

Our Vision Statement:

St Maria Goretti's Catholic School is a Catholic Primary School that strives to educate and nurture the whole child, in a Catholic setting to become the primary school of choice in this area.

Early Years Learning Framework:

Early Years Learning Framework (EYLF) has been put in place to extend and enrich young children's lives through the three B's. Being, Belonging and Becoming.

Early Childhood Education lays the foundation for children's learning and development. At Saint Maria Goretti's Catholic School we believe all children have the right to learn and feel safe. We do this in the following ways:

- Secure, respectful and reciprocal relationships.
- Partnerships with families.
- High expectations and equity.
- Respect for diversity.
- Ongoing learning and reflective practice.

Secure, respectful and reciprocal relationships

We aim to promote secure, respectful and reciprocal relationships through open communication. Children are empowered as valued members of the classroom by taking active roles in class decision-making such as developing the classroom rules.

Partnerships with Families

We acknowledge that parents and families are the first and most influential educators of children. We strive to continue their involvement in their children's education by encouraging them to become actively involved in our Early Childhood Programme.

High Expectations and equity

We believe and continually strive to find effective ways in providing equity for all children so they have the opportunity to grow in all aspects of their lives. As all children learn differently, we endeavour to cater for all learning types so children's individual needs are met. We collaborate with other services such as speech therapists, community nurse and occupation therapists to ensure all students have equal prospects.

Respect for Diversity

We as an educational facility, we recognise that diversity contributes to the richness of our society. Our school community contains many different cultures. We respect and welcome all cultures at our school. Our school is fortunate enough to learn Italian and we celebrate other cultures as a whole school. For example: Harmony Day & NAIDOC week. Our school houses an Aboriginal & Multi Cultural Playgroup.

Ongoing Learning and Reflective Practice

We continually seek ways to build our professional knowledge for ongoing learning and reflective practice. We have a culture of staff collaboration which includes staff meeting, Professional Learning Communities (PLC), Professional Development and PLLT (Professional Learning Leadership Team). We engage with ongoing learning to ensure our knowledge is up to date with current trends, theories and practices.

Religious Education:

At Saint Maria Goretti's Catholic School we encourage students to follow in the footsteps of Jesus Christ. We seek to assist the spiritual and the religious development of children. Hence, in celebrating Easter, The Nativity Story and Saint Maria Goretti's Feast Day we educate children about the true meaning of these very important events.

Curriculum:

Early childhood curriculum and pedagogy is based on research that children learn best through play based experiences that are purposeful and continue to build each child's skills and understandings. Through our curriculum planning we give our children every opportunity to achieve their best by providing experiences that challenge them to reach their full potential. The Early Years teachers operate under the pedagogy of the EYLF. The principles and practices set out in this document inform all aspects of our teaching and learning, assisting us to meet the National Quality Standards for Early Years Education.

In Kindergarten, teachers have an understanding of the Western Australian Curriculum general capabilities and the EYLF outcomes which inform their planning and creation of quality classroom learning programs.

Pre-Primary to Year 2 teachers plan and create quality classroom learning programs using the Western Australian Curriculum and reporting against the School Curriculum and Standards Authority (SCSA) whilst being guided by the principles, practices and pedagogy identified in the EYLF.

In teaching within the EYLF pedagogy, we believe that learning should be holistic and active, providing children with opportunities to be creative and think critically. Learning is integrated and therefore, our classroom environments, routines and planning allow for flexibility. Modifications to the curriculum are made for children with diverse needs and experiences. (Individual Education Plans & Curriculum Adjustment Plans)

Play as a Vehicle for Learning:

Play provides opportunities for children to learn as they discover, create, improvise and imagine. Young children learn through using their senses, therefore sensory experiences through play are very important. When children play they are developing many skills, including but not limited to, testing out ideas, challenging each other's thinking and building new understanding. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Through intentionally set up play areas, we as educators are able to guide and extend the learning which takes place in these areas. Through the planning of the redevelopment located in the Primary area, allowances have been made for passive and active play.

The Learning Environment:

Learning Environments are welcoming spaces designed to maximise learning opportunities. Our indoor environment caters for all of the developmental domains through our play centres.

- Social/emotional- dress-ups, home corner
- Cognitive- Books, puzzles
- Creative- Drawing, collage, painting
- Physical- Play dough, blocks
- Language- through conversations in all areas

Our outdoor learning environment has been developed to encourage children to explore and extend their imagination. These spaces promote open-ended interactions, exploration, discovery and connection with nature. Gross motor skills are further enhanced through the playground, climbing frames, bikes and other sporting equipment. We encourage sustainability through building awareness of the outdoor environment. Indoor and outdoor environments support a holistic approach of child development. They invite conversations between children and the adults within the setting. This promotes opportunities for sustained shared thinking and collaborative learning.

Assessment and documentation:

To record the children's growth and development we use observations, checklists, anecdotal notes, standardised tests & teacher made assessments. Children's growth is tracked through effect size calculations