



OUR CHILDREN. OUR COMMUNITY. OUR FUTURE.

Our Philosophy



We believe in nurturing confident, capable and curious learners in a safe, caring and inclusive environment.

CHILDREN ARE CAPABLE LEARNERS



We believe children are confident, competent and capable learners who learn best through play, exploration, inquiry and hands-on experiences.

We follow their interests and celebrate their unique strengths, ideas and passions.

PLAY, EXPLORE, CREATE & EXPRESS



Through play and creativity, children develop important skills, express themselves and make sense of the world around them.

We provide rich experiences in dance, drama, music, painting, drawing, sculpture, storytelling and creative movement to support holistic development and wellbeing.

FAMILY PARTNERSHIPS ARE ESSENTIAL



We value and respect families as children's first and most important teachers.

We build strong, respectful and collaborative relationships with families and work together to support each child's growth and learning.

INCLUSIVE, DIVERSE & CULTURALLY RESPONSIVE



We embrace diversity and embed Aboriginal and Torres Strait Islander perspectives thoughtfully in our everyday teaching and learning.

We build partnerships with our community and contribute to a reconciled and inclusive society.

SLOW DOWN, CONNECT & REFLECT



We believe in a slow pedagogy approach that values time, connection and reflection.

By slowing down, we can listen more closely to children, build meaningful relationships and allow learning to unfold at a natural, unhurried pace.

HOLISTIC DEVELOPMENT FOR LIFE



We support children's social, emotional, physical, cognitive and creative development through meaningful experiences and intentional teaching.

SAFE, SECURE & MEANINGFUL ENVIRONMENTS



Our environments are intentionally designed to inspire curiosity, independence and belonging, and respond to each child's individual needs, interests and capabilities.

OUR PRACTICE IS GUIDED BY LEADING THEORIES

We draw on a range of early childhood theories to understand how children learn and develop, allowing us to provide responsive, inclusive and intentional teaching.



Urie Bronfenbrenner
Ecological Systems Theory



Lev Vygotsky
Sociocultural Theory



Jean Piaget
Constructivist Theory



Allison Clarke
Mosaic Theory



Howard Gardner
Theory of Multiple Intelligences

WE VALUE CHILDREN'S VOICES



We actively listen to children and value their perspectives. Through observation, conversation, creative expression and child-led exploration, every child's voice helps shape our curriculum, environment and daily practices.

Together, we nurture children to be confident, curious and compassionate members of our community.

Today's explorers. Tomorrow's leaders.

