Glen Iris Child Care and Kindergarten

GI-037 – Victorian Funded Kindergarten Program Policy

Policy Number	GI-037
Quality Area	QA1 – Educational Program and Practice QA6 – Collaborative Partnerships with Families and Communities QA7 – Governance and Leadership
National Law	s.168 • s.169
National Regulations	Regs. 73 • 74 • 75 • 76 • 168 • 169
Related NQS	QA1.1.1 • QA1.2.1 • QA1.3.1 • QA6.1.2 • QA6.2.1 • QA7.1.2
EYLF V2.0	Practice Principles for Learning and Development • Learning and Development Outcomes • Assessment for Learning and Development • Partnerships with Families
Victorian Child Safe Standards:	Standards 1, 2, 3, 5 & 11
Version:	1.0
Approved By:	Centre Director
Approved Date:	July 2026
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OUR COMMITMENT

At Glen Iris Childcare Centre & Kindergarten Child Care Centre, we are committed to delivering a high-quality Victorian Funded Kindergarten Program that provides every child with equitable opportunities to learn, grow and thrive.

We believe children are capable, confident and active participants in their own learning. Through meaningful play, intentional teaching, responsive relationships and strong partnerships with families, we provide a kindergarten program that supports children's learning, wellbeing and successful transition to school.

Our program is delivered by a qualified Early Childhood Teacher and reflects the Victorian Early Years Learning and Development Framework (VEYLDF), ensuring all children experience an inclusive, engaging and culturally responsive educational program that meets Victorian Government Kindergarten Funding requirements.

LEGISLATIVE INTENT

This policy supports Glen Iris Childcare Centre & Kindergarten Child Care Centre in meeting the requirements of the Victorian Kindergarten Funding Guide, the Education and Care Services National Law and National Regulations by ensuring funded kindergarten is

delivered through a high-quality educational program that promotes children's learning, development, wellbeing and school readiness.

PURPOSE

The purpose of this policy is to:

- Ensure the Victorian Funded Kindergarten Program meets all funding requirements.
- Provide a high-quality educational program led by a qualified Early Childhood Teacher.
- Promote equitable access and participation for all children.
- Support children's learning and development through play-based learning.
- Strengthen partnerships with families and the community.
- Support successful transitions to school.
- Ensure continuous improvement through reflective practice and quality improvement processes.

WHO THIS POLICY APPLIES TO

This policy applies to:

- Approved Providers
- Centre Director
- Nominated Supervisor
- Educational Leader
- Early Childhood Teachers
- Educators
- Relief Educators
- Students
- Volunteers
- Children enrolled in the funded kindergarten program
- Families

DEFINITIONS

Victorian Funded Kindergarten Program
A Victorian Government funded kindergarten program delivered by a qualified Early Childhood Teacher that meets the requirements outlined in the Victorian Kindergarten Funding Guide.

Early Childhood Teacher (ECT)
A qualified teacher recognised under Victorian legislation who is responsible for planning, implementing and evaluating the funded kindergarten program.

Victorian Early Years Learning and Development Framework (VEYLDF)
Victoria's approved learning and development framework that guides curriculum decision-making and promotes children's learning and development from birth to eight years.

Intentional Teaching
Purposeful, thoughtful and deliberate teaching practices that extend children's learning through interactions, experiences and environments.

Assessment for Learning and Development
The ongoing process of observing, documenting, analysing and planning to support each child's learning and development.

WHY THIS POLICY MATTERS

Participation in a high-quality kindergarten program provides children with the foundations for lifelong learning, wellbeing and positive educational outcomes.

Children benefit when educators create responsive learning environments that promote curiosity, independence, communication, critical thinking and strong relationships. Meaningful partnerships with families further strengthen children's learning and support successful transitions to school.

Maintaining compliance with Victorian Kindergarten Funding requirements also ensures public funding is used responsibly while providing children with access to high-quality early childhood education.

GUIDING PRINCIPLES

Glen Iris Childcare Centre & Kindergarten Child Care Centre is committed to:

- Delivering a high-quality funded kindergarten program for every eligible child.
- Recognising children as capable and competent learners.
- Providing play-based learning informed by children's interests, strengths and abilities.
- Embedding the VEYLDF throughout curriculum planning and assessment.
- Valuing family knowledge and collaborative partnerships.
- Promoting inclusion, equity and cultural responsiveness.
- Embedding Aboriginal and Torres Strait Islander perspectives throughout the curriculum.
- Supporting continuous professional learning and reflective practice.
- Continuously improving educational outcomes for children.

