily mini meeting.

**3:00pm-3:20pm**

Collect children in designated meeting areas.  
Roll call is conducted & Acknowledgment of Country.  
Group time: where daily activities and any messages are discussed, intentional learning takes place or children's viewpoints are sought.

**3:20pm-3:40pm**

After roll call children need to apply sunscreen.  
Children will transition to afternoon tea and wash hands/hand sanitise before eating.  
Afternoon tea is served.

**4:15pm-4:20pm**

Headcount (Andy is coming)

**4:20pm-5:00pm**

Cooking/Sustainability Club.  
Children can engage in programmed activities, indoor games, or free play outdoors.

**5:00pm-5:05pm**

Headcount (Andy is coming)

**5:30pm-5:45pm**

All children transition to primary space.  
Conduct roll call.  
Light snack is served.

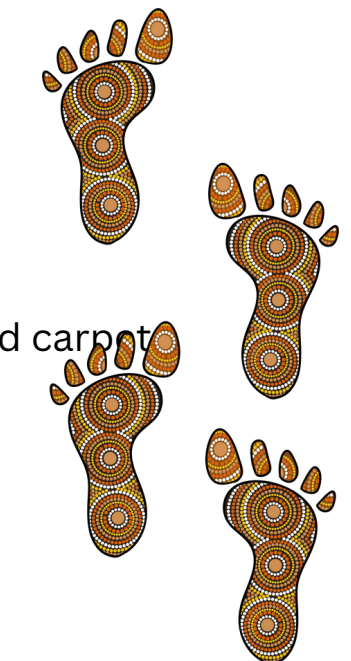
**6:00pm-6:30pm**

Quiet activities: Children will utilise the book area and carpet area.

Children can engage in group games.

**6:30pm**

Castle Hill Funhouse is closed.



# Our Daily Routine

## Vacation Care

**7:00am**

Castle Hill Funhouse opens.

**7:00am-8:00am**

Children arrive.

Breakfast is available (7am-8:20am)

Indoor free play and structured activities.

Activities on soft fall is available.

**8:00am-8:30am**

Children pack up.

Group time (activities run down)

Discuss with children the programmed activities through the day.

Roll Call.

**8:30am-10:00am**

Children will engage in planned and unplanned experiences, or workshops.

**10:00am-10:30am**

Morning tea

Roll Call.

**10:30am-1:00pm**

Children will engage in planned and unplanned experiences, or workshops.

**1:00pm-1:30pm**

Roll call.

Children to tidy up activities and areas. Hands to be washed or hand sanitised.

Lunch time.

**1:30pm-3:30pm**

Children will engage in planned and unplanned experiences, or workshops.

**3:30pm-4:00pm**

Roll Call.

Afternoon tea.

**4:00pm-5:30pm**

Children will engage in planned and unplanned experiences.

**5:30pm**

Pack up time.

Roll Call.

Light snack is served.

**5:30pm-6:30pm**

Quiet activities: Children will utilise the book area and carpet area.

Children can engage in group games.

**6:30**

Castle Hill Funhouse closes.



# **PROGRAM FOCUS'S**

## **TERM 1 - 2024**

**We are currently looking to embed more on Aboriginal Torres Strait Islander practices. Our Educational Leader and the team have been working closely together to ensure Funhouse are always intentional when programming and there's nothing we would love more than to see the rich culture of Aboriginal people and their clans in our community highlighted within our centre on a daily basis.**

**We are also in the process of critically reflecting on what has been and is currently working within our program. We intend to structure our program to ensure more relationship growth between children and educators. In saying this, our goal is to be able to create a program where we have Educators running activities in our afternoon sessions to ensure all children's skills and development are key while engaging them in fun, exciting and thrilling activities.**

**Within our cooking club we would LOVE if our families could send through any family recipes. Our goal is to ensure children feel connected to their world and find that connecting them through what they know at home and cooking will bring them this foundation. We also look forward to working closely with the children to create their own recipes that they may eventually be able to bring home to you.**

