

Brunswick Crèche and Day Nursery is now providing a 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.

<i>Type of Kindergarten per capita grant</i>	<i>Annual per capita grant rate from January - June 2019</i>	<i>Annual per capita grant rate from July – Dec 2019</i>
<i>Standard Rate</i>	\$3,593	\$3,682

## 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 2 days)
- Is not enrolled and attending a funded kindergarten program at another service

## Kindergarten Sessions

We have 2 Early Childhood Teachers that will run a funded 4 year old Kindergarten program.

## Kindergarten Session Times:

Days	Session
Monday	8.30 – 5.15
Tuesday	8.30 – 5.15
Wednesday	8.30 – 5.15
Thursday	8.30 – 5.15
Friday	

## 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.

**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:** 30/04/2019

**Schedule for Review:** 30/04/2020

National Quality Standard – NQS		
Quality Area 1: Educational Program and Practice		
1.1	Program	The educational program enhances each child's learning and development
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
Education and Care Service National Regulations		
73	Educational programs	
74	Information about the educational program to be kept available	
75	Information about educational program to be given to parents	
76	Documenting of child assessments or evaluations for delivery of educational program	
Early Years Learning Framework		
Learning Outcome 1-5		
1-5	All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.	

