CHILDREN:
We believe
● Children are capable and resourceful learners who are active contributors to their own learning.
● Children need to be valued as individuals
● Children have rights
● Children can develop trust and confidence and positive self esteem through a supporting and nurturing environment
Therefore we:
● Implement child centred program based upon the principles in the National Early Years Learning Framework (EYLF)- “Belonging, Being and Becoming”, RRR (Reflect, Respect, Relate) and Kids Matter Principles
● Foster children’s empowerment through being involved in their own decision making
● Implement a “Keeping Children Safe Curriculum” that addresses the child’s rights, their personal safety and provides preventative measures against any forms of intimidation.
● Promote each child’s confidence and positive self image through a range of provisions, experiences and opportunities that build upon their understandings skills, values and sensitivities and promote success.
● Implement an inclusive approach to positively support children’s growth of identity, self esteem & critical thinking
● Support each child to reach their full potential in accordance with their individual ability.

FAMILIES:
We believe
● Trust, respect and collaboration forms the basis for strong partnerships between families and staff
● Family, children and staff form a caring community
● Family involvement is integral to a high quality program
Therefore we:
● Are committed to open and constructive communication with families which includes both incidental and planned discussions (i.e. formal interview times), child portfolios, notice board displays and newsletters
● Strive to have empathy and be responsive to family needs and provide thoughtful and appropriate support when required
● Encourage families to engage in meaningful participation within the program

PROGRAM:
We believe
● Children learn through “Play”
● Children learn through collaboration and communication with other children and adults and through interactions with the environment (manufactured and natural)
● Children need opportunities to practice and consolidate their skills in the key learning areas including language and literacy, creative and expressive arts. Numeracy, science and social and emotional development and work towards learning outcomes as expressed in the EYLF-“Belonging, Being and Becoming”
● A rich, stimulating and nurturing environment has the potential to stimulate imagination, promote creativity and enhance aesthetic development
● Diversity within our centre, families, staff and wider community will be respected and celebrated and that we can play a role in fostering and developing a social conscience among children with a view to addressing social bias.
Therefore we
● Implement a flexible program that is responsive to the evolving nature of the early childhood environment and provides for different learning styles
● Make observations of children and document their work to inform possibilities and opportunities for future planning
● To use both the indoor and outdoor environment to encourage children’s ability to observe, explore, investigate, imagine, make choices and problem solve.
● Provide attractive well maintained play areas with emphasis on embedding sustainable practices and natural resources in the environment.
Introduce children to a wide range of social and cultural experiences, family types and different ways of doing things so they will learn to value diversity and begin an awareness that managing life's challenges is necessary to function in society.

**STAFF**

*We believe*

- Staff to be committed to working for the best interest of children and families and Early Childhood Education
- Each staff brings fundamental, personal qualities to the centre environment as empathy, respect, warmth and a passion for learning.
- In the importance of creating an environment of collegiality where personal and professional contributions are valued, communication is open and confidentially is maintained.

**Therefore we:**

- Provide opportunities for staff to share in decision making and to obtain feedback
- Provide a safe and comfortable working environment with release time for programming and other duties
- Provide ongoing professional development for staff

* All staff to participate in Professional Development Review with site leader twice annually (focus on site's Quality Improvement Plan)

**COMMUNITY**

*We believe:*

- Always to strive to be the best we can and highlight the importance of Early Childhood Education in the community by sharing our knowledge and experience.
- We are an integral link to information and support services within the wider community.
- In the importance of nurturing established relationships with community organizations, council and local schools and preschools.
- The needs of children, families, staff and the community are constantly changing and that ongoing evaluation is essential to create a service that is responsive to those needs.

**Therefore we:**

- Ensure we operate within the guidelines set down by DECD and the governing council and professional bodies
- Use established channels of communication with committee, council and the community
- Encourage early childhood and work experience students to contribute in a positive manner to our program.
- Establish close ties with the local Primary and High school for networking, shared training, resource sharing and shared understanding of our families and their needs.
- Utilise local services in an effective and meaningful way
- Evaluate our centre goals and program regularly