



INFORMATION PACK




MAY 2020

Our Programs

We currently offer two four-year old groups and two three-year old groups.

Our kindergarten offers intentional teaching delivered via an Emergent Curriculum. It is a play based curriculum that gives the children the opportunity to learn and develop via hands on meaningful experiences. The children are valuable and capable contributors to our days together.

There is a particular emphasis on:

-  the needs and interests of individual children providing the focus for learning
-  fostering a child's natural curiosity
-  recognising the significance that self-esteem and confidence play in each child's learning

We foster the children's confidence through providing leadership options.

The children have daily opportunities for movement and music, art/craft, free play, group literacy experiences and group meetings where information is exchanged and decisions are made. Yoga and relaxation is part of the 4yo sessions.









A weekly library borrowing program operates for the 4yo groups.

All groups have a group mascot that comes home with each child and their adventures/experiences diarised for sharing with the group.

Other Activities

Each year we use a variety of resources to expand the activities on offer to the groups.

This has included:

-  Visits by drama performance groups
-  Animal education
-  Responsible Pet Ownership program
-  Social days at Kew Traffic School
-  Excursions for 4yo groups
-  Family Social Days
-  Family Day celebrations
-  Grandparent/Special Person morning teas
-  Book Week dress-up days
-  Teddy Bears Picnic
-  End of year group Twilight Concerts
-  Winter Solstice celebrations

Our Environment

Our spacious indoor and outdoor environments are continually updated.

The outdoor area is large, private and peaceful. Our beautiful oak tree along with our large UV protected shade sail structure provides an abundance of shade. There are opportunities for the children to further develop their physical skills and extend their learning. Climbing structures, sand play area and large covered verandah are some of the features. We have a water tank installed so the children can undertake water play without restriction. Our dry creek bed and pump enhance the natural focus of our area.

Our spacious well designed rooms are designed for solitary & social play & learning opportunities.

Feedback

Along with regular newsletters from our Teachers, families are provided with regular documentation of their child's kindergarten experience via digital photography and written records of learning.

Parents are encouraged to sign on to the duty roster each term. This is an excellent opportunity to participate in and fully experience a kindergarten session. The children love to have a parent/special person "on duty". Younger siblings are welcome to come along as well.

Outcomes

Through their involvement with our programs your child will have the opportunity to:

- 😊 Increase in self confidence through the ability to participate as an active hands-on group member
- 😊 Develop language skills so that they will better be able to express feelings, negotiate with others and form relationships
- 😊 Learn to express themselves through art, music and movement
- 😊 Flourish as concentration and independence expand in our nurturing environment

Our Staff

Our experienced and enthusiastic Teachers and Educators are highly qualified in early childhood education. Most importantly they love their work and the children.

All staff have current First Aid, CPR, epilepsy, asthma and Epipen/Anaphylaxis training.

Parents of children with allergies can be assured that we not only have a detailed anaphylaxis procedure but also experience with implementing it to ensure all children can participate in our programs. We are happy to discuss individual needs prior to commencement so the appropriate elements can be implemented.

If your child has additional needs, our kindergarten has wheelchair access. Our teachers are experienced in liaising with outside agencies and having Inclusion Aides working with the group.

Enrolment

Enrolment is through the Boroondara Kindergarten Central Enrolment Scheme (BKCES).

An Information Kit and enrolment forms can be collected from Maternal Child Health Centres, Libraries or Council Offices or downloaded from:
www.boroondara.vic.gov.au/residents/families-children/kindergartens

Eligibility

To be eligible to attend four year old kindergarten your child must be four years of age by 30 April in the year of attendance & be fully immunised for their age.

To attend three year old kindergarten your child must turn three prior to 30 April in the year of attendance and be up to date with immunisations. Children cannot commence at the kindergarten until they have turned three years of age.

Many children born between January and April start three year old kindergarten the year they turn four. This will then coincide with a later school age entry.

It is not possible to repeat three year old kindergarten under the BKCES enrolment policy. Four year old kindergarten places are partially funded by the Government. To receive a repeat year of funding for four year old kindergarten a child must exhibit at least two areas of developmental difficulties and the Teacher needs to lodge information to the Department for approval. Therefore it is important to consider carefully your child's starting year as "being young" is not grounds for a second year application.



Established in 1951, JJ McMahon Memorial Kindergarten has a proud tradition in community-based early childhood education.

Our dedicated and experienced staff pride themselves on enhancing each child's social and emotional development through creativity and self directed learning in a happy and secure environment.

Families are an integral part of our kindergarten community. Our programs and activities foster the involvement of all families and provide opportunities for you and your child to meet other families in the community.

We welcome enquiries and invite you to view our kindergarten and meet our staff. Please ring to arrange a mutually convenient time.

JJ McMahon Memorial Kindergarten
16a Argyle Road Kew 3101
Ph: 9817 3624
info@jjmcmahon.org.au
www.jjmcmahon.org.au

Last updated May 2020



Frequently Asked Questions

Does your kindergarten follow a particular teaching philosophy/curriculum?

JJ McMahon believes in offering an Emergent Curriculum. Emergent Curriculum describes a style of curriculum that develops when exploring what is socially relevant, intellectually engaging and personally meaningful to children. It is called emergent because it evolves based on interests and choices and is open to new ideas.

It combines intentional teaching with:

- children's interests
- staff interests
- developmental tasks
- physical environment
- people working together as a group
- family & community values
- spontaneous learning experiences & unexpected events

This is offered via a play-based program that enables children the opportunity to learn and develop via hands on meaningful experiences. It is our belief that the children are valuable and capable contributors to our days together. The children can play, explore and develop their own ideas and understanding of their world in a safe, friendly and learning environment.

The staff use free play time to scaffold and support the children's learning responding intentionally to teaching moments as they occur naturally throughout the session. Reflections and documentation at the end of the session gives the staff an opportunity to reflect on how the session went and where the interests lie for integration into future learning experiences.



Visit our Virtual Open Day: www.jjcmahon.org.au
16A Argyle Road, Kew VIC 3101
Telephone: (03) 9817 3624 Email: info@jjcmahon.org.au

Our curriculum is developed from the Victorian Early Years Learning and Development Framework and the national Early Years Learning Framework for Australia. This Framework's vision is for all children to experience play-based learning that is engaging and builds success for life. The Early Years Framework describes childhood as a time of *belonging, being and becoming*.

We utilize the teachings of a variety of theorists inspired particularly by Reggio Emilia, Steiner, Montessori and Froebel.

What is your rating against the National Quality Standard (as Australian-wide quality system of education & care services)?

Our rating is the highest possible – Exceeding National Quality Standard.

What are your class sizes and staff/child ratios?

Our 3yo classes have a maximum of 20 children and are taught by a tertiary qualified Teacher and a Certificate or Diploma qualified Educator. Our 4yo group sizes vary according to demand. Staff/child ratio is never more than 1:11 and for much of the day is considerably less. In 2020 Red Group had 22 children with 2 staff and Blue group 26 children with 3 staff.

