



**Sunshine North Three -Year-Old
Kindergarten Program**

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Introduction

At Future Super Stars Early Learning Centre in Sunshine North, we provide a Three-year-old Kindergarten Program that is funded by the Victorian Government. Our Three-year-old program is run by Sita Ghimire Baral our Bachelor qualified Early Childhood Teacher with over ten years of experience in the Early Childhood Industry, alongside our wonderful team of Diploma qualified educators in our beautiful Wilderness Room.

At Future Super Stars we believe children are capable and can lead their own learning with sensitive mentoring and guidance from their educators. Each child is a unique individual, who deserves to be treated as an individual with their own abilities, interests, and knowledge both respected and catered for.

Our three-year-old Kindergarten program will take place in our spacious Wilderness room. The program encourages children to follow and extend on their own interests, wonderings, curiosities and thought processes; it provides new and exciting challenges and group projects steaming from the children's ideas. Throughout the year we focus on social and emotional intelligence and our educators support the children to become more independent through encouraging self-help skills and independent negotiation and problem solving in play. This ensures that our Kindergarten graduates are beginning to get school ready when time comes for them to head to Big School.



What does our day look like?

Flexible Time frame	Routines/Rituals
6:30am to 8:00am	Good morning/family grouping Breakfast is being served, Children sign in, Children engage in Free indoor play in The Piazza
8:00am	Sita Arrives and takes Wilderness and Woodland children come upstairs and family group in The Wilderness Room
8:30am to 9:00am	Indoor/Outdoor centres play
9:00am	Woodland children to go their room
9:00am to 10:00am	Progressive morning tea indoor/outdoor
10:00am to 10:30am	Group time/intentional teaching
10:30am to 11:00am	Indoor/Outdoor play
11:00am to 12:00pm	Progressive lunch indoor/outdoor
12:00pm to 12:30pm	Milk and Storytime
12:30pm to 1:00pm	Progressive rest time begins/ nappies and toileting/ Indoor/Outdoor play
1:00pm to 2:30pm	Indoor/Outdoor play
2:30pm to 3:30pm	Progressive afternoon tea indoor/outdoor
3:30pm to 4:15pm	Indoor/Outdoor play
4:00pm	Sita says goodbye
4:30pm	Woodland children join us in the Wilderness room for family grouping
4:30pm to 5:30pm	Family grouping in The Wilderness room
5:30pm to 6:30pm	Family grouping in The Piazza



Routines and Rituals

In our program, (routine) we prioritise routines that promote a sense of agency, helping children develop independence and self-help skills for their transition to four-year-old kindergarten. Throughout the day, we encourage children to cultivate responsibility and autonomy in their learning experiences.

In the morning, when they arrive we encourage children to unpack their bottle etc.

During group time, we empower children to take charge by handling resources and sharing them with their peers. This practice fosters collaboration, encourages shared responsibility for their own learning, and helps develop basic leadership skills.

At mealtimes, children actively participate in setting the table and bringing the lunch trolley inside. This teaches them the importance of contributing to our communal meals, reinforcing their sense of belonging within the group.

Children are also encouraged to serve their own meals. This self-help practice not only fosters independence but also promotes life skills that they will carry with them as they grow.

When it's time to go outside, we support children in putting on their jackets, beanies, and shoes independently. This practice helps them feel capable, builds their confidence, and reinforces the understanding that they can accomplish tasks on their own.

After playtime, children collaborate to pack up their play area's, and resources. Through this shared responsibility, they learn the value of caring for their classroom environment, which instills a sense of pride and belonging.

We also provide children with opportunities to make choices about their play and learning experiences. By allowing them to decide what experiences they wish to engage in, we promote their sense of control and importance. When children choose their play, they become more engaged and learn decision-making skills.

During sleep time, we encourage children to make their own beds, teaching them to care for their personal space. Following nap time, they assist in packing up their sleeping mats, further reinforcing their sense of responsibility.

Before transitioning to the family area, children are encouraged to pack their own bags. This practice not only fosters independence but also instills a sense of responsibility for their belongings. Also, they help clean their lockers, ensuring that everything remains tidy. This active participation contributes to their developing sense of autonomy and pride in their environment.

Our classroom environment fosters independence, responsibility, and confidence in children. They are acquiring invaluable life skills that will support their growth and development. Each task contributes to their sense of community, making them feel like integral members of our classroom family. children's agency, independence, and the importance of community.

