

# Philosophy

Learning is at the heart of everything we do. We believe that all children are successful, competent and capable learners and that all areas of learning and development are equally important and connected (social, emotional, communication, creative, cognitive, physical, and spiritual). Every child is unique in the way they learn; their rates of development; their strengths, ability, needs; life experiences; their family and cultural heritage. We are committed to optimising every child's access and participation to the curriculum by working collaboratively with families, Speech and Language Program Speech Pathologist and teacher, Department for Education Support Services, support agencies, health care specialists, private specialists, transition schools and community.

# Quality Improvement Plan – Priority 1

To improve children's ability to convey and construct messages with purpose and confidence, building on home/family and community literacies.

Challenge of Practice: If we model explicit communication strategies and spend time conversing and interacting with every child then we will improve children's ability to convey and construct messages with purpose and confidence. (EYLF)

Success Criteria: Children are communicating messages with confidence through talk, non-verbal gestures, signing, singing, drawing and writing. Examples of successful communication are demonstrated in portfolio collections, formative and summative assessments.

- Listening and phonological awareness data collected termly for all children. If our practice is successful, then all children will make gains in their listening and phonological awareness skills.
- Educators develop capacity to enable quality teaching practice to occur and therefore more children (will be observed) talking about sound and word play in interactions with peers and Educators.
- In partnership with parents and utilising the Book Based Program, families will report that their children are engaging in more word and sound play at home - supported further by their parents.

## National Quality Framework Priority 2

To Improve children's understanding of mathematical ideas and use of vocabulary relating to number (EYLF and PLNI, Numeracy Guidebook) to make sense of their world.

Educators will use stories (variety) to focus on the language of 'how many', 'more,' 'enough,' and 'not enough.' Books could include: 1 Duck Stuck, 5 Little Ducks and 'Bang Went Another Balloon.' (PLNI)

Intentional teaching opportunities through the development of 'Number Sense,' table and resources used in learning environments.

(Numeracy Guidebook)