

# STATEMENT OF VALUES AND SCHOOL PHILOSOPHY



## 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

Templestowe Heights 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 Templestowe Heights 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, our staff induction handbook and enrolment/transition packs.

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

Templestowe Heights Primary School's vision is *'inspiring learners for life'*. We value the importance of continual growth as learners for all members of our community; students, staff, parents and guardians. All staff have a shared goal of wanting to make a positive difference (social, emotional and academic) to every child under their care.

## MISSION

Our vision is supported by our mission statement of *"the quality of the programs we offer will never be better than the quality of the teachers that deliver them"*. Our mission is to ensure our teachers are

continually developing their skills, knowledge and understandings that will enable them to provide high quality learning opportunities and learning experiences for all students at Templestowe Heights Primary.

## OBJECTIVE

Templestowe Heights Primary School's objective is to be the school of choice for the local community. We aspire to provide an inclusive and collaborative learning environment for all students, staff and families that promotes high expectations for lifelong learners, embracing and contributing to local and global communities.

## VALUES

Templestowe Heights Primary School's values are *Respect, Responsibility, Persistence* and *Courage*. These values are seen as being central to the life of our school and how all members of the school community should conduct themselves. As a school we attempt to apply these in our everyday dealings with each other and in the development of our programs and policies. Teachers are to reinforce these values at all times.

### **We value: Respect**

- accepting the individual differences and opinions of others & preserving their dignity
- demonstrating empathy towards others by treating others fairly & showing tolerance of each other's differences

### **We value: Responsibility**

- follow rules/procedures
- adhering to values and policies determined by our school
- lead by example
- care for children and their educational needs
- are aware of the consequences of our actions

### **We value: Courage**

- believing in yourself
- demonstrating honesty in the face of adversity
- taking risks
- strength in your heart

### **We value: Persistence**

- never giving up, having a positive attitude and seeing a job through to the end
- not giving up
- not being afraid to fail
- not allowing yourself to be discouraged

## BEHAVIOURAL EXPECTATIONS

Templestowe Heights 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.

As principals and school leaders, we 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
- 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
- make reasonable adjustments to ensure a safe and inclusive learning environment for all students
- 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 all students
- 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.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- 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 students, we will:

- 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 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.

## 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:

- speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone
- the use or threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- sending demanding, rude, confronting or threatening letters, emails or text messages
- sexist, racist, homophobic, transphobic 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 school 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.

## **FURTHER INFORMATION AND RESOURCES**

- *Bullying Prevention policy*
- *Class formation policy*
- *Code of Conduct*
- *Communication policy*
- *Complaints policy*
- *Occupational Health and Safety Policy*
- *Privacy policy*
- *School Visitors policy*
- *Student Wellbeing and Engagement policy*
- *Workplace bullying policy*

## **REVIEW CYCLE**

This policy was last updated on 21 August 2019 and is scheduled for review in August 2021.