Our amazing Facilities

The Wilderness Room has direct access to our outdoor learning environments which allow us to run an indoor/outdoor program that is filled to the brim with opportunities for the children to explore both our indoor and outdoor learning environments all day every day. This also ensures that our educators have a multitude of endless opportunities to adapt our educational program to suit each child's needs which sometimes means taking the classroom outside. The fresh air allows children to focus and engage in meaningful, rich educational experiences while engaging with nature.

The outdoor environments at Sunshine North are all created using natural materials. These environments offer a wide variety of experiences such as risky play on our climbing fort, water play, gardening, messy art, Indigenous culture exploration, construction, and dramatic play and so much more.

Our mindfulness space will be visited daily by the Wilderness children to engage in a wide range of experiences such as Yoga, dance classes, meditation and it will also be utilised for quiet reading, writing and small group collaboration. Mindfulness is about awareness of your thoughts, surroundings, emotions and how we feel physically. By introducing mindfulness to children, it can help children to stay calm during stressful times, encourages children to self-regulate through deep breathing, finding peace and facing challenges calmly. Mindfulness can lower anxiety, promote patience, improves cognitive development and working memory.

Our Piazza is located on the ground floor next to our beautiful state of the art Kitchen. This is a flexible ever-changing space to suit the children's needs, interests, and abilities. One day it's a space where the children can meet with our Chef and engage in cooking experiences, meal prep and talks about nutrition and the next where the children can build a city using recycled materials.

Our Art studio is designed to foster the children's artistic pursuits. In this space the children will be able to design, imagine and create their own works of art and explore their understanding of their world through art. We believe it is imperative to provide children with a variety of art experiences, with the importance being on the process rather than the end result. Art engages children's senses in open-ended play and assist with the development of their sense of identity, wellbeing, community, learning and communication. Art can offer a lifetime of benefits, enriching children's lives for years to come.



Special Events

Annual Kinder Art Show

We hold an annual art show where the children's Artwork will be show cased for their families and the community. The exhibits will consist of the children's art projects coming from their own ideas and learning experiences.

(Images from Future Super Stars - Sunshine West's 2022 Art Show)



Our Curriculum

Curriculum means the sum total of all interactions, experiences, activities, routines and events that happen in the Early Childhood Learning Program environment from when children arrive until they depart in an early childhood service setting (www.education.vic.gov.au – 29 August 2022).

The distinction between 3- and 4-years old curriculum: They are interlinked with each other and only differ from the level of each child's capacity and ability to respond to the opportunities of learning and development experiences provided. The 4-year-old curriculum will be structured in ways in preparation for formal education, while the 3 year old curriculum focuses on children's feelings of security, trust, and attachment whilst still focusing on establishing structure and routine within the children's days.

Each group's planned programs will depict children's interests and will provide play-based, age-appropriate experiences for the children to explore which support their learning and development and needs.

These opportunities for learning and development will consist of interactions and experiences provided during.

Routines – established routines give children the assurance of predictability.

Indoor/Outdoor program – the benefit of having 'choices' offers as much opportunity to learn and develop engagement with natural elements and explore the outdoor space for active play.

Table tops activities – offering 'intentional' learning experiences for the children to explore independently.

Group time: where children have the opportunity to be engaged in learning and developing certain skills.

Our curriculum follows the Victorian Early Years learning and development framework and our planning cycle is inspired by Nikki Buchman's Australian Learning Tracks. Our educators are dedicated to ensuring the highest quality of learning and this can only be achieved by engaging the children in rich, stimulating, inclusive learning environments designed to suit children's individual needs and developmental milestones.

Our weekly planner includes, both indoor and outdoor weekly plan:

- The planned experience: What the planned experience is.
- Intentional Teaching Why: Why was this experience chosen, what intentional teaching outcomes are you hoping to achieve.
- Areas of the EYLF we hope to explore this week.

Reflection

experiences to take forward, areas of the EYLF we did explore this week, the areas of the EYLF that were achieved through-out the week is highlighted. The ideas from the children that we would like to take forward.

Implementation: Implement the weekly plan

Supporting all educators to enact the plan to support children's learning.

We watch, discuss, support, scaffold and reflect, revisit, observe, document. There is no one way of implementing as it depends on the child's learning needs as to the actions we take.

Reflection/ Evaluation - On our weekly Australian Learning Tracks plan, the educators evaluate and reflect on that week.

