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| ***We believe that:*** | | |
| *All children are unique*  *Children are capable and competent*  *Children are at the centre of all we do* | *Children learn through doing*  *Productive partnerships between home and school are essential* | *Educators employ evidence based practice*  *Educators work as collaborative teams* |
| **What does this mean for children?**   * Decision making across the school is based on children’s best interest. * Children are the focus of all relationships. * Children’s voices are actively sought and responded to. * A child’s sense of belonging and wellbeing are important parts of their learning. * Children have opportunities to interact with siblings and other significant people at school. * Children feel valued and enjoy coming to school. * Smooth, facilitated transitions are planned between birth to year 2 programs and beyond. * Buddy experiences allow classes/groups within the school to come together for learning opportunities and celebrations. * A range of meaningful opportunities exist for families to engage and interact with their children’s learning. * All children have access to the whole school. * Children have opportunities to become familiar with all faces and spaces and develop a sense of ownership of the school. * Mutual respect is encouraged with children and educators being called by their first name. * Children regularly observe educators and families conversing in meaningful and respectful ways. | **What does this mean for educators?**   * Educators have access to knowledge about all services offered within the school. * Educators communicate with families openly and regularly. * Educators respectfully share relevant information to support children. * Educators use inclusive terminology relevant to all programs, for example ‘educators’ instead of ‘staff’. * Educators have knowledge of and relationships with external services, for example Tuggeranong Child and Family Centre.   G:\ISPP\Photos\2014\Father's Day Breakfast\IMG_6814.JPG   * Meetings encourage team work and professional discussion. * Educators are encouraged to collaborate and support one another. * Educators have opportunities to broaden their skills by taking on various roles across the school. * The school works in partnership with local services and other schools to facilitate links for families. | **What does this mean for families?**   * Families have the opportunity to develop purposeful relationships with educators. * Families receive support as needed in response to our commitment to a ‘no wrong doors’ approach. * Opportunities are available for all professionals to come together to discuss children’s wellbeing and learning. * Families have access to a range of services and programs within the school. * Families have opportunities to be involved in a variety of working teams: KidsMatter, Green Team, Fresh Taste, GEMS and School Board. * Families have opportunities to be involved in a variety of Community programs: Playgroup, Move and Groove, Backyard Rangers, Family Breakfast and Paint and Play. * Families have opportunities to attend a range of celebrations. * Families can expect a timely response to communication. * The family room is a child friendly area that is dedicated for family or community use. * Families are encouraged to make connections with other families. * Families are supported when children are transitioning between programs and to other schools. |
| **What are the outcomes of integrated service delivery at IPECS?**   * Children have a strong sense of wellbeing; they cooperate and work collaboratively with others. * Children are effective communicators; they convey and construct messages with purpose and confidence. * Children have a strong sense of identity; they belong to a secure and supportive school community. * Children are confident and involved learners; they adapt and transfer learning from one context to another. * Children are connected to and contribute to their world; they show an understanding of the reciprocal rights and responsibilities necessary to be part of a community. | | |