

Early Childhood Education Philosophy

Here at St Thomas More, we cherish each child as a gift from God and appreciate their unique strengths, interests and needs. We provide a balance of child centred and teacher facilitated activities that nurture skills, values, knowledge and understanding. We acknowledge and encourage the development of each child's identity through a sense of belonging, being and becoming. We believe that a young child's sense of self is nurtured through the ongoing relationship between the child, parent, teacher and the wider community.

We believe that children learn best through play, engaging in hands-on experiences.

At St Thomas More Catholic Primary School, the Early Years Learning Framework, the WA Curriculum and the Kindergarten Guidelines are used to guide our programs.



Contact Us

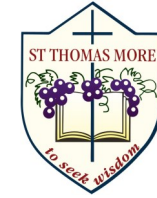
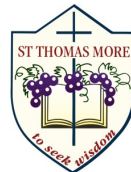
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Pre-Kindergarten Program

**St Thomas More
Catholic Primary School**

30 Wallcliffe Road, MARGARET RIVER, WA



School Vision

Inspiring life-long learners who live their faith and contribute positively to our world.

We look forward to sharing this exciting journey with your family. Pre-Kindergarten can often be a child's first experience in an educational setting and we believe it should be a positive one that fosters a love of learning. We aim to create a caring, safe and rich learning environment to nurture your child to discover, explore and grow. Each child's gifts and talents are recognised and used to help them develop their uniqueness and individuality.

About the Program

Children who have turned 3 years of age may attend the Pre-Kindy program.

The program runs on a Thursday each week, during school terms, from 9:00am - 2:45pm.

Our program is facilitated by experienced and qualified Early Childhood educators.

The program costs \$68 a day and fees are charged a term in advance, regardless of attendance.



Early Years Learning Framework

Our Pre-Kindy program covers all learning domains within the Early Years Learning Framework. Fundamental to the Framework is a view of children's lives as characterised by Belonging, Being and Becoming.

BELONGING...

Experiencing belonging - knowing where and with whom you belong - is integral to human existence. Children belong first to a family, a culture, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

BEING...

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but are very much about the present.

BECOMING...

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.