Questions include:

What worked well and how can we extend this?

What was a challenge and how can we change it?

How are we going to meet specific children's needs?

Child Reflection.

Floor books: Each room has their own floor book. This consists of photos of the children participating in planned or spontaneous group experiences. The children are encouraged to assist with cutting and pasting these photos into the floor book and having conversations/ discussions, reflecting upon their own learning that is occurring. The children are then given the opportunity to make their mark as well.

Portfolios: In the Kinder room we have a Child reflection area set up, consisting of each child's learning journal, small drawers containing photos of the children engaged in play, paste, scissors, grey leads, and colour pencils. The children are encouraged to help themselves to these resources which enables the children to have discussions with their educators and peers, allowing the children to reflect upon their own learning.

Summative of Assessment.

Every 6 months our Educators analyse all our data collections from the child's learning and development to assess children's progress against the outcomes of the educational program, referring to VEYLDF and EYLF.

Learning Portfolios.

Each child has a learning portfolio that consist of service philosophy, educator philosophy, children's goals, art samples, progress notes, summative of assessments, reflections, and documentation the child has chosen to add. These are always accessible to children to look through, take home and share with family and reflect on their own learning. Learning Portfolios follow children up until they leave the service, and all content is uploaded to Story Park to ensure all family linked to children's profile has access to the learning and development of the child.

How do we program for your child to ensure highest quality of learning within our environment?

Observation

Data collection, Collecting information - Observing What is happening?

By gathering information or data about each child. We collect and gather information regarding the children, this may include written observations, jottings, snapshots of learning, art samples, photo's, written information on the daily planner, child voice, evaluation, and reflections. Data collection will be documented in individual child's portfolio.

Analyse and Question

Analyse the information collected:

To determine what each child is ready to learn next/ Planning Possibilities. This will be documented within the individual child's learning portfolio. What can the child do? Identifying strengths and weakness: are they being ready, willing, or able? What is the child's current interests? A learning goal is then created that reflects the child's developmental indicators. We aim for each child attending the service to have their own individual learning goal, assessed against the VEYLDF.

Plan

We use this analysis of learning to create our Australian Learning Tracks weekly planner (The planning method used at our service). Our Early Childhood Teacher and Educators plan weekly. Throughout the day the educators contribute to the Daily Planner their jottings about what is happening in the room, the children's voices and ideas and any spontaneous experiences the children are engaging in. This allows the educators to add and change experiences based on the children's ideas and interest in the moment.



Example Portfolio – Jane Jones

Goal Update Observation – Persistence – 20/05/2020

Today Jane participated in our alphabet hunt and created our names game. Jane was provided with a name plate with the letters of her name on it. Jane searched through the letters that were scattered on the floor and began picking out letters in her name. "I found J, and A!" Jane exclaimed. She then kept searching until she shouted, "I found E and N Deanna I have all my letters now what?" "Now we put them in order to spell your name?" Deanna replied, "Can you help?" Jane asked, "Sure can!" So, Jane and Deanna worked together to order the letters of Jane's name. "We did it look Jane!" Jane shouted giving Deanna a high five.

Interpretation

Jane is openly expressing her feelings and ideas in her interactions with her educator. Jane is working on her letter recognition skills as she uses her name plate to identify each letter, she needs to make her name and then finds the matching letters on the floor. Jane shares her achievements with her educator and seeks help to complete her task when needed. Jane is engaged in an enjoyable verbal interaction with her educator.

Learning Possibilities

To help Jane to further develop these skills we will be providing opportunities such as rocket ship and moon dramatic play exploration, creating planets using cardboard and other craft materials, and playing crater jumping which encourage problem solving, cooperation and collaboration, communication, and persistence.

VELDYF Learning Outcomes

- 1.1 - Jane is openly expressing her feelings and ideas in her interactions with others.
- 3.1 - Jane is seeking out new challenges and making new discoveries and celebrate her own efforts and achievements and those of others.
- 3.1 - Jane is experiencing and sharing personal successes in learning.
- 4.1 - Jane is persisting even when she finds a task difficult.
- 4.3 - Jane is using the processes of play, reflection, and investigation to solve problems.

Example Portfolio – Jane Jones

This is an example portfolio to show how we document children's learning and development.

Goal established July 2022

Child's Individual Learning Goal:

For Jane to persist even when she finds a task to be difficult.

