At St Luke’s Catholic Primary School we are creating a program that recognises and embraces our children as strong, competent and unique individuals. Our warm, welcoming environment caters for our children’s learning styles by involving them in challenging, relevant and varied learning opportunities. It is our goal to develop their full potential in spiritual, emotional, social, creative, physical and intellectual domains whilst celebrating our Catholic ethos.

To achieve this goal we recognise and value the unique, individual experiences each child brings with them when they first start Kindergarten. Our program builds on this prior knowledge through a combination of optimal and transferable learning in meaningful and relatable contexts. This gives every child multiple opportunities to learn through intentional teaching strategies, open-ended tasks and play-based practices, in combination with a range of interest based learning provocations.

Our Early Childhood philosophy is to embrace the unique and individual development of each child in our care. We recognise that parents are the first educators of children and we encourage them to continue to be actively involved in their child’s learning journey by fostering positive, open relationships between home and school. We utilise “Belonging and Becoming: the Early Years Learning Framework” (2009) to inform and guide our programming. This document is commonly referred to as the EYLF. The outcomes of EYLF are:

**Outcome 1: Children have a strong sense of identity**
(this focuses on children’s social and emotional development)

**Outcome 2: Children are connected with and contribute to their world.**
(this focuses on how children make sense of and interact with their immediate surroundings through science and social and environmental study)

**Outcome 3: Children have a strong sense of wellbeing.**
(this focuses on children’s physical and emotional sense of self and includes gross and fine motor development)

**Outcome 4: Children are confident and involved learners.**
(this focuses on children’s creative and critical thinking through inquiry, problem solving and investigation)

**Outcome 5: Children are effective communicators.**
(this focuses on how children speak, listen, view, read and write with the intent of communicating a message. Communication also occurs through movement, music, story telling and media)

In Term 1 our Numeracy goals will include (but not be limited to): subitising small collections of objects to six; counting using 1:1 correspondence; comparing and ordering objects from biggest to smallest; positional language such as in, on, under, on top, near and behind; answering yes/no questions for the purpose of collecting and interpreting data; classifying and sorting everyday objects by size, shape, colour and purpose.

In Term 1 our Literacy goals will include (but not be limited to): listening to and following simple instructions; answering simple questions; interacting with adults and peers using verbal and non-verbal communication in play and class settings; talking about familiar experiences; conventions of text such as title, author, illustrator and text directionality; and comprehension of texts.
## EYLF PRINCIPLES
- Secure, respectful and reciprocal relationships
- Partnerships with families
- High expectations and equity
- Respect for diversity
- Ongoing learning and reflective practice

## EYLF PRACTICE
- Holistic approach
- Responsiveness to children
- Learning through play
- Intentional teaching
- Learning environments
- Cultural competence
- Continuity of learning and transitions
- Assessment for learning

## EYLF OUTCOMES
- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

### OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY
- Children feel safe and secure and supported
- Children develop their emerging autonomy, interdependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact in relation to others with care, empathy and respect

### OUTCOME 2: CHILDREN ARE CONNECTED AND CONTRIBUTE TO THEIR WORLD
- Children develop a sense of belonging to groups and communities and understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

### OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING
- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

### OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS
- Children develop dispositions for learning such as curiosity, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills as processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, places, technologies and natural and processes materials

### OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS
- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking