STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

Purpose

This policy is in place to:

- outline the values of our school community
- explain the vision, mission and objectives of our school.

Communication

This policy will be communicated to staff, families, and the school community annually through:

- availability on the school website
- newsletter items
- inclusion in enrolment and transition packs
- inclusion in induction for all new staff including CRTs and volunteers
- public facing collateral throughout the school.

IMPLEMENTATION

1. Statement of Commitment

a) Keelonith 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.

b) The programs and teaching at Keelonith 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.

Keelonith Primary School is a mainstream school with a specialist provision reflective of the ideals of the Supported Inclusion School model which balances a level of targeted support that is greater than a standard mainstream school, with a level of inclusivity that is greater than a stand-alone specialist school. As a Supported Inclusion School, a number of places at the school are designated for students with disabilities.

To celebrate and embed our school's inclusive culture, we will

- acknowledge that every student can and has the right to learn
- focus on collaboration amongst staff, with support services and families
- focus on professional growth and risk-taking to help staff build skills in inclusive practice
- expect that inclusion is everybody's business
- acknowledge the individual needs of all students
- celebrate the strengths of every student
- identify and eliminate barriers to exclusion
- foster a culture where students with and without disability learn and grow side-by-side

Supported Inclusion Schools (SIS) are mainstream schools with a physical design and an integrated specialist provision that provides additional support to a higher proportion of students with disabilities (up to 10%).

The overarching objective of SISs is to operate as exemplar mainstream schools that practice quality inclusive education practices, including the provision of assessment, curriculum and pedagogy that is rigorous and accessible for all students, free of discrimination. This includes the careful consideration and selection of the following features:

- the design and physical structures
- the teaching methods selected and implemented
- the curriculum framework
- the culture
- policies and practices.

The ethos of SIS is genuine academic and social participation of students with disabilities alongside their peers without disabilities.

In order to achieve this, SISs are resourced to recruit, and build the capability of, specially qualified staff who are adept at identifying students' achievement in relation to the Victorian curriculum. Teachers require the skills to cater for all learners and the multiple entry points and pathways for individuals and groups of students, including making adjustments for students with disabilities and additional learning needs.

2. Vision:

Learning without limits.

Be, curious, be caring, fly high and find joy.

For every learner to have every opportunity to lead a successful and fulfilling life.

3. Mission

Keelonith Primary School is a learning community where everyone is valued and celebrated and has the right to learn, excel and find joy in a safe, accessible and stimulating learning environment in which passion and curiosity are sparked through authentic experiences, nature, play, and inquiry.

4. Values

The school values indicate that we **CHEER** for everyone to be the best they can be:

Compassion- demonstrate care, kindness, empathy

Honesty- be true to self and others, trust

Equity- each learner has what they need to learn, excel and find joy

Encouragement- work together to support and cheer on our peers

Respect- self, others, the environment and learning

5. Objectives

These school values will guide each individual's journey to becoming **lifelong** learners. Learners who take responsibility for their learning, make sense of and find their place, purpose and joy in an ever-evolving world through the development of deep learning dispositions.

The Deep Learning Dispositions- Fullan, Quinn, McEachen 2018 will be the learning framework for the school with adjustments to support all learners in reaching their full potential.

Character - Character refers to qualities of the individual essential for being personally effective in a complex world including grit, tenacity, perseverance, resilience, reliability, and honesty.

Citizenship - Thinking like global citizens, considering global issues based on a deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability.

Collaboration - Collaboration refers to the capacity to work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.

Communication - Communication entails developing skills in a form of communication which can be mastered by each individual. Fluencies may be in :digital, writing, speaking and gesture tailored for a range of audiences

Creativity - Having an 'entrepreneurial eye' for economic and social opportunities, asking the right questions to generate novel ideas, and demonstrating leadership to pursue those ideas into practice

Critical Thinking - Critically evaluating information and arguments, seeing patterns and connections, construction meaningful knowledge and applying it in the real world.

6. Behavioural Expectations

a) Keelonith 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. We will in our first year develop our own school created behaviour matrix's for all members of the community and our expected behaviours in-line with our values.

b) As principals and school leaders, we will:
- model positive behaviour and effective leadership
- communicate politely and respectfully and in alignment with our school values, with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected and acknowledged
- 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 and carers 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 supports when required
- inform parents and carers 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.

c) As teachers and non-teaching school staff, we will:
- model positive behaviour to students, parents and carers consistent with the standards of our profession and school values
- communicate politely and respectfully and in alignment with our school values 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.

d) As parents and carers, we will:
- model positive behaviour to our child
- communicate politely and respectfully and in alignment with our school values, 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.

e) As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully and in alignment with our school values, 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.

f) As community members, we will:
model positive behaviour to the school community

- treat other members of the school community with respect and in alignment with our school values
- 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.

7. Unreasonable Behaviours

a) 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).

b) 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.

c) 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.

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

e) 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.

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

g) 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.

8. Embedding our Statement of Values and Philosophy

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

- display posters and banners that promote these values in our school
- celebrate our values in our school newsletter and in assemblies
- provide awards and recognition for students who actively demonstrate the values
- teach our values explicitly though our School Wide Positive Support documented approach
- embed discussions of our values in our day to day interactions with our students.

The point of difference for SIS is their unique objective to support a higher number of students with disabilities.

SIS offer extra emphasis on services and features that support the student's journey from enrolment; for the duration of enrolment; and finally as students transition to new learning settings. The enablers that make this happen include a focus on:

- resources, equipment and technology
- physical environment
- curriculum and pedagogy.

The overarching objective of SIS is to provide assessment, curriculum and pedagogy that is rigorous and accessible for all students. The four main areas of focus for SIS include:

- relationship building
- strengths-based practice
- differentiation
- a developmental approach to assessment.

Four guiding principles support the objectives of SIS:

1. Focus on inclusive practice at whole-of-school and in-class level
2. Value specialist expertise
3. Set a strong inclusive school culture through strong leadership
4. Collaborate and engage parents, families and the community.

School-wide systems and structures for identifying students in need, and selecting interventions matched to need, may look different from other schools. SIS will be encouraged to adopt the Multi-Tiered System of Supports (MTSS) framework to deliver a range of evidence-based teaching practices. Instruction will be evidence-based, decisions will be data-informed and school-wide systems will support the day-to-day operation of teaching students and ensuring their ongoing needs are met.

FURTHER INFORMATION AND RESOURCES

<u>School Policies</u>

- Student Wellbeing and Engagement Policy
- Volunteers Policy
- Child Safety Policy
- Bullying Prevention Policy
- Camps, Excursions and School Activities Policy
- Complaints Policy
- Digital Technologies Policy
- Duty of Care Policy

REVIEW CYCLE

Policy last reviewed	April 2023
Approved by	School Council
Next scheduled review date	April 2024