



A.B. Paterson College

Early Childhood Centre Newsletter

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Important Dates

- 4 May – Service Closed
- Week beginning 5 May
Mother's Day celebrations
- 20 May – National
Simultaneous story time

A.B. Paterson College Early Childhood Centre

PO Box 460
Helensvale, Qld 4212
1-5 A.B. Paterson Drive
Arundel, Qld 4214

Phone (07) 5571 5333
Enquiries: elc@abpat.qld.edu.au
www.abpat.qld.edu.au

ABN 38 010 996 997

Welcome to our Newsletter!

Warm Clothing Reminder

As the weather becomes cooler, we kindly ask families to please pack warm clothing for their child, such as jumpers, jackets, or long-sleeve layers, to ensure they remain comfortable throughout the day.

Please also remember to clearly label all clothing items with your child's name. This helps educators return belongings easily and reduces the chance of items being misplaced.

Thank you for your support and cooperation.

FOB Access Requirement

Please be reminded that FOB access is required for entry to the Centre and the car park.

In accordance with our safety and security procedures, staff are not permitted to allow access to people who do not have their FOB.

If your FOB has been lost, misplaced, or is not functioning, a replacement must be ordered prior to access being reinstated. See our Centre staff.

These procedures are in place to ensure the safety of all children, families, and educators. Thank you for your cooperation and compliance with Centre policies.

Jessica Williams
Centre Manager – Early Childhood Centre

Caterpillar's Classroom

This month, we concluded our learning about primary colours (well for now as we never stop learning). It was wonderful to see the children confidently recognising and naming colours throughout their everyday play and routines. Children strengthened their cognitive skills in colour recognition and classification, enhanced their language development by naming colours, and built confidence when participating in group experiences.

Following the children's interests, we also completed our big group project, "The Jungle". Through this engaging and collaborative experience, the children created dinosaurs, waterfalls, monkeys, tigers, and zebras, transforming our room into what truly felt like a jungle environment.

This project supported creativity and imagination, fine motor development through art and construction, and social skills such as cooperation, sharing ideas, and working together as a team.

A highlight of the month was our exciting college excursion. The children demonstrated strong observation skills, showed curiosity about their surroundings, and enjoyed sharing their thoughts and discoveries with their peers. Children developed observation and inquiry skills, expanded their communication and vocabulary, and practiced positive social interactions in a new and different environment.

To further extend the children's interests, we explored our topic "Something About Nature." Through sensory play and storytelling, the children began learning about respecting the environment and caring for the world around them. The children also contributed their ideas and thinking to a large group poster, sharing what they know and adding their own creative touches. This learning supported sensory exploration, early environmental awareness, and listening and comprehension skills through storytelling and group discussion.



Caterpillar's Classroom

Our current focus areas include supporting children to recognise numbers 1–4 through daily learning experiences. We are also continuing to foster the development of self-regulation, confidence, and independence in each child.

Children are building early numeracy skills, learning to manage emotions and behaviours, and developing independence through routines such as packing away, making choices, and practising self-help skills.

Thank you for your ongoing support. We look forward to another exciting month of learning ahead!

The Caterpillars Team



Butterflies Classroom

The children have continued to show a strong interest in gardening and exploring the natural world around them. We have been spending time looking closely at seeds, roots, and plants, sparking curiosity about how things grow. A highlight was planting our very own individual aloe vera, with the children eagerly helping to place it in the soil and learning how to care for it.

The children have taken great responsibility in helping to water the garden each day. During this time, they have also been fascinated by the birds that visit our outdoor space, often stopping to drink from the bird bath. Together, we make sure the fountain is kept clean, reinforcing ideas about caring for living things and our environment.

We were excited to plant a lemon myrtle tree, and the children have especially enjoyed smelling the leaves we described as “lemony” and “fresh.” These sensory experiences are a wonderful way to deepen their connection with nature.

Our vegetable garden has also been rewarding. The cucumber plants have nearly finished producing, giving us around six lovely fruits that we enjoyed together. This tied in beautifully with our learning about a “rainbow of foods,” as we explored healthy eating through colourful options like yellow corn, green snow peas, and red raspberries.

Another highlight was our excursion to the prep playground. This experience provided valuable opportunities for the children to practice listening to instructions, following rules, and safely exploring a new environment.

Leeah & Ann



Koalas Classroom

Towards the end of March, the Koalas celebrated Harmony Day. We explored different ways of communication, including verbal communication and learnt that people around the world speak many different languages. The children practiced greetings in their home languages such as Korean, French, Chinese, Cantonese, English, and Yugambeh language.

We were also very grateful to have Nezha (Camelia's mum) visit the Koalas to read a book about Paris and teach us some French. This special experience deepened children's understanding of cultural diversity within our community and strengthened connections between families and the service.

