

STATEMENT OF VALUES AND SCHOOL PHILOSOPHY



Help for non-English speakers

If you need help to understand the information in this policy, please contact: **Congupna Primary School administration** on (03) 5829 9286

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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

Congupna 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 Congupna 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 by request at Administration.

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

1. display posters and banners that promote our values in our school
2. celebrate our values in our school newsletter
3. provide awards and recognition for students who actively demonstrate the values
4. discuss our values with students in the classroom, meetings and assemblies.

VISION

Congupna Primary School's vision is to *empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practise the core values of the school: We are **KIND, We are **BRAVE**, We are **CURIOUS**.***

MISSION

Congupna Primary School's mission is to provide students with the best possible foundation in life through a well-rounded education.

OBJECTIVE

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

VALUES

Congupna Primary School's values are **KIND, BRAVE & CURIOUS**:

1.) We are **KIND**

Rationale:

To clearly state that **Congupna Primary School** looks after its students, their families and friends, the teachers and office workers, gardeners and cleaners and all visitors, with kindness.

Aims:

To be used when we want to:

- *Explain to someone else that we don't like how they are acting,*
- *Think about how we are acting ourselves, or*
- *Talk to someone or don't feel happy.*

Implementation:

We attempt to build and support the individual Social and Emotional Learning Skills (SELS) of all those in the Congupna Primary School Community. We acknowledge that all feelings are okay and that we have a choice when responding to how we feel. We also try to practise empathy and attempt to understand how other people may feel or why they are acting a certain way. It helps to ask ourselves some questions:

- *Am I happy?*
- *Are the people near me happy?*
- *Would I be happy to act like that?*
- *Would I be happy if someone said that to me?*
- *Would I be happy if someone did that to me?*

What do we do if we see someone not being kind?

First, we remember that we act with kindness and then we decide to do something. We can:

- *Ask someone for help to change what is happening,*
- *Ask the person who is acting unkind to change what they are doing, and/or*
- *Ask the person who is upset to come with us to talk to someone we trust.*

What do we do if we are afraid?

First, we remember that we act with kindness and then we decide to do something. We can:

- *Ask someone for help to change what is happening,*

- *Ask the person who is acting unkind to change what they are doing, and/or*
- *Ask the person who is upset (this might be you) to come and talk to someone we trust.*

What do we do if we are the person not being kind?

First, we remember that we act with kindness and then we decide to do something. We can:

- *Ask ourselves if we understand what is happening,*
- *Ask someone for help to change what is happening,*
- *Tell the person we are not kind to that we are sorry, and/or*
- *Forgive ourselves for not acting on our values.*

2.) We are **BRAVE**

Rationale:

To clearly state that **Congupna Primary School** knows how to show that we are brave and when it is particularly important to be brave. We are brave by being the best version of ourselves and by showing respect and care for other people at our school.

Aims:

To be used when we want to:

- *Explain to someone else that we don't like how they are acting,*
- *Think about how we are acting ourselves, or*
- *Talk to someone or do not feel happy.*

Implementation:

We are brave when things are feeling right and going well and we:

- *Stand tall and own our actions,*
- *Speak clearly and honestly,*
- *Do what we say we will do,*
- *Look after other people, and*
- *Look others in the eyes when we are talking with them.*

We are brave when we are challenged, and things are not going well and we:

- *Accept all our feelings and keep moving forward towards who and what is important to us by living our School Values,*
- *Respect ourselves,*
- *Show respect for others,*
- *Ask our friends and families to respect each other, and*
- *Ask for help if we have difficult feelings and are afraid or feel disrespected.*

We show others we are brave when we:

- *Show respect for girls and boys the same way and expect others to do this,*
- *Accept all of our feelings and have a go,*

- *Make sure all children and adults are equally protected and feel safe, and*
- *Tell someone we trust if we see or know of other children or adults who don't feel safe and protected.*

How do we use this policy?

- *We ask ourselves if we accept all of our feelings and move forward to be the best we can be,*
- *We ask ourselves if what we are seeing, hearing or doing is fair, shows respect for ourselves and for others,*
- *We trust our feelings and we take necessary action – we don't hide, we don't become invisible – we take a breath and keep moving forward,*
- *We encourage everyone to take up their rightful space in the world because we each deserve space and deserve to be happy, and*
- *We stay ready to help ourselves and to help others – we know whom we trust, whom we can talk to and whom others can talk to.*

3.) We are CURIOUS

Rationale:

To clearly state that we are all learners for life at Congupna Primary School. We have a Growth Mindset that helps us all to grow to be the best that we can in everything we do at Congupna Primary School.

Aims:

To be used when we want to:

- *Explain to someone else that we don't like how they are acting,*
- *Think about how we are acting ourselves, or*
- *Talk to someone or do not feel happy.*

Implementation:

Who is covered by this policy?

It applies to every single person at **Congupna Primary School**. If one person is curious and open to what they experience they learn new things, if two people together are curious they learn new things, learn about each other and different ways of learning.

When do we use this policy?

Every time we enter a classroom or are in the school grounds or when we face a new experience or meet a new person.

What do we do?

We stay curious and we:

- *Notice what is going on around us in the moment and in our mind,*
- *Appreciate differences – we know it is not a matter of one person is right and another wrong, we look for the difference and seek to understand,*
- *Seek to understand by asking what is happening and why it is happening, and*
- *Explore – every time we enter a classroom we attempt to learn through enquiry and seek answers to our own questions.*

What happens when we stay curious?

- *We get answers to the questions that we ask,*
- *We become life-long learners,*
- *We increase the number of things we are interested in and succeed in a wider range of areas,*
- *We build good relationships with other people through better understanding,*
- *We are less likely to be afraid or to act out of fear, and*
- *We are more likely to be physically healthy and mentally alert students at Congupna Primary School.*

BEHAVIOURAL EXPECTATIONS

Congupna Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture.

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](#) and is elaborated on further here.

Congupna 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
- ensure all parents/carers are aware of the expectations outlined in the Department's [Respectful Behaviours within the School Community Policy](#)
- 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.

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 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 and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community, in line with the Department's [Respectful Behaviours within the School Community Policy](#).
- 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 [CPS 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:

- being violent or threatening violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory 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 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 [CPS Student Wellbeing and Engagement Policy](#) and [CPS 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
- 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](#)

Congupna Primary School polices:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	30/06/2022
Approved by	School Council
Next scheduled review date	2025