



## PROFESSIONAL LEARNING COMMUNITIES (PLCS)

PLCs are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes. PLCs start from a simple idea: students learn more when their teachers work together.

### PLC 1 STRUCTURE

Is comprised of 5 classrooms and is encompassed by the Victorian Early Years Learning and Development Framework. At the Foundation stage (Prep–Year 2), schools focus on five curriculum areas: English, Mathematics, The Arts, Health and Physical Education and Personal and Social Capability.

The early childhood period of children's lives has a profound impact on their learning and development for the long term. Research underscores the imperative for comprehensive and integrated systems that support children's learning and development, health and wellbeing in partnership with families. Emphasis is placed on continuity of learning for young children as they move between various settings in the early years, including home, early childhood services and school. An informed understanding of the science of early learning and development guides adults on what children need to thrive and the systems that best support this.

<https://www.education.vic.gov.au/childhood/professionals/learning/Pages/veyldf.aspx>

---

### PLC 1 VISION FOR LEARNING

*"Providing a Foundation for Learning"*

#### Speciality Area for PLC 1

Victorian Early Years Learning Developmental Framework (VELDF)

#### **Belonging, Being & Becoming**

Belonging, being and becoming are all important, but the idea of belonging is central. By supporting children to belong, we provide them with the opportunity to be a part of a community and to work towards achieving the learning outcomes.

The vision of this framework is that "all children experience learning that is engaging and builds success for life."

<https://www.dese.gov.au/national-quality-framework-early-childhood-education-and-care-0/earlyyearslearningframework>

PLC 1 implement a 'Play, Learn Grow' program where students have the opportunity to extend their natural curiosity, expand their social interactions, are supported to use more complex language and communication strategies to interact with the others around them. They practise using their imaginations during activities such as playing with blocks, dress ups, shopping games and cooking. They engage in sharing and turn taking during structured play activities and using electronic devices. They practise the skills they have learnt in Resilience Rights and Respectful Relationships (RRRR). This program has been designed to develop students' social, emotional and positive relationship skills, while promoting social and emotional skills. The School Wide Positive Behaviour Support (SWPBS) framework is practised within a play-based learning environment. This provides positive behaviour support, through an evidence-based framework for Victorian government schools, which works on preventing and responding consistently to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system. At Bendigo SDS our school expectations are to: Act Safely, Show Respect and Be Your Best.

*\*Driving Learning Growth \*Uniting to Achieve Excellence*

*\*Valuing Diversity with Kindness and Respect \*Ensuring Equity of Opportunity*

26-32 Lockwood Road, Kangaroo Flat 3555 T: (03) 5447 3267 E: [bendigo.sds@education.vic.gov.au](mailto:bendigo.sds@education.vic.gov.au)

---



# Bendigo Special Developmental School

*"A place of excellence in education that creates inclusive communities and success for all"*

Students in PLC 1 participate in the STAR Program (Strategies for Teaching based on Autism Research), this is suitable for all students, not just those with Autism. The STAR Program incorporates developmentally sequenced learning programs across 6 content areas: Functional routines, spontaneous language, receptive language, expressive language, pre-academic concepts and play and social skills. Students learn these skills which are systematically taught and reinforced using a reward system. For example, they are matching objects that are the same, working on copying an action or following a verbal direction. By working on these 'ready to learn' skills, students can transfer this knowledge to other learning areas.



Students will be supported in a communication accessible environment where all staff are embedding Assistive Augmentative Communication (AAC) use into all aspects of the school day. The AAC systems that we use at Bendigo SDS and model to support students with complex communication needs (CCN) include: low-tech PODD communication books (Pragmatic Organisation Dynamic Display) and high-tech. For example, proloqu2go app on an iPad. We support the use of a multimodal approach to communication including the Key Word Sign (which uses modified Auslan signs). Through building effective communication, students are able to learn through play and interaction with peers and from others around them.



*\*Driving Learning Growth \*Uniting to Achieve Excellence*

*\*Valuing Diversity with Kindness and Respect \*Ensuring Equity of Opportunity*

26-32 Lockwood Road, Kangaroo Flat 3555 T: (03) 5447 3267 E: [bendigo.sds@education.vic.gov.au](mailto:bendigo.sds@education.vic.gov.au)