**If families or our community have any suggestions or input they would like to bring forward, please don't hesitate to reach out to our team!**

# **A MESSAGE FROM OUR ISP TEAM TERM 1 - 2024**

**Funhouse is an inclusive centre where we support children of all capabilities. We love seeing our children positively engaging with the program, fostering positive connections with everyone, and growing their independence. We work closely with the children, their families, support networks and school to develop strategies to help them grow. The ISP Manager works in conjunction with KU Children's Services to develop Strategic Inclusions Plans (SIP). The SIP is created for the entire service. It is not focused on one specific child, but how the entire structure of the service can include and support all children. In the SIP, we outline barriers such as children presenting difficult behaviour and different ages requiring different needs. We also outline what strategies are implemented to overcome those barriers. One of the strategies that is implemented is the Inclusion Development Funding (IDF). IDF enables our service to have an additional educator. These educators are an extra staff that is not part of the ratio, which gives them the ability to provide personalised support to children who may be struggle. Personalised support includes conflict resolution, emotional de-escalation, making new friends and the list goes on. They support all children, and not just children with additional needs. Decades ago, IDF allowed the additional educator to be 1-on-1 with a child with additional needs. However, this structure EXCLUDED children with additional needs from the program. Thus the government readjusted the IDF scheme to support all children, regardless of their capabilities.**





**LET'S TAKE A  
LITTLE LOOK AT  
WHAT OUR  
SUSTAINABILITY  
CLUB HAS BEEN  
UP TO...**



# Week 7 Term 1

## MTOP Outcome

**Outcome 3.4. Children and Young People become socially responsible and show respect for the environment.**



## Child Theorist

**Rousseau believes that it is important to develop a child's character and moral sense, so that the child can learn to practice self-mastery and remain virtuous.**

**Developing a children's skills in sustainability assists in developing their character and moral sense as they learn to show respect and care for the environment.**

## Staff Feedback

**The children really enjoyed the worm farm, looking inside and learning how to be gentle to not hurt the worms.**

**The children thrived when having control of their own individual succulent, developing their autonomy through decision making.**



## Principles and Practices

**Sustainability  
Environments**

## What worked well?

It worked well when children were given the opportunity to have autonomy over their own succulent plant. Children were tasked with making the decision of choosing a succulent plant, the amount of water needed to water the plant and the place to keep their plants. The children thrived and were quite happy to share what they were doing with the staff and other children.



## What next?

Next week we have already planned to plant cucumbers and conduct garden maintenance.

We would also like to focus on enhancing the children's skills and knowledge on recycling through conducting rubbish hunts.



# SUCCULENT & MAINTENANCE

## MONDAY 11.3.24



**Attendees**  
Koah Y3  
Caspar Y3  
Sachin Y2  
Zara Y1  
Julian Y3  
Jessi Y1



**First**  
We got our own  
pots, gloves and  
shovels.



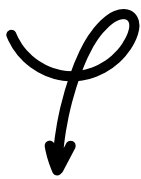
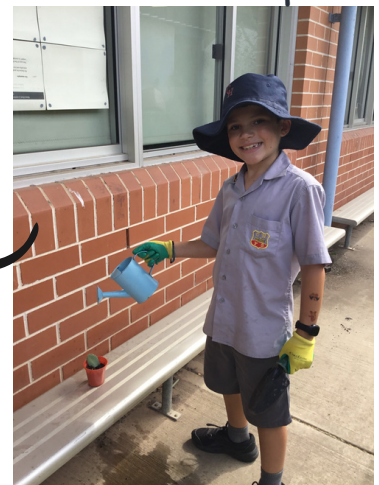
**Next**  
We placed dirt in our  
pots and carefully  
pulled a leaf off a  
chosen succulent  
and planted them in  
our pot.



We then watered all our  
other plants in the  
Funhouse Sustainability  
Garden.



We watered our pots.



We finished with  
tossing the soil and  
watering our worm  
farm.



We placed our pots  
in an area we  
thought they would  
grow.



