

Our Centre is committed to providing a high-quality Kindergarten program that prepares all children for school whilst minimising the financial burden to families by utilising all available funding opportunities. Our Kindergarten programs are delivered by qualified early childhood teachers and educators. We aim to identify children that require additional support and seek assistance through a range of initiatives to ensure inclusion of vulnerable children into our programs. Our centre operates in accordance with the Child Safe Standards.

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.

Purpose

To ensure our Centre accesses and meets all legislative requirements of Kindergarten funding available from State and Federal Government.

Implementation

In order to relieve the financial burden of families using our Centre, we have a responsibility to maintain awareness of and utilise all possible funding opportunities that we, or families may be eligible for subsidy.

Funded Kindergarten

Kindergarten (also called preschool) is a program for young children delivered by a qualified early childhood teacher in the year before transitioning to primary school (Prep.). Kindergarten is usually for children when they are four, however effective January 2020, some Three-Year-old programs are available in some councils.

The Victorian Government provides funding to early childhood services to contribute to the cost of running a funded kindergarten program to help keep fees affordable for families. Kindergarten Fee Subsidy provides eligible four-year-old children with access up to 15 hours of funded kindergarten delivered by a qualified early childhood teacher for free or at a low cost.

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 30th April of the year in which they are enrolled to attend the funded kindergarten program

Enrolment

In accordance with the DET *Kindergarten Funding Guide*, the following children are eligible for one year of funded kindergarten.

- Children who are at least four years of age by 30 April in the year they are to attend Kindergarten (proof of birth is required on application in the enrolment process).
- Is enrolled for at least 15 hrs per week (minimum 2 days)
- Is not enrolled and attending a funded kindergarten program at another service
- Children born between 1 January and 30 April may attend in their eligible year, or families may choose to enrol in the following year but need to ensure they remain eligible as per the DET Kindergarten guide.
- Children turning six years of age in their year of Kindergarten who have been granted an exemption from school entry age requirements by their regional office of DET



- Children who are younger than the eligible age, but whose parents/guardians have submitted a written request to their regional DET office and have been approved for their child to attend Kindergarten the following year.
- Proof of vaccinations must be submitted before our centre can approve an enrolment in accordance to the *No Jab No Play* legislation. Children must be fully vaccinated for their age or on a recognised catch-up schedule or have a medical reason not to be vaccinated.

Priority Access Criteria

In instances where more eligible children apply for a place at our centre for kindergarten we must follow the priority access guidelines as below and work with other local kindergarten services and the regional Departmental offices to ensure all eligible children have access to a place.

- Children at risk of abuse or neglect, including children in out-of-home care
- Aboriginal and/or Torres Strait Islander children
- Children eligible for the Kindergarten Fee Subsidy (Commonwealth health care cards or veteran’s affairs card, or multiple birth children- triplets, quadruplets)
- Children with additional needs

Our Frameworks

Our kindergarten program adheres to the *Victorian Early Years Learning and Development Framework (VEYLDF)* as the approved learning framework declared in the Education and Care Services National Law and National Regulations core funding agreement.

We are also guided by *Belonging, Being and Becoming* - The Early Years Learning Framework for Australia.

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	8.30 – 5.15

Curriculum

The foundations we lay in kindergarten, become the building blocks for your child’s success at school. Through our unique, age-appropriate programs, children can transition to school equipped with the familiarity of a structured learning environment and the support and encouragement of our educators. Tailoring our programs to children and their families, we can blend the formal requirements of the curriculum with the real-world needs of our community delivering a well-rounded learning experience for all. We help to lay the foundations for future learning through environments that are rich in numbers, words and creative activity.

The Nominated Supervisor will ensure:

- A child’s eligibility for kindergarten fee subsidy is discussed with families
- Before confirming a child’s enrolment, families must present an immunisation history statement as evidence that the child:
 - Is fully vaccinated for their age
 - Is on a recognised catch-up schedule if the child has fallen behind with their vaccinations or
 - Has a medical reason not to be vaccinated
- Our kindergarten program is planned and delivered by a qualified early childhood teacher for at least:



- 15 hours per week for 40 weeks of the year, or 600 hours per year.
- Early Childhood Teachers are registered with the Victorian Institute of Teaching (VIT)
- Graduate teachers are provisionally registered with the VIT and provided with support of a mentor to help them achieve Proficient Teacher level of the Australian Professional Standards for Teachers
- All staff and educators hold current and checked Working with Children Checks (WWCC)
- The program delivered to children adheres to the Victorian Early Years Learning and Development Framework and operates in accordance with Child Safe Standards at all times.

Programs

Our Centre offers the following programs for which the Victorian Government Department of Education offers 15 hours of funding for each eligible child each week.

[Note: In 2020, some council areas will offer Three-Year-Old Kindergarten. Families will be able to access up to 15 hours of kindergarten.]

Information about our funded kindergarten programs is added and updated in the Kindergarten Information Management system (KIM).

The Kindergarten Program- The Multi -Age Model

Multi-age groups that bring together children aged 3-5 years old offer unique opportunities for learning and development. The multi-age grouping model describes learning as ‘phases of learning’, rather than ‘age or year level’ appropriate learning. (DET)

Children in multi-age grouping will develop friendships and engage in learning just as they would in the same age setting with the added bonuses of being able to access peer support and lead learning for other children. These opportunities offer children the opportunity to develop more sophisticated social skills *(Catherine Hyde – Department of Educational and Training)*

There are some concerns amongst parent that older children may overwhelm younger children. Older children may be under stimulate as the range of experiences is limited an younger children inhibit plans, but evidence has found that these concerns are no different to other ways that children are grouped, as even children who are grouped by age there is a wide range of skill levels, maturity level and experience that impacts on how and where children play and how they interact and get along with others. *(Judy Radich – The Spoke, Early Childhood Australia Blog)*

The goal of mixed age grouping is to build confidence in younger children as well and enhance their language and behavioural skills alongside maximizing learning potential.