What will my child learn at kindergarten?

During your child's kindergarten experience with us we aim to:

- Foster your child's natural sense of curiosity, wonder and creativity
- Enhance your child's sense of self, with particular emphasis on confidence in tackling new tasks, as well as confidently contributing as a member of our group
- Develop the "whole child": language and literacy, numeracy and problem solving, creativity and self expression, gross motor planning and co ordination, social and emotional development, investigation and discovery of knowledge

My child attends Child Care. How is kindergarten different?

- Both 3yo and 4yo Kindergarten programs are delivered by **University trained Kindergarten Teachers** who plan and deliver a developmentally appropriate program which caters for children's individual needs, as well as delivering a program which reflects the Teachers Specialist Knowledge of child development. This program is offered via an Emergent Curriculum
- Children at Kindergarten have a sense of belonging to a particular "group" i.e. yellow, green, blue or red group
- Children within a particular group feel secure in the fact that all children arrive and depart at the same time of the day. The friendships that are formed on one day are followed through on the next day of attendance as children are in a particular group

- Kindergarten programs are planned in order to meet the specific needs of 3-4 year olds who attend 3yo Kindergarten programs and 4-5 year olds who attend 4yo Kindergarten programs
- Kindergartens are Community based which provides children with the opportunity to develop friendships with other children in your local area, as well as children who may attend the local Primary School that your child will attend

My child has allergies – does your kindergarten have policies in place to allow them to attend?

Absolutely! The following policies have been adopted by our Kindergarten Committee and form the basis of our daily practice: Anaphylaxis, Asthma, Accident, Injury and medical Emergency. Please consult our POLICY folder located in the Kindergarten foyer or speak to one of our staff in relation to your particular child's situation.

All of our Kindergarten Staff have current First Aid training, as well as training in the administration of an EpiPen.

My child suffers from asthma. Are the staff trained to administer asthma medication?

All children with asthma are required to submit a copy of their asthma management plans so staff are aware of the children affected and the appropriate action to take. Staff are trained in First Aid including asthma. All staff have current training in asthma management.

How do I enrol?

Our kindergarten participates in the Boroondara Kindergarten Central Enrolment Scheme (BKCES).

Enrolment information & application forms can be downloaded from:

www.boroondara.vic.gov.au/residents/families-children/kindergartens or copies are available from City of Boroondara Maternal Child & Health Centres, Libraries and Council Offices.

Applications can be lodged from your child's second birthday.

What is "No Jab No Play"?

From 1 January 2016 all parents/guardians seeking to enrol their child at an early childhood service in Victoria must provide evidence that their child is fully immunised for their age and maintain their vaccination schedule once enrolled. At enrolment you will be asked to supply a copy of your child's most recent Immunisation History Statement from the Australian Childhood Immunisation Register before your enrolment can be confirmed.

How old does my child need to be to attend kindergarten?

For 4yo kindergarten, children must be four years of age by 30 April in the year they are attending the 4yo program.

To attend 3yo kindergarten your child must turn three prior to 30 April in year of attendance. Children cannot commence at the kindergarten until they have turned three years of age.

I am not sure that my child will be ready for kindergarten when they are eligible. What should I consider?

A few of the issues you might consider: does your child still need a nap during the day; are they toilet-trained; can they communicate their needs easily to others; do they follow instruction & able to comply with class routines/limits.

Increasingly evidence suggests children benefit from being older when attending kindergarten and school and so we suggest children born between January and April enrol into 3yo kindergarten the year they turn four; thus making 4yo kindergarten the year they turn five and a later school age entry.

The City of Boroondara produces an information sheet on *PreSchool Readiness* that outlines some of the issues. This is distributed by the Maternal Child Health Centres and copies available at the kindergartens. They also hold talks each year with experts to help guide you with this decision. You can talk to your Health Nurse, Kindergarten teachers or the PreSchool Field Officer for further assistance.

If my child doesn't attend 3yo kindergarten can they attend 4yo kindergarten the following year?

Yes. There are fewer 3yo places available than 4yo places due to the way kindergarten places are funded by the Government. However, it is important to note that our enrolled 3 year olds have priority access to our 4yo programs. As we offer only a few more positions in 4yo than 3yo it is difficult to receive an offer without attending a 3yo group.

There are many other things children can do if they miss out on a 3yo kindergarten place while they wait to start 4yo. City of Boroondara Family Services or your Maternal Child Health Centre are good sources of information.

Can my child have two years of either 3yo or 4yo kindergarten?

Due to the limited number of places it is not possible to have a second year of 3yo kindergarten.

4yo places are partially funded by the Department of Education and Training. To receive a repeat year of funding a child must exhibit at least two areas of developmental difficulties. The teacher must lodge a Declaration of Eligibility for a second year of funding during the year prior to the repeat year. You or your teacher may consult with the Preschool Field Officer from the City of Boroondara regarding eligibility for repeat funding application.

Why are there less 3yo places than 4yo? Why are the 3yo program fees high in comparison to 4yo program?

The Dept of Education & Training in conjunction with the Federal Government provides partial funding for 15 hours of 4yo kindergarten for each enrolled child. There is no subsidy provided for 3yo kindergarten. For this reason, kindergartens maximize their 4yo places for funding and to try and provide enough spaces for all the four-year olds to attend. The Victorian Government will not commence funding for 3yo until at least 2022.



Who owns your kindergarten? Is it run by the Boroondara Council?

Our kindergarten is an Incorporated Association run by a volunteer Committee of Management. The Committee is made up of eligible members – under our constitution this is defined as parents who have a child enrolled at the kindergarten or other relevant people that the Committee may nominate for membership from time-to-time.

We do not receive any funding from the City of Boroondara, however, they do own our premises.

What are the parent's obligations for involvement in the kindergarten?

Each group has a parent duty roster and we hope parents (or other special person such as grandparent /aunt /nanny) can put their name down each term to attend and help out with sessions. This is a fantastic opportunity to see the group in session and the children love it when Mum/Dad or other special person is “on duty”. Non immediate family will be required to present a current Working with Children card prior to joining the group.

At the AGM we ask for parents' to volunteer for the Committee of Management in a variety of roles. In addition, you may have a special skill or area of expertise that we call on if necessary, throughout the year.

There is a working bee each term, coordinated by our Working Bee Coordinator.