# AVOCADO MONDAY

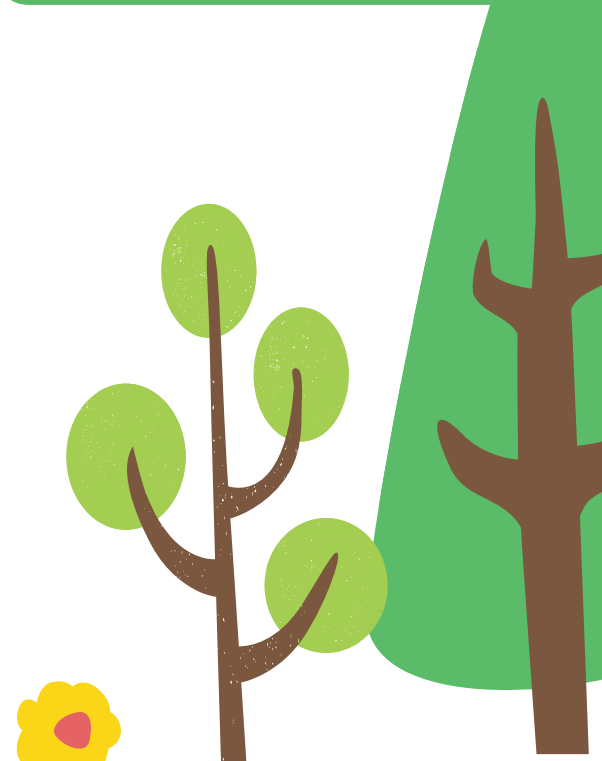
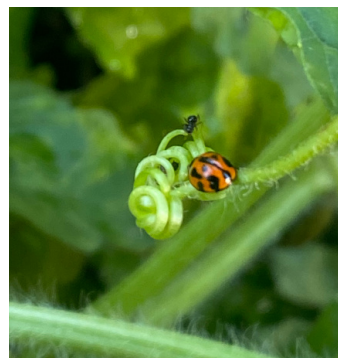


## What did we do?

Today we finally planted our two avocados in the ground! We had to dig 1 metre in the ground to get the right soil moisture for the avocado root to grow. We also watered all the plants growing in our garden! The kids were super keen to see if their succulents had any progress, and we watered them also.

## What did we see?

Today the children got to see very cool ladybugs while watering the succulents, they were very curious and excited to learn about them



# Cucumber Tuesday

## WHAT WE DID TODAY?

TODAY IN SUSTAINABILITY WE PLANTED A NEW PLANT. IT WAS CUCUMBERS AND THE SEEDS WERE BLUE. THE KIDS DUG A VALLEY AND PLANTED THE SEEDS. WE ALSO WATERED THE GARDEN TO ENSURE THE PLANTS CONTINUE TO GROW

## WHY WE DID IT!

WE WANT TO BE ABLE TO FEED THE CHILDREN THERE OWN FRUITS AND VEGETABLES THEY GROW WHICH ALSO HELPS OUR CENTRE BECOME MORE SUSTAINABLE. WE ALSO WANT THE KIDS TO FIND THEIR PASSION BY TRYING NEW THINGS.



## HOW WE DID IT!

WE DUG OUT TWO VALLEYS INTO THE SOIL AND PUT VERTALISING SALT IN IT. WE THEN PLACED THE SEEDS IN IT AND WATERED IT AFTER. NOW WE CAN WAIT AND SEE WHAT WILL HAPPEN.





# MARCH HIGHLIGHTS



# Group Leader

## Meeting/Training

Term 1 - 13/03/2024

This week all our group leaders got together to discuss our procedures and goals for all our children for 2024.

Each group leader created goals for observations, special events and fundraisers they'd like to focus on with their year group.

We went around, shared ideas and picked events we wanted to explore with the children for the end of term!

We also went through the process of creating intentional observations for each child individually. Ensuring all children are observed and given opportunities throughout our program to explore and expand their skills and learning through play and experiences.

