# second year of funded four-year-old kindergarten in 2021

## Children will return to on-site learning in Term 4, providing a greater opportunity to assess their progress for the year. This factsheet provides guidance for early childhood teachers about the second year of kindergarten assessment processes and 2021 timelines.

## key messages for second year of funded kindergarten

* Limited on-site learning is not in itself a reason to consider a second year of kindergarten for a child.
* Most children make a successful transition to school after their four-year-old kindergarten year. Schools provide environments that are flexible, adaptable and responsive to individual children, as well as access to additional support or specialist staff where needed.
* There has been no change to the assessment process and requirements for a second year of funded kindergarten, but the timeline for assessing children and making a recommendation for a second year of kindergarten has been delayed to allow teachers to observe children who are returning on-site in Term 4.

## assessing children’s progress

Assessments are designed to discover what children know, understand and can do, based on what they make, write, draw, say and do. As one of the key Practice Principles in the Victorian Early Years Learning and Development Framework (VEYLDF), we know that early childhood professionals assess the progress of children’s learning and development, what children are ready to learn and how they can be supported.

The second year of kindergarten assessment processes for children remains the same this year; teachers should continue to use the Victorian Early Years Learning and Development Framework (VEYLDF) to guide this.

Assessments of children’s knowledge, understanding, skills and capabilities should conducted in line in with the five VEYLDF outcomes:

* Outcome 1: Children have a strong sense of identity (identity)
* Outcome 2: Children are connected with and contribute to their world (community)
* Outcome 3: Children have a strong sense of wellbeing (wellbeing)
* Outcome 4: Children are confident and involved learners (learning)
* Outcome 5: Children are effective communicators (communication).

When making assessments of children’s learning and development, teachers may want to revisit the [Practice Guide for Assessment for Learning and Development and supporting materials](https://www.education.vic.gov.au/childhood/professionals/learning/Pages/veyldfproflearn.aspx#link3).

Teachers should use moderation processes to validate their second year of kindergarten assessments, working with a trusted colleague in their service, or another service where applicable. You may also draw on the guidance of Preschool Field Officers (PSFO) on the assessments you have made (noting it is not appropriate for PSFOs to undertake these assessments).

Professional learning on undertaking second year assessments will be available to all early childhood teachers early in Term 4. Further information about this professional learning will be communicated as part of the Department’s direct send.

For up-to-date information and to subscribe to the Department’s direct send, visit: [education.vic.gov.au/childhood/Pages/coronavirus-advice-early-childhood.aspx](https://www.education.vic.gov.au/childhood/Pages/coronavirus-advice-early-childhood.aspx)

## eligibility for a second year of funded four-year-old kindergarten

Eligibility for a second year of kindergarten requires a child’s teacher to make an assessment that:

1. the child is developmentally delayed in at least two of the learning outcomes in the Victorian Early Years and Development Framework (VEYLDF), **and**
2. the child would achieve better outcomes from attending a second year of kindergarten.

It would be expected that developmental delays against the learning outcomes in the VEYLDF would usually be evident quite early in the year. There would only be a small number of cases where a child appeared to be on track to transition to school in 2021 earlier this year, but has now displayed learning and development delays that might deem them eligible for a second year of kindergarten.

Even if a child shows learning and development delays, they may still benefit more from transitioning to school rather than undertaking a second year of kindergarten. In any kindergarten class there will be children with a range of skills and abilities. Children’s rates of development will also vary once they reach school.

Foundation teachers are skilled in catering for a range of stages of learning and development. This, alongside the additional transition supports in place, ensures schools are ready for children who may have a greater diversity of needs next year. Term 1 programs will emphasise continuity of learning and wellbeing needs of children who may not have been able to attend four-year-old kindergarten as planned this year.

Therefore, decisions about recommending a second year of kindergarten need to be carefully considered and applied only when a teacher believes that the child’s developmental delays against the learning outcomes in the VEYLDF could not be adequately supported at school.

## Timeline and process for assessing a child as eligible for a second year of funded four-year-old kindergarten

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| Timeline 2020 | Task |
| Terms 2 and 3 | The *Term 3 plan for learning and development* is used to plan the goals and strategies for your children. Where you have not had the opportunity to develop a plan due to remote learning, you may have used other planning documents to help inform your assessments. |
| Term 4 | During Term 4 you have the opportunity to observe children to be able to make and validate assessments. |
| Early in Term 4 | Early in Term 4, the Kindergarten Information Management system will open for [*Declaration for Eligibility for a second year of funded kindergarten*](https://www.education.vic.gov.au/Documents/childhood/providers/funding/declaration-eligibility-for-second-year-of-kindergarten.docx) information to be entered into the system. Services will be advised through the Early Childhood Direct Send when the system will open. |
|  | If you have identified developmental delays in at least two outcome areas of the VEYLDF for a child you should meet with parents/guardians, using the [*Second Year Discussion*](https://www.education.vic.gov.au/Documents/childhood/providers/funding/second-year-kinder-discussion.docx) questions, to discuss the child’s learning and development and plans for 2021. |
|  | If you assess a child as meeting the requirements for a second year of funded kindergarten and parents/guardians agree that the child will benefit more from a second year of kindergarten than transitioning to school, you must complete and submit a *Declaration for Eligibility for a second year of funded kindergarten.* Note that the submission needs to be made in the KIM system by completing the information in the online fields. The required information reflects the information captured in the *Declaration for Eligibility for a second year of funded kindergarten* form. *Y*ou can capture the information in this form which can be transferred into the KIM system.  Note: If a child turns six in their second year of funded kindergarten, their parents must get an exemption from school. For more information, visit the Department’s [website](https://www.education.vic.gov.au/parents/child-care-kindergarten/Pages/kindergarten-school-age.aspx). |
| 30 November | The KIM system closes for *Declaration for Eligibility for a second year of funded kindergarten* information to be entered. |
| After 30 November | In a small number of cases it may not be evident until after the KIM closing date that a child is eligible for a second year of funded kindergarten. Should this occur, a hard copy of the *Declaration for Eligibility for a second year of funded kindergarten* needs to be provided to your Early Childhood Improvement Branch*.* |
| By end of Term 4 | Completion of the [*Second Year Statement*](https://www.education.vic.gov.au/Documents/childhood/providers/funding/second-year-kinder-statement.docx) to capture information about the child for their second year of kindergarten early childhood teacher. |

## Further information

* [Applying for a second year of fundedkindergarten](https://www.education.vic.gov.au/childhood/providers/funding/Pages/kindersecondyear.aspx)
* [Transition to school](https://www.education.vic.gov.au/childhood/professionals/learning/Pages/transition.aspx)

If you have specific concerns, please contact your Area Early Childhood Improvement Branch.

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