



Kindergarten Funding: What happens next?

What service providers need to know

#BestStartInLife

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Purpose of this guide

The purpose of this guide is to inform service providers of their obligations when receiving kindergarten funding as well as providing information about grant and support opportunities available for children and families. There are live links in this document, which has been designed for you to use online.

This booklet has been designed with the Department of Education and Training to be used in conjunction with the following additional ACA Victoria publications, available on our website at: <https://vic.childcarealliance.org.au/services/kinder-funding-support>.

- ***Kindergarten Funding: Why should I apply?***
- ***Kindergarten Funding: How do I apply?***
- ***Kindergarten Funding: Early Start Kindergarten.***

For up-to-date information, refer to the Department's page on [kindergarten funding requirements](#).

For questions and ongoing support about funding requirements, call ACAV on (03) 9532 2017.





Once funding has been approved

Service Agreement

Once the funding application has been approved, service providers are required to sign a **Service Agreement**. This is a legal contract between a government department (in this case the Department of Education and Training) and a funded organisation (your service) for delivery of services in the community.

The Service Agreement:

- Sets out your obligations in relation to service delivery
- Outlines the Department's obligations in relation to the provision of funding
- Establishes the standard terms and conditions that apply
- Provides organisation-specific information regarding funding and payments.

You can read detailed information about your responsibilities, policies and obligations under the Service Agreement via the Department's booklet called the [Service Agreement requirements](#). This booklet also provides key budget information necessary for understanding funding.

Funded Agency Channel (FAC)

Once a funding application has been approved, service providers must set up an account with the Funded Agency Channel, the online platform where service providers can access their Service Agreement through their own account ([My Agency](#)).

You will access your Service Agreement to change contact details and check payments. It is important to make sure this information is up to date. Any changes to management must be added as soon as possible.

Communication is also sent through this avenue via email, including reminders.

Kindergarten Information Management System (KIM)

Once the funding application has been approved, service providers must register for KIMS through [EduPass](#), an online system accessible through the Department website.

KIM is an online, web-based system for kindergarten funding applications, data collection and reporting. Information will be sent to you about how to apply. One person in your organisation will be designated as an organisation administrator who can then invite others to register.

Information you will need to enter into KIM includes:

- Details about each child enrolled
- Teacher and educator details, including when changes occur
- Details about the program
- Details about your service
- Details of the education level and occupation of parents (SFOE) for School Readiness Funding (SRF) eligibility
- Applications for Early Start Kindergarten funding for eligible children (and attendance tracking)
- Mandatory data collection processes (annual confirmation and census – see below)
- Declarations for second year funding for eligible children
- Cease funding notification if a child leaves the service
- Kindergarten Inclusion Support applications (2022)

You must ensure that all information on KIM is up to date, including enrolment numbers and any changes in teachers and educators.





Ongoing reporting obligations

Service Agreement

Service Agreement Compliance Certification (SACC)

[Service Agreement Compliance Certification \(SACC\)](#) forms part of the compliance obligations. All service providers are required to [submit](#) an annual SACC to the Department three months after your financial operating period. You can nominate your own reporting period (for example, if you operate a private entity which does not have a reporting period).

The SACC involves answering questions online relating to:

- Details about each child enrolled
- Financial Management
- Risk Management
- Staff Safety Screening
- Privacy and Data protection.

Funded Organisation Performance Management Framework (FOPMF)

The FOPMF is a form of auditing and consists of a series of questions relating to governance, service delivery and financial management that service providers are required to meet. This will take the form of a meeting with DET (regional office), and you will be given an outline of the requirements beforehand to prepare adequately. If an issue is identified, Departmental staff will work with you to assess the risk of that issue and support your organisation to work through remedial action.

Kindergarten Information Management System (KIM)

Annual confirmation

Service providers must confirm data about the funded kindergarten program through the annual confirmation process. You must submit data about the educators, the program and enrolments into KIMS by a specified date each year (usually the end of April). Once all required data is entered in KIMS, the data for the service can be confirmed by the Department. Your annual funding will be calculated based on this confirmed data. You will be emailed information and instructions regarding this process.