### Documentation Folders



### Our Leaders



### How we collect ideas



# Kindy Term 1 2024 Special Event Easter Hunt!



How did we plan and implement?

The kindy group leaders Sylvie and Steph came together to come up with a really engaging first event for the kindy's! When we set the date we realised that it fell on the same week as Easter and thought that the children would love nothing better than an Easter hunt! After having conversations with children they also expressed their excitement for an Easter hunt! Sylvie and Steph collaborated with our Educational Leader Ash to help us implement the event including getting the gift bags, chocolate and chicks. Our Nominated Supervisor and 2nd in Charge, Nicky and Katherine also helped with the implementation of the event on the day!





## How did the event run?

Educators hid the Easter chicks in the back playground for the kindy's to find. Educators then ran through the rules and objectives of the hunt. Then the kindy's had a lot of fun finding all of the chicks! We then handed out some special Easter goodies for the children and they were all very happy and excited!

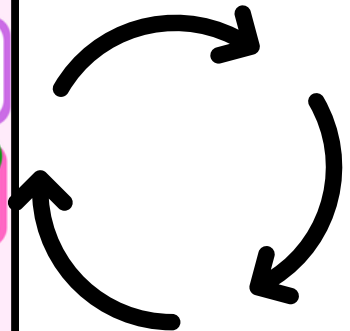
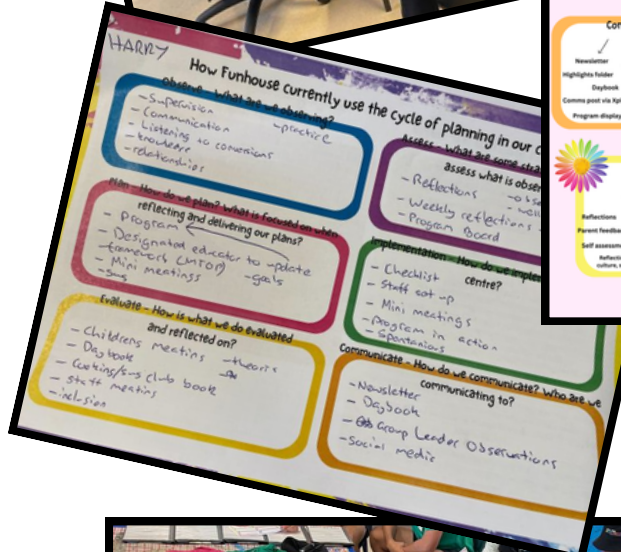
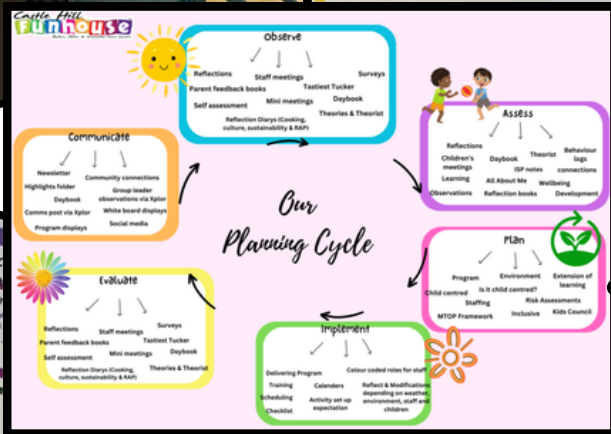
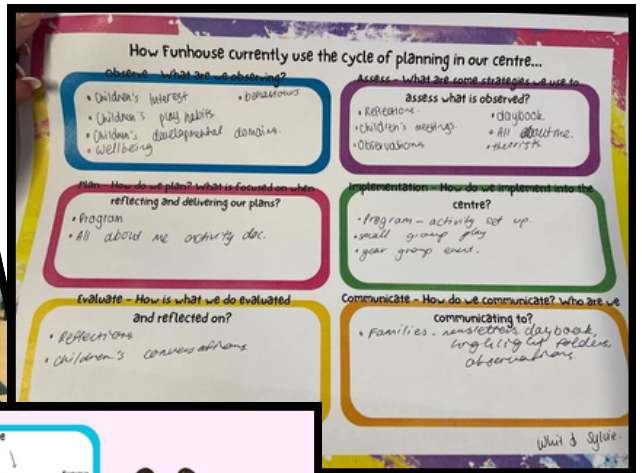
## My Time Our Place