Meanwhile, older children benefit from multi-age grouping because it allow them to ‘mentor’ younger children which build on their sense or responsibility and empathy skills.

Each child works to their own competence level, teachers expectations differ according to child’s stage of development and learning style. Children preparing for school will have higher expectations placed on them and will be taught in smaller groups as required.

Victoria State Government Education and Training – Transition Learning and Development Statement.

This *Learning and Development Statement* summarises children’s abilities as they start school. The statement assists teachers to get to know the children beginning school and their individual learning styles. Completing this statement is a kindergarten-funding requirement. The statement is prepared by early childhood educators and families and includes outcome descriptors describing children’s learning and development against the five outcomes of the VEYLF. Parents have an option to share this statement with the child’s future school or ‘opt out’. The transition statement is completed electronically and can be downloaded to share with families and early childhood services.



VICTORIA (VIC)

Children must turn 5 before 30 April to attend school that year

Victoria State Government Education and Training- [Transition to school resource](#)

Moving to primary school (transitions):

<http://www.education.vic.gov.au/childhood/professionals/learning/Pages/transition.aspx>

Primary schools: <http://www.liveinvictoria.vic.gov.au/living-in-victoria/education-and-childcare/primary-schools#.V8gSQ5h97IV>

Transition Learning and Development Statement:

<http://www.education.vic.gov.au/childhood/professionals/learning/Pages/transitionstat.aspx#link70>

Department of Education and Training (DET) – Payments/Funding

A large variety of funding is available to early childhood services, including but not limited to:

Early Start Kindergarten grant for children who are at least 3 years old before 30 April in the year they are enrolled to attend the program and are:

- Aboriginal and/or Torres Strait Islander or
- Known to Child Protection or referred to CHILD FIRST
- Early Start Extension Grant
- Early Childhood Teacher Supplement (ECTS)
- Early childhood language program

Details of all funding available and eligibility can be found at

<https://www.education.vic.gov.au/childhood/providers/funding/Pages/default.aspx>

School Readiness Funding

Between 2019 and 2021 the Victorian Government Department of Education and Training will be rolling out needs-based School Readiness Funding to all eligible kindergartens with a funded kindergarten program. To be eligible for this funding our Centre will meet all legislative requirements, including the collection of parent's occupation and education information and enter this information into KIM.

Second Year of Kindergarten Funding

If a child at our Centre is demonstrating delays in key outcomes of learning and development, a second year of funded kindergarten may be considered. In order to receive this funding, the child must show developmental delays in two key outcomes.

The five key outcome areas identified in the Victorian Early Years Learning and Development framework will be assessed:

- Outcome 1: Identity
- Outcome 2: Community
- Outcome 3: Wellbeing
- Outcome 4: Learning
- Outcome 5: Communication

In regard to Second Year of Kindergarten funding, educators will complete the following assessments with consent from the child's parent/carer.

Complete all required documentation including:

- Ongoing child observations (as required)
- Term three learning and development plan
- Second year discussion
- Second year statement



- Second year checklist

Liaise with other professionals as required, including but not limited to:

- Preschool Field Officer
- Early Childhood Intervention Service Worker
- The child's Maternal and Child Health nurse
- Family doctor or other allied health professionals
- School principal of child's intended school

Liaise with families of individual children as required to remain eligible for funding.

Inclusion Support and Access

The Kindergarten Inclusion Support Program (KIS) is available to support the participation of children in quality kindergarten programs in line with the National Quality Framework and the Victorian Early Years Learning and Development Framework. Support is available through the KIS disability and complex medical needs programs.

The programs are to support access and participation for children with:

- A disability or developmental delay
- High support medical needs or
- Complex medical needs

This support is in addition to other funding that the child may be receiving. Children with developmental concerns may also be eligible for the Preschool Field Officer Program (PSFO) to support the access and participation of children with additional needs in the kindergarten program.

Further information about the KIS and PSFO program can be found at:

<https://www.education.vic.gov.au/childhood/professionals/needs/Pages/kinderinclusion.aspx>

Management/ Nominated Supervisor will:

- Comply with Department of Education requirements as per the *Kindergarten Funding Guide* (2016) and *Kindergarten Funding Guide* key policy changes and updates
- Meet all core requirements and operational requirements as per National Quality Standard and National Law and National Regulations
- Maintain educator to child ratios as per regulations (for children aged 36 months of age or over, one educator to 11 children)
- Designate one person as organisation administrator for Kindergarten Information Management system (KIM)
- Submit annual 'confirmation of data' in KIM by required dates
- Ensure attendance details for each child enrolled and information on fees paid is completed in KIM by August each year for annual National Kindergarten Census Week
- Maintain current knowledge of funding available and eligibility requirements
- Support educators in meeting their requirements regarding funding assessments

Source: Department of Education, Skills and Employment. (2009). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. Department of Education and Training. (2016). *Victorian Early Years Learning and Development Framework. For all children birth to eight years* [Education and Care Services National Regulations](#). (2011) Victorian Government Department of Education and Training. (2016). *The kindergarten funding guide* Victorian Government Department of Education and Training <https://www.education.vic.gov.au/Pages/default.aspx>

Date Implemented: 16/04/2012

Review Completed: 26/03/2021

Schedule for Review: 26/03/2022

Authorised by COM: Nov 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.
Quality Area 2: Children's Health and Safety		
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
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	
84	Awareness of child protection law	
89	Educators must be working directly with children to be included in ratios	
168	Education and care service must have policies and procedures	
358	Working with children check to be read	
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.	