Census

Service providers must complete the kindergarten census data collection in KIMS in August each year. You must provide attendance details for each child enrolled teacher details and information on fees paid during that particular week. You need to ensure that all child and teacher data is current prior to commencing the kindergarten census form. You will be emailed information and instructions regarding this process.



Training and support

Service Agreement

There is [online training](#) available that covers topics including:

- Service agreement structure
- Key elements of the FAC website
- Registration for ebusiness
- Accessing My Agency and the role of the Organisation Authority
- Running reports in My Agency and understanding funding, targets, invoices and other service agreement data
- Key functions in the Service Agreement Module
- Updating contact details
- Completing the Service Agreement compliance certification (SACC)
- Completing Service delivery tracking
- Viewing current and old agreements and accessing contracts.
- Advertising obligations

For further information, you can go to [FAQs](#).

Kindergarten Information Management System (KIM)

There is training available for various aspects of the KIMS that you will have access to once you are registered.

There are also [Quick Reference Guides](#) available to help with each of the following:

- Annual Confirmation
- Census
- Accessing KIM
- Service/program administration
- Enrolments
- Workforce
- School Readiness Funding

For specific technical questions or for support in entering data, contact the dedicated Helpdesk on 1800 614 810 or email: HELP.helpdesk@education.vic.gov.au

Department resources for service providers

Early Childhood Improvement Branches (ECIB)

Service providers can access support and guidance from the Early Childhood Improvement Branch (ECIB) based in their region which can be contacted via email [here](#). Each ECIB consists of Early Childhood Performance and Planning Advisers (ECPAPA), Kindergarten Improvement Advisers (KIA) and Early Childhood Funding Advisers (ECFA) to assist with all aspects of providing a funded kindergarten program.

Kindergarten Funding Guide

The [Kindergarten Funding Guide](#) was developed by the Department and is designed to assist service providers that already provide kindergarten programs and currently receive kindergarten funding or wish to apply for kindergarten funding. It provides detailed information about the types of kindergarten funding available, the eligibility criteria for the funding, how to apply for the funding and how to comply with operational requirements once the funding has been granted.

You can also find the most up-to-date information about kindergarten funding, eligibility and compliance on the [Department's website](#).

Kinder Tick

You can use the [Kinder Tick](#) to promote your funded kindergarten program to your community. It is a symbol and a set of resources to help families find the kindergarten program that is right for them. The resources have been supported by a state-wide media campaign. It has been designed in consultation with the sector's peak bodies and service provider representatives to help promote the idea that kindergarten is a program, not a setting.

The Kinder Tick tells families that:

- Your service offers a kindergarten program led by a qualified early childhood teacher
- You deliver a play-based learning program
- Your program is funded and approved by the Victorian Government.





Once your application for kindergarten funding has been approved, you will receive Kinder Tick signage and your own digital communications tools and user guides. The signage pack includes a metal sign, vinyl banner, decal stickers and a Kindergarten Certificate. The Kinder Tick merchandise can be displayed on your service's grounds, on your fence and/or building, within your service, and used on your marketing and communications materials.

If you need more materials, service providers can access the Kinder Tick [microsite](#) to order additional signage and information items at no cost, including stickers and printed posters, as well as print orders of factsheets, flyers and posters.

If you do not receive your signage or have any queries, you can contact:

Kinder.Tick@education.vic.gov.au

Three-Year-Old Kindergarten

In the lead-up to Three-Year-Old Kindergarten rolling out state-wide, the Department has developed a range of resources and promotional materials to explain Three-Year-Old Kindergarten and its benefits to families, available [here](#). These include fact sheets, brochures, posters, postcards, template text and social media tiles.

Services and providers may wish to use these materials to engage with their communities through your communication channels and share these materials with educators and staff.

A range of Three-Year-Old Kindergarten brochures and postcards translated into 53 languages [are available](#).