Outcome 4: Children are confident and involved learners

Principle: Secure, respectful and reciprocal relationships

Practice: Play, Leisure and Intentionality





## Planning Cycle Training

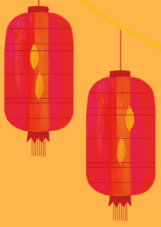
Term 1 Week 8



This week the team got together and conducted training. We reflected on how Funhouse are currently using the Planning Cycle through out our centre. Ideas were brainstormed and we were able to come up with a new and approved planning cycle that all Educators were able to collaborate on.



# Harmony Week 2024



We created handprints with the children and added all our different cultures. The hands were displayed on a wall to define the term "Belonging" for Castle Hill Funhouse. The children loved this activity because they had the chance to see and explore all the different cultures we had within our centre amongst their peers.

The children were dressed up in their beautiful outfits representing their culture. We used the afternoon to ask some of them what Harmony/ Harmony Day meant to them...

***"It means that everyone belongs no matter how different they are" - Naomi***

***"It is a day we get to dress up and share our culture" - Trisha***

***"A day where everyone belongs" - Zoe S***

***"A day to learn different cultures" - Jordel***

***"It is a day to be different" - Zalanda***

***"A day where we get to celebrate our differences" - Sualeha***

***"Where we get to celebrate different cultures" - Aaliya***



# Happy Easter

Term1 , Week 8 2024

A big thank you to all our children and their families!! Because of your donations we were able to create four large hamper baskets filled with delicious Easter eggs for the elderly at the Anglican Aged Care Facility in Castle Hill. The Children also spent the week creating beautiful Easter cards!

The residents LOVED their Easter Eggs and to say it made their day would be an understatement! All the employees were extremely grateful and we couldn't have donated what we did without all our families generous hearts,

Again, THANK YOU!





# Year 2 Special Event

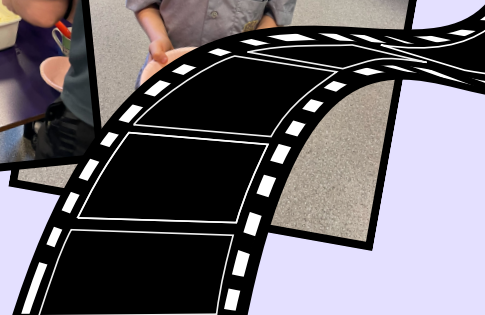
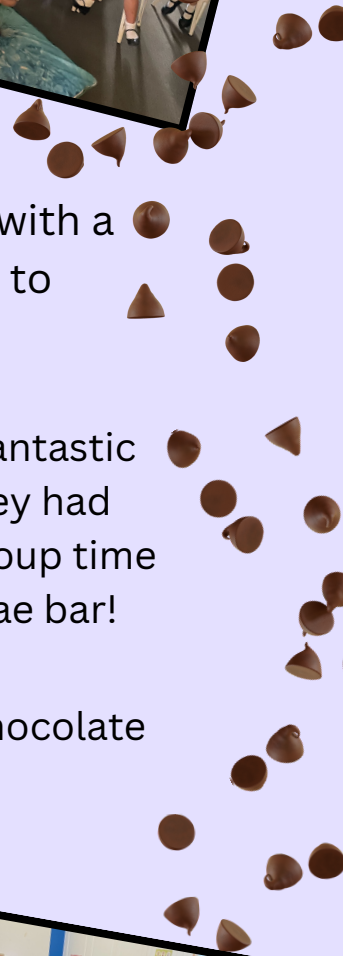
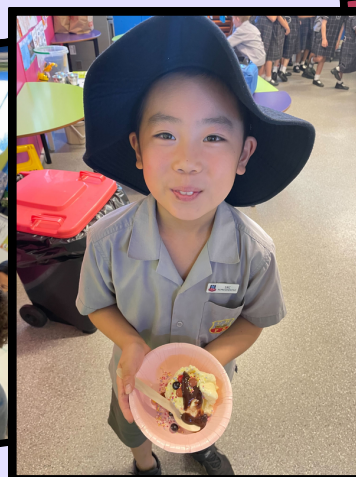
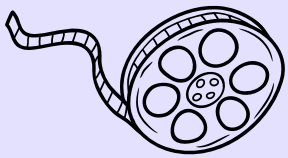
Term 1 Week 9 2024



