

The Service believes that children are active learners from birth, and have a right to play, as well as discover, learn, and develop their talents, skills, and abilities in a safe, nurturing, inclusive, and engaging environment, which will build a foundation for successful lifelong learning. This is the primary consideration in all decision making at the Service, and is visible in the rich environment, play-based learning experiences, meaningful actions and interactions, and the daily practices and routines.

The Service believes that children have a right to adequate food, water, rest, relaxation, and a safe and clean environment throughout their time at the Service.

The Service believes that each child has the right to be an active member of the community in which they live, including expressing their opinions and having their views considered in any decision that may affect them, in so far that it does not harm themselves, or other people.

The Service believes that the intrinsic worth of all children and their families, their strengths, and their right to equitable access and participation in the community should be clearly visible in all aspects of service delivery.

The Service acknowledges that parents and families are the child's primary nurturers and that respectful, collaborative relationships strengthen the capacity and efforts of families and school-aged care services, to support their children and promote each child's health and wellbeing.

The Service believes that children have the right to choose their own friend and social groups, while still learning to interact peacefully and respectfully with other children and people

The Service recognises freedom of choice in experiences and play, balanced with age-appropriate programming, and opportunities for supported child-initiated planning, play, and experiences.

The Service believes that children have the right to have their individual and cultural identity recognised and respected, and we value Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's history, present and future.

The Service aims to develop and implement environmentally and ecologically sustainable practices that recognise our responsibility to protect and preserve the environment, while fostering an ongoing commitment to caring for the world in which we live.

The Service believes that children have the right to bodily autonomy and dignity, including learning age-appropriate concepts of personal boundaries, and consent.