Services and providers can also order complimentary printed copies online of any of these materials for use in their communities through the [microsite](#).

Support for recruiting teachers

The department has developed a range of resources and tips for service providers to help promote opportunities and recruit new teachers and educators for funded kindergarten programs.

There are two types of [financial incentives](#) – Location Incentives and Individual Incentives – available to qualified early childhood teachers who take up positions in services delivering funded Three-Year-Old Kindergarten.

Individual Incentives worth \$9,000 are available for eligible qualified early childhood teachers taking up a role at [any service](#) offering Three-Year-Old Kindergarten and are:

- 'joining or re-joining' early childhood education after working in a different field or industry
- moving from interstate or New Zealand to take up a role.



Location Incentives of between \$9,000 to \$50,000 are available for early childhood teachers taking up roles in selected regional, rural and metro services that need extra support to recruit qualified staff.

[Early Childhood Jobs](#) is a new, free online platform to connect your service's vacancies with dedicated early childhood teachers, educators and support staff looking for a job. It's available to Victorian early childhood services that are delivering, or plan to deliver, a funded kindergarten program.

You can find more information [here](#) or contact: early.childhood.jobs@education.vic.gov.au





Requirements for teachers

Service providers must ensure that the kindergarten programs are delivered by a qualified Early Childhood Teacher (ECT) who is registered with the Victorian Institute of Teaching. If the ECT cannot teach in the program, due to illness or leave, then you must notify parents and contact your regional Department office. If the ECT resigns, you must change the information in KIM and if you cannot find an ECT to replace them, you must also notify your regional office. For more details, refer to the [Kindergarten Funding Guide](#).

Victorian Institute of Teaching (VIT) Registration

All early childhood teachers, including graduate teachers must hold a [registration](#) on the Victorian Institute of Teaching (VIT) public register. Early Childhood Teachers who hold (full) registration are required to make an application each year to [renew](#) their registration. This includes completing the professional learning and professional practice modules as well as making declarations regarding suitability to teach. The teacher is also required to engage in at least 20 hours of professional development (PD) activities each year.

The VIT registration year runs from 1 October to 30 September. If a teacher does not complete the annual registration requirements by 31 December, they will be removed from the register (either by expiry or suspension). If this occurs, they will not be able to work as a teacher in an early childhood service until they have contacted VIT and undergone the return to teaching process outlined [here](#).

Provisional registration for new teachers

If the early childhood teacher has recently graduated, they will need to [register as a new graduate](#) with VIT before they can teach or be employed as a registered teacher in Victoria. This is called a provisional early childhood teacher registration, is granted for 2 years and needs to be completed online.

To move to full registration, they must:

- Have taught for at least 80 days in one or more Australian or New Zealand early childhood services.
- Provide evidence that you have met the Australia Professional Standards for Teachers (APST) at the Proficient Teacher level using the inquiry approach.

It is the teacher's responsibility to ensure they are registered.



Support for new teachers

The Department is providing a range of supports for early childhood teachers in 2021, designed to help develop practice and build professional identity. This includes grants, webinars and mentoring. Click [here](#) for more information.

VIT Employer Portal

The [employer portal](#) is a secure online facility enabling service providers and their authorised delegates to:

- Confirm the current registration status of teachers employed at their service(s)
- Seek the current registration status of a teacher they may wish to employ
- Have edit-access for searching, adding, or removing teachers to maintain the list of educators at the service
- Access and complete a recommendation for (full) registration assigned to their service by a provisionally registered teacher
- View messages and any other correspondence from VIT.

Employers must only engage a person in the role of an early childhood teacher if they are registered. However, there are *some* exceptions to this requirement, including engaging a person who is not registered if they hold a temporary approval granted by the Secretary of the Department of Education and Training or are replacing a registered early childhood teacher for a period not exceeding 12 weeks under regulation 135 of the National Regulations.

