



KEWDALE PRIMARY SCHOOL ECE PHILOSOPHY

The Kewdale Primary School Early Childhood Education Statement of Philosophy underpins the principles and beliefs under which our early childhood operates from kindergarten through to Year 2. Our Statement of Philosophy reflects the values, beliefs, and practices of Kewdale Primary School, the principles of the National Quality Standard for Early Childhood Education, the Early Years Learning Framework, the Western Australian Curriculum, and the Kindergarten Curriculum Guidelines. It guides the decisions, policies and daily practices of all staff working within the early years at Kewdale Primary School and assists in planning, implementing, and evaluating quality experiences for our students. Our Statement of Philosophy supports consistency and continuity in working with our students, their families, and our broader community. It will guide the development of shared, common, and clear goals and will help create a unified team that embodies our values of respect, kindness, and resilience.

Our Place

Kewdale Primary School was established in 1915 with early childhood education being an integral part since the closure and amalgamation of Kewdale Junior Primary in 1996. It has a long history of community support and the provision of a wide range of opportunities to develop the skills, interests, and knowledge of all children in our care. We foster a nurturing and inclusive environment for all children. We embrace diversity, acknowledging that learning begins at home. We work closely with families to create a safe, engaging learning space. Our classrooms encourage exploration, creativity, and growth, providing opportunities for all children to thrive and feel a sense of belonging. The unique culture at Kewdale Primary enhances the community spirit which is evident immediately when walking into our School. We value our community, its expectations, hopes, dreams and aspirations. Students, staff, and parents actively participate in establishing Kewdale Primary School as the pillar of the community and we are proud to invoke a sense of belonging and a lifelong association with the school.

Our Beliefs

We believe that every child is a capable, competent learner, developing in different ways at their own pace. All children deserve equal opportunities to grow academically, socially, and emotionally through a focus on explicit teaching, supported by intentional play-based learning experiences. Learning is best achieved when children are engaged, supported, and challenged, and when their individual strengths, interests, and cultural backgrounds are respected and celebrated. We value the collaborative efforts of teachers, specialists and parents, in providing holistic support for each child.

Our Commitment

We are committed to delivering high-quality education through a range of teaching strategies. Teachers set high expectations for every child, ensuring they progress regardless of their starting point. Using differentiated instruction and regular assessment, we tailor learning experiences to ensure each child receives holistic learning experiences to ensure progress for each student. We work collaboratively to meet each child's unique learning needs and ensure that all children make academic and personal progress. We recognise and value the knowledge and commitment of our teachers and assistants and support their continued professional learning. We believe in the importance of working as a united team in order to support each other professionally.

Our Goals

Our goal is to develop confident, independent learners who are equipped with the skills to succeed. We aim for every child to make at least 12 months' progress each year by providing structured, intentional teaching in literacy, numeracy, and social-emotional skills. Through ongoing feedback, monitoring, and differentiation, we ensure each child receives the necessary support and challenge to reach their full potential.

Our Intention

Our intention is to create a balanced, engaging curriculum that inspires a love of learning. We strive to integrate a solid foundation of explicit teaching with intentional play-based learning, offering children a variety of opportunities to explore, question, and solve problems in meaningful ways. By nurturing a sense of belonging and responsibility, we guide children to become active, reflective learners who are prepared for future academic and social success.