2021 Sessional Hours

FRONT ROOM:

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	9:00am - 3:00pm BLUE 6 hours	9:00am - 12:00pm YELLOW 3 hours	9:00am - 3:00pm BLUE 6 hours	8:30am - 1:30pm GREEN 5 hours	8:30am - 1:30pm YELLOW 5 hours
PM		1:00pm - 4:00pm GREEN 3 hours			

BACK ROOM:

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	9:00am - 3:00pm RED 6 hours	9:00am - 3:00pm RED 6 hours	9:00am - 3:00pm RED 6 hours	9:00am - 3:00pm RED 6 hours	9:00am - 3:00pm BLUE 6 hours
PM					

RED (4 year old group) = 24 hours per week
 BLUE (4 year old group) = 18 hours per week
 YELLOW & GREEN (3 year old groups) = 8 hours per week

Teacher: Emily Millward
 Teacher: Catherine Waters
 Teacher: Kylie Gazzola

Nominated Supervisor & Educational Leader = Catherine Waters



JJ McMahon Memorial Kindergarten is participating in the Victorian Department of Education and Training's Early Childhood Language Program and we are learning Spanish!

Education experts have found that there are many benefits to starting to learn additional languages at a young age. This includes helping your child to think, explore, problem solve and support their pre-reading and pre-writing learning.

Your child will be encouraged to learn through exploration, problem solving and play in another language. Children will learn through an intentional teaching approach, promoting understanding through actions, engaging them through play, art, music and stories, and increasing their vocabularies along the way.

The 4yo groups have a group Spanish session each week. All children have incidental Spanish throughout the rest of the program.

Our Spanish language program is coordinated by Maria Garcia one of our 4yo Educators





WHICH LANGUAGES WILL BE DELIVERED?

Kindergartens chose their language based on a combination of factors:

- consideration of local communities
- views of parents and families
- continuity of language learning into Primary school
- availability of qualified early childhood teachers with language skills.

The program will be delivered in the following languages:

- Arabic
- Auslan
- French
- German
- Greek
- Hakha Chin
- Hebrew
- Hindi
- Italian
- Japanese
- Karen
- Mandarin
- Punjabi
- Spanish
- Vietnamese
- Up to 10 different Aboriginal languages.

FOR FURTHER INFORMATION:

Information about the Victorian Government Early Childhood Language Program is located on the Department website:

www.education.vic.gov.au/eclanguages

Email: ec.languages@edumail.vic.gov.au

EARLY CHILDHOOD LANGUAGE PROGRAM



EARLY CHILDHOOD LANGUAGE PROGRAM

For the first time, the Victorian Government has created a program that actively encourages children at kindergarten to learn in another language.

Education experts have found that there are many benefits in learning additional languages at a young age, including:

- increased reading and writing skills
- cognitive flexibility
- strengthened brain development
- improved problem-solving skills.

Learning in another language gives children a richer understanding of how languages work, and bolsters their literacy skills. For those children already fluent in another language, it can bolster self-esteem and strengthen cultural identity.

The language program recognises that through encouraging diverse language skills in our kindergartens, Victorians can build stronger local communities and prepare children for an increasingly connected world later in life.



WHEN DOES THE PROGRAM START?

The program is rolling out in 2019 at around 160 kindergarten services in up to 16 language groups. Services will start the program incrementally as teachers with language skills are engaged. The program delivers play-based learning in another language at kindergarten services across Victoria:

- 10 services across Victoria are delivering the **Bilingual Kindergarten Program**: children will learn in another language for up to 7.5 hours a week, which is half of their funded kindergarten program.
- Around 150 services across Victoria are delivering the **Learn Languages at Kindergarten Program**: up to three hours per week of learning in another language.

HOW WERE SERVICES SELECTED TO DELIVER THE PROGRAM?

Services were selected to deliver the program through an expression of interest process that occurred in 2018. Services participating in the program are meeting or exceeding the National Quality Standard and have demonstrated strong consultation with families and communities.

Kindergarten communities from across the state are represented in the program, with one third of services located in regional locations. The program will reach approximately 5,000 children per year and is offered at no additional cost to parents.



HOW DOES THE PROGRAM WORK?

Kindergartens will deliver the program in a way that reflects the context of their local community and incorporates children's interests. Children will be encouraged to learn through exploration, problem-solving and play in another language, aligned with the Victorian Early Years Learning and Development Framework.

Kindergartens will embed the program in everyday learning and routines and support play, art, music and stories in the language being delivered.

Early childhood qualified teachers and educators with language skills will deliver the program in collaboration with existing kindergarten teachers. The teacher or educator with language skills will be additional to existing staff levels.

Speaking your home language is the best way to help your child succeed

သင့်ကလေး
အောင်မြင်မှု ရရှိစေရန်
အထောက်အကူပြုနိုင်မည့်
အကောင်းဆုံး နည်းလမ်းမှာ
သင့်နေအိမ်သုံး
ဘာသာစကားကို
ပြောဆိုပေးခြင်း ဖြစ်ပါသည်။

Burmese

التحدث بلغتك الأم هو أفضل طريقة لمساعدة طفلك
على النجاح

Arabic

Ku hadlida afkaaga waa sida ugu
wanaagsan oo lagu caawimi karo ilmahaagu
inuu guulaysto.

Somali

صحبت کردن به زبان خانگی تان
بهترین راه برای کامیابی فرزندتان
است

Dari

Inn i nan hmanmi holh in na fa
chawnh kha teinak a hmuhnak ding
ah na bawmh khawhnak lam ttha
bik a si.

Hakha Chin

တၢ်ကတိၤနဟံၣ်ကျိၣ်န့ၣ်
မ့ၢ်ကျဲအဝုၤကတၢၢ်တဘိလၢကမၤစၢၤနဖိလၢ/ကမၤနၢၤတၢ်အဂီၢ်လီၤ.

Karen

ኢዴኽ ቋንቋ ምዝራብ ወላድኽ ጽቡቕ ውፅኢት ንኽምጽእ
ዝበለጸ ሜላ እዩ።

Tigrinya

Ba jam ně thoŋ de
pan duŋn yeně ke
kuɛr pieth/puoth bi
yin menhdu kuɔɔny
bi tiēm

Dinka

ፊጅዎ ስኬታማ እንዲሆን ለመርዳት
በራስዎ ቋንቋ መናገር በጣም ጥሩ የሆነ
ዘዴ ነው።።።

Amharic

Nói tiếng mẹ đẻ của mình là
cách tốt nhất để giúp con mình
thành công

Vietnamese

For more information visit:
www.education.vic.gov.au/languages

SPEAK TO YOUR CHILD IN THE LANGUAGE YOU KNOW BEST

You are your child's first and most important educator and children strongly benefit being able to speak, read and write the home language of their parents or main carer: it is important for their sense of identity and belonging, and it will help them to succeed at school.

Beginning to learn English after learning their first language can take time, but your child will not be disadvantaged if they do not speak English at home.

Speak, read and write with your child in the language you know best – your home language.

