Our Children
• We provide an environment where children’s individual rights are respected.
• We recognise that each child is competent and capable.
• Our practices encourage children to see themselves as valued, powerful constructors to their community.
• We adopt elements of the Reggio Emilia approach, Scientific Brain Research and NSW Curriculum Framework, where a homelike, calm and nurturing environment is valued.
• We embrace inclusive practices for all children.
• We foster reciprocal relationships with children, parents, staff, management and the community.
• We hold a strong commitment to the provision of a safe, healthy and hygienic environment.
• We provide guidance for positive behaviour using strategies that build children’s confidence and self-esteem.

Our Families
• We recognise and respect parent’s knowledge of their children and use that knowledge to foster positive relationships with children.
• We welcome and encourage collaboration in every area of the centre and respect the families rights to participate at their desired level.
• We share and exchange resources, information and experiences in formats that are appropriate to each family.

Our Management
• Has commitment to high quality care and education for children and is committed to ongoing evaluation and continual improvement of the services.
• Respects the professionalism of staff and demonstrates the value they place upon staff by resourcing professional development, providing excellent working conditions and participating in managerial decision-making.
• Are deeply interested in children’s issues, advocate for families and children on the campus and throughout the wider community.
• Will work with families, form partnerships and collaborate in decision making.

Our Staff
• Will be a co-researcher and co-constructor in the learning process with children.
• Will strive toward excellence and commonly shared professional standards and practices.
• Will maintain a high level of open communication and a harmonious work environment.
• Will empower and encourage families to act in partnership to create family centred practice.
• Will maintain high professional standards through research, networking, training and development.
• Will work towards implementing an information technology based program to further strengthen our communication with families.

Our Community
• We are committed to learning more about our community.
• We will share our campus resources.
• Together with our community we will foster a common purpose to support the well being and learning of children.
• We maintain a current knowledge of broader community to support children and families.
• We network within the community to establish links and access resources, which support the development of our program and the relationships with families, children and staff.
• Work collaboratively with the schools in our community to assist in the successful school transition for children and families from our Early Childhood Environment.

Social Issues
• Our practices and policies support social justice.
• Our inclusive practices identify each child as a unique individual.
• We provide an environment, which is reflective of all children’s special talents and needs.
• Our practices reflect and promote environmental awareness.

Our Children’s Program of Learning Experiences
• Our children construct knowledge through exploration and relationships.
• Our children direct their own learning through choices within their environment.
• We provide resources and experiences to enhance the development of the whole child. A wide range of resources and materials are used to foster self-expression learning and communication.
• Our programming reflects a whole of community approach to children’s development.
• With the introduction of computers the children will be exposed to and participate in an IT component of our program.
• Documentation is designed to aid parents to share in the child’s day and for children to revisit and reflect upon their experiences.