

# Kindergarten Policy

Brunswick Crèche and Day Nursery is now providing an four year old funded kindergarten program within the 3-5 Room (Top Kids Room). An integrated service allows children and families to receive high quality kindergarten education and improve a child's learning, and development outcome, emotional wellbeing, the longer term educational and social outcome and life experiences.

## Kindergarten Funding

The Victorian Government provides kindergarten funding to long day care centres as a contribution towards the cost of running a kindergarten program for children in the year before school. The kindergarten program is a planned and delivered by a qualified early childhood teacher.

## Standard per capita Grant

The kindergarten per Capita Grant is the main type of funding available from the department to the Service Provider. The service provider receives a grant for each child enrolled in the funded Kindergarten program in the year before school.

| <b>Type of Kindergarten per capita grant</b> | <b>Annual per capita grant rate from 1 January 2014</b> | <b>Annual per capita grant rate from 1 July 2014</b> |
|--|---|--|
| <i>Standard Rate</i>                         | \$3,091<br>(approx. \$258 per month)                    | \$3,168<br>(approx. \$264 per month)                 |

## Eligibility

The eligibility criteria for a child to be enrolled and attending the integrated kindergarten program at Brunswick crèche & Day Nursery, the child:

- Is at least four years old on 30<sup>th</sup> April of the year in which they are enrolled to attend the funded kindergarten program
- Is enrolled for at least 15 hrs per week (minimum 3 days)
- Is not enrolled and attending a funded kindergarten program at another service

## Kindergarten Sessions

The Early Childhood Teacher is employed on a full time bases running a 5 hrs per day kindergarten program.

The 3-5 room has a partition which divides the children enrolled in the 4 year old funded kindergarten program for the morning sessions. The afternoon session will be integrated with all children in the 3-5 room.

## Kindergarten Session Times:

| <b>Days</b>      | <b>Morning Session</b> | <b>Afternoon Session</b> |
|------------------|------------------------|--------------------------|
| <b>Monday</b>    | 8.30 – 12.00           | 3.30 - 5.00              |
| <b>Tuesday</b>   | 9.30 – 12.00           | 3.30 – 6.00              |
| <b>Wednesday</b> | 8.30 – 12.00           | 3.30 - 5.00              |
| <b>Thursday</b>  | 9.30 – 12.00           | 3.30 - 6.00              |
| <b>Friday</b>    | 8.30 – 12.00           | 3.30 - 5.00              |

## Integrated Program

Our integrated kindergarten program is part of an inclusive, play based learning environment where children explore experiences where learning occurs. Children's interest and strengths are the fundamental aspects of the curriculum, which will assist the Early Childhood teacher and Educators to develop a rich and meaningful opportunities to enhance their learning based on the Early Years Learning Framework (EYLF).



## Transition to School Statement

The VIC Transition to School Statement is a practical and simple tool designed to enable information to be shared between families, early childhood services and schools.

The Statement is completed by the child's Early Childhood Teacher in cooperation with the family. All information is provided voluntarily. The Statement is communicated to the child's intended school where it provides the school and teachers with information they can use in planning and preparing for the child's arrival and transition into the new learning environment.

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**Source:** Education and Care Services National Regulations 2011, National Quality Standard, Early Years Learning Framework, DEECD - The Kindergarten Guide 2014

**Date Implemented:** 16/04/2012

**Review Completed:** 10/03/2015

**Schedule for Review:** 10/03/2016

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### National Quality Standard – NQS

#### Quality Area 1: Educational Program and Practice

|              |  |
|--------------|--|
| <b>1.1.1</b> | Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators. |
| <b>1.1.2</b> | Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.   |
| <b>1.1.3</b> | The program, including routines, is organised in ways that maximise opportunities for each child's learning.   |
| <b>1.1.4</b> | The documentation about each child's program and progress is available to families.  |
| <b>1.1.5</b> | Every child is supported to participate in the program.  |
| <b>1.1.6</b> | Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.  |
| <b>1.2.1</b> | Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.   |
| <b>1.2.2</b> | Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.  |
| <b>1.2.3</b> | Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.   |

#### Education and Care Service National Regulations

|           |   |
|-----------|---|
| <b>73</b> | Educational programs  |
| <b>74</b> | Information about the educational program to be kept available                      |
| <b>75</b> | Information about educational program to be given to parents                        |
| <b>76</b> | Documenting of child assessments or evaluations for delivery of educational program |

#### Early Years Learning Framework

##### Learning Outcome 1-5

|            |  |
|------------|--|
| <b>1-5</b> | All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices. |
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