You are encouraged to speak, read and write with your child as much as you can by:

- singing, chatting, playing number games and reading to your child in your home language;
- speaking your home language during family outings and celebrations;
- speaking to your child in your home language even if your child responds in English as children can hear differences between languages; and
- helping your child with their homework in your home language, because any skills they acquire can be used at school. *(For example, if you teach your child how to multiply in your language, they will understand how to do the same in English).*

Maintain your language; enhance your child's future

By speaking, reading and writing with your child in your home language, you are helping them to become bilingual, which has many benefits:

- **Stimulates brain development** - Speaking more than one language activates growth in a child's brain, helping them to think more creatively and solve problems more easily.
- **Enhances English literacy skills** - Developing literacy in their home language and English helps children to learn how language works and to become better readers, listeners and communicators.
- **Improves memory, concentration and numeracy skills** - Speaking two or more languages strengthens a child's mental 'muscle', improving memory and concentration.
- **Improves overall performance at school** - Children who are strong in both English and their home language tend to score better on standardised tests than children who speak one language, particularly in the areas of mathematics, reading and vocabulary.
- **Strengthens children's sense of identity** - Children who are literate in their home language find it easier to retain strong connections to their family, community and culture throughout life.

It is crucial to keep speaking, reading and writing with your child in your home language. It will put your child on-track to be proficient in two languages, and ready to seize the world of opportunities that this brings.

For more information visit: www.education.vic.gov.au/language

Do you need immunisation?



Birth

- Hepatitis B

2 months (from 6 weeks)

- Diphtheria-tetanus-whooping cough-hepatitis B-polio-*Haemophilus influenzae* type b (Hib)
- Pneumococcal
- Rotavirus

PARENTS!

Some children have health issues needing extra vaccines

12 months

- Measles-mumps-rubella
- Meningococcal ACWY
- Pneumococcal

18 months

- Measles-mumps-rubella-chickenpox
- Diphtheria-tetanus-whooping cough
- *Haemophilus influenzae* type b (Hib)

6 months

- Diphtheria-tetanus-whooping cough-hepatitis B-polio-Hib

4 months

- Diphtheria-tetanus-whooping cough-hepatitis B-polio-Hib
- Pneumococcal
- Rotavirus

6 months to under 5 years

- Influenza (annually)

4 years

- Diphtheria-tetanus-whooping cough-polio



PARENTS!

Make sure your child's immunisations are up to date before they start childcare, kindergarten or primary school

Teenage years

- Human papillomavirus
- Diphtheria-tetanus-whooping cough
- Meningococcal ACWY



PARENTS!

Look for immunisation consent booklets coming home from secondary school



From 70-79 years

- Shingles



Additional vaccines for Aboriginal and Torres Strait Islander people

During pregnancy

- Influenza (any time when pregnant)
- Diphtheria-tetanus-whooping cough (from 20 weeks pregnant)

Born since 1966

- Measles-mumps-rubella if unprotected

From 65 years

- Influenza (annually)
- Pneumococcal

From 6 months of age and over

- Influenza (annually)

From 50 years

- Pneumococcal

All ages

- Hepatitis B

What vaccines you need depends on your **Health**, **Age**, **Lifestyle** and **Occupation**



Everyone's **HALO** is different

Health

Health issues such as premature birth, asthma, diabetes, heart, lung, spleen or kidney conditions, will mean you can benefit from immunisation.



Age

At different ages you need protection from different diseases.

Lifestyle

Lifestyle choices like travelling overseas, sexual activity or smoking, will mean you can benefit from immunisation.



Occupation

Some jobs expose you to a greater risk of contact with diseases, for example, working in a hospital or daycare centre. This means you can benefit from immunisation.



Your immunisation provider reports all vaccines given to the Australian Immunisation Register, visit myGov or the Express Plus Medicare mobile app.

Why immunise?

Immunisation is a proven and safe way to be protected against diseases that cause serious illness and sometimes death.

Every day immunisation saves lives and makes it possible for Victorians to live free from the illness and the disability caused by many vaccine-preventable diseases.

By reducing the spread of disease, immunisation not only protects those people who have been immunised, but it also protects those in the community who may be unable to receive vaccines themselves.

Vaccine costs

The vaccines listed on the poster are provided free by the government to all children and adolescents up to 20 years of age, if they are age eligible for the vaccine, regardless of Medicare status. Adult vaccines are free to Medicare card holders, Australian citizens, refugees and asylum seekers and those with a permanent visa or have applied for such. You may still have to pay a consultation fee to your doctor or immunisation provider to give you the vaccine.

Vaccine side effects

Common side effects may occur soon after vaccination and last one to two days. Generally no treatment is required. If you have a fever, drink more water and do not overdress. Paracetamol can be taken for pain or fever (follow the label for correct use). Severe side effects, such as an allergic reaction, are very rare and usually happen soon after vaccination. To be safe, your doctor or immunisation provider will ask you to stay nearby for a minimum of 15 minutes after you are vaccinated.

Where do I get immunised?

Your doctor, local council or pharmacist may provide immunisation services. You can use the 'find a health service' search on the Better Health Channel website - simply select 'immunisation provider' from the drop-down list of service types and enter your postcode to view a list of immunisation providers near you.

More information

www.betterhealthchannel.vic.gov.au/immunisation

To receive this document in an accessible format email immunisation@dhhs.vic.gov.au
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While the information contained in this publication has been researched, reviewed and presented with all due care, the content is provided as a prompt to aid discussion of immunisation requirements with a doctor or qualified immunisation provider only. It is not intended as a substitute for advice of a doctor or qualified immunisation provider. All information contained in this publication is accurate at the time of publication.

Check your immunisation HALO

Not sure if you or someone you care for needs an immunisation?

What immunisations you need depends on your **Health, Age, Lifestyle, Occupation (HALO)**. You can use this brochure as a guide to talk to your doctor or immunisation provider.



Everyone's HALO is different



BetterHealth
Channel



VICTORIA
State
Government

Health
and Human
Services

If you tick any of the boxes, you, or someone in your care, may need a vaccination. If you are not sure of your answer mark the box with a question mark. Remember, this is a conversation starter, not a diagnosis! Discuss your HALO with your doctor or immunisation provider.

