



School Readiness Program

Helping your child feel confident, capable, and excited for school!

Our structured School Readiness Program is designed to support children in developing the essential skills they need for a successful transition into primary school. Blending play-based learning with targeted developmental goals, the program runs over a series of engaging weekly sessions, each focusing on key areas to promote school success

What We Cover

- ✓ Social Skills & Group Participation
- ✓ Emotional Regulation & Confidence
- ✓ Fine Motor & Pre-Academic Skills
- ✓ Listening Ears & Talking Mouths
- ✓ Body Awareness & Gross Motor Skills
 - ✓ Mindfulness & Self-Regulation
 - ✓ Reflection & Celebration

Parents will receive **weekly updates** and **activity feedback** about their child's progress and achievements. These updates include personalised observations, highlighting areas where children excel and identifying opportunities for further development. Our goal is to create a collaborative environment where parents feel supported and empowered to reinforce learning at home.



Session Structure

Our School Readiness routine offers a balance of predictability and flexibility as we are responsive to the children's needs, interests and engagement each session.

This adaptable approach supports meaningful learning and nurtures each child's self-confidence, independence and sense of belonging.

9:30am	 <p>hello</p>	Session begins + Morning Circle
9:45am	 <p>activities</p>	2 to 3 Focus Activities
10.45am	 <p>snack time</p>	Morning Tea
11.00am	 <p>sense</p>	Sensory & Mindfulness
11:45am	 <p>group time</p>	Reflection, Story or Music
12:15pm	 <p>Pack up</p>	Pack up & Free Play
12:30pm	 <p>finished</p>	Session Finish





Term Program outline

Week	Theme	Key Skills (Reference to EYLF)	Sample Activities
1	Welcome to Learning	<ul style="list-style-type: none">• Join routines and transitions confidently (belonging & wellbeing)• Recognise name and personal identity (identity & communication)• Build friendships through play and sharing (community & learning)	<ul style="list-style-type: none">• Visual Routine Board – Children place picture cards to build the daily schedule (order & security).• Pack-Up Timer Game – Use sand/bubble timers to make transitions playful (self-regulation & science).• Name Treasure Hunt – Find and match hidden name cards (identity & early literacy).• Friendship Drumming – Take turns to follow one another in drumming patterns (connection & belonging).• All About Me Collage – Create a poster with drawings/photos to share with peers (expression & confidence).
2	Speaking & Listening	<ul style="list-style-type: none">• Follow instructions and routines (wellbeing & learning)• Develop receptive language and comprehension (communication & identity)• Practice attention and impulse control (community & self-regulation)	<ul style="list-style-type: none">• Colour Movement Game – Children move, jump, or stretch to different colours as called out by practitioner (listening & gross motor fun).• Freeze & Go Games – Play “Freeze Dance” or “Boom, Clap & Grab” with music and clear stop/go cues (impulse control & attention).• Now-Next-Then Treasure Hunt – Follow a visual board to collect or complete 2-3 fun tasks in order (sequencing & comprehension).• Listen & Colour – Children colour shapes or items on a sheet based on spoken instructions (“Colour the circle red, then the square blue”) (listening & fine motor skills).• Sound Mystery Box – Shake boxes with different sounds; children listen and guess what’s inside, taking turns (auditory discrimination & engagement).