After much planning - Our year 2 children came up with a fantastic idea to create an ice cream sundae bar to indulge in while watching a movie!

During group time our Group Leaders discussed some fantastic ideas with the children for their termly event. Once they had decided on what to do, the children got involved each group time to select toppings they would love to see at their sundae bar!

Year 2 decided on chocolate flakes, skittles, smarties, chocolate syrup, strawberry syrup & caramel syrup!



# Year 4 Special Event

## term 1 2024

### How did we plan?

Harry and I (Chloe) got together with the children and conducted a meeting, writing down all the ideas children came up with about events, movies and food we could have in our special event. Harry and I then picked three movies for the children to vote for, the winner was ELEMENTAL.



### How did the event run?

Year 4 had the computer room to themselves. Harry told the students how the afternoon would run.

We began the movie and one by one students came up to the snack bar and picked their snacks which were provided by Chloe. The snack bar included popcorn, orange juice, oreos and skittles.





## My time Our Place

Outcome 4: Children are confident and involved learners

Principle: Secure, respectful and reciprocal relationships

Practice: Play, Leisure and Intentionality



# TAKE A MINUTE...

# Relationships **MATTER!**

**YOU are the most important person in your child's life! That is why the relationship between you and your child is an important focus of early intervention. Early Start services are designed to empower YOU so that you can better address your child's unique needs. Your service providers will provide ideas and support so that you can help your child learn the skills that YOU think are most important!**

Social and emotional development describes the ability to experience and express feelings, form relationships, and explore the world. Social and emotional development is the foundation for all other learning and development throughout life. This is true for all children, including those with disabilities and delays. All families, with support, can help their child learn how to make friends, show strong emotions in healthy ways, and handle conflicts peacefully. These are examples of social and emotional skills. Your relationship with your child matters because positive relationships change your child's brain for the better. Every single day, everywhere you are, positive parent/child interactions help strengthen your bond, giving your child what they need to learn and grow.

**When your child feels safe, secure, nurtured, and loved, they grow and learn!**

We understand that parenting is not always easy! Parents with young children who have delays or disabilities may need extra support. Behavior, communication and physical challenges can make parenting especially difficult. Your Early Start Team is here to help you! You can strengthen the bond and connection you have with your child every day, during your daily routines. We will help you learn how!

**Take a minute to play, sing, read and laugh with your child.**

For more information on social and emotional development, watch this video at: <http://earlystartneighborhood.ning.com/ssip-resources/TaMvideo>

## You and your child...



## Ideas and tips...

**How do you know when your child is happy, sad, frustrated, scared, or mad?**

Watch your child so that you can start to recognize their cues. They may use body movements, facial expressions, and sounds to show you how they feel. Imagine how your child experiences things.

**How do you respond to your child's feelings?**

Validate your child's feelings, and label them with simple words. For example, "I can see that you are frustrated because you cannot reach your toy."  
If your child is happy, keep doing what you're doing. If your child is upset, take a moment to comfort them.

**How do you help your baby or young child learn to calm down?**

Remember to stay calm yourself. Try different ways to calm your child, such as holding them, rocking them, getting them a special toy or blanket, singing, or playing soothing music.  
Think of healthy ways to handle feelings: take deep breaths, count to four, blow bubbles, sing a song, or do a silly dance with your child. Ask if your child wants a hug.