Health

- ☐ I want to avoid catching the flu (influenza) ▼
- ☐ I am not sure if I have been vaccinated or have missed some vaccines ✕
- ☐ I am pregnant ▼▼
- ☐ I am planning to get pregnant ◆✕
- ☐ I have an ongoing health issue ▼◆
- ☐ I have no spleen or a problem with my spleen ▼◆●◆
- ☐ I have not had chickenpox ✕
- ☐ I live with a person who has Hepatitis B ●
- ☐ I was born in a priority hepatitis B endemic country and arrived in Australia in the last 10 years ●
(Priority countries include China, Philippines, Malaysia, Vietnam, Afghanistan, Thailand, South Korea, Myanmar (Burma) Indonesia, Singapore, Hong Kong, Taiwan and Cambodia)
- ☐ I have Hepatitis B/C ✕/✕●
- ☐ I am, or care for, a person with developmental disabilities ▼✕●
- ☐ I have a BMI $\geq 40\text{kg/m}^2$ ▼
- ☐ I am immunocompromised ▼◆▼

Age

- ☐ I am the parent/guardian of children aged 0–19 years ✕
- ☐ I was born since 1966 and have not had two measles-mumps-rubella vaccines ◆
- ☐ I am aged 50–59 years ▼
- ☐ I am aged from 60 years ●
- ☐ I am aged from 65 years ▼◆▼●
- ☐ I am aged 70 to 79 years ●
- ☐ I identify as an Aboriginal and/or Torres Strait Islander person aged from 6 months of age and over ▼●
- ☐ I identify as an Aboriginal and/or Torres Strait Islander person aged from 50 years ◆▼●

Lifestyle

- ☐ I plan to travel overseas soon ●
- ☐ I smoke tobacco ▼◆
- ☐ I have, or will soon have, close contact with a newborn baby ▼
- ☐ I have, or plan to have, a tattoo or body piercing ●
- ☐ I am a man who has sex with men ✕●▼●
- ☐ I inject drugs ✕●

Occupation

- ☐ I work with children ▼◆✕▼✕
- ☐ I am a healthcare worker ▼●▼◆✕
- ☐ I work in an emergency service or essential community service ▼●▼/▼◆
- ☐ I work in a residential care facility ▼◆✕
- ☐ I care for, or live with, someone with reduced or impaired immunity ▼
- ☐ I work in an abattoir or with farm animals or breed cats and dogs ▼✕
- ☐ I am a plumber or sewerage worker ✕▼/▼
- ☐ I am a sex industry worker ✕●
- ☐ I may handle Australian bats ◆
- ☐ I am exposed to blood and body fluids or human tissue at work ●

The following vaccines may be recommended by your doctor or immunisation provider:

- | | |
|------------------------------------|--|
| ▼ Influenza (flu) | ✕ Q Fever |
| ◆ Pneumococcal | ● Shingles |
| ✕ Hepatitis A | ▼ Diphtheria-tetanus |
| ● Hepatitis B | ◆ <i>Haemophilus influenzae</i> type b |
| ▼ Diptheria-tetanus-whooping cough | ✕ Review the information over the page as a guide. Children and some adults are eligible for free recommended immunisations as per the Immunisation schedule Victoria ¹ . |
| ◆ Measles-mumps-rubella | ● A detailed travel consultation should be undertaken to discuss all health risks. |
| ✕ Chickenpox | |
| ● Meningococcal | |
| ▼ Human papillomavirus | |
| ◆ Rabies | |

¹ <http://www.health.vic.gov.au/immunisation/factsheets/schedule-victoria.htm>

Getting the right documentation

Scenario	Advice
Lost AIR Immunisation History Statement	Use your Medicare online account through myGov or Express Plus Medicare mobile app to access a copy or call the AIR on 1800 653 809 and request a copy be posted to you. It can take up to 14 days to arrive by post.
Incorrect information recorded on the AIR Immunisation History Statement	If immunisations are missing from a statement, contact your immunisation provider to check if they have sent to the AIR. Once the information is recorded on the AIR, you can access an updated copy using your Medicare online account through myGov or Express Plus Medicare mobile app.
Overdue for a vaccination	See a doctor or immunisation nurse. The doctor or nurse will provide the vaccination and advise the AIR. Once the AIR has been updated you can access a copy using your Medicare online account through myGov or Express Plus Medicare mobile app.
Overdue for multiple vaccinations	See a doctor or immunisation nurse to discuss a 'catch-up schedule'. As each vaccination is given they will update the AIR. Once the information is received by the AIR, you can access a copy of your child's Immunisation History Statement using your Medicare online account through myGov or Express Plus Medicare mobile app.
Medical reasons	<p>If your child can't be fully immunised for medical reasons, you will need to visit an eligible doctor who may provide an immunisation medical exemption. This information will be recorded on the AIR, noting the vaccines your child cannot receive for medical reasons.</p> <p>If your child has an immunisation medical exemption recorded on the AIR, information will appear at the bottom of the statement noting the vaccines they are unable to receive.</p>
Questions or concerns about immunisation	Seek advice from your doctor or contact your local council immunisation service.

Better Health Channel

www.betterhealth.vic.gov.au

Australian Government Department of Health & Ageing Immunise Australia Program

www.immunise.health.gov.au

For translated versions of this document search 'starting childcare or kindergarten' on www.healthtranslations.vic.gov.au



Translating and interpreting service call 131 450

Early childhood services and immunisation providers can order free copies of this brochure online:

www2.health.vic.gov.au/public-health/immunisation/immunisation-resources-order-form

To receive this publication in an accessible format phone 1300 882 008, using the National Relay Service 13 36 77 if required, or email immunisation@dhhs.vic.gov.au

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Starting childcare or kindergarten?

Immunisation information for parents enrolling a child



Enrolment requirements in Victoria

By law¹, to finalise enrolment for your child in long day care, kindergarten, family day care or occasional care you must provide the service with a current Immunisation History Statement from the Australian Immunisation Register (AIR) that shows your child is up to date with all the immunisations that are due or able to receive for their age.

What is an Immunisation History Statement?

It is a statement from the AIR that shows what vaccines your child has received and, if applicable, which vaccines are due in the future and when.

All vaccines recorded on the AIR will appear on your child's Immunisation History Statement. You don't need to do anything to get your child on the AIR. Your vaccination provider will tell the AIR when they give your child a vaccine and which vaccines they have given.

Vaccines on the National Immunisation Program Schedule are provided free.

What is this document used for?

To finalise enrolment. To accept an offered place at a service, you must provide the service with a current Immunisation History Statement. This is usually done within two months before your child is due to start at the service.

To keep children safe. If there is a disease outbreak at the service, the document is used to identify children at risk (for example, children too young or those who can't be fully immunised against a disease) who may need to stay away from the service until it is safe for them to return.

What if I cannot get a statement?

In some circumstances a 16 week 'grace period' can be applied, so your child can start at the service while you arrange to get a statement. The service can advise if this applies to you.

How do I get an Immunisation History Statement?

The quickest way to get your child's statement is by using your Medicare online account through myGov or the Express Plus Medicare mobile app.

Alternatively, you can call the AIR on 1800 653 809 to request your child's statement be posted to you. It can take 14 days to arrive by post.

What if my child has had immunisations overseas or they are not eligible for Medicare?

You can get overseas immunisations added to the AIR. You need to take a translated copy of your child's overseas immunisation history to your Australian immunisation provider. They will check the vaccines your child has had and tell you if any additional ones are required. They will update the AIR with immunisations given overseas as well as any new ones.

When your child's immunisations are recorded on the AIR, ask your immunisation provider if they can print an Immunisation History Statement from the AIR for you to give to your childcare or kindergarten service.

Alternatively, you can call the AIR on 1800 653 809 to check if your child's immunisations have been recorded and request a statement to be posted to you. It can take up to 14 days to arrive by post.