Term Program outline

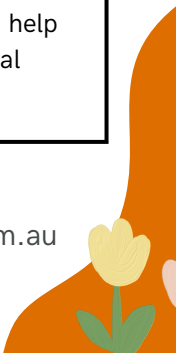
Week	Theme	Key Skills (Reference to EYLF)	Sample Activities
3	My Body and My Emotions	<ul style="list-style-type: none">• Develop body awareness and coordination (wellbeing & learning)• Identify and express emotions (identity & communication)• Practice self-regulation and mindfulness (wellbeing & community)	<ul style="list-style-type: none">• Bean Bag Body Awareness – Children place and balance bean bags on different body parts (coordination & focus).• Affirmation Dance – Dance freely to music while saying positive statements about themselves (self-confidence & expression).• Emotion Masks – Create simple masks showing different feelings and act out stories (emotional literacy & creativity).• Scented Sensory Jars – Shake jars with glitter, beads, or essential oils to explore and calm emotions (sensory regulation & fun).• Mindful Balloon Breaths – Pretend to blow up a balloon slowly with deep breaths, adding arm stretches (mindfulness & body awareness).
4	What can I do when I feel...	<ul style="list-style-type: none">• Recognise and express emotions (identity & communication)• Practice self-regulation and coping strategies (wellbeing & community)• Build confidence and problem-solving skills (learning & engagement)	<ul style="list-style-type: none">• DIY Stress Balls – Make stress balls using balloons and rice or flour; practice squeezing when frustrated or upset (self-regulation & hand strength).• Mood Wands – Create simple sticks with ribbons, colours, or textures to wave when feeling happy, calm, or upset; use movement to express or manage emotions (sensory regulation & self-expression).• Emotion Pebbles – Paint small stones with different emotions; children pick a pebble when they feel that emotion to help talk about or manage feelings (emotional awareness & coping).• Breathing Buddies – Choose a friend and practice deep breathing (mindfulness & body awareness).• Calm-Down Bags – Create small bags with textured objects (soft fabric, squishy toys, small rattles); use when feeling overwhelmed (sensory self-regulation & coping).





Term Program outline

Week	Theme	Key Skills (Reference to EYLF)	Sample Activities
5	Sharing & Turn-Taking	<ul style="list-style-type: none">• Practice sharing and waiting turns (community & wellbeing)• Develop expressive language and communication (identity & communication)• Build patience and social skills through play (learning & connection)	<ul style="list-style-type: none">• Pass the Ball - Roll a soft ball to a friend and take turns saying your name or favourite colour/food. (Turn-taking and social connection).• Stack & Wait - Take turns adding blocks or cups to a tower. Wait for your turn, cheer for others, and celebrate when the tower is done (Turn-taking and social connection).• Turn-Taking Sticks - Colourful "My Turn / Your Turn" cards guide children to know when it's their turn (visual support & sharing).• Shared Collage Squares - Each child adds one sticker, stamp, or shape to a large paper divided into squares (turn-taking, creativity, fine motor skills).• Sensory Water Scoop Game - Children take turns scooping water or beads from one container to another using small cups or spoons (sensory, motor skills, turn-taking).
6	Let's Work Together	<ul style="list-style-type: none">• Cooperate and share ideas during group activities (teamwork & social skills).• Follow instructions and take turns to build confidence and engagement (self-regulation & learning).• Explore sensory experiences together to develop coordination and curiosity (sensory play & wellbeing).	<ul style="list-style-type: none">• Collaborative Art Mural - Create one large artwork together; practice sharing and contributing ideas.• Social Story Time - Read and act out stories like "Asking to Play" and "Making New Friends".• Group Cooking or Game Activity - Work together to make simple treats (e.g., fruit kebabs, sandwiches) or play cooperative games (teamwork, turn-taking, following instructions).• Follow-the-Leader Movement Game - Take turns leading fun actions; others copy (cooperation & focus).• "What Can I Do If...?" Cut & Paste Activity - Children cut pictures or draw to show solutions for scenarios (e.g., "What can I do if I feel upset?" or "Who can help me when I am stuck?") (problem-solving, emotional regulation, social skills).





