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| Second Year Discussion |

***This form is to be completed by the child’s early childhood teacher***

An evaluation of the *Term three plan for learning and development*, along with the answers provided to the questions below in the *Second Year Discussion* should inform the decision about whether the child should transition to school or attend a second year of funded Four-Year-Old Kindergarten.

The early childhood teacher should discuss the questions below with the child’s parents/carers and ensure that the eligibility criteria for a second year of funded Four-Year-Old Kindergarten is clearly explained and understood.

If the early childhood teacher and the child’s parents/carers agree that a second year of funded Four-Year-Old Kindergarten will better support the learning and development outcomes for the child than if the child attended school, the early childhood teacher should submit *a Declaration of eligibility for a second year of funded Four-Year-Old Kindergarten* in the Kindergarten Information Management System by 30 November.

***It is recommended that early childhood professionals or specialists relevant to the child are involved in the discussion e.g. Preschool Field Officer, allied health professional, LOOKOUT Early Childhood Learning Advisor before declaring the child eligible for a second year of Four-Year-Old Kindergarten.***

***It is also recommended that parents/carers visit the school where they intend to enrol their child to discuss the supports available before a decision is made.***

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| Child information | | | | |
| Child’s given name: |  | | | |
| Child’s family name: |  | | | |
| Child’s date of birth: | /    / | Male | Female | Other |

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| Service information | | |
| Name of early childhood education and care service: |  | |
| Name of child’s teacher: |  | |
| Date of the Second Year Discussion: | /    / | Attendees: |

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| Has the child undertaken a Maternal and Child Health 3½-year-old health and developmental assessment including vision screening, or a 4-year-old health screen? | |
| Yes | No |
| If yes, please describe the results regarding the child’s learning and development: | |
| Has an early childhood professional or specialist (***e.g. Preschool Field Officer, allied health professional, LOOKOUT Early Childhood Learning Advisor)*** been involved in supporting this child’s learning and development? Have they provided the early childhood teacher with information about the supports they are providing or have recommended for the child’s learning and development? Has this changed during term three and what is proposed for term four? | |
| Yes | No |
| If yes, please briefly describe the specialist’s role and their advice regarding the child’s learning and development and their transition to school: | |

The following questions are important for establishing if the parents/carers have considered sending the child to school next year, and for determining the resources that the school has to support this child. If no contact has been made with a school regarding the child’s transition and the resources that may be available, it is recommended that the parents/carers make contact with the school before proceeding further to inform decision making.

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| Have the parents/carers had any particular concerns about the child’s learning and development? | |
| Yes | No |
| If yes, please provide details about specific areas of concern: | |
| Have the parents/carers made contact with the school the child is likely to attend and had a discussion about enrolling the child for school next year?  (If not, it is recommended this is undertaken before a declaration of eligibility is submitted) | |
| Yes | No |
| If yes, please provide details of the feedback received from the school:    If no, please indicate why and when contact will be made: | |

Please provide details of the prospective school that the child will attend if eligibility for a second year is not confirmed.

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| Name of school: |  |
| Suburb: |  |

The following questions will help parents/carers to consider the implications of delaying their child’s entry to school e.g. they may be separated from their friendship group, their age compared to that of their peers at kindergarten and school etc.

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| What will the child’s age be next year? *i.e. in the year they will attend a second year of funded Four-Yer-Old kindergarten or school for the first time* | | Child’s age: |
| If the child will be six in the year they attend a second year of kindergarten, are the parents/carers aware that an application for school exemption is required by 1 November? | | Yes  No |
| Please comment: | | |
| Has the child developed a friendship group at kindergarten? | | |
| Yes | No | |
| Please comment: | | |
| Will any of the children from the friendship group be attending the school this child may attend next year? | | |
| Yes | No | |
| If not, are there other formal or informal supports such as family, friends or neighbours attending the school this child may attend? | | |

The following questions ask the early childhood teacher to detail the benefits they consider for this child if they attend a second year of funded Four-Year-Old Kindergarten, including the benefits of a second year in progressing children’s outcomes consistent with the VEYLDF.

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| Please detail why a second year of funded Four-Year-Old Kindergarten is currently being considered as the best option for the child next year: |
| Please detail what evidence there is to suggest that the child will benefit more from a second year of funded Four-Year-Old kindergarten than beginning school: |

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| Please list the support that will be provided by the early childhood education and care service and how will this differ from what could be provided by the school if the child is determined as eligible for a second year of funded Four-Year-Old Kindergarten: |