

Bass Hill Public School Vision Statement

Bass Hill Public School supports every child, teacher and leader to be brave, confident, self directed learners who strive for continued growth. With students at the centre of every decision, staff set high expectations, provide challenging and engaging learning opportunities and work in partnership with families, communities and organisations to foster students who are happy, healthy, engaged and successful.

Statement of Philosophy

Bass Hill Public School Preschool is situated on Dharug land. An appreciation and understanding of Aboriginal and Torres Strait Islander culture is embedded in the program. Our children pay respect for the traditional custodians of the land on which they learn and play through a daily Acknowledgement of Country.

In Relation to Children, Families and Community

Our aim is that every child in our care experiences a genuine sense of belonging where they feel welcome, safe, recognised and valued. We understand that families are children's first and most influential educators and that building collaborative partnerships with families is key to the provision of a high-quality education and care environment. Through collaborative partnerships with families and external agencies, we make informed decisions that shape our program and curriculum implementation, reflecting our commitment to inclusivity. At Bass Hill Public School Preschool, children are provided with opportunities to explore and celebrate the cultural diversity of their peers and local community.

We foster strong links with our school, to ensure our children and families feel a part of our wider school community. We value continuity in the transition to school and work collaboratively with our school to ensure children have the best possible start to formal education.

In Relation to Curriculum

Our daily routine is reflective of the Early Years Learning Framework, the National Quality Framework, and The Education and Care Services National Law and Regulations.

Our program is based on the Early Years Learning Framework (EYLF), fundamental to the framework are the concepts Belonging, Being and Becoming, which have become the basis of our Philosophy. We understand that the curriculum in early childhood encompasses all the interactions, experiences, routines and activities both planned and spontaneous occurring throughout the day. This understanding forms a foundation for creating a nurturing learning environment which is supported by the use of EYLF Principles, Practices and Learning Outcomes.

In Relation to Learning Environments

We believe that an environment that promotes play based learning, where each child is encouraged to engage actively with people and resources, is essential for young children to flourish and build success for life. Our program is child-centred; organised according to their strengths, goals and interests; and recognises that all children develop at their own pace. Great care is taken in the presentation of activities and play materials to ensure equitable access to resources and participation. We provide children with a range of choices, encouraging each child to reach their potential. Our program promotes the development of the whole child, within the five outcomes of the EYLF.

In Relation to Educators

We believe in fostering a culture of teamwork, collaboration, and mutual respect among our educators, where their contributions and achievements are recognised. We value our educators and their ongoing learning through mentoring, professional development, collaboration, and reflective practice.

We put our relationships with children at the forefront of everything we do, and this provides a space that enhances the children's sense of security, sense of safety, and sense of self.

Our role as educators is to facilitate the development of the whole child through nurturing, supporting, extending, teaching, guiding, and reflecting objectively on our observations, practice and principles. In this way, we work with children to co-construct learning, developing their sense of agency and creating a lifelong enthusiasm for learning.