



HAVEN
EARLY LEARNING



HAVEN KINDERGARTEN
INFORMATION BOOK

3 & 4 Year- Old
Kindergarten

What is a Funded Kindergarten Program?

A Kindergarten program provides early education to children in the two years before they begin formal education. Kinder programs are designed to set the foundations of children's learning, play, language, social skills, emotional regulation, independence, pre reading and early numeracy skills. All of these concepts are ones that children will take through life with them and use in all future education.

Kindergarten is offered to children aged 3 and 4 years old with this being recognised as a critical period in their development.

Haven offers a Government Funded Kindergarten that is integrated into our long day care setting, which means:

- Children have access to a minimum of 15 hours of education
- Children can access Kinder more attending full days and up to 5 days a week
- Program is ran by Bachelor Qualified Teachers (ECT) with multiple teachers at Haven
- Children's learning and development will benefit from a play-based approach with intentional teaching, routine and goals intertwined within.
- Our programs are guided by the the National Quality Framework including the Victorian Early Years Learning and Developmental Framework (VEYLDF)

Benefits of Kinder at Haven

- Two Kinder programs 3 year old- Forest Room, 4 year old - Field Room
- Our Kindergarten programs are funded and approved by the Victorian Government supporting families to access low cost Kinder.
- Continued access to CCS, longer days and open all school holidays
- Ample incursions, up to date resources, excursions and no hidden costs.
- Open and ongoing family communication with mid and end year interviews & reports.
- No need to pack a lunch, all meals provided
- Haven Kinder Packs (bag, top drink bottle and more)
- Familiarity and convenience ! One drop off location, familiar friendly faces and a comfortable and supportive setting
- Inclusive of long day care setting with longer hours 6.30am-6.30pm

Eligibility & Funding

Children need to turn either 3 or 4 by April 30th each Kinder Year.

For example a child attending 3 year old Kinder will need to turn that age by the end of April to be eligible in that year.

- Please talk to Haven if child/children are born between Jan- April to determine what year they will begin Kinder and then begin school.

All children & families will have access to 'Kinder Funding' which reduces the amount of fees you pay.

This funding applies to both 3 year old and 4 year old kinder, **which saves families up to \$2100 per Kinder year.**

Funding is applied on a fortnightly basis (\$97.72) so every second week you pay less.

For example if you pay \$200 for your child to attend 4 days one week \$200 will be charged the next week \$100 (roughly) will be charged. **Funding amounts for 2026 TBC.*

3-Year-Old Kindergarten (Forest room)

36 place room- Kinder offered 4 days per week

Lauren - Bachelor of Early Childhood

Ashley - Bachelor (Masters) Early Childhood and Primary

In our 3-Year-Old curriculum, play-based learning is at the forefront of our minds. Play-based learning refers to a holistic approach to learning and development. Through play, children learn valuable skills that support their social, physical, and cognitive development. For it to be successful, we as teachers need to create a safe and supported environment for children to explore and be themselves. Children need to feel comfortable, have a sense of belonging, feel safe, and secure before they can learn and grow.

Our play-based curriculum encourages children to use their play to build on their language skills and learn about numbers and patterns. They also extend their social skills, including sharing, listening, and identifying emotions, alongside co-regulation, and eventually self-regulation.

We support children to become curious, creative, confident, and love for learning. Within our curriculum, this may look like children engaging in set-up table experiences, small or large group activities, nature play, indoor/outdoor play, messy play, and engaging group times. Children learn to make sense of the world around them by engaging with others, objects, and symbols.

Within our curriculum, a safe environment is created where children's identity, culture, and individuality are fostered, including listening and responding to their voices, interests, and ideas through inquiry-based projects. Also giving them a sense of agency and control, this is seen throughout the day as children voice what experiences and activities they might want to get out, serving their own lunch, and helping us set our outdoor environment.