We also broadened our understanding of communication by exploring Australian Sign Language (ASL) and Braille. The Koalas have shown excellent engagement and curiosity for learning, enjoying greeting each other every morning in their preferred languages. This has supported children to become confident and involved learners, while also fostering respect for diversity and inclusive communication, in line with the EYLF outcomes.

EYLF Outcome 2: Children are connected with and contribute to their world

EYLF Outcome 5: Children are effective communicators

Easter Celebrations

Easter in April was a magical and exciting celebration for the Koalas, with lots of anticipation leading up to the arrival of the "Easter Bunny". The children created their own Easter baskets and decorated Easter eggs in preparation for the celebration.

Upon returning from the Easter break, the Koalas eagerly shared their holiday experiences with educators and peers. Some children spoke about parents pretending to be the Easter Bunny, others created Easter egg hunts at home, and some attended community Easter events.



Koalas Classroom

Educators were able to extend on these shared experiences by incorporating family input into the program, including photos and stories. This supported children to reflect, share, and connect their home experiences with their learning environment, aligning with the National Quality Standards - QA6 (Collaborative Partnerships with Families and Communities) and QA1 (Program and Practice), as children's home experiences are valued and embedded into the curriculum.

We have created a scrapbook to document these special moments, allowing children to revisit and share their experiences with peers and families. The strong connections between home and kindergarten are clearly evident, reflected in the children's joy, engagement, and sense of belonging.

Where to Next?

With many children sharing their beach experiences, we will extend this interest through beach and water safety learning experiences. We will also begin preparing for upcoming Mother's Day celebrations, focusing on connection, appreciation, and creativity.

Miss Jenny and Miss Yuhan | Koalas Educators



Dolphins Classroom

What a wonderful and enriching month of April we have shared together in the Dolphins Room! Our learning has been deeply connected to children's interests, real-life experiences, and meaningful hands-on exploration, supporting their growth across all developmental areas.

In April, the focus has been on exploring where our food comes from and developing healthy eating habits. Our children engaged in a variety of meaningful experiences, including learning about how fruits, vegetables, and grains grow, and connecting this knowledge to our community garden. Through hands-on activities such as making vegan hot cross buns and preparing a cucumber and cherry tomato salad, children explored cooking processes, practised early maths skills like measuring, and developed independence and teamwork. These experiences also introduced rich vocabulary, such as "ingredients," "mix," "slice," and "harvest," supporting their language development. Our exploration of the cucumber life cycle further extended children's understanding of nature and sustainability. Through sequencing activities, drawing in the garden, and group discussions, children developed their inquiry skills and made meaningful connections between food, nature, and their everyday lives.

In addition, our children explored important concepts in science and the natural world, including light and shadow. Through engaging experiences such as shadow puppet play and our glow-in-the-dark dance party, our children investigated how light creates shadows and how movement changes their size and shape. These playful experiences supported curiosity, creativity, and early scientific thinking.

Our literacy and numeracy learning has been thoughtfully embedded into everyday play. Our Dolphins practised recognising and forming letters in their names using coloured salt and playdough, strengthening fine motor skills and early writing foundations. Group counting, following cooking instructions, and sequencing steps all contributed to the development of early numeracy and problem-solving skills.



Dolphins Classroom

We also continued to build children's understanding of positional language (such as on, under, behind, and beside) through both indoor and outdoor play. Activities such as movement games in the adventure playground and our creative "rainbow and butterfly shoes" strategy helped children develop spatial awareness and independence in self-help skills.

April has also been full of meaningful cultural and community connections. Our children explored Aboriginal perspectives through learning about bush foods and native plants, fostering respect for Australia's First Nations cultures. We also celebrated World Health Day by discussing wellbeing and hygiene, and World Earth Day by engaging in art experiences that highlighted caring for our environment. Through these experiences, children are developing a growing awareness of their role in caring for the world around them. Creativity has flourished through Easter-themed crafts, nature-based art such as leaf rubbings, and the beginning of our Mother's Day projects. These experiences supported children in expressing their ideas, making choices, and developing fine motor skills while creating meaningful connections with their families.

Overall, April has been a month filled with curiosity, creativity, and connection. We are so proud of how our Dolphins continue to grow as confident, capable, and involved learners.

Ms Alisha and Ms Christine



What's On in Our Community?

Music in the Park – Paradise Point Parklands

Enjoy a wonderful afternoon of free live music and fun at Paradise Point Parklands.

Bring your family and friends along to enjoy an afternoon of free live music, suitable for the whole family.

Bring your chairs, rugs and picnic snacks, or take advantage of our renowned food and beverage outlets along The Esplanade.