Industrial relations

The [Educational Services Teachers Award](#) (ESTA) outlines the minimum requirements for an ECT working in a long day care service. Members of ACA Victoria can receive free advice on interpretation of the Award and appropriate wages and conditions.



Requirements for children and families

Service providers are required to meet certain criteria in relation to children and families attending a funded kindergarten program:

- The kindergarten program must be delivered by a qualified Early Childhood Teacher,
- Each child must access the program for at least 15 hours a week (4-year-old kindergarten) or 5-15 hours per week (3-year-old kindergarten)
- The program must be based on the [Victorian Early Years Learning and Development Framework \(VEYLDF\)](#).

Letter of confirmation

Service providers must get confirmation from each family that they are accessing only one funded kindergarten place at any one time. This would take place in the form of a [letter](#) that is to be kept on file. You may edit the template letter to suit your service and add your own letterhead.

Student Family Education Occupation (SFOE) information

Service providers are required to collect the [Student Family Occupation and Education](#) (SFOE) information on a prescribed form upon enrolment. You must add the information collected into KIMS. This information is used to determine the amount of [School Readiness Funding](#) the service will receive.

Transition Learning Development Statement (TLDS)

Every child attending a kindergarten program who will be transitioning to school will have a [Transition Learning and Development Statement](#) (TLDS) written by the teacher with input from the child as well as the family. The TLDS summarises a child's learning and development, identifies their individual approaches to learning and their interests and then indicates how the child can be supported to continue learning.

The TLDS are completed online via the [Online TDLS tool](#) and there is [online training](#) and support available. All service providers will be sent Online TLDS login details via their service email address, as registered on the National Quality Agenda IT System (NQAITS).

Where a family provides permission, the TLDS can be shared with the school online via the Insight Assessment Platform (IAP), emailed via secure mail or in hard copy.



Funding to support teachers with the TLDS

Funding is available to allow service providers to release early childhood teachers to write transition learning and development statements and can also be used to support teachers to work with other professionals and families.

The funding contribution each year will be calculated on the enrolment data that you provide through the Kindergarten Information Management (KIMS) system in April, with payments automatically transferred to service providers as part of their kindergarten funding in June each year. A letter detailing the funding contribution is sent to each service provider. All funds should be expended annually by the end of Term 4.

For enquiries about this funding contact: psts@education.vic.gov.au.

Second year of funded kindergarten requirements

A [second year](#) of funded four-year-old kindergarten may be considered by the early childhood teacher when a child shows delays in key outcomes of learning and development. A child may be eligible if:

- The teacher has found they have developmental delays in at least two key areas of learning and development as outlined in the VEYLDF
- The child will have better outcomes at kindergarten rather than going to school.

The Child's Assessment

A second-year assessment process is carried out for each child by an early childhood teacher when a second year is being considered.

This process includes the following:

- Term Three Plan for Learning and Development
- Second Year Discussion
- Declaration of Eligibility for a second year of kindergarten
- Second Year Statement.

Please note that the Department will not fund a second year of three-year-old kindergarten.

School exemptions

If a child turns 6 while attending a first or second year of kindergarten the service provider and the early childhood teacher will need to ensure that the **parent** completes an [exemption](#) from school.



If the child is in their first year of kindergarten

An exemption from school can be granted if one or more of these circumstances apply:

- The family has moved from interstate or overseas where the school entry age is different to Victoria
- The child's early education has been delayed due to chronic illness, disability or developmental delay
- The child is a refugee or asylum seeker who has suffered trauma and would benefit from a year of kindergarten before starting school
- The child has not been able to access kindergarten because of transient family circumstances
- Other special considerations.

The parent will need to complete the form and get written confirmation from a professional (such as an early childhood teacher, doctor or an allied health professional) to confirm the circumstance. The professional must also explain why it's best for the child to go to kindergarten instead of starting school.

If the child is in their second year of kindergarten

The parent can apply for an exemption from school with the declaration section completed on the form by the child's teacher, as per the second-year assessment process (and subsequently uploaded into KIMS). The form confirms the child has a developmental delay in two or more key areas (as per the information above).