3-Year-Old Kindergarten (Forest room)

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In the Forest Room, we provide a play-based learning program while incorporating intentional teaching. To give you an example of an intentional teaching moment here in Forest Room, one we are discovering right now is emotional regulation and identification. We discuss within our group times how we might be feeling, writing down children's voices, using movement, songs, craft, and adding different books on the children's bookshelf. We also have a variety of photos to support children's knowledge.

We value strong relationships with all families and work in collaboration to best support children, talking through any questions, concerns or goals, with everything implemented into Forest Room shared as a weekly summary including photos, intentional teaching, children's voice, show & tell and things like their favourite songs, stories and growing friendships.

Alongside our regular documentation of children's learning through Story Park (including individual observations, group learning, and weekly summary), parents will also receive mid-term and end-of-year reports. At the end of Term 2, around June/July, there will be an option for mid-year interviews to discuss your child's progress, goals, and any other comments you may have.

Overall, throughout the year, we value family inputs, aspirations for their children, and involvement.



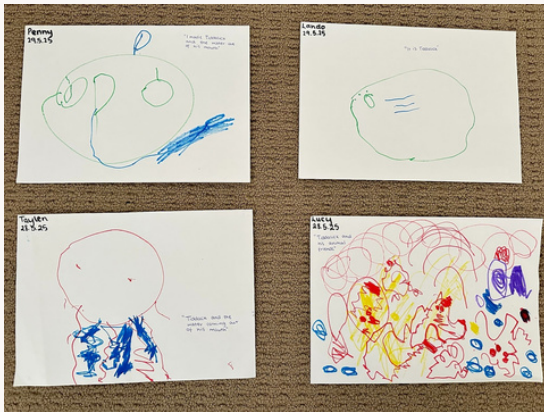
Past inquiry based learning in the Forest Room

Colour exploration (2025)



Within term 1, we revisited colours. We started with a book, 'Go Away, Big Green Monster', which helped us recap our colours with visuals. We continued by making our very own 'Colours in Forest Room' and colour mixing art. The children's interest in colours continued, and we noticed discussions occurring. The children then made their very own tie-dye t-shirts!

Tiddalick the frog (2025)



Reconciliation week this year we read Tiddalick the frog. The children absolutely loved this story, and to this day, they continue to bring up Tiddalick and call every frog they see Tiddalick.

Inspired by the children's enthusiasm, we sat together with textas and encouraged them to draw their favourite part of the story. This activity helped deepen their connection with the narrative, supporting their ability to focus, understand story elements, and express their creativity.

Through drawing, the children practised translating their thoughts and ideas onto paper, developing fine motor skills, attention to detail, and imaginative thinking. Here, we are given a wonderful window into how they interpreted the story, seeing it all through their unique and creative eyes.

Park adventures- All about Autumn (2025)



At the start of the year, we discussed and observed all things, Autumn. This includes what we might need to wear, what the weather might be, and what we might observe in our environment.

We ventured out to the park to search for all things Autumn; however, it turned into, "Let's find all nature things at the park!". This is evident to see how the Forest Room children can take charge of their own learning. This included the children finding some leaves that had fallen off the tree alongside sticks, yellow flowers, bark, and some green leaves. With everything that we found, we added it to our sensory tub in our room!

After all the findings, we sat down underneath the big trees near the playground, and we looked up. We tried to see if we could see any signs of Autumn; some of the children were able to spot, right at the top of the tree pointing up to the sky, there were some lovely bright red leaves. What great spotting!

WHY CHOOSE HAVEN FOR 2 YEARS OF KINDERGARTEN

Haven offers two years of quality kindergarten across both our 3 and 4 year old programs with a pathway curriculum that continually sees children's learning be supported, challenged and scaffolded. The benefits of two years of kinder are endless including setting foundations to children's learning, maintaining strong family relationships, building collaboration between Kinder teachers and ongoing professional improvement.