OUR POLICY

Glen Iris Childcare Centre & Kindergarten Child Care Centre is committed to delivering a Victorian Funded Kindergarten Program that provides all eligible children with access to a high-quality, inclusive and engaging educational program that promotes learning, development and wellbeing.

The funded kindergarten program is delivered by a qualified Early Childhood Teacher and reflects the Victorian Early Years Learning and Development Framework (VEYLDF). The program is informed by children's interests, strengths, abilities and family knowledge, with intentional teaching and play-based learning experiences supporting progress across all learning and development outcomes.

Our kindergarten program promotes children's agency, identity, wellbeing, communication and belonging while supporting equitable participation for every child. Strong partnerships with families, schools and community organisations strengthen children's learning and support successful transitions to school.

Glen Iris Childcare Centre & Kindergarten Child Care Centre will maintain accurate enrolment, attendance and funding records and comply with all Victorian Government Kindergarten Funding requirements to ensure accountability, transparency and quality service delivery.

HOW WE PUT THIS POLICY INTO PRACTICE

Delivering the Kindergarten Program

Glen Iris Childcare Centre & Kindergarten Child Care Centre will provide a funded kindergarten program that reflects current Victorian Government requirements and recognised best practice.

The service will:

- Deliver the funded kindergarten program through a qualified Early Childhood Teacher.
- Ensure the educational program reflects the Victorian Early Years Learning and Development Framework (VEYLDF).
- Provide play-based and inquiry-focused learning experiences.
- Plan learning experiences based on children's interests, strengths and developmental needs.
- Promote children's agency by encouraging choice, decision making and participation.
- Embed intentional teaching strategies to extend children's learning.
- Ensure every child has equitable access to learning opportunities.
- Maintain learning environments that are engaging, inclusive and responsive.

Curriculum Planning and Assessment

The educational program will be informed through an ongoing planning cycle.

Educators will:

- Observe children's learning, development and wellbeing.
- Document children's progress using a variety of assessment methods.
- Plan experiences that build on children's interests and emerging skills.
- Reflect on teaching strategies and children's engagement.
- Evaluate the effectiveness of the curriculum.
- Use assessment information to inform future planning.
- Share children's learning with families in meaningful ways.

Supporting Inclusion and Equity

The service is committed to ensuring every child can fully participate in the kindergarten program.

Educators will:

- Respect each child's individual identity, culture, language and abilities.
- Adapt experiences to support children's diverse learning needs.
- Collaborate with families and external professionals where appropriate.
- Promote inclusive environments that value diversity.
- Remove barriers that may impact children's participation.
- Foster respectful relationships where every child experiences a sense of belonging.

Aboriginal and Torres Strait Islander Perspectives

Glen Iris Childcare Centre & Kindergarten Child Care Centre acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the land.

The kindergarten program will:

- Embed Aboriginal and Torres Strait Islander perspectives throughout everyday practice.
- Promote respect for Aboriginal cultures, histories and ways of knowing.
- Provide authentic learning opportunities throughout the year rather than during significant events only.

- Engage with local community knowledge and resources where possible.
- Encourage children to develop respect for Australia's First Peoples.

Partnerships with Families
Families are recognised as children's first and most influential teachers.
The service will:

- Build respectful and collaborative partnerships with families.
- Invite families to contribute to curriculum planning.
- Share information about children's learning and development.
- Seek family feedback to strengthen the kindergarten program.
- Support families throughout their child's transition to school.
- Respect family values, cultures and aspirations for their child.

Transition to School
Positive transitions support children's confidence and continuity of learning.
Educators will:

- Develop children's independence and confidence.
- Support children's social and emotional wellbeing.
- Collaborate with families throughout the transition process.
- Share Transition Learning and Development Statements with schools where family consent has been provided.
- Build partnerships with local schools and community services where appropriate.
- Celebrate each child's individual learning journey.

Funding Compliance and Record Keeping
Glen Iris Childcare Centre & Kindergarten Child Care Centre will maintain accurate records to demonstrate compliance with Victorian Kindergarten Funding requirements.
The service will:

- Maintain accurate enrolment and attendance records.
- Retain documentation required under funding agreements.
- Ensure government funding is used for its intended educational purpose.
- Participate in funding audits where required.
- Protect the confidentiality of children's and families' information.
- Review funding requirements as they are updated by the Victorian Government.