Documentation for why you have chosen this goal:

We observed that Jane when she is doing a task that she finds difficult instead of persisting or asking for help she will say "I can't do it" or "It too hard for me" and leave the task. Dad also suggested this goal as they have noticed this at home as well.

Links to VEYLF:

VEYDLF learning outcome 1.2.

May 2022 Art Sample

Vincent Van Gough inspired interpretations of Sary Night

This month we have been exploring space, the stars, and galaxies. When we were choosing our artist for this month one of the children said "Wow that painting looks like a galaxy" pointing to a picture of Vincent Van Gough's Sary night. So, we chose Sary Night as inspiration piece for our loose parts collage.

VELDYF Learning Outcomes

- 2.1 - demonstrate a sense of belonging and comfort in their environment.
- 2.1 - express an opinion in matters that affect them.
- 3.1 - seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others
- 4.1 - persevere and experience the satisfaction of achievement
- 5.3 - experiment with ways of expressing ideas and meaning using a range of media



Priority of access for early childhood education

High priority children	Process that could be used to verify need(s)
Children at risk of abuse or neglect, including children in Out-of-Home Care	<p>The child is attending a three year old kindergarten program through Early Start Kindergarten or Access to Early Learning, or is referred by:</p> <ul style="list-style-type: none"> • Child Protection • Child and family services (family services referral and support team, Child FIRST/integrated family services/Services Connect case worker) • Maternal and Child Health nurse, or • Out-of-Home Care provider
Aboriginal and/or Torres Strait Islander children	As part of the enrolment process, service providers must respectfully ask families 'is your child Aboriginal and/or Torres Strait Islander?' and record this information in KIM.
Asylum seeker and refugee children	An appropriate visa identifies the child and/or parents as a refugee or asylum seeker.
Children eligible for the Kindergarten Fee Subsidy	<ul style="list-style-type: none"> • A child or parent holds a Commonwealth Health Care Card, Pensioner Concession Card, Veteran's Affairs Card, or • multiple birth children triplets or quadruplets
<p>Children with additional needs, defined as children who:</p> <ul style="list-style-type: none"> • require additional assistance in order to fully participate in the kindergarten program • require a combination of services which are individually planned • have an identified specific disability or developmental delay 	<p>The child:</p> <ul style="list-style-type: none"> • is assessed as having delays in two or more areas and is declared eligible for a second funded year of kindergarten • holds a Child Disability Health Care Card • has previously been approved for Kindergarten Inclusion Support Package, or referred by: • the National Disability Insurance Scheme • Early Childhood Intervention Service • Preschool Field Officer, or • Maternal and Child Health nurse

Eligibility

In instances where more eligible children apply for a place at a kindergarten service than there are places available, services must:

- prioritise children based on the criteria listed above
- work with other local kindergarten services and the regional Department office to ensure all eligible children have access to a kindergarten place.

This criteria must be used by service providers when prioritising enrolments. Funding guidance is available from the Department's [regional offices](#) if required.

Early Start Kindergarten

Information for early childhood education and care services

Early Start Kindergarten (ESK) is a grant funded by the Department of Education and Training (the Department) that provides eligible three-year-old children access to up to 15 hours of free or low cost kindergarten per week, including in areas with funded Three-Year-Old Kindergarten.

This grant is available in both long day care and sessional services where the kindergarten program is delivered by a qualified teacher. A child can be placed in a Three-Year-Old Kindergarten program, a mixed age program or where early start enrolments are incorporated into a four-year-old program.

Who is eligible?

The ESK grant is available for children who are:

- three years old by 30 April in the year they are enrolled
- either:
 - from a refugee or asylum seeker background
 - Aboriginal and/or Torres Strait Islander
 - known to Child Protection.
- enrolled in a kindergarten program delivered by a Victorian Institute of Teaching (VIT) registered early childhood teacher.

It is important to note that seeking evidentiary proof of eligibility for ESK can act as a barrier to access for children that have the most to gain from engagement in early childhood education. It is recommended that eligibility be established directly with parents or through referring professionals such as maternal and child health nurses or family services workers. Eligibility can be established verbally or in writing from a parent or professional supporting the family. No other action or information is required to determine eligibility.

Once notified of a child's eligibility for ESK, it is important to support their enrolment in a funded kindergarten program as soon as possible. Children accessing ESK can be enrolled in a three-year-old group, a mixed age group, or a four-year-old group, and can be enrolled in multiple groups in order to access up to 15 hours per week.