Both programs developed and delivered by **Bachelor Qualified Kindergarten Teachers** and supported by the **Victorian Early Years Learning and Development Framework (VEYLDF)** and **National Quality Framework (NQF)**.

BENEFITS FOR CHILDREN

Children must feel safe to learn, interact, develop and grow. Haven's Kindergarten programs promote safety, inclusivity and engagement, while continually building children's wellbeing and identity.

Children will be respected, challenged and supported across both years with:

- Strong & open communication between the kindergarten teachers
- Aligned programs, setting the foundations of learning.
- Programs adapted based on teaching philosophies, children's knowledge and capabilities
- Individual & group goals, observations and topics of learning
- More time to play, socialise, learn and be children.

PROGRAM AND LEARNING BENEFITS

Having two strong programs in both Kinder years allows for open, collaborative and ongoing relationships between the service, children and families.

This creates a **stepping stone** into each Kinder year as children move from one room into another creating long lasting positive benefits towards their learning and development.

Children transitioning into **4 year old Kinder** at Haven will be ready to learn and thrive straight away with strong foundations set in 3 year old program.

This includes:

- No confusion with having to start fresh / learn new routines
- Consistent language, strategies and teaching topics
- Smaller gaps in their learning and development
- Increased learning opportunities and targeted approaches across both years.

ALLIED HEALTH, SRF & FUNDING

Did you know funded Kindergarten services gets access to School Readiness Funding?

Across the 2 years this may include:

- Allied Health Professionals to support individual children including a Child Psychologist & Speech Therapist.
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- Ongoing staff professional development and research such as behaviour management, social & emotional skills, a sense of belonging and children's safety.
- Continued purchase of new resources like an interactive whiteboard, climbing equipment, furniture and so many play experiences that support children's developing interests and ideas

4-Year-Old Kindergarten (Field room)

22 place room- Kinder offered 5 days per week

Caila - Bachelor (Honours) Early Childhood and Primary

Ellie - Bachelor of Early Childhood



4-year-old Kinder is all about supporting each individual child to their full capacity, in preparation for their next educational chapter.

Our curriculum is child led through observing their interests, capabilities and supporting children to have a voice. This supports active & engaged learners which in return further supports children's identity, maturity and independence.

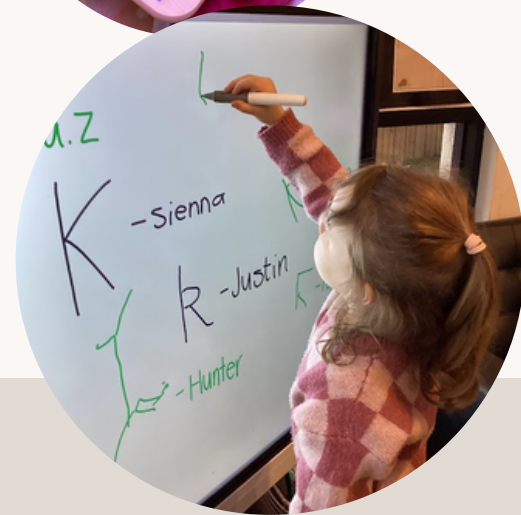
Through our play-based curriculum, we are big advocates for children to be leaders of their learning. Our educational program and indoor-outdoor learning experiences allow children to connect, scaffold their learning in play. As well as gaining a sense of belonging, respect and a safe environment that allows them to have a voice to guide their learning within their capabilities and current interests.

Following the children's lead it allows for creativity, curious minds and an interest in their learning. As a kindergarten team we will adapt our intentional teaching and support learning through individual and group goals which can be seen in a variety of ways across our learning environment. Not only do we encourage children to facilitate their learning, but we collaborate and invite family engagement to help support children's learning. This can be seen through setting goals and family voice through emails, story park and conversations.

Being teachers, we are always looking at ways to be inspired, motivated and empowered to ensure we deliver a strong curriculum. Additionally, our connections within the community help children gain a deeper understanding of the world in which they live, learn and play.