What parents need to do

The parent needs to complete and send the paper-based 'Exemption from school' form to the Department by 1 November in the year before the child turns six, address it to the Area Executive Director and post it to the designated [regional office](#).

Next Steps

The Department will send the parent a letter once it has reviewed the request and the parent will need to give a copy of the letter to the service provider to confirm eligibility. You are advised to ensure that you have sighted the letter before enrolling the child and claiming funding for that child.



Department resources to support access and inclusion

Koorie Education Support Officers

[Koorie Education Support Officers \(KESOs\)](#) are area-based professionals with an understanding of Aboriginal culture. KESOs provide advice to early childhood services about culturally inclusive learning environments, co-ordination of services to support engagement and improved outcomes for Koorie children.

KESOs play an integral role in working with families, communities, education and service providers to support the children to participate fully in their early childhood education. They support children and families through transitions across all learning stages, including transition from a kindergarten program to primary school.

Early Childhood Lookout Advisers

LOOKOUT Early Childhood Learning Advisors (ECLAs) work across region-based [LOOKOUT](#) Centres to facilitate children's participation in early learning services and play a key role in the implementation of [The Early Childhood Agreement for Children in Out of Home Care](#). They provide support to educators, carers and agencies to ensure vulnerable children can access high quality early learning services.

Pre-School Field Officers

If an early childhood teacher (ECT) or a parent has a concern about a child's development, they can contact the [Pre-School Field Officer](#) (PSFO) in their local area. The concerns may be associated with any area of a children's development, including language delay or challenging behaviours.

The role of the PSFO is to support the access and participation of children attending or about to start a funded kindergarten program. Children accessing Early Start Kindergarten may also qualify for PSFO support. There is no cost to the kindergarten program or families for the PSFO service. The PSFO works closely in collaboration with the educators, not one on one with individual children.

Support for educators may include:

- Providing information and resources to inform inclusive programs
- Supporting educators to assess a child's learning and development needs
- Supporting educators' confidence and capacity to respond to a parent's concerns regarding their child's development
- Providing planning support that respects, acknowledges, and complements the educator's expertise in supporting children's learning and development

- 
- Coaching to help with planning and implementation of inclusive kindergarten programs
 - Building professional partnerships and collaborative relationships with educators
 - Modelling of specific skills, suggestions and strategies with educators
 - Assistance to embed child specific teaching and learning approaches and opportunities into the everyday kindergarten environment
 - Identifying referral pathways and linking families to child and family supports, including more specialised assessment and services where necessary.

The Department funds community service organisations and local councils to provide PSFO services across the state. To access the support, refer to the organisation directly relating to your [region](#) and complete and submit a 'PSFO Individual Child Referral Form'. This form must be completed by the ECT and the parent/guardian of the child and can be done at any time throughout the year.

If a child is already supported by an [Early Childhood Early Intervention Service](#) then the ECT should seek inclusion support from this provider, not the PSFO.

Early ABLES

[Early ABLES](#) is a strengths and observation-based online assessment tool. It supports educators to provide individualised learning experiences for children aged two to five years who have a disability and/or developmental delay.

The Early ABLES suite will support educators to:

- Observe and assess a child's progress in learning
- Develop appropriate learning goals in collaboration with parents/carers and other professionals
- Develop an individualised learning plan with evidence-informed teaching and learning strategies
- Monitor progress along a likely progression of learning
- Support the development of an individual child's learning program using the Early Years Planning Cycle
- Improve transition from early childhood to school through information sharing.

There are eight Early ABLES assessments that align with the five outcomes of the [Victorian Early Years Learning and Development Framework](#) and there is free [Early Ables Online Training](#) available for educators.



It contributes up to five hours to the Victorian Institute of Teaching's annual professional learning requirement of 20 hours. The five hours includes time to complete the online professional learning, reflect on the learning and plan for implementation into practice.

