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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.
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| **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.
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