Learning in the Kinder environment

- **Jolly phonics and cued articulation** -singing songs for their individual sounds as well as implementing a set of hand cues to support understanding around articulating each letter
- **Print exposure** through reading books spark early exposure to literacy, we support tracking (left to right) and engage with our interactive whiteboard that children have the opportunity to engage in letter writing and identifying sounds through educational programs.
- **Play experiences** are then teacher initiated through setting up learning experiences that are intended to support our focus on literacy through drawing, fine motor activities (needed to write), mirror imaging, which in return supports children's writing skills and literacy awareness.



School Readiness

One of our focus goals in 4 year old kindergarten is to support children to be ready and prepared to enter primary school.

As Kinder Teachers we use our education and experience to build quality curriculums while working in collaboration with local primary schools to ensure children begin school with the needed skills and knowledge.

**Primary Schools
Haven kindergarten
children have
attended**

- St. Simons (Rowville)
- Rowville Primary School
- Park Ridge Primary School
- Heany Park Primary School
- Lysterfield Primary School
- Karoo Primary School
- Belgrave South Primary School
- Belgrave Christian Collage
- St Justins Primary School (Wheelers Hill)
- St Scholastica's Primary School (Burwood)

- Ability to manage their own belongings
- Increased attention span, time to sit and focus
- Following simple instructions
- Recognition of their own name & letters
- Able to attempt to write their name or at least the first letter.
- Basic phonemic awareness of letters and sounds
- Counting small sets of objects and number recognition
- Children trying their best and a can do attitude
- Positive social interactions, turn taking and supporting others

**What skills a child
needs for a successful
school transition**

How Haven ensures School Readiness

As Kindergarten Teachers we ensure that we are setting up the 4-year-old kindergarten children for the best head start to their next learning journey.

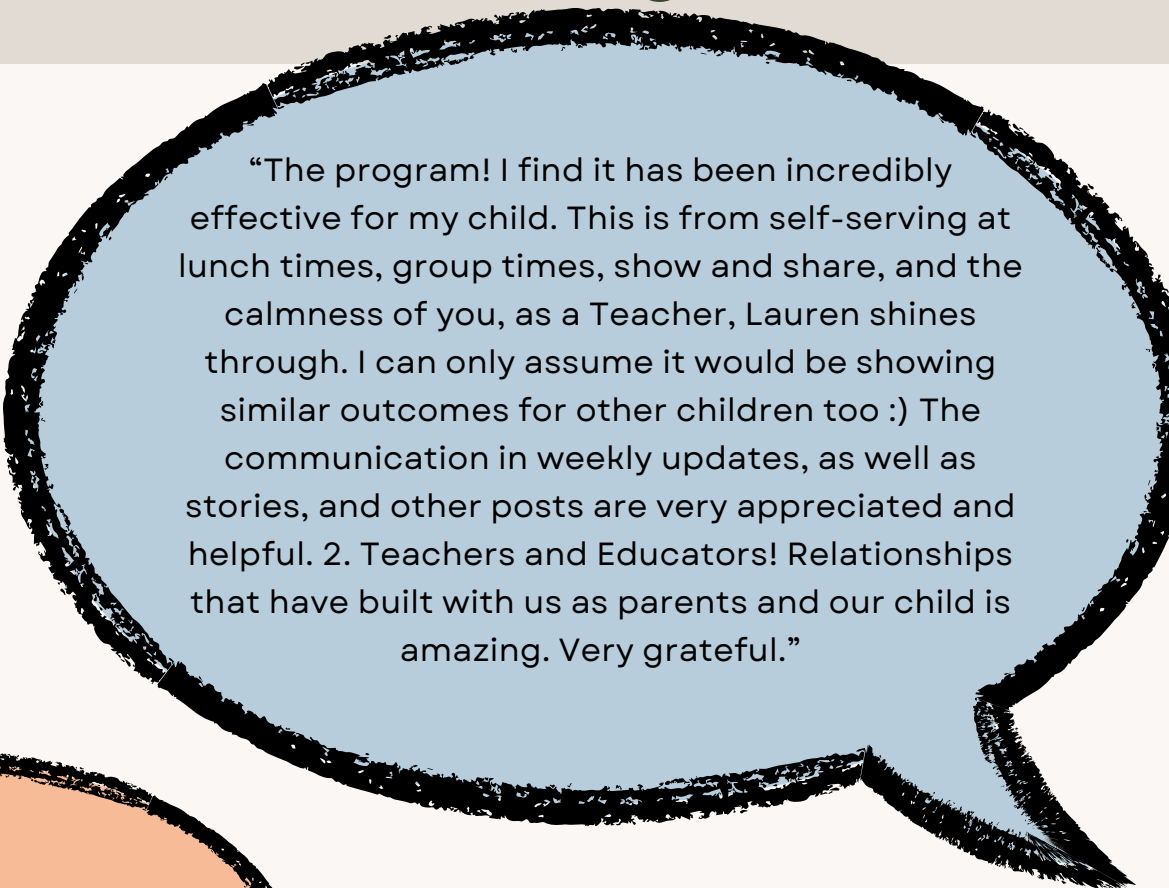
We take on feedback from all local schools and structure programs are adapted accordingly.

