

STATEMENT & ENACTMENT OF SCHOOL VALUES AND PHILOSOPHY POLICY



*Charles La Trobe P-12 College takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all **Child Safety Standards as specified in Ministerial Order No. 870 (2015)***

RATIONALE

- Charles La Trobe College recognises 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.
- Our Statement of Values sets out our behavioural expectations of all members in this school community, including the Principal, all school staff teaching and non-teaching, parents, students and visitors.
- Discrimination, sexual and other forms of harassment, bullying, aggression and threatening behaviour are unacceptable and will not be tolerated by this school.
- Our statement of Values 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.

PURPOSE

- To ensure all members of the Charles La Trobe College community are informed about the values that underpin school policies and practices.
- To ensure that the school complies with VRQA Minimum Standards including an explanation of how the school philosophy is enacted
- To ensure that the school has strategies in place to support Victoria's Child Safe Standards

IMPLEMENTATION

Our Mission

At Charles La Trobe P-12 College we believe every student should be supported to learn to their full potential: to achieve their best and to be their best.

Our Vision

"Every student will fulfil their personal potential and graduate from school prepared for life's pathways."

Our Motto

Our motto is 'to strive, to seek, to excel.' We encourage all our students to strive to achieve their personal best, to seek new knowledge and skills, and to excel in their areas of special interests or talents.

Our Moral Purpose

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We support students to become confident learners who achieve to their full potential. To accomplish this, we offer an education approach based upon the DET High Impact Teaching Strategies.

- We support all students to become literate and numerate.
- We foster curiosity by immersing students in problem solving, and providing opportunities for invention and innovation.
- We empower students to discover their potential by offering a personalised learning approach, this means educational programs are tailored to individual abilities and accommodate students' interests.
- Our staff work collaboratively, in professional learning communities, to design and deliver education programs that are engaging and challenging.
- We nurture empathy and compassion through listening and sharing experiences.
- We promote honesty, trust and personal responsibility.
- We create relationships that are caring, supportive and encouraging

Our REAL Values

Respect

We protect the right of all students to learn and teachers to teach. Mutual respect and personal responsibility of all members of the College community enable us provide a safe and orderly learning environment.

Excellence

We encourage our staff and students to be reflective, resilient and confident, to have high expectations for themselves and others as they strive towards personal excellence.

Acceptance

We believe diversity is a strength. We promote diverse ways of learning, thinking and knowing to cultivate open minds and facilitate willingness to take risks to solve new problems. We are inclusive and build positive relationships by accepting one another.

Leadership

We believe that strong leadership is vital for our community to thrive. Our student and staff leadership teams are responsive to those they serve, inclusive and visionary. We encourage all students to think and behave as leaders by supporting them to be self-motivated, disciplined and by having high expectations of themselves.

We are proud to be a diverse and inclusive learning environment. Our staff know that students need to be accepted and respected. When students feel comfortable and safe at school they are best able to engage in the learning programs. We support students to be learning ready and ensure every student achieves to their full potential and is prepared for life's pathways by acting and expecting the students to act in line with our values and shared expectations. Our shared expectations were devised by the students in collaboration with staff and are on display across all areas of our school. We acknowledge learning readiness, adherence to our values

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and high attendance through student awards distributed at school assemblies alongside informal acknowledgement by way of praise, phone calls home and Compass posts.

Our College vision is the cornerstone of all College activity and practice. It is reflected in all documents, practices evidenced by students and teachers, in our work with the College Council and with the community. Our vision is reflected in all teaching and learning programs and in all College initiatives, both internal and external. We work together to ensure high expectations of our students and of our staff. Regular evaluation processes will be in place to measure performance in all areas of the College with respect to the implementation of our vision and values.

Our college vision is that *“every student will fulfil their personal potential and graduate from school prepared for life’s pathways.”* This means that we strive to create reflective and independent learners for life, through a learning community that promotes a challenging and secure environment that is responsive to individual learning needs. We have high expectations of both staff and students and encourage students take increasing responsibility for their own learning. All students are supported to engage in a broad range of leadership opportunities available at the college designed to establish an environment where student voice and agency is both respected and expected.

Charles La Trobe College 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 Principal and school leaders we will:

- Model positive behaviour and effective leadership in line with our shared values and expectations matrix
- Communicate politely and respectfully with all members of the school community
- 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 professions and meet core responsibilities to provide an inclusive, safe and orderly environment
- 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 demonstrated and implement appropriate interventions and sanctions when required
- Make known to parents the school’s communication and complaints procedures

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- Ask any person who is acting in an offensive or disorderly 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 and in line with our shared values and expectations matrix
- 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 that we anticipate or face any tension or challenging behaviours from parents
- Treat all members of the community with respect.

As parents and carers, we will:

- Model positive behaviour to our child in line with our shared values and expectations matrix
- 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 the school staff to maintain a safe 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 community with respect.

As students we will:

- Model positive behaviour to other students in line with our shared values and expectations matrix
- Act in line with Child Safe Standard Code of Conduct at all times.
- 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.

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As community members will:

- Model positive behaviour to the school community in line with our shared values and expectations matrix
- Treat other members of the community with respect.
- Support school staff to maintain a safe and orderly 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 according with our school's *Student Engagement Policy* and *Bullying Prevention Policy*.

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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.

Please refer to the school's *Bullying Policy*, the *Child Safe Policy*, the *Communication Procedures & Schedule Policy*, the *Complaints & Concerns, Parent Policy, Discipline Policy, Internet/Social Media Policy, Mobile Phones, Student Use Policy, Student Engagement Policy* and the *Wellbeing & Learning Policy*.

EVALUATION

This policy will be reviewed as part of the school's three-year review cycle or if guidelines change
Latest DET update April 2018

RATIFICATION

This policy requires school council ratification.

This update was ratified by College Council on 16.5.2017

Updated July 2019 to comply with new VRQA requirements.

This policy was re-ratified on 15th August 2019.