For more information about Early ABLES contact earlyables@education.vic.gov.au





Funding to support access and inclusion

School Readiness Funding (SRF)

School Readiness Funding amounts are based on the educational disadvantage levels in a service, which is informed by Student Family Occupation and Education data. Service providers are required to collect the occupation and education data from parents and/or guardians of each eligible funded child at enrolment time. Service providers are required to enter this information into KIM against each child's record as part of the Annual Confirmation process around April each year. SRF is service-level funding, not a package for individual children. The funding allocation for each service will vary depending on the cohort and number of children attending the service that year.

This funding is calculated by the Department, paid to your service annually in two 50% instalments and can be used to purchase a range of programs and supports. Part of the requirements of SRF is completing a Mid-Year-Review and an End-Of-Year acquittal.

Early Start Kindergarten (ESK)

[Early Start Kindergarten](#) (ESK) provides eligible children with 15 hours of free or low-cost kindergarten each week led by an Early Childhood Teacher within a kindergarten program. This enables these children to access 2 years of funded kindergarten before school.

ESK is available to children who are at least **three years old** by 30 April in the year they are enrolled to attend the program and:

- Are from a refugee or asylum seeker background (if the child holds or has a parent or guardian who holds a protection or humanitarian visa, ImmiCard, or exemption from the Department of Education and Training, or
- Are of Aboriginal or Torres Strait Islander descent or
- Have had contact with Child Protection (a family or child who has a current, or a history of, involvement with Child Protection. This includes children in out-of-home care, or a child or family who has been referred by Child Protection to another support service, or any child where an unsubstantiated notification has been made to Child Protection.

During the three-year-old kindergarten rollout there will no change to ESK accessibility, and services should continue to enrol eligible children in 15 hours per week of kindergarten through ESK. This guarantees that ESK eligible children continue to access the full 15 hours irrespective of the number of hours of funded three-year-old kindergarten offered. It also ensures that service providers can continue to receive all funding entitlements in relation to SRF calculations.



How it works

Eligible children access the kindergarten program for 15 hours a week. The structure of your rooms and programs will determine where the child accesses their ESK year.

Early Start Kindergarten grants

ESK grants are available for eligible children and are paid annually, directly to the service. To apply for the grant, service providers are required to enter the child details into KIMS.

You are also required to:

- Document and maintain Early Start Kindergarten eligibility in the child's enrolment record and in KIMS
- Complete the Attendance Tracker via KIMS each term for all children enrolled in ESK. The tracker will ask for the number of hours each child in ESK attended per week and reasons for any absences
- Provide up to 15 hours in a kindergarten program free of charge for 40 weeks of the year (you need to use the funds from the grant to put towards the fees – see below for more information)
- Avoid imposing financial barriers to families seeking access. You are strongly encouraged to waive any refundable deposit.

Early Start Kindergarten Extension Grant

The ESK Extension Grant provides a free or low-cost year-before-school kindergarten program for children who turn **four years old** before the 30 April of the year they attend the kindergarten program and:

- Attend an integrated long day care kindergarten program and
- Are from a refugee or asylum seeker background, or of Aboriginal or Torres Strait Islander descent, or have had contact with child protection (see above).

The record-keeping requirements are the same as for the ESK grants above.

A child is not required to access ESK in the previous year to access the ESK extension grant.

Using the grants

The service provider must use the grants to ensure that eligible children can attend the kindergarten program for 15 hours per week for 40 weeks, at no cost to the family. Both grants can be used in combination with CCS and ACCS. You may collaborate with the family or carer to determine how best to spend any remaining funds to support the child's needs. Remaining funds could be put towards:

- 
- Gap fees not covered by CCS or ACCS.
 - Financial expenses while accessing ACCS
 - Resources for children with high, complex needs or those experiencing disadvantage.
 - Purchasing resources reflecting Aboriginal or Torres Strait Islander cultures
 - Employment of an educator
 - Covering expenses such as excursions/incursions for the family
 - Professional development for educators.

