STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

Help for non-English speakers

If you need help to understand the information in this policy please contact the principal, John Mifsud or the assistant principal, Chris O'Brien.

PURPOSE

The purpose of this policy is to outline the values of our school community and explain the vision, mission and objectives of our school.

POLICY

Ardeer Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Ardeer Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

This policy outlines our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website and our staff induction handbook.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display posters and banners that promote your values in our school
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

VISION

Ardeer Primary School is committed to graduating students who achieve academic excellence. We develop lifelong learners who value the power of education. Our students will value the importance of being environmentally responsible and contribute effectively to the diverse society in which they live.

MISSION

Ardeer Primary School's vision is to provide a comprehensive program that supports and develops each student's academic, emotional, physical, social and cultural needs in a positive, calm and supportive environment. Students are empowered to take ownership of their learning through actively monitoring their own improvement. We work to establish strong home – school connections.

We prioritise developing skills and building capacity in Literacy and Numeracy in order to ensure that each child has every opportunity to achieve their greatest potential. We aim to stimulate curiosity about the world around, using technology to bring education to life with an engaging and interactive curriculum. Central to all our work is our belief in high expectations for all students.

OBJECTIVE

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

Ardeer Primary School's objective is to ensure all students leave our school as confident and curious learners who have a practical understanding of the curriculum.

We create, nurture and expand learning opportunities for all students through providing quality education.

VALUES

Ardeer Primary School's values are respect, responsibility, and safety.

Respect

We respect ourselves, our school and each other. We encourage our students to take ownership of their actions, reflecting on and owning those actions with integrity.

Responsibility

We take responsibility for our words and actions. We strive to make good choices for ourselves and others. We understand our responsibilities in the creation of a positive environment within our school, local area, and global setting.

Safety

We act and contribute to a school environment that keeps ourselves and others safe at all times. We understand the importance that positive interactions have in the creation of an inclusive, physically safe and culturally safe environment.

BEHAVIOURAL EXPECTATIONS

Ardeer Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school. Staff have a range of

expectations around behaviour and must follow our school and Department policies and the Victorian Public Service Code of Conduct and Values. Teaching staff also adhere to the Victorian Teaching Profession Code of Conduct.

The principal and school leaders will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- ensure all parents/carers are aware of the expectations outlined in the Department's Respectful Behaviours within the School Community Policy
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the Principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.
- Have high expectations of themselves and their students
- Have a collective responsibility for all students
- Be committed to continual professional development
- Model exemplary behaviours
- Use the most effective research based instructional practices
- Provide a safe and inclusive learning environment
- Provide opportunities for the students to drive their own learning
- Actively engage collaborative practice

Our students will:

- Have high expectations of themselves
- Develop quality leadership skills
- Be both literate and numerate across multi-disciplines
- See education as a journey and value lifelong learning

- Be critical thinkers and effective problem solvers
- Be able to take risks in their learning
- Have a growth mindset
- Be able to transfer their skills to the real world
- Be emotionally intelligent
- Be able to effectively choose and use the relevant technology to enhance learning
- Affect positive change as a global citizen
- Explore and develop their skills across multi-disciplines
- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community, in line with the Department's [Respectful Behaviours within the School Community Policy](#).
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

Community Connections will result in:

- A connectedness between families and the school
- Positive interactions with the wider community
- The community contributing to the success of the school
- An appreciation of the diversity within the community
- Stronger partnerships with local and wider organisations

UNREASONABLE BEHAVIOURS

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our *Visitors Policy*).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- being violent or threatening violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this *Statement of Values and School Philosophy* may lead to further investigation and the implementation of appropriate consequences by the Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action.

Inappropriate student behaviour will be managed in according with our school's *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy.*

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in staff handbook/manual
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

RELATED POLICIES AND RESOURCES

Department of Education and Training policies and resources:

- Work-Related Violence in Schools Policy

- [Respectful Behaviours within the School Community Policy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	1.8.23
Approved by	4.9.23
Next scheduled review date	August 2027