Intentional teaching focuses on:


- Phonemic awareness, which supports the children in identifying letters and their sounds
- Working with children to recognise and write (pencil grip) their name
- Numeracy program
- Social skills program (turn taking, sharing, empathy, asking for help, speaking up)
- Independence skills and responsibility of own belongings
- Emotional regulation - emotions, what they are and how they make us feel. Understanding of our brains.
- Intentional teaching moments that support children to sit and focus and contribute to group discussions
- Trying our best and understanding that accidents/mistakes can happen
- School readiness with excursions to primary schools, interactive whiteboard, lunch box program, home corner set ups, social stories of what to expect at school and supporting school orientations
- School transition statements (given to your child's primary school)




Parent feedback 3-Year-Old Kindergarten



“The program! I find it has been incredibly effective for my child. This is from self-serving at lunch times, group times, show and share, and the calmness of you, as a Teacher, Lauren shines through. I can only assume it would be showing similar outcomes for other children too :) The communication in weekly updates, as well as stories, and other posts are very appreciated and helpful. 2. Teachers and Educators! Relationships that have built with us as parents and our child is amazing. Very grateful.”




“You’re all doing great work in letting these kids follow and grow into their own paths without leading them there. I appreciate this and am glad I took my daughter here.”

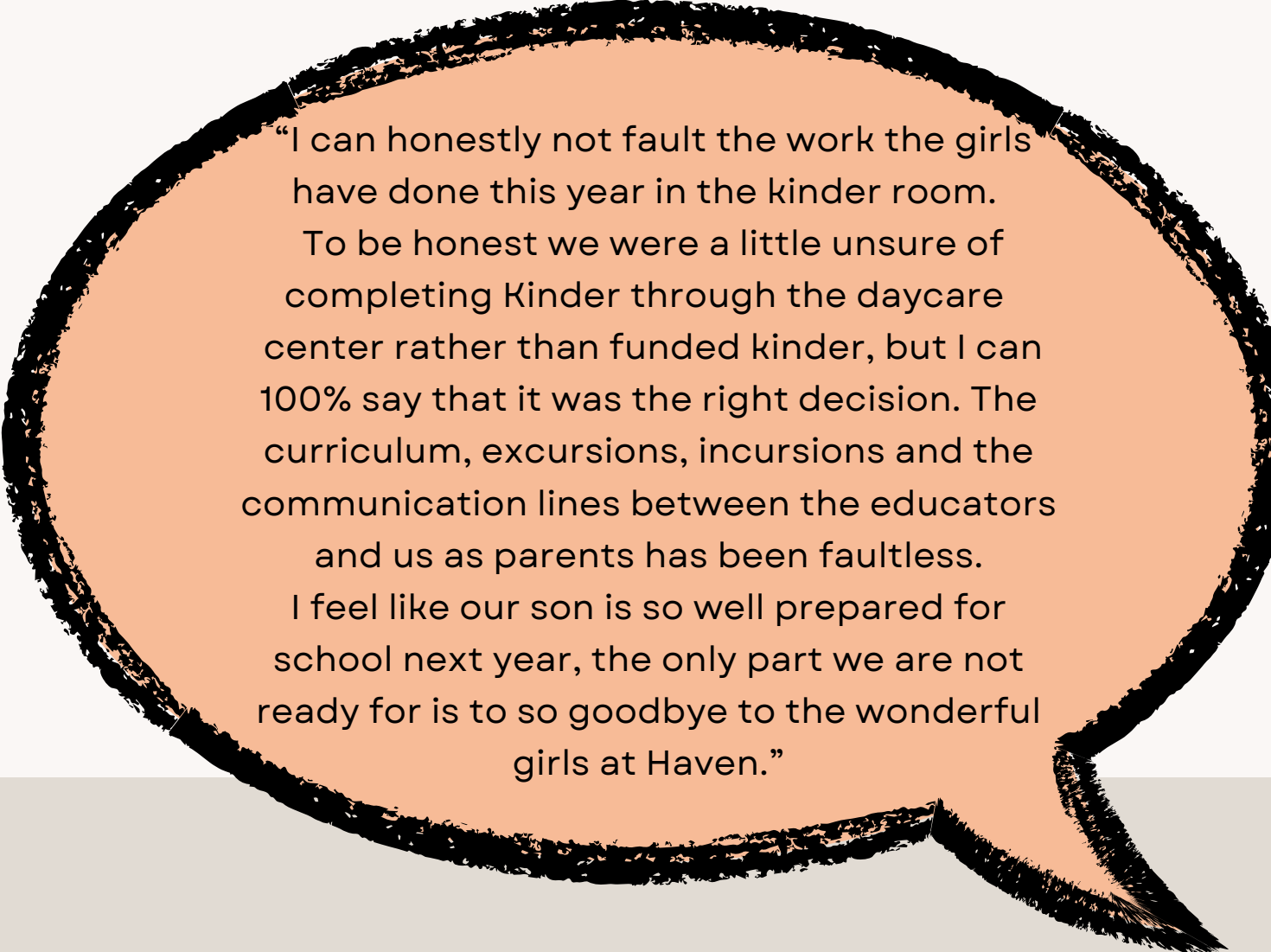


I like the regular updates on the app and the level of engagement that I see on a daily basis from all the teachers in the forest room. It’s so nice to see that all of the teachers genuinely enjoy their roles, are so patient and I think have really contributed to my daughter opening up so much to kinder to the point that she now loves going and is making friends

Parent feedback 4-Year-Old Kindergarten

A pink speech bubble with a thick, hand-drawn black border. The bubble is oriented horizontally with its tail pointing towards the bottom left.

“HIGHLY RECOMMEND! Being a teacher, I wanted to find a kinder program that would set my son up for an incredible learning journey and Haven certainly delivered. Amazing teachers and SO MANY thoughtful incursions/excursions. My son is now thriving at school - big thanks to Caila + the 4yr old Kinder room. Haven is such a warm and caring environment!”

An orange speech bubble with a thick, hand-drawn black border. The bubble is oriented horizontally with its tail pointing towards the bottom right.

“I can honestly not fault the work the girls have done this year in the kinder room. To be honest we were a little unsure of completing Kinder through the daycare center rather than funded kinder, but I can 100% say that it was the right decision. The curriculum, excursions, incursions and the communication lines between the educators and us as parents has been faultless. I feel like our son is so well prepared for school next year, the only part we are not ready for is to say goodbye to the wonderful girls at Haven.”