



YINNAR PRIMARY SCHOOL

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 values of our school.

POLICY

Our 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 our 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
- 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, in our staff induction and school information book, 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 at our whole school celebration.

VISION

Our vision is to empower students to be resilient, reflective and resourceful life-long learners who can learn independently and collaboratively.

MISSION

Our mission is to create and maintain a learning culture which strives for excellence in teaching to build the learning power of all students.

VALUES

We have a strong emphasis on developing our core values of Growth Mindset, Respect, Aim High, Curiosity and Enthusiasm (GRACE). Our core values encourage our students to be enthusiastic and curious about their learning and to respect themselves as well as each other. We want our children to leave our school as learners not just achievers.

We move forward together with a growth mindset empowering us to see endless possibilities and endeavour to reach our highest potential. We aim to instil in our children a belief that their intelligence can be cultivated and the importance of seeking out challenge and feedback for continued growth.

We have a growth mindset. We love learning. We value effort and persist in the face of obstacles. We are open to challenge and welcome feedback.

We have respect for ourselves and others. We think and act in positive ways. We show others we care about their feelings and wellbeing. We look after our own and others belongings, and respect our learning spaces.

We aim high. We always put in our best efforts. We work towards reaching our highest potential. We strive to achieve our goals.

We demonstrate curiosity. We want to know more and learn more. We investigate and seek knowledge. We have a desire to inquire.

We have enthusiasm for our learning. We look for possibilities to learn. We are excited and energetic about our learning.

Our Learning Power approach and our GRACE core values are introduced from Prep and are integral to the learning culture of our school.

BEHAVIOURAL EXPECTATIONS

We acknowledge 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.

PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

We recognise the importance of the partnership between schools and parents to support student learning, engagement and wellbeing.

We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Expectations sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Expectations acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully, as a community working together.

AS PRINCIPALS AND SCHOOL LEADERS, WE ASPIRE TO:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments. Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- 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 inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE ASPIRE TO:

- Model positive behaviour to students consistent with the standards of our profession.
- 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.

AS PARENTS, WE ASPIRE TO:

- Model positive behaviour to our child.
- 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 complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE ASPIRE TO:

- Model positive behaviour to other students.
- 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 ASPIRE TO:

- Model positive behaviour to the school community.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.
- Treat other members of the school community with respect.

AS THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WE ASPIRE TO:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to, prevent bullying, and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

BEHAVIOURS THAT ARE CONSIDERED INAPPROPRIATE ON AND ADJACENT TO SCHOOL GROUNDS OR IN RELATION TO SCHOOL BUSINESS AND THAT DO NOT UPHOLD THE PRINCIPLES OF THIS STATEMENT OF EXPECTATIONS INCLUDE WHEN A PERSON:

- is rude, aggressive or harasses others;
- sends rude, confronting or threatening letters, emails or text messages;
- is manipulative or threatening;
- speaks in an aggressive tone, either in person or over the telephone;
- makes sexist, racist or derogatory comments;
- inappropriately uses social media as a forum to raise concerns/make complaints against the school;
- is physically intimidating, e.g. standing very close.

The Principal is responsible for determining what constitutes reasonable and unreasonable behaviour. Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services.
- alternative communication strategies being applied.
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought.
- informing the police which may result in a charge of trespass or assault.

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

Inappropriate behaviour will be managed in accordance with our school's Student Wellbeing and Engagement Policy, and our Bullying Prevention Policy.

REVIEW CYCLE

This document will be reviewed as part of the school's three year cycle.

This document was last ratified by School Council in August 2018.