

Frequently Asked Questions

Distinguishing between SDK model types

State Delivered Kindy encompasses two former programs delivered by the Department on state school sites; namely, kindy in discreet Aboriginal and Torres Strait Islander Communities (formerly known as pre-Prep); and Remote Kindy.

State Delivered Kindergarten (Remote Kindy) must be delivered in a composite class setting (integrated delivery of a kindy program in a classroom where full-time education is being delivered to school children). This program relies on provisions in the legislation only afforded to composite classes to deliver and is resourced based on leveraging on existing underutilised enrolment capacity to accommodate kindergarten-aged children.

State Delivered Kindergarten (in discreet Aboriginal and Torres Strait Islander Communities) may be delivered in a composite or non-composite setting where kindy is delivered in a purpose built kindy building/space established only to accommodate kindy. The legislative requirements applicable to these services are dependent on the model of delivery (composite or non-composite). The program is currently funded by the State Schooling Allocative model.

Applicable only to State Delivered Kindergarten (*Remote Kindergarten Schools*)

1. What is the Remote Kindergarten?

- The Queensland Government is committed to ensuring all children have a great start to their early education.
- Primarily in circumstances of market failure in remote areas of Queensland, Remote Kindergarten provides an opportunity for families living close to a small remote community to access a face-to-face kindergarten program in a composite class setting in selected local state schools.
- To be eligible, schools must be prescribed to offer a kindergarten program ([selected schools list](#)).

2. What are the minimum requirements for Remote Kindergarten delivery by a school?

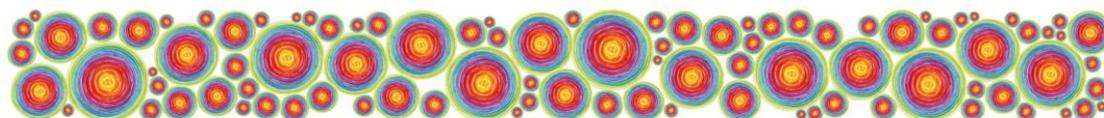
- Remote Kindergarten:
 - must be integrated in a composite class (where full-time education is being delivered to school children).
 - is informed by the Queensland Kindergarten Learning Guideline (which is underpinned by the Early Years Learning Framework).
 - is delivered by a teacher with support from a teacher aide (funded by program).
 - is delivered for 15 hours per week (or 30 hours per fortnight, or 600 hours per year) in accordance with existing school provisions – hours to be determined locally.
 - program includes programmed lunch and rest breaks.

3. What is the staffing, resourcing and support model for Remote Kindergarten?

- The Remote Kindergarten resourcing model assumes schools have existing underutilised enrolment capacity to accommodate kindergarten-aged children. This means leveraging off existing departmental resources – delivering kindergarten (generally) without requiring additional teacher hours or classrooms facilities.
- Participating schools receive:
 - extra teacher aide hours (20 hours p/w) – to support teacher delivered program in composite setting and ensure adequate supervision of kindergarten children.
 - funding for the purchase of consumables to support implementation of the kindergarten program.
 - facility upgrades where necessary to ensure the safety and wellbeing of kindergarten children.
- Staffing levels for teachers at Queensland State Schools are based on maximum class size targets contained in certified agreements, the class size target for Years Prep–3 is 25 and Years 4–10 is 28.
- Regionally–based positions provide localised support to Remote Kindergarten schools.

4. Are there ratio requirements for Remote Kindergarten?

- Provided kindergarten is delivered in a composite class there are no minimum adult to child ratios.
- Although ratio requirements do not apply to Remote Kindergarten services, consideration must be given to the possible impact that a large class of children (and particularly, the ages of any school children included in the program) may have on the education and care of the kindergarten children in attendance.



- Appropriate consideration must be given by staff to ensure adequate supervision and prevention of harm and hazard at all times that kindergarten children are attending. Additional factors to consider are the numbers, ages and composition of all children in attendance, given the age range that is likely to occur (for example kindergarten to year 2, or kindergarten to year 6).

5. What is the curriculum for a kindergarten program in Remote Kindergarten?

- In Queensland, the Queensland Kindergarten Learning Guideline (QKLG) is the approved learning framework for all Queensland services funded to deliver a kindergarten program, including Remote Kindergarten services.
- The QKLG acknowledges the importance of a balance between teacher initiated and child initiated learning. Knowledge of the QKLG is essential to ensure kindergarten children are receiving an appropriate program based on the principles and practices that underpin an effective kindergarten program.
- The expectations within the QKLG is that teachers monitor children's learning and development across the kindergarten year and document significant evidence examples to support next steps in planning and to inform conversations with families about children's progress.
- Monitoring and documenting children's learning should be purposeful and meaningful for the child, family and teacher. Evidence is gathered about their progress in the 5 learning and development areas of the QKLG using a range of strategies over time (observations, photos, checklists).
- In the Remote Kindergarten context, the principal has a responsibility to ensure they or their teachers are planning and assessing student learning across all year levels. In the Remote Kindergarten context teachers can look for opportunities to build on children's interests within planned and spontaneous learning experiences. These learning experiences can (where appropriate) be connected through the alignment of multi-level curriculum in a multi-age classroom with suitable age appropriate pedagogies.

6. How are Remote Kindergarten school staff (both teachers and teacher-aides) supported to building a thorough, working knowledge of the QKLG?

- A number of professional learning opportunities and supports are in place to support understanding of the QKLG within a Remote Kindergarten model:
 - regionally-based positions to support school staff;
 - a webinar is available providing an outline of the QKLG (content and structure);
 - workshops delivered by the Queensland Curriculum and Assessment Authority for teachers using the QKLG;
 - a dedicated online resource portal for schools to support the implementation of the QKLG;
 - development of a suite of resources to assist principals to build their knowledge of the QKLG to assist them to deliver a kindergarten curriculum in a multi-age context;
 - tailored professional learning for schools.

7. What are the legislative obligations for Remote Kindergarten schools?

- A school must be prescribed under the Education (General Provisions) Act 2006 (and Regulation) to deliver a kindergarten program.
- The governing early childhood legislation that then applies to the kindergarten program service delivery is based on the number of children participating and the model of education and care being delivered.
- It remains an ongoing focus of the department to continue explore opportunities to streamline kindergarten delivery for school staff.

8. What is the responsibility of Remote Kindergarten schools to ensure Kindy children are safe and supervised?

- Remote Kindergarten Schools must ensure the safety, health and wellbeing of kindergarten children attending a kindergarten program at their school. This duty of care is the same for all school children.
- Kindergarten children must be supervised at all times they are on the school site.
- Kindergarten delivery commences as soon as children are signed in to the program and concludes when children are signed out. This means that a kindergarten program includes meal breaks.
- Each school decides what adequate supervision looks like in their context. Consideration would be given to the numbers of children to be supervised, the layout of the school yard and positioning of amenities and the necessary management of risk for all school children.

NB: This advice does not apply to **State Delivered Kindergarten** (*in discreet Aboriginal and Torres Strait Islander Communities*).