Term Program outline

Week	Theme	Key Skills (Reference to EYLF)	Sample Activities
7	Little Hands Big Work	<ul style="list-style-type: none">• Develop fine motor skills and hand strength (wellbeing & learning)• Practice pencil grip and manipulation (learning & identity)• Explore creativity and sensory play (expression & engagement)	<ul style="list-style-type: none">• Playdough Volcano Experiment – Shape a small volcano and create a safe “eruption” using baking soda and vinegar (STEM & sensory exploration).• Pom-Pom Transfers – Use tongs, spoons, or tweezers to move pom-poms between containers (fine motor skills & coordination).• Button & Bead Threading – Thread large beads or buttons onto laces or pipe cleaners (hand-eye coordination & pincer grip).• Name Writing Practice – Trace or write their own name using pencils, markers, or textured materials (pencil grip & literacy).• Safe Scissor Cutting – Cut out shapes, simple pictures, or activity sheets with adult support (hand strength & coordination).
8	Big Moves and Balance	<ul style="list-style-type: none">• Develop gross motor skills and body coordination (wellbeing & learning)• Improve spatial awareness and balance (learning & engagement)• Practice turn-taking and focus in group movement activities (community & self-regulation)	<ul style="list-style-type: none">• Animal Walks – Move like different animals (bear crawl, crab walk, frog jump) across the room (gross motor & imagination).• Balance Path Challenge – Walk, hop, or tiptoe along a taped line with curves and zigzags while holding a lightweight object (balance & coordination).• Balloon Tap Game – Keep a balloon in the air using hands or fly swatters; try working in pairs (hand-eye coordination & teamwork).• Freeze Dance – Dance to music and freeze like a statue when the music stops (listening, control, & fun).





Term Program outline

Week	Theme	Key Skills (Reference to EYLF)	Sample Activities
9	Strong Start, Bold Future	<ul style="list-style-type: none">• Build confidence and independence (wellbeing & identity)• Reflect on learning and achievements (communication & engagement)• Prepare for transition to school (learning & community)	<ul style="list-style-type: none">• Reflection Journals – Children draw or stick pictures about their favourite activities or things they've learned (expression & memory recall).• Tote Bag Decorating – Personalise a bag with markers, stickers, or stamps to use for school or learning materials (creativity & independence).• Memory Collage – Create a group collage with photos, drawings, or craft pieces from the term (reflection & teamwork).• Baking Morning Tea – Prepare simple treats together (cookies, muffins, or fruit cups) and invite family to share morning tea (practical skills, social interaction, and celebration).• Graduation Celebration – Receive a certificate, share a favourite memory, and enjoy a small party (recognition & social connection).





Mapped NDIS Goals

Common NDIS Goal	Program Connection
"Improve my child's communication skills."	Week 3 & 4: Language-based sessions (Listening & Talking, Sharing ideas)
"Support my child's transition to school."	Each week builds routine, independence, attention span, emotional regulation and social readiness.
"Increase my child's ability to manage emotions and behaviour."	Week 2 & 8: Emotional regulations and feelings
"Help my child to interact with other children."	Small group setting supports peer interaction, joint attention and cooperative play.
"Improve my child's fine and gross motor skills."	Week 5 & 6: Fine Motor Skills Week 7: Gross Motor Skills
"Increase my child's independence with daily routines."	Each week provide visual sequencing, lunchbox packing and toileting, hand washing etc.
"Support my child's learning through play and structured activities."	Play-based learning embedded in all sessions, led by Early Childhood Practitioners, Allied Health Professional including Art Therapist.



What to bring?



Each session please ensure your child has the following:

- Labelled Backpack
- Labeled drink bottle
- Labeled container with morning tea (***No nuts or egg please***)
- Jacket or coat for outside play
- Change of clothes (Socks, undies, top, shorts/ skirt etc) in a waterproof bag incase of accidents or messy play
- Children are welcome to bring a comfort item or sensory tools (***No toys please***)
- Labelled sun-smart hat (Term 1 & 4)





Our facilitators



May Horan holds a Bachelor of Early Childhood Education with a background in special education. She has worked extensively with children who have diverse developmental and behavioural needs. May is a strong advocate for children and their families, adopting a collaborative, family-centred approach. She delivers evidence-based, play-based interventions that highlight and celebrate each child's unique strengths while supporting them to achieve their individual goals.



Nikki holds a Bachelor of Arts (major in Psychology), a Diploma in Child Psychology and Early Education, and a Bachelor's degree in Art Therapy. She is a registered member of the Psychotherapy and Counselling Federation of Australia (PACFA) and an affiliated member of the Australian, New Zealand and Asian Creative Arts Therapies Association (ANZACATA). Nikki works with children experiencing developmental and behavioural challenges, including autism (ASD), ADHD, Down syndrome (DS), and Prader-Willi syndrome (PWS). Passionate about disability and inclusion, she combines counselling and creative arts to help children build emotional regulation, resilience, and key developmental skills.

