



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

Sunshine North Four-Year-Old Kindergarten Program

Introduction

At Future Super Stars Early Learning Centre in Sunshine North, we provide a Four-year-old Kindergarten Program that is funded by the Victorian Government. Our four-year-old program is run by Deanna Bellen our Bachelor qualified Early Childhood Teacher with over ten years of teaching experience, alongside our wonderful team of Diploma qualified educators in our beautiful Woodland 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 four-year-old Kindergarten program will take place in our is spacious Woodland 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 school ready when time comes for them to head to Big School.

(Bee project 2024 – Woodland Room)



(Dinosaur project 2024 – Woodland Room)



What our Day Looks 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	Wilderness and Woodland children come upstairs and family group in The Wilderness Room
8:30am	Deanna arrives
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/concert practice
10:30am to 11:00am	Indoor/Outdoor centres 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 centre play
1:00pm to 2:30pm	Indoor/Outdoor centres play
2:30pm to 3:30pm	Progressive afternoon tea indoor/outdoor
3:30pm to 4:15pm	Indoor/Outdoor centres play
4:15pm to 4:30pm	Pack up and reset the Woodland room
4:30pm	Deanna says goodbye
4:30pm to 5:30pm	Family grouping in The Wilderness room
5:30pm to 6:30pm	Family grouping in The Piazza

Our amazing Facilities

The Woodland 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 Woodland 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)



Kindergarten Graduation

Every year in December we hold our four-year-old kindergarten graduation. In Term 3, the children choose two songs to perform for their families and educators. Deanna and the team, work with the children to choreograph the songs and rehearses them daily. This is an exciting time for both the children and their families as they celebrate the end of their Future Super Stars journey and begin their transition to Big School.

(Image from Future Super Stars Sunshine West Kindergarten Graduation 2022)

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 a 'bit' structured in ways in preparation for formal education, while the 3 year old curriculum focuses on children's feelings of security, trust, and attachment.

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.

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.

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.



Semester 1 Summative Assessment 2023

Learning outcome:	Observations:
Identity	Jane openly expresses her ideas and feelings with both her peers and educators (Page 56 of her portfolio) and she responds positively to ideas and suggestions from others (Pages 47 and 56 of her portfolio). Jane initiates and joins in play with others (Page 47 of her portfolio) and she is open to new challenges and discoveries (Pages 47, 52, and 56 of her portfolio). Jane demonstrates an increasing capacity for self-regulation (Page 56 of her portfolio) and she has begun to persist when faced with challenges and when her first attempts are not successful (Page 31, 52, and 56 of her portfolio). Jane also celebrates and shares her contributions and achievements with others (Page 56 of her portfolio).
Community	Jane demonstrates a sense of belonging and comfort in her environments (Pages 53, and 55 of her portfolio) and confidently expresses her opinion in matters that concern her (Page 48 of her portfolio). Jane is beginning to explore the diversity of culture, heritage, background and traditions of the children and educators in our community and how that diversity presents opportunities for choices and new understandings (Page 47, and 48 of her portfolio).
Wellbeing	Jane seeks out and accepts new challenges, makes new discoveries and celebrates her efforts and achievements (Pages 48, 53, and 55 of her portfolio) and she manipulates equipment and tools with increasing competence and skill (Pages 47 and 48 of her portfolio).
Learning	Jane follows and extends on her own interest with enthusiasm, energy and concentration (pages 48 and 51 of her portfolio). Jane has been working on persevering to experience the satisfaction of achievement (Pages 47 and 48 of her portfolio) and persisting even when she finds a task to be difficult (Page 47 of her portfolio). Jane also explores her ideas and theories using her imagination, creativity, and play (53 and 55 of her portfolio).
Communication	Jane engages in enjoyable interactions using verbal and non-verbal language (06/06/23 DP). She uses the creative arts such as drawing, painting and sculpting to express her ideas and make meaning (Pages 53 and 55 of her portfolio). Jane also experiments with ways of expressing ideas and meaning using a range of media (Pages 48 and 53 of her portfolio).

Goal Update 06/06/2023 Through careful observation we believe that Jane has achieved her goal of persisting even when she finds a task to be difficult. Jane has made great progress and has shown that she can persist and persevere when faced with a difficult task. Please see pages 47, 52, 54 and 56 of her portfolio for further information. We will work with both her family and her educators in the coming weeks to determine her next goal.

Current Goal	Why?
Goal established July 2022 For Jane to persist even when she finds a task to be difficult. VEYDLF learning outcome 1.2	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.
Next Goal	Why?

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 Stary 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 Stary night. So, we chose Stary 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





If you have any questions in regard to the Kindergarten program, please contact us on 03 7044 5020 or email us at sunshinenorth@futuresuperstars.vic.edu.au

We can't wait to share this journey with you 🌟



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](#).

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.



School Readiness At Future Super Stars



What is School Readiness?

Starting school is a big step! School readiness means your child has the social, emotional, physical, and early learning skills needed to start school with confidence.

Why it Matters:

- Builds confidence and independence
- Supports early learning and literacy
- Develops social and communication skills
- Helps children feel safe, happy, and ready to learn

Excursions to Sunshine North Primary School

Monthly visits to Sunshine North Primary help children get familiar with:

- Classrooms & playgrounds
- School routines
- Children explore learning spaces and participate in storytime, music, and fun activities!

School Uniform Stations

- Exposes children to doing up buttons, putting on shoes, zipping up jackets.
- Allows children to practice skills before heading off to big school.

Peaceful Kids Program

A mindfulness and resilience-building program

Teaches calming strategies like:

- Deep breathing
- Mindful movement
- Positive self-talk

Supports emotional wellbeing and reduces anxiety about starting school

Lunchbox & Fruit Time

As part of our School Readiness Program, children in the Woodland Room are encouraged to bring a lunchbox each day of term 3 & 4, with a piece of fresh fruit packed inside.

- This encourages healthy eating, positive interactions and teaches independence and routine skills needed for primary school.