ROLES & RESPONSIBILITIES

Approved Providers
Will:

- Ensure the service meets all Victorian Kindergarten Funding requirements.
- Employ appropriately qualified Early Childhood Teachers.
- Provide sufficient resources to deliver a quality kindergarten program.
- Support continuous improvement and professional learning.
- Monitor compliance with funding agreements and legislative requirements.

Centre Director
Will:

- Oversee implementation of the funded kindergarten program.
- Support curriculum quality and continuous improvement.
- Maintain funding compliance and required documentation.
- Ensure accurate enrolment and attendance records.
- Support educators to meet legislative and funding requirements.

- Foster strong partnerships with families and community organisations.

Educational Leader
Will:

- Support educators in implementing the VEYLDF.
- Lead curriculum development and reflective practice.
- Mentor educators to strengthen teaching practices.
- Promote collaborative planning and assessment.
- Support continuous improvement across the kindergarten program.

Early Childhood Teacher
Will:

- Plan, implement and evaluate the funded kindergarten program.
- Use intentional teaching to extend children's learning.
- Document children's learning and development.
- Build strong partnerships with families.
- Support children's successful transition to school.
- Maintain professional knowledge through ongoing learning.

Educators
Will:

- Work collaboratively with the Early Childhood Teacher.
- Support implementation of the educational program.
- Contribute observations and documentation.
- Foster respectful relationships with children and families.
- Promote inclusive practices and children's wellbeing.
- Participate in reflective practice and continuous improvement.

GLEN IRIS CHILDCARE CENTRE & KINDERGARTEN IN PRACTICE

At Glen Iris Childcare Centre & Kindergarten Child Care Centre, our Victorian Funded Kindergarten Program is embedded within our everyday practice and reflects our commitment to providing children with meaningful learning opportunities that support their growth, wellbeing and lifelong love of learning.

Our qualified Early Childhood Teacher works collaboratively with educators to deliver a responsive, play-based curriculum that reflects the VEYLDF and responds to children's interests, strengths and individual learning goals. Children's ideas, questions and curiosities drive curriculum decisions, while intentional teaching extends learning through meaningful interactions, projects and investigations.

We value strong partnerships with families and recognise them as children's first teachers. Families are actively encouraged to contribute to curriculum planning, share their aspirations for their child and participate in the kindergarten program. Children's learning is documented, celebrated and regularly shared with families to strengthen continuity between home and the service.

Critical reflection is embedded into our practice, ensuring our funded kindergarten program continues to evolve in response to children's needs, educator reflections, family feedback

and current research. This commitment enables us to provide a high-quality kindergarten program that prepares children for a confident and successful transition to school.

CHILDREN'S VOICE IN ACTION

Children are recognised as active participants in shaping the kindergarten program. Educators intentionally seek children's ideas, opinions and perspectives through conversations, play, group discussions, planning meetings and everyday interactions.
Children are encouraged to:

- Share their interests and ideas for future learning.
- Make choices about their play and learning experiences.
- Participate in planning projects and investigations.
- Express their thoughts, feelings and opinions.
- Reflect on their own learning and achievements.
- Develop confidence, independence and leadership skills.

Educators value children's voices and use their feedback to inform curriculum decisions, learning environments and program planning.

EXCEEDING PRACTICE

Glen Iris Childcare Centre & Kindergarten Child Care Centre goes beyond legislative and funding requirements by embedding continuous improvement, collaboration and reflective practice throughout our Victorian Funded Kindergarten Program.

Our Early Childhood Teacher and educators work as a professional learning community, engaging in ongoing critical reflection, professional dialogue and curriculum evaluation to ensure every child experiences a high-quality educational program.

Children's learning is viewed holistically, with educators intentionally connecting the VEYLDF, family knowledge, community partnerships and children's individual strengths to create meaningful and engaging learning experiences.

The kindergarten program is continuously strengthened through educator professional learning, family partnerships, community engagement and evidence-informed practice, ensuring children experience an inclusive, culturally responsive and future-focused learning environment.

CONTINUOUS IMPROVEMENT

Glen Iris Childcare Centre & Kindergarten Child Care Centre is committed to continually strengthening the quality of our Victorian Funded Kindergarten Program.
This policy will be reviewed through:

- Feedback from children, families and educators.
- Curriculum planning meetings.
- Critical reflection and professional discussions.
- Educational Leader mentoring and observations.
- Family surveys and consultation.
- Transition to School feedback.
- Quality Improvement Plan goals.
- Professional learning and current research.
- Changes to Victorian Kindergarten Funding requirements, the VEYLDF and recognised best practice.

Continuous improvement ensures our kindergarten program remains responsive, inclusive, evidence-informed and focused on achieving the best possible outcomes for every child.