For further information, refer to the ACAV publication: Kindergarten funding: Early Start Kindergarten.

[Access to Early Learning \(AEL\)](#)

Access to Early Learning (AEL) provides an intensive early intervention program supporting vulnerable three-year-old children from families with multiple and complex needs, assisting them to access high quality kindergarten programs. AEL is for families that have a range of barriers to kindergarten participation.

AEL provides an experienced and degree-qualified facilitator to work with families, educators and services to ensure vulnerable children participate in early learning.

Similar to ESK, the AEL grant provides children participating in the program with access to 15 hours of free kindergarten per week, including in areas with funded three-year-old kindergarten.

AEL grants are paid at the same rate as an ESK grant, and are paid annually, directly to the service. To apply for the grant, service providers are required to enter the child details in KIM. The AEL grant can also be used in combination with CCS and ACCS.

This program is currently available for a limited number of families through specific agencies and councils in 25 local government area across the State. Families will be referred to an agency by either a Maternal and Child Health, Family Services, Child FIRST or Child Protection and you will be contacted by the agency if a place is required.

[Kindergarten Inclusion Support \(KIS\)](#)

[Kindergarten Inclusion Support](#) (KIS) packages offer supplementary funding to enable the participation of children with disabilities and ongoing high support needs and/or complex medical needs in kindergarten programs.



KIS packages may provide:

- training and specialist consultancy for educators to support adjustments, adaptations, and modifications of the kindergarten program
- specialist training for educators to meet the individual needs of the child with a disability and ongoing high support needs and/or complex medical needs
- minor building modifications (such as ramps and grip rails) supporting the child's attendance in the kindergarten program and participation in the activities
- staffing support such as an additional assistant who works as a member of the team delivering the kindergarten program.

To apply for KIS funding, service providers need to contact the regional advisory group convenor in your [region](#) and complete a written application. The application must be submitted by the end of Term 3 of the year before the child is attending their 3-year-old or 4-year-old kindergarten year.

KIS (state) funding can be used in conjunction with the [Commonwealth Inclusion Support Program \(ISP\)](#) as part of the Commonwealth Inclusion Development Fund (IDF) Additional Educator Funding where there may be a gap in a requirement for educator support. IDF funding could be for up to 25 hours.

You can access both KIS and IDF support by following this process:

- Your service can apply for the KIS program for a child in your funded kindergarten program.
- Once the KIS program application outcome is known, you can then contact the [Victorian Inclusion Agency](#) working with the child's Inclusion Professional (IP), to explore the possibility of accessing the Inclusion Development Fund (IDF) Additional Educator Funding as part of the ISP. For example, if the KIS application results in support that does not cover the 15 hours of the kindergarten program, this could lead to a combination approach using both funding options to ensure support is provided.

[KIS Specialised Equipment Trial \(KIS SET\)](#)

[Kindergarten Inclusion Support Specialised Equipment Trial \(KIS SET\)](#) enables the greater inclusion of children with significant disabilities through the loan of specialised equipment at no cost.

Specialised equipment available will include (but is not limited to):

- Standing frames to allow a child with high physical needs to participate in activities in a kindergarten program.

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- Change tables, toilet seats or steps, potty chairs, mobile stools, hoists, slings, harnesses and seating or posture aids.

Service providers can make an application for specialised equipment at any time during the kindergarten year through an online form. You must be able to demonstrate that the specialised equipment will support the child's ongoing inclusion in a kindergarten program. The administering organisation for the grants is Yooralla.

You are responsible for completing and submitting the application in partnership with the child's therapist (occupational therapist/ physiotherapist) and parent, guardian or carer. Confirmation of the child's disability diagnosis must be attached with the application.

KIS SET will operate during the 2021 and 2022 kindergarten years.

For more information, email KISSpecialistEquipment@yorralla.com.au.

Email: vic@childcarealliance.org.au
Website: www.vic.childcarealliance.org.au
Phone: 03 9532 2017



Australian Childcare Alliance
Victoria