**How do you show your child that they are important and loved?**

Take time to connect with your child: smile, talk and listen to them, read, sing, and play with them, enjoy a meal together.  
Turn off electronics more often so that you can focus on your relationship with your child.

**How do you encourage the behavior you want to see from your child?**

Keep in mind that if your child is tired, thirsty, hungry, or uncomfortable, they will not be on their best behavior. Take care of them before you try to teach them a new behavior.

**Do you have any concerns or questions about your child?**

Talk to your Early Start Team. We are here to help!

### Remember

**You are your child's first teacher!** Children learn the most from what other people do... especially you! Give yourself a break when you are having a hard time remaining calm. Be sure your child is safe and give yourself a minute to calm down. You might say "I need some time to think about how I can help you." Take care of your own emotional wellness. If you have stress, depression, or anxiety, it affects your child. Get the help and support you need.



Was this resource helpful? Tell us here: [www.surveymonkey.com/r/TaMFlyer](http://www.surveymonkey.com/r/TaMFlyer)

Developed with the support of the California Interagency Coordinating Council (ICC) on Early Intervention and the Early Start Comprehensive System of Personnel Development. Early Start is implemented by the Department of Developmental Services



# Eating Your A, B, C's...

You don't need much of them, but you can't live without them. Vitamins are a group of 13 substances that the body needs. For the most part, you get vitamins and minerals from the food you eat.



**Vitamin A** is also called retinol. It is necessary for healthy vision and also helps create strong bones and teeth, as well as a strong immune system.



## Vitamin B

is a group of vitamins that help the body turn food into energy. They are also needed to make red blood cells and the genetic materials DNA and RNA.



The vitamin B group includes:



- \*B1 (thiamin)
- \*B2 (riboflavin)
- \*B3 (niacin)
- \*B5 (pantothenic acid)
- \*B6 (pyridoxine)
- \*B9 (folic acid)
- \*B12 (cobalamin)
- \*BIOTIN

**Vitamin D** is made by the body when it is exposed to the sun. The vitamin is also found in certain foods. Vitamin D helps the body absorb the mineral calcium. It also helps build strong bones and teeth.



**Vitamin C**, also called ascorbic acid, is necessary for making collagen, which holds body cells together. It also aids in the healing of wounds and burns and helps build strong teeth and bones.



**Vitamin E** helps maintain healthy red blood cells and muscle tissue.



**Vitamin K** is necessary for blood to clot when you get a cut. Half of the vitamin comes from the food you eat; the other half is manufactured by bacteria in your intestines.



# Super-veg pasta

## Ingredients

- 2 red peppers, quartered and deseeded
- 2 tbsp olive oil
- 1 fennel bulb, roughly chopped
- 1 onion, roughly chopped
- 1 large carrot, roughly chopped
- 2 garlic cloves, crushed
- ¼ tsp crushed chillies
- 1 tsp fennel seeds
- 2 tbsp tomato purée
- 400g can chopped tomatoes
- 600ml vegetable stock
- 1 tsp caster sugar
- small handful basil, leaves shredded
- 500g bag fresh egg pasta, cooked



## Step 1

Heat the grill and pop the peppers, skin-side up, underneath for 10 mins or until beginning to char. Transfer to a bowl, cover and set aside. When cool enough to handle, peel off the skin and cut the flesh into strips.

## Step 2

Heat the oil in a large saucepan and cook the fennel, onion and carrot for 8-10 mins until softened. Stir in the garlic, crushed chillies, fennel seeds and tomato purée, cook for 2 mins, then add the canned tomatoes, stock and sugar. Simmer, uncovered, for 15 mins or until the vegetables are completely soft.

## Step 3

Take out a couple of spoonfuls of the sauce (this will later add texture), then blend the rest in the saucepan until almost smooth with a stick blender. Simmer for 5 mins to thicken, then stir in the reserved sauce, shredded basil and peppers. Serve with the pasta.