

Testimonial from Sunny Starter Parent

My children thoroughly enjoy attending the Sunny Starters Pre-Prep Program. It has a fun and inviting atmosphere, and I believe it will assist their transition to school. They have the chance to become familiar with new surroundings and some of the teachers.

With a focus on language, my children have a great opportunity to improve their social skills and conversational language skills. My youngest child is quite shy around adults, so having teenagers running the activities is beneficial to her. She will readily talk to them and experiences very positive interactions.

Being introduced to the school system in this way has helped my children to become use to following teacher's instructions and has also increased their patience. My eldest child has trouble with patience and concentration; having to stay at one activity for a period of time along with waiting in line is aiding her in increasing these skills.

There are a variety of activities at Sunny Starters which keep my children interested every week. Playdough is improving their fine motor skills and the soccer activity is progressing their coordination skills. These skills have been getting better since coming to the program.

I am glad that this program exists, and my children look forward to coming each week. It is well thought out with learning strategies such as the Abecedarian Approach. It runs very smoothly and the children know what they are meant to be doing. I would recommend Sunny Starters to any parents of Pre-Prep aged children.

Melissa

Sunny Starters Parent

Supporting Successful Transitions

Testimonials

“Disengaged students are now highly engaged.” (Deputy Principal, Sunnybank State Primary School)

“The program was teaching the children to listen as well as speak, referring to the value of the 3a strategy of ‘serve and return’ which resulted in increased engagement.” (Kyabra Limited Hours Care Worker, Sunnybank)

“Children who have experienced the 3a program come in and immediately get their books and they actually mimic the strategies used by the educators – you see them sitting reading, insisting on one child sitting either side of them. We observe the differences and parents do too.” (Sunnybank Anglican Early Learning Teacher)

“Children from the 3a group will take skills to school that the other children will lack.” (Sunnybank Anglican Early Learning Teacher)

“Creating a future for them...These skills will be passed down to their own families, increase their employability (some of the students had won awards – Vocational Student of the Year, nominees for School-based Trainer of the Year: Regional Finalists, and all but 2 of the students are refugees or indigenous). Students manage the children as if they were professionals.” (Transitions Officer)

(Prep Teachers) described the 3a Approach as “purposeful work...covering shapes, colours, etc.”

“If we have 3a, we have a structure for interaction with children...I see the children educating the assistants/educators.” (Sunnybank Anglican Early Learning Teacher)

“We are passionate about it’. Before it was ‘let’s play’ but now it is not ‘just play’ – it is scaffolded play/nuanced play. It is linked to AEDC Oral Domains ... it is a change in pedagogy that can be linked to any open-ended activity and become embedded in our work.” (Assistant Regional Director, Metropolitan)

“This is real Transition work.” (Metropolitan Regional Director – site visit observations)

