

Attendance Options

The program offers three enrolment pathways for children ages 4-6 years old.

1. Enrolment only in the learning project:

- Children who are due to turn 4 any time throughout the year (meaning they maybe three when they begin) would be best suited to this stream.

2. Enrolment in the learning project and kindergarten at an external kindergarten, long day care or ELC

- Ideal for kindergarten children who are due to start school the following year.
- Recommended for children turning 4 on or before April 30th of their four year old kinder year who may require further support in social, emotional, physical, language and cognitive skills.

*Children must have school exemption if they turn 6 during the year.

3. Enrolment in the learning project and foundation year at a primary school:

Most suitable for children who:

- Have been recommended for a second year of kindergarten
- Have never attended any formal setting before school entry
- require support in any of the 5 key areas of emotional, social, physical, cognitive and/or language skills
- have been recommended to repeat prep

What days and times does The Learning Project run?

The program runs 2 days per week from 10-12.30pm on Mondays and Thursdays

Is The Learning Project suitable for your child, school or kinder?

Contact us at On Track Therapy Group to find out how The Learning Project can benefit your child.

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The Learning Project



Early intervention can make a difference to your child's life

How well a child is prepared for the start of schooling life can impact significantly on their long-term educational and behavioural outcomes. It has been shown that early

identification and intervention can make an enormous difference to a child's life within the school environment and beyond.

The Learning Project is a revolutionary initiative by the team at On Track Therapy Group that ensures all children are given a positive start to their education and a smooth transition to school.



Learning, Preparation & Therapy In The One Setting

Based in a kinder environment, The Learning Project is designed to provide children who have additional social, emotional and learning needs with the readiness and skills they require to move into an educational environment.

The Learning Project distinguishes itself from other therapies and services, through offering learning, preparation and therapy in the one place, at the one time.

This effective therapy-learning paradigm is 2.5 hours long and children can attend for 1 or more, giving therapist sufficient time to concentrate on each child's individual needs, as well as the opportunity to work with parents. We then will come to your child's educational setting to work intensively with your child's. This facilitates generalisation of skills. We also consult with the educators to ensure they understand the goals, strategies and intentions behind the work at The Learning Project, with the aim to create a unified approach across all settings (home, kinder and TLP) for each individual child.

Programs are developed using the combined expertise of highly experienced educators and industry leading allied health professionals (including speech pathologists, occupational therapists and psychologists) and are focused on helping children develop the following skills:

Speech and Language Skills

- pre literacy skills such as rhyming, sound and letter recognition, syllables, word segmentation and concepts of print
- inferencing and comprehension

Emotional Skills

- understanding and recognizing emotions in themselves and others
- practicing and building skills and strategies of self regulation, resilience and flexibility to be applied to real world situations

Social Skills

- turn taking, sharing, entering and sustaining play in an appropriate manner



- learning ways to form and sustain relationships
- developing skills in negotiation, conflict resolution and assertiveness
- learning and practicing effective problem solving abilities

Educational Skills

- a holistic approach to each child's individual learning style and needs skills required to be ready for learning, including; understanding group rules, coping with transitions, concentration and attention
- honoring each child's strengths and creating positive and realistic individual goals

Behavioural Awareness

- gaining insight into expected and unexpected behaviours and their impact on self and others
- parent coaching/support to facilitate the process
- constant review and monitoring of individual learning/developmental goals

Physical Skills

- gross and fine motor skills development through modeling, repetition and scaffolding
- games based learning in complex and simple environments

The Learning project vision encompasses Innovation, Inclusion, Opportunity and Respect for Individuality.

Program Structure

On Track's Learning Project is structured to ensure that all children will participate in both larger and small group sessions with different therapists. The structure incorporates mat times to practice social skills, language skills and group games. The program incorporates facilitated scaffolding and support of play skills as needed. Additionally, there is snack time and each child will have access to speech therapy, occupational therapy and psychology during each session.

Each day the program will be structured to enable development of skills including

- Phonological awareness
- Early literacy and numeracy
- Language skills including following instructions, developing vocabulary, sentence structure, sequencing skills and narrative skills
- Social skills including greetings, initiating and maintaining conversations, turn-taking and following group rules, and developing cooperative play skills
- Motor skills including safely accessing playgrounds, pencil grasp, drawing skills, copying and tracing and handwriting
- Executive functioning including attention and concentration, planning and performing tasks
- Rules and routines for group living, self-care skills

The key foundations of the program will be:

- **Friendships** which will be nurtured and developed through a learning environment and opportunities to play.
- **Independence** through practice of life skills such as toileting, packing away belongings, putting shoes and socks on and off, buttoning jackets and opening lunches.
- **Kindness** Thinking of others will be valued, modelled and acknowledged always through initiatives such as positive affirmation, rewards and encouraging reflection.
- **Honesty Systems** of trust will be created where children will be able to have responsibilities and be trusted to do the right thing in honouring this.
- **Collaboration** developed and fostered through group work, discussions, shared experiences and acknowledging others' contributions, strengths and skills.
- **Respect** for one another, the environment, nature and ourselves will be powerful elements of building a successful learning journey.