Artists

- 7 September 2025 – Aussie Rock Celebration with The Bongo Boys
- 12 October 2025 – Boots and Buckles with Scorpio
- 2 November 2025 – Dr Love with Motown Magic
- 1 February 2026 – Tribute to Country Divas
- 1 March 2026 – Classic Blues / Rock with The Bounty Hunters
- 5 April 2026 – Floorburners Flashback "1999" Dance Party
- 10 May 2026 – Swinging in Paradise from Sinatra to Bubl 
- 7 June 2026 – Issi Dye "Rock & Roll Revival"

Getting there

Consider using public transport or active travel. Plan your trip with [Translink's journey planner](#).

Parking may be limited. For metered parking, use the **EasyPark app** to start, end, and extend your parking direct from your phone to avoid fines. For more information visit [City of Gold Coast's Parking page](#).

What's Cooking?

White beans with couscous salad

Serves: 4

Cook time: 5 min

Prep time: 10 min

Ingredients

1 1/4 cups (310ml) Coles Vegetable Stock

1 cup (200g) Coles Couscous

350g Coles Kitchen Kaleslaw Salad Kit

420g Coles Cannellini Beans, rinsed, drained

70g Coles Australian Style Fetta



Supportive Networks

“Promoting Resilience in Early Childhood Settings”

Use emotion coaching during real situations

Educators should respond to children’s emotions as they happen by acknowledging, labeling, and validating their feelings. For example, when a child becomes upset during play, an educator might say, “*I can see you’re feeling frustrated because you wanted that toy.*” After acknowledging the emotion, the educator can guide the child toward an appropriate response, such as asking for a turn or finding another activity. This approach helps children understand their emotions and learn constructive ways to manage them, which is a key part of resilience.

<https://raisingchildren.net.au/preschoolers/behaviour/understanding-behaviour/emotions>

Teach simple calming strategies daily (not just during conflict)

Rather than addressing emotions only when children are upset, educators should intentionally teach calming techniques during group times or during calm moments. This might include deep breathing, counting to ten, or using sensory tools like stress balls or soft toys. Practicing these skills regularly allows children to build confidence in using them independently when they experience stress or frustration, supporting long-term emotional regulation.

<https://healthyfamilies.beyondblue.org.au/age-1-5/mental-health-conditions-in-children/resilience>

Set up a ‘safe space’ or calming area

Early childhood environments should include a quiet, comfortable space where children can go to regulate their emotions. This area may include cushions, books, and sensory materials. Educators should explicitly teach children that this is a space for calming down, not a punishment. Encouraging children to choose to go there independently supports the development of self-regulation and coping strategies.

<https://www.earlychildhoodaustralia.org.au>

Scaffold problem-solving instead of fixing problems

Educators play an important role in guiding children through challenges rather than immediately fixing them. For instance, during a conflict, an educator might ask, “*What could we do to make it fair?*” or “*How can we solve this together?*” This encourages children to think critically, consider others’ perspectives, and develop independence in managing difficulties. These experiences strengthen resilience by building confidence in their own abilities.

<https://aifs.gov.au/resources/policy-and-practice-papers/building-resilience-children-and-young-people>

Building Resilience in the Early Years

As part of my role as Educational Leader, I actively support and encourage educators to engage in ongoing professional development that strengthens our practice and benefits children's wellbeing. Recently, our educators participated in the Be You online training focused on building resilience and supporting children's mental health and wellbeing. This professional learning has enhanced educators' understanding of how resilience develops in the early years and reaffirmed the importance of safe, supportive relationships and emotionally responsive environments.

Following this training, educators have been able to collaboratively reflect on how these strategies can be transferred into everyday practice. This process also highlights the areas in which educators demonstrate strong and effective practice. Educators are intentionally supporting children to recognise and name emotions, use calming strategies, problem-solve challenges, and build confidence when faced with new or difficult situations.

This approach directly aligns with EYLF Outcome 3: Children have a strong sense of wellbeing, as educators promote emotional awareness, self-regulation, and a sense of security and belonging. Through consistent, reflective practice, our team is creating nurturing learning environments where children feel supported to develop resilience and wellbeing skills that will benefit them now and into the future.

Parents can support resilience by talking with children about their feelings, helping them name emotions, and reassuring them that it is okay to feel challenged at times. Encouraging children to try again when something feels difficult, allowing time to problem-solve, and praising effort rather than outcomes helps build confidence and persistence. Modelling calm responses, using routines, and working through challenges together also supports children to manage emotions and develop coping strategies. When children receive consistent messages from both home and the centre, they feel more secure and supported to build resilience and wellbeing.

Kind Regards,

Tegan Findlay

Educational Leader | Early Childhood Centre