



STATEMENT OF VALUES AND SCHOOL PHILOSOPHY 2020

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

Hume Valley 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.

Hume Valley School is committed to child safety, inclusive of the provision of safe environment for children with a disability. We also ensure the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds.

The programs and teaching at Hume Valley 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, student diary 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 our school values
- 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

Hume Valley School believes that every child, irrespective of their ability level, can and will learn in an environment of dignity and respect. It is the role of the school and its community to build on a child's strengths and talents to ensure that each child reaches their full potential. Hume Valley School and the wider community have engaged in a comprehensive consultative conversation, in particular within the Broadmeadows Schools Network, to clarify its shared vision for education, appropriate for preparing students with additional learning needs for the future

MISSION

The school's mission is to create reflective and independent learners for life through a learning community which provides a challenging and secure environment that is responsive to individual learning needs. The school aims to develop the capacity of students to contribute to, and participate in all aspects of community life in a positive way.

OBJECTIVE

Hume Valley School's objective is that students will be successful and enthusiastic learners capable of building positive relationships with peers, staff and the wider community. Students will develop a wide range of skills to enable them to live successful lives as independently as possible

VALUES

Hume Valley School's values are Respect (I think about others not just myself), Responsibility (I think about the decisions I make before I act) and Resilience (I know things can be hard but I don't give up)

At the centre of the School's values are the expectations that all students be ready for learning, respect themselves and others, act safely and care for their school. These expectations are explicitly documented for both staff and students in a school based matrix. The expectations are also supported by positive partnerships with all members of the school, school council and the wider community to ensure optimal educational and social outcomes. The school motto "Achieving Potential Together" is reflected throughout the entire school and in our extensive partnerships with the wider community.

BEHAVIOURAL EXPECTATIONS

Hume Valley 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.

"Teaching behavioural expectations and acknowledging students for following them is a much more positive approach than waiting for misbehaviour to occur before responding."

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 via regular student support groups 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 School Wide Positive Behaviour Support program including communications 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 our School Wide Positive Support program 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 via regular student support groups to improve learning and wellbeing outcomes for students with additional needs
- communicate with the Principal, Wellbeing Team and Sub_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 to School Policy* on the school website)

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

www.humevalley.vic.edu.au

REVIEW CYCLE

Ratified at School Council:	June 2020
Review Date:	June 2023