A translating and interpreting service is available by calling 131 450, Monday to Friday from 8.30am to 4.45pm.

How do I tell if my child is 'up to date'?

Look at your child's current Immunisation History Statement. 'Up to date' will appear at the top of the Immunisation History Statement.

At the bottom it will show 'Next due immunisation(s)' or 'No vaccines due'. If the date of the next due immunisation is in the future, then your child is up to date for their age.

If your child has completed all their childhood immunisation it will show 'No vaccines due'.

What do I do when my child has immunisations AFTER enrolling?

After each immunisation, you should provide an updated Immunisation History Statement to the service to include in their records. Your service will periodically remind you that you need to do this.

More information

National Immunisation Program (NIP) schedule

Vaccines listed on the NIP schedule are provided free to children at birth, 2, 4, 6, 12 and 18 months and 4 years of age.

To find out what immunisations your child needs:

- see your doctor or contact your local council immunisation service
- search 'childhood immunisation' on www.betterhealth.vic.gov.au
- receive reminders when your child's immunisations are due by downloading the free VaxOnTime Victoria app, available for iOS and Android devices.



¹ Under the *Public Health and Wellbeing Act 2008*, in effect from 1 January 2016



CHILDREN WHO PLAY GROW UP
TO BE PEOPLE WHO ...



The instinct to play is hard wired into the human DNA. When children play, they develop connections between the motor, perceptual, cognitive, social, and emotional areas of the brain. Critical thinking, communication, language, and emotional expression are also developed in play through trial and error. Impairments to cognitive, language, emotional, and physical development have all been linked to a deficit in play.



CREATING THE CONDITIONS FOR PLAY

FILL UP THEIR ATTACHMENT TANK

Playtime needs to be prefaced with contact and closeness from an attachment figure so that a young child's relational needs are satiated. A child under the age of 3 has high attachment needs and may not play on their own for a long time, needing to return to 'home base' often.

CREATE VOIDS TO BE FILLED UP

We need to create the time and space where there is no competing activities like screens, peers, entertainment, structured activities, so that a child is free to explore and express themselves.

PROVIDE STRUCTURE AND ROUTINE TO PROTECT PLAY

Set up rituals and rules to preserve play especially when it comes to screen time, playdates with peers, and instruction and schooling.

DON'T PRAISE OR REWARD PLAY

If you try to reinforce play you will diminish their desire to play. Let the child's interests take the lead when it comes to deciding what to play with.

VALUE PLAY – If an adult doesn't value play and pushes for performance, outcomes, and getting ahead, then it will be harder for a child to feel free to play.



**Play is where the spirit
that underlies growth
is revealed and vitality
is expressed.**



Assume responsibility for their words and actions

Think for themselves and withstand peer pressure

Are able to see options and choices in their life

Want to be their own person with their own ideas

Value creativity and originality

Are full of their own plans and goals

Are self-directed learners

Are rarely bored

Are interested and curious



Play is where children hear the ECHO of what is within them, RESONATE in the world that is around them.

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www.macnamara



The importance of play in children's learning and development

Learning through play is one of the most important ways children learn and develop.

Friedrich Froebel, a German educator who created the concept of the 'kindergarten', believed that "play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul."

Educators at your child's early childhood education and care service might have told you that they use a 'play based' approach for children's learning and development.

Play is an activity where children show their remarkable ability for exploration, imagination and decision making. While play is often described as 'children's work', it is intensely enjoyable for them. The type of play children engage in and its purposes change over the course of childhood from infancy to adolescence.

You may have realised that as a parent, you don't generally have to make children play or provide incentives to play. This is because children seem to have a natural urge to play and playing brings a level of pleasure and interest which means it can be maintained without external rewards.



How does play support your child's development and learning?

Physical development - active play using large and small muscles such as climbing, running, ball games, digging, jumping, and dancing. This supports children's overall health and sense of wellbeing, physical growth, appreciation for the benefits of active lifestyles and skills for independence in self-help such as dressing or feeding.

Social and emotional development - dramatic and imaginative play which includes dressing up and role play can develop positive social and emotional skills and values. This provides opportunities for children to:

- practise how to work with other children, negotiate ideas, and make choices and decisions
- develop self-confidence by experiencing success and challenges
- learn to control their emotions, reduce impulsive behaviour, or reduce stress as they act out feelings and events that might be worrying them
- develop empathy and fairness as they learn to play alongside and with other children.

Cognitive development - when your child plays individually and with others their cognitive skills, such as thinking, remembering, learning and paying attention are all being developed.



Children develop the following cognitive skills through play:

- problem solving
- the power of imagination and creativity
- concepts such as shapes, colours, measurement, counting and letter recognition
- strengths such as concentration, persistence and resilience.

Literacy and numeracy development - play requires thinking, language, interactions, curiosity and exploration. Through play children develop skills and understandings including:

- an increased understanding of words and their use
- listening and speaking skills
- writing skills through scribbling, painting and drawing
- learning how stories work (plot, characters, structure, purpose and format of words on a page)
- learning that objects can stand for something else (a block can be a symbol for a telephone) which is foundation learning for formal reading, spelling and numeracy because letters, words or numerals are part of symbol systems
- learning that letters, words, symbols, numerals and signs have a purpose and are meaningful to others.

What does a play based approach to learning look like?

Educators at early childhood education and care services use a wide range of play based experiences for children's learning and development rather than using structured 'lessons' or formal teaching experiences. They set up games indoors and outdoors that are age appropriate, which can be played safely and enjoyably by every child.

Educators encourage children's learning through play by:

- providing resources that reflect children's ages,

interests, knowledge, strengths, abilities and culture to stimulate and support play. Resources which allow open ended use of items like blocks or cardboard boxes foster creativity and the ability to manipulate concepts mentally as children. For example, turn boxes into a car.

- planning play experiences based on the assessment of children's individual differences, interests, developmental needs and ability. For example, as a child learns to hold a pencil to draw and write, educators will give children different sized objects to grasp, and to build strength in the child's fingers.
- observing children as they play so that they can understand how they play with other children, what skills and understanding they demonstrate in play and what activities can strengthen their skills in play.
- joining in children's play to extend the child's learning and to model skills such as reasoning, appropriate language, and positive behaviours.
- providing large blocks of unhurried and uninterrupted time for play for children's ideas and games to develop.

How can you contribute to your child's learning through play?

Children's success as learners depends on strong foundations developed from infancy. Play based learning fosters critical skills, understanding and dispositions which are essential for your child's lifelong learning and wellbeing. You can encourage your child's learning through by:

- sharing information about your child's interests and abilities with their educators so that they can plan play experiences for your child based on their interests and abilities
- playing with your child
- discussing your child's program with the educators at your child's service, and the activities your child enjoys playing and taking part in
- advocating for safe and interesting play spaces in your local community.

