Three Year Old Education Program
Welcome to the Good Shepherd Three Year Old Education Program. This introduction aims to provide parents with information about the Three Year Old Education Program to help ensure a smooth start to your child’s schooling. We hope that this will give you an overall picture of our program.

We believe Good Shepherd to be a special school where children’s love of learning is nurtured. Above all else, Good Shepherd Catholic Primary School is a Catholic school. As such, we seek to provide experiences and opportunities for all children to get to know and love Jesus. In order to successfully achieve this we need to work together to ensure that Jesus is very much a part of our daily living, both at home and at school.

Participation in the Three Year Old Education Program is not enrolment at Good Shepherd Catholic Primary School. The official enrolment process starts for Kindergarten and a separate application must be made for this.

If you have any further queries please do not hesitate to contact the school via the Contact Us button or call on 9495 1622.

Andrew Colley
Principal

Three Year Old Program Philosophy
Aims
- To promote as part of our Catholic school a warm, safe and happy environment for three year old children
- To provide a variety of experiences that develop and enhance children’s natural development through structured and unstructured play
- To provide a program that supports and accommodates various needs, interests and abilities.

Catholic Education Office of Western Australia-Guidelines
Paragraph 7”... To enhance the development of the whole child across the physical, social and emotional, language, cognitive and spiritual domains”.

Our Goals:
To promote positive school experiences for the children and families leading to a natural integration into Good Shepherd Life;
- Encourage self help and independence in young children through a stimulating and challenging environment leading to the development of positive self image
- To work and communicate with families as a team, encourage parent anticipation and to achieve common goals on behalf of the students
- To establish positive and cooperation relationships between student and teacher

What is Early Childhood Education about?
- Developing literacy and numeracy skills
- Play based environment
- Hands on and stimulating activities
- Experiential learning
- Opportunities for spontaneous learning
- Relate new knowledge to what they already know
- Give opportunities for discovery
- Offer a print rich environment
- Play and Learning Centres
- Parents often feel that their children are not learning anything when they are “just playing”. However, this is part of your child’s learning experience. There are lots of wonderful things to learn while they are playing.
When Your Child Plays with Blocks
They learn to use imagination to create something from their own thinking. They have the satisfaction of being able to make something. They learn about sizes and shapes, weights and balance, height and depth, smoothness and roughness. They learn to play with others.

When Your Child Paints
They are more concerned with the process they are going through than with a finished product and this is how it should be for this stage in their development. They learn about colours and how we can use them. They learn to use imagination and transfer ideas to paper. They get emotional satisfaction from being able to express themselves. They learn how to use small muscle and hand-eye coordination to handle a brush.

When Your Child Plays Outside
They develop their fine and gross motor skills. They experience joy in achieving a skill. They become more aware of their body and learn its limitations. They learn safety and caution. They learn to take turns and to share a piece of equipment. Through mediums such as sand and water they also learn about measurement and develop their sense

When Your Child Plays in the Collage Centre
They learn how to use materials like scissors and glue. They learn how to use imagination and experiment with construction. They learn about shapes, sizes, colours, and textures and to problem solve.

When Your Child Works with Puzzles
They gain satisfaction in completing a puzzle and build their self-confidence. They have an opportunity to improve their hand-eye coordination and fine motor skills. They use a trial and error process and problem solve.

When Your Child Participates in Dramatic Play
They learn the roles of different characters and people and imitate roles in order to make meaning of their immediate environment. They learn how to use imagination. They learn how to cooperate and share a space with others.

When Your Child Listens to Stories or Looks at Books
They learn to listen. Their minds are stimulated as they visualise the things they are hearing about. They have an opportunity to increase vocabulary by hearing new words read to them. They learn about different concepts, people and places. They learn to enjoy books and reading. They learn to use picture cues to read a story.

Adapted from ‘The Value of Play’ by Leila P. Fagg

There are four stages of play:
Solitary Play: A child plays alone and does not join in the play of other children. They may observe another child’s behaviour.

Parallel Play: Children will play alongside one another but they do not interact with each other.

Associative Play: Children will play with the same type of equipment and communicate during play. However, they do not play together.

Cooperative Play: Children will play together for a common goal or purpose.