Early Start Kindergarten is available to all eligible children during funded Three-Year-Old Kindergarten roll-out

Funded Three-Year-Old Kindergarten started in 2020 as part of a decade-long roll-out across Victoria. It is important that all eligible children continue to access ESK, even if funded Three-Year-Old Kindergarten is available. This will ensure that they can access the full 15 hours a week of funded kindergarten in all service settings including long day care and that your service receives all funding entitlements. For instance, ESK enrolments contribute to School Readiness Funding calculations.

How to apply

Service providers should apply for ESK grants in the Kindergarten Information Management (KIM) system as soon as the child is enrolled. Visit the [KIM](#) page for a reference guide on how to complete an ESK or Access to Early Learning funding request.

Service providers not registered to use the KIM system should contact the appropriate Departmental regional office.

Interpreting services

Interpreting services are available to help culturally and linguistically diverse families understand more about ESK or kindergarten. Phone (03) 9280 1955 or email bookings@languageloop.com.au for assistance.

More information on free telephone, video and on-site interpreters for eligible early childhood services can be found through [Use an Interpreter](#). This page also includes a tip sheet developed by Foundation House for working effectively with interpreters to support refugee families.

Early Start Kindergarten in sessional or long day care

ESK is available in sessional kindergarten programs or in kindergarten programs integrated into long day care.

- **ESK in sessional kindergarten programs** – Service providers must offer children eligible for ESK up to 15 hours per week of the kindergarten program free of charge.
- **ESK in integrated kindergarten programs** – In kindergarten programs at a long day care service, ESK can be used in conjunction with the Child Care Subsidy and Additional Child Care Subsidy.

Where ESK children have additional fees for childcare hours outside the kindergarten program, long day care providers should use all available additional funding to reduce or waive fees and provide all kindergarten hours free of charge.

Early Start Kindergarten extension grants

The ESK extension grant is available for children in the year before school who are:

- eligible for the kindergarten per capita grant but not eligible for the Kindergarten Fee Subsidy, and
- from a refugee or asylum seeker background, or Aboriginal and/or Torres Strait Islander, or known to child protection. A child is not required to access ESK in the previous year to access the ESK extension grant.

Service providers should apply for ESK extension grants when entering the child as a 'Year Before School' enrolment in KIM. This can be done as part of annual confirmation or as an adjustment if the child enrolls after confirmation.

Further guidance

Staff in Departmental regional offices can assist families with any queries about ESK or any other kindergarten program; Koorie Engagement Support Officers (KESOs) can assist with questions about ESK for Aboriginal and/or Torres Strait Islander children; and Early Childhood Learning Advisers can assist with questions about ESK for children in out-of-home care.

Regional office contacts

North East Victoria 1300 333 231

North West Victoria 1300 338 691

South East Victoria 1300 338 738

South West Victoria 1300 333 232

For a list of the Department's regional offices visit the [contact webpage](#).

For more information about ESK visit [Early Start Kindergarten for Professionals](#).



Body Safety & Emotional Wellbeing At Future Super Stars

Helping children to recognise their emotions, self-regulate, learn calming strategies, recognise bodily needs, self – awareness and routine before moving into a bigger classroom setting!

♥ What is Body Safety?

Body Safety helps children understand that:

- Their body belongs to them

♥ What is Body Safety?

Body Safety helps children understand that:

- Their body belongs to them
- They have the right to feel safe
- They can say no to unwanted or unsafe touch
- They should always tell a trusted adult if something feels wrong

We teach these ideas in a gentle, age-appropriate way using stories, discussions, and play.

🧠 Recognising & Regulating Emotions

Understanding feelings is a key part of body safety and wellbeing. We help children:

- Identify and name basic emotions: happy, sad, angry, scared, surprised, calm
- Learn to express how they feel using words, art, and play
- Recognise how emotions feel in their body (e.g., "My tummy feels tight when I'm nervous.")
- Name and understand emotions (happy, mad, tired, shy, etc.)
- Notice how emotions feel in their bodies
- Practice calming strategies like:

Stretching or moving their body

- Deep breathing
- Using quiet corners or sensory tools
- Talking to a teacher or friend
- Drawing or movement breaks

We remind children that all feelings are okay, and they are never alone in managing big emotions. alone in managing big emotions.