Types of child care services

Choosing the right service can be an exciting and sometimes overwhelming time for you and your child. It's important to consider your options early and research the type of early education and care that suits your family best and will provide the best outcomes for your child.

What are my options?

There are many education and care options available to suit the needs of your child and your family:

+ Long Day Care

Long day care is perfect for those who work long days and need care for their children during business hours. It operates for at least 8 hours a day, typically Monday to Friday in a child care centre and caters for children, from birth to school age.

+ Family Day Care

Family day care is great for parents who want their children to learn and play in small groups, in a home-like environment. It caters for children, birth to 12 years and is held in the home of a registered educator.

+ Preschool Services

Preschool usually caters for children aged three to five years and is perfect for parents with children who are almost ready for primary school. Sometimes known as kindergarten, it can be a standalone service or part of another education and care service or school.

+ Outside School Hours Care

Outside school hours care operates before and after school and/or during school holidays. This service works well for parents with school age children, who need care outside of school hours.

These services are not regulated by the National Quality Framework (NQF):

+ Occasional Child Care

Occasional child care works on a casual basis for short periods of time. It caters for children, birth to school age and suits those who would like or need a temporary service.

+ Mobile Services

Mobile services travel through communities to offer occasional, preschool or long day care services in rural, urban and remote areas. It generally caters for children up to six years old, and is great for parents who live too far away from an early education and care service.

+ Other Child Care Options

There is a wide range of other child care options available, including family, friends, babysitters and nannies. These types of services are flexible and rely heavily on the family's needs. They are generally run in a home and operating times may vary.



Type	Ages	Hours of operation	Where	NQF Regulated?	Description and key benefits
Long Day Care (LDC)	Birth to school age	Usually 8-10 hours p/day	Centre-based environment	Yes	Educators providing education and care to children in a centre-based environment offering extended hours. Provides preparation for school through a play-based learning curriculum. May suit parents working full time.
Family Day Care (FDC)	Birth to 12	Varies	Educator's home	Yes	Educators providing education and care in their homes to small groups of children. May also offer OSHC.
Preschool (ACT, SA, NSW, NT) Kindergarten (QLD, TAS, VIC, WA)	Usually 3 to 5	Varies	Centre-based environment (standalone or part of a school)	Yes	State-funded service that usually offers shorter hours or sessional education and care during school terms. Provides preparation for school through a play-based learning curriculum. It can be a standalone service or part of another education and care service or school.
Outside School Hours Care (OSHC) or Out-of-School Hours (OOSH)	School age	Before/after school; holidays	Often in or near a primary school	Yes	Education and care for school age children before/after school. May also provide education and care during holidays and pupil-free days. Play-based curriculum with a focus on fun and leisure. Will suit working parents.
Occasional Care	Birth to school age	Varies	Varies	No	Casual care for short periods of time. Suitable for parents with short-term or last-minute needs.
Mobile services	Usually birth to 6	Varies	Usually local community centres/libraries etc	Some have adopted the NQF	Mobile services most commonly travel through rural and remote areas to offer education and care to families who live too far away from permanent service.
Informal care	Varies	Varies	Home environment	No	Care options can include nannies, babysitters, family and friends. Provided on a needs basis. May be more accessible or cost effective for some families.

Understanding the National Quality Standard for early childhood education and care services

This factsheet explains the NQS quality areas (QA) and how they impact your child and the quality of education and care across long day care, family day care, preschool, kindergarten, and outside school hours care services.

The National Quality Standard (NQS) has seven quality areas that are important for better health and education outcomes for children. Early childhood education and care services are assessed and rated against the NQS by regulatory authorities in each state/territory.

QA 1 - Educational program and practice

Educators develop and deliver education and care programs based on the culture, interests, abilities and needs of each child at the service. The program at your child's service should reflect your child's interests, meet their needs, and evolve over time to support their learning progress.

Each service will meet the standard in different ways to suit their unique circumstances, but there are some quality markers that you can look for:

- each child has the opportunity to develop their particular interests
- children are encouraged to express ideas and participate in decisions about their program
- the educators recognise that your child is competent and capable even if they need some extra support



- the diversity of the children at the service is reflected through learning opportunities
- all aspects of the program, including routines, maximise children's learning.

QA 2 - Children's health and safety

Being healthy helps your child actively participate in a learning environment. Educators and other staff must take every reasonable step to protect your child from harm and hazards, illnesses and injuries, and children must be adequately supervised at all times.

Your child should be given daily opportunities to be physically active and practice new skills, both indoors and outdoors.

QA 2 supports your child's wellbeing. When children have a strong sense of wellbeing, they feel secure and can be fully engaged in learning. Depending on your child's age, educators will help them learn about healthy lifestyles including nutrition, hygiene, physical fitness, emotions and social relationships.

Some quality markers that you can look for:

- educators providing for children's wellbeing and comfort e.g. appropriate opportunities to meet each child's need for sleep, rest and relaxation.
- communication with families about health practices and procedures e.g. if there is an outbreak of an infectious illness
- physical activity built into the educational program every day
- healthy menus
- support for breastfeeding mothers.



QA 3 – Physical environment

Services need to design their indoor and outdoor spaces to provide accessible and age-appropriate opportunities for each child to learn, play and develop their skills. The premises doesn't need to be purpose-built, but should be suitable for their purpose. Furniture and equipment can be used in creative ways to meet children's needs, ensuring the environment is also safe.

The physical environment needs to promote inclusiveness, so that each and every child can take part in play and learning. Educators plan spaces that support children to become physically competent, to explore their environment independently, and to learn through play.

Some quality markers that you can look for:

- children exploring, experimenting and creating in indoor and outdoor environments
- rooms and play spaces that are safe and in good condition
- adequate materials and learning resources for all children.

QA 4 – Staffing arrangements

The educators and staff at your service play a critical role in your child's learning and development. The NQF has requirements for the qualifications of educators.

Legal requirements for [educator to child ratios](#) ensure adequate supervision for safety, welfare and wellbeing



of children, including excursions, and allow each child's learning and development needs to be met. The ratios are different depending on the age of the children, and some states and territory have different requirements.

A service's quality also improves when staff practice open and transparent communication.

Some quality markers that you can look for:

- suitably qualified and experienced educators, coordinators and staff members
- staffing practices that reflect the philosophy of the service
- educators treating one another with respect, and working well together.

QA 5 – Relationships with children

All children need to know that others care about them, and are interested in what they do, think and feel. This is essential for their wellbeing, learning and development.

Educators are responsible for developing positive relationships with every child by being responsive to and respectful of their needs and ideas. Their interactions should be warm and meaningful, building trust and self-esteem. The goal is for your child to feel secure, confident and included.

Children will be supported to build strong positive relationships with each other. When children play and learn together, they can build their skills in problem-solving, negotiation and decision-making.

Your child's educators should be role models for children by demonstrating and encouraging positive behaviour and the development of strong relationships.

