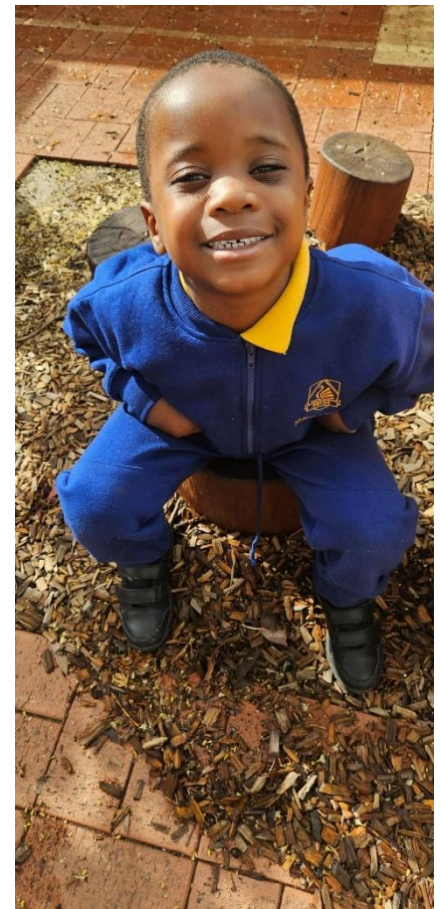


Early Years Plan



Gosnells Primary School Vision:

Shaping bright futures by empowering lifelong learners.

Gosnells Primary School Values:

Excellence, Inclusivity, Integrity, Resilience

At GPS in the Early Years, we follow our school vision and school values first and foremost. Our Early Years team also lives and breathes **our Early Childhood Vision: We believe they can. They believe they can.** This must be at the forefront of all that we do.



Student Expectations:

We expect our students to follow our Positive Behaviour Support (PBS) expectations, as they learn core behavioural skills.

EYLF, Kindergarten Guidelines and NQS:

Our Early Years team is committed to providing high-quality, child-centred learning experiences that build strong foundations for every child.

Our Kindergarten program is guided by the Early Years Learning Framework (EYLF) and the Kindergarten Curriculum Guidelines, while our Pre-Primary program is guided by the EYLF. Across all Early Years settings, our teaching and learning practices are informed by the National Quality Standard (NQS), ensuring children learn in safe, inclusive and engaging environments where they can grow in confidence, independence and curiosity.

Annual reviews against the NQS support ongoing improvement across our Early Years programs. Teachers work collaboratively to reflect on, review and refine their planning, ensuring learning experiences remain responsive to children's needs and aligned with curriculum, quality and policy requirements.

Eating:

Kindy students are encouraged to eat food from their lunch box before they play.

Pre-Primary students will eat recess and lunch together on mats outside the pre-primary classes. There is no expectation for students to be required to eat their food in this age group and they are allowed to eat what ever is in their lunchbox, in any order that they choose. Specific parents may speak with their child's classroom teacher if they would like them to be encouraged to eat more at recess or lunch. Should negative behaviours occur repeatedly, a teacher may invite the student to have more food from their lunchbox or from the office to meet their basic needs (Maslow's hierarchy of needs).

Year One and Year Two students will eat in the muster area and follow the guidance of the Duty Teacher.

Playground Expectations:

- Sticks can be played with in the stick area only, (when it is open for stick play).
- Equipment stays in the designated area, e.g., sand toys in the sand patch, dress-ups and prams on the verandas only (refer to Play Plan PowerPoint).
- Jumping from the playground to the mat to encourage risk-taking is an optional activity for teachers to engage in with their individual classes. Activities of this type need to be always supervised and any equipment needed to complete this activity needs to be put away at the end of the individual class's activity time. If a risk-taking activity is included in a Play Plan, then it needs to be always supervised.
- When using the monkey bars, start from the tape, one person at a time, no going back.
- We place our hands on every single rung on the monkey bars. We do not miss rungs.
- We play chasey on the grass areas not near or on the playgrounds.
- If we climb up, we climb down.
- We need two hands for climbing.
- No climbing on top of the monkey bars.
- Feet first down the slide.
- Five laps of the bike track per turn.
- Up the blue steps, down the red slide.
- Only two large plastic cubes per play area, as children can become trapped inside if three or more are used at one time.
- No playing on the playgrounds after school.
- No jumping on the trampolines before or after school.
- Only one person on a trampoline at a time.
- Wear your hat (if UV is 3 or above), and shoes and socks when jumping on the trampoline.
- No flips or somersaults on the trampoline.
- No running into the sides of the trampoline.

Staff Expectations:

- All EAs will have an Outdoor Play Setup Roster and they are expected to set up the area designated before 9.00 am. Teachers to allow time before 9.00 am for this to occur.
- All staff to reinforce "no hat, play undercover".
- All staff to model the wearing of a sun safe hat.
- All staff to wear a high visibility vest when on playground duty.

- Reinforcing protective behaviours for all children means physical contact should be at a minimum. A 'Positive Handling Report' needs to be completed for any physical contact with a child (Team Teach).
- Mats to be placed under the monkey bars and bridge (soft-fall playground).
- Teachers are to be advised of any accidents or injuries of/to students in their class by duty staff, so that they are able to inform the parent via phone or Seesaw and then the incident is to be added to Compass.

Play Plans Expectations:

- All changes need to go through the Play Plan coordinator.
- Play Plans will have the author clearly stated so staff can ask questions or seek clarification.
- At the end of a play session/recess all equipment is to be tidied up by everyone ready for the next play session/lunch. On the siren, at the end of lunch, all PP children to be involved in packing away equipment. This would include the Front Playground. Packing away of equipment should only occur on the siren at the end of lunch and not before, unless it is raining.
 - a. Duty Teacher: supervises packing away until a PP teacher arrives and then leaves duty area.
 - b. PP Teachers: take over from duty teacher as soon as possible and continue to supervise packing away.
 - c. EAs: at sheds to receive equipment from children.
Children: bringing equipment to sheds and give to EAs to put away.

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