RELATED LEGISLATION

Education and Care Services National Law Act 2010

- s.**168** – Education and care service policies and procedures.
- **s.169** – Policies and procedures to be followed.

Education and Care Services National Regulations 2011

- **Reg. 73** – Educational program.
- **Reg. 74** – Documenting of child assessments or evaluations for delivery of the educational program.
- **Reg. 75** – Information about the educational program to be kept available.
- **Reg. 76** – Information about educational program to be given to parents.
- **Reg. 168** – Education and care service policies and procedures.
- **Reg. 169** – Policies and procedures to be followed**.**

National Quality Standard

Quality Area 1 – Educational Program and Practice

- **QA1.1.1 –** Approved learning framework.
- **QA1.2.1 –** Intentional teaching.
- **QA1.3.1 –** Assessment and planning cycle**.**

Quality Area 6 – Collaborative Partnerships with Families and Communities

- **QA6.1.2 –** Parent views are respected.
- **QA6.2.1 –** Transitions.

Quality Area 7 – Governance and Leadership

- **QA7.1.2 –** Systems are in place to manage risk and enable the effective management and operation of a quality service.

Victorian Early Years Learning and Development Framework (VEYLDF) 2026

- **Practice Principles for Learning and Development.**
- **Learning and Development Outcomes.**
- **Assessment for Learning and Development.**
- **Partnerships with Families.**

Victorian Child Safe Standards

This policy supports:

- **Standard 1** – Culturally safe environments.
- **Standard 2** – Child safety and wellbeing is embedded in leadership, governance and culture.
- **Standard 3** – Children and young people are empowered about their rights.
- **Standard 5** – Equity is upheld and diverse needs are respected.
- **Standard 11** – Policies and procedures document how the organisation is safe for children and young people.

RELATED DOCUMENTS

This policy should be read in conjunction with:

- Educational Program and Practice Policy
- Inclusion and Equity Policy
- Child Safe Environment Policy
- Enrolment and Orientation Policy
- Interactions with Children Policy
- Behaviour Guidance Policy
- Privacy and Confidentiality Policy
- Transition to School Procedures
- Complaints and Feedback Policy

SUPPORTING DOCUMENTS

The following documents support the implementation of this policy:

- Victorian Kindergarten Funding Guide
- Victorian Early Years Learning and Development Framework (VEYLDF) 2026
- Kindergarten attendance records
- Enrolment records
- Individual learning documentation
- Transition Learning and Development Statements
- Curriculum planning documentation
- Critical reflection records
- Family communication records
- Professional learning records
- Quality Improvement Plan

EVIDENCE OF PRACTICE

Glen Iris Childcare Centre & Kindergarten Child Care Centre demonstrates this policy through:

- A funded kindergarten program delivered by a qualified Early Childhood Teacher.
- Play-based curriculum planning informed by the VEYLDF.
- Children's voices informing curriculum decisions.
- Individual learning documentation and assessment.
- Strong partnerships with families throughout the kindergarten year.
- Transition to School Statements completed with family consent.
- Inclusive learning environments that support all children.
- Ongoing critical reflection and curriculum evaluation.
- Professional learning that strengthens teaching practice.
- Quality Improvement Plan goals supporting continuous improvement of the kindergarten program.

REFLECTION & CONTINUOUS IMPROVEMENT

Critical reflection supports our commitment to delivering a high-quality Victorian Funded Kindergarten Program.
Reflective questions include:

- Does our kindergarten program reflect the VEYLDF and current Victorian funding requirements?
- How are children's voices influencing curriculum planning and decision making?
- Are all children experiencing equitable opportunities to participate and succeed?
- How effectively are we partnering with families to support children's learning?
- Are intentional teaching strategies extending children's thinking and learning?
- How are Aboriginal and Torres Strait Islander perspectives authentically embedded throughout the curriculum?
- How effectively are we preparing children for a successful transition to school?
- What improvements can further strengthen outcomes for children, families and educators?

Outcomes from these reflections inform curriculum planning, educator professional learning, policy review and our Quality Improvement Plan.

VERSION HISTORY

Version	Date Approved	Approved By	Summary of Changes
1.0	July 2026	Centre Director	Initial policy developed as part of the Glen Iris Childcare Centre & Kindergarten Child Care Centre Governance, Policy and Procedures Manual. Developed to align with the Education and Care Services National Law, National Regulations, National Quality Standard, Victorian Kindergarten Funding requirements, VEYLDF (2026) and Victorian Child Safe Standards.