Some quality markers that you can look for:

- an atmosphere that is generally relaxed and happy
- children displaying kindness and compassion
- educators and children engaged in genuine and meaningful conversations.



QA 6 – Collaborative partnerships with families and communities

You are your child's first teacher and their biggest influence. Research shows that the quality of education and care children receive is enhanced when families and educators develop respectful, supportive relationships and work in partnership.

Your child's service should also work to engage with the local community to build your child's sense of belonging in the wider world.

You should start by telling the educators about your child's interests, strengths and abilities and give them regular feedback about how well their program is meeting your child's needs.

Some quality markers that you can look for:

- effective enrolment and orientation processes and access to current information
- educators communicating respectfully with you
- educators informing you about your child's learning and development
- families being involved in decision-making and being able to express concerns freely
- educators supporting and empowering you in your role.

QA 7 – Governance and Leadership

Effective leadership and service management contributes to a positive workplace culture and a safe and healthy learning environment for children. Governance refers to the systems in place that support the effective management and operation of the service, consistent with the service's statement of philosophy.

To achieve the best outcomes for children and families, a service requires a skilled and engaged workforce, thorough administrative and risk management systems, well documented policies and procedures, and a safe and healthy learning environment for children.

A service with an ongoing cycle of self-assessment, planning and review, including engagement with families, creates the climate for continuous quality improvement in children's education and care.

Some quality markers that you can look for:

- a sense of pride and cohesion among management and educators
- a Quality Improvement Plan with the services current goals and strategies for quality improvement policies and procedures that are current and available for families
- documents displayed at the service. For example: service's NQS rating, license, who the nominated supervisor is and any waivers
- quick and effective responses to complaints.

Read more:

[National Quality Framework – how can it help me?](#)

YOUR CHILD'S DEVELOPMENT - 3 TO 5 YEARS

Your child is now a preschooler, who is **fascinated by the world around them**. They can speak in longer sentences and **will start asking lots of** 'who', 'what', 'where' and 'why' questions as they try to understand more about the world. They enjoy playing with other kids, learning rules and taking turns. And you'll see them start to form real friendships as they begin to develop their social skills.

The following information has been sourced from the [Early Years Learning Framework](#) Developmental Milestones booklet, developed by Community Child Care Co-operative Ltd NSW (CCCC) for the Department of Education.

How can you encourage your child's learning?

- Encourage them to play outdoors
- Open them up to more experiences by taking them to different places e.g. wildlife park, museum, playgroup, aquarium, library
- Be creative in setting up play activities e.g. painting, music, arts and craft
- Build their self-esteem by involving them in your everyday activities and giving them simple helping tasks e.g. help setting the table for dinner
- Be interested in their questions and take the time to reply
- Show enjoyment in their success e.g. when they read a word correctly

What are some of the different developmental milestones you can observe?

Physical

- dresses and undresses with little help
- hops, jumps and runs with ease
- climbs steps with alternating feet
- gallops and skips by leading with one foot
- transfers weight forward to throw ball
- attempts to catch ball with hands
- climbs playground equipment with increasing agility
- holds crayon/pencil etc. between thumb and first two fingers
- exhibits hand preference
- imitates a variety of shapes when drawing, e.g. circles
- independently cuts paper with scissors
- can use the toilet themselves
- feeds self with minimum spills
- walks and runs more smoothly
- enjoys learning simple rhythm and movement routines
- develops ability to toilet train at night



Social

- enjoys playing with other children
- may have a particular friend
- shares, smiles and cooperates with peers
- jointly manipulates objects with one or two other peers
- developing independence and social skills they use for learning and getting on with others at pre school and school



Emotional

- understands when someone is hurt and comforts them
- attains gender stability (sure she/he is a girl/boy)
- may show stronger preference for same-sex playmates
- may enforce gender-role norms with peers
- may show bouts of aggression with peers
- likes to give and receive affection from parents
- may praise themselves and be boastful



Cognitive

- understands opposites (e.g. big/little) and positional words (middle, end)
- uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water
- builds tower eight to 10 blocks
- answers simple questions
- counts five to 10 things
- has a longer attention span
- talks to self during play - to help guide what he/she does
- follows simple instructions
- follows simple rules and enjoys helping others
- may write some numbers and letters
- engages in dramatic play, taking on pretend character roles
- recalls events correctly
- counts by rote, having memorised numbers
- touches objects to count - starting to understand relationship between numbers and objects
- can recount a recent story
- copies letters and may write some unprompted
- can match and name some colours



Language

- speaks in sentences and uses many different words
- answers simple questions
- asks many questions
- tells stories
- talks constantly
- enjoys talking and may like to experiment with new words
- uses adult forms of speech
- takes part in conversations
- enjoys jokes, rhymes and stories
- will assert self with words



Please seek advice from your local community health service provider or doctor if your child:

- is not understood by others
- has speech fluency problems or stammers
- is not playing with other children
- is not able to have a conversation
- is not able to go to the toilet or wash him/herself

Does my child need a second year of kindergarten?

Your child is eligible for a second year of kindergarten if:

- your child's teacher has found they have developmental delays in at least two key areas of development, and
- your child will have better outcomes at kindergarten rather than going to school.

Your child's assessment

During the school year the early childhood teacher will assess your child and plan for their move to school.

There are guidelines that the early childhood teacher will follow to assess your child. These guidelines help the teacher identify your child's needs and goals.

The areas assessed by the early childhood teacher include:

- self-care (your child's ability to look after themselves sufficiently)
- ability to speak and/or understand language
- cognitive (intellectual) development
- social development – how your child interacts with other children
- emotional development
- other factors may also be considered.

Your involvement

It's important that you and the teacher work together to achieve the best outcome for your child.

With your consent, the teacher will:

- complete the assessment of your child
- get the support of other early childhood development professionals as needed.

If the teacher believes your child has a developmental delay, they will recommend a second year of kindergarten. They will also send a declaration to us (the Department) and talk to you about your options.

Talk to your kindergarten for advice.

Get an exemption from school

If your child turns six in their first or second year of kindergarten, you must [get an exemption from school](#).

Last Update: 12 November 2019

<https://www.education.vic.gov.au/parents/child-care-kindergarten/Pages/kindergarten-second-year.aspx>



Kindergarten Central Enrolment Scheme

We've made it easier to enrol your child at one of Boroondara's 27 kindergartens.

Applications can be made online at
www.boroondara.vic.gov.au/kindergartens

Application for both three and four year old kindergarten can be made once your child has turned two. Once an online application has been submitted, families will receive an automatic response acknowledging receipt of the application and payment.

BKCES hardcopy information kits and application forms may alternatively be downloaded from our webpage or requested by contacting BKCES.

Further enrolment enquiries should be directed to BKCES Central Enrolments on **9278 4444** or email bkces@boroondara.vic.gov.au

Information Kit and Online Application

Supporting families enrolling at participating kindergartens
www.boroondara.vic.gov.au

