



Statement of Values and School Philosophy

December 2022

Help for non-English speakers

If you need help to understand this policy, please contact the school office on seabrook.ps@education.vic.gov.au or phone 9395 1758.

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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

Seabrook 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 Seabrook 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 our parent handbooks.

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

- display posters and banners that promote our 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, community nights and assemblies
- display our Mission statement and Learner Profile in all learning areas
- promote the Learner Profile

VISION

Seabrook Primary School's vision is to develop inquiring, knowledgeable and caring young people who are lifelong learners. We share our cultural diversity to nurture growth, responsibility, and productivity within a positive school-wide atmosphere.

MISSION

Seabrook Primary School's mission is to deliver best learning and teaching practice which supports and develops learners who are knowledgeable and seek to display an international perspective.

Mission Statement IB

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IB works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Seabrook Primary School aims to deliver best learning and teaching practice which supports and develops learners who are knowledgeable and seek to display an international perspective. Teachers, students and the wider community assist in the development of life-long learners who contribute responsibly to the global community. Our teaching and learning mission is to provide challenging, rigorous and significant programs incorporating an international perspective.

Our community nurtures the individual talents of children so that they become critical and compassionate thinkers, and life-long learners, individuals who are open to the differences that exist in our global community.

Seabrook Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Seabrook Primary School has zero tolerance for child abuse.

Seabrook Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Seabrook has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

OBJECTIVE

Seabrook Primary School's objective is to nurture the individual talents of children so that they become critical and compassionate thinkers and lifelong learners.

VALUES

International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. Our learner profile is a set of ideals to define the type of learner we strive to develop.

Balanced  I am healthy and I take good care of myself.	Knowledgeable  I am learning about myself and the world around me
Caring  I care about others.	Open-minded  I listen to others and understand how they think.
Communicator  I use my words to share my thinking. I listen to my friends.	Risk-taker  I try new things and I'm not afraid to make mistakes
Inquirer  I am curious and I ask questions.	Principled  I am a good friend and I do the right thing.
 Thinker I use my brain to think and ask questions.	Reflective  I think about my learning.

BEHAVIOURAL EXPECTATIONS

Seabrook 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](#).

Students are supported by school staff to meet expected standards of behaviour as outlined in our Student Wellbeing and Engagement Policy, Inclusion and Diversity Policy and Bullying Prevention Policy

Information about the expectations on parents and carers to ensure schools remain respectful and inclusive places is outlined in the Department's [Respectful Behaviours within the School Community Policy](#).

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
- 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

Teachers and non-teaching school staff have a responsibility to:

- fairly, reasonably and consistently, implement all school policies including the engagement policy
- know how students learn and how to teach them effectively
- know the content we teach
- know their students
- plan and assess for effective learning
- create and maintain safe and challenging learning environments
- use a range of teaching strategies and resources to engage students in effective learning
- work co-operatively with parents to support student learning
- work collaboratively with professional learning teams
- report if they or anyone else is feeling unsafe

Parents and carers have a responsibility to:

- promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours
- ensure their child's regular attendance
- engage in regular and constructive communication with school staff regarding their child's learning
- support the school in maintaining a safe and respectful learning environment for all students
- interact with staff and other parents in a constructive, respectful manner
- work co-operatively with teachers to support student learning
- take student related issues to staff members
- support all school policies and procedures
- report if they or anyone else is feeling unsafe

Students have a responsibility to:

- take charge of their own learning (with support) using goal setting processes
- do their best
- take action

- be lifelong learners
- attend School on a regular basis
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- demonstrate respect for the rights of others, including the right to learn
- encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community
- report if they or anyone else is feeling unsafe

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 accordance 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 in transition and enrolment packs
- 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](#)

Seabrook Primary school policies:

- Student Wellbeing and Engagement Policy
- Inclusion and Diversity Policy
- Bullying Prevention Policy
- Complaints Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	December 2022
Approved by	School Council: March 2023 Principal : Tania Hunt
Next scheduled review date	December 2026