

STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

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

Gisborne Secondary College 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 Gisborne Secondary College 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 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 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 and assemblies.

VISION

Gisborne Secondary College's vision is to:

- Provide the widest possible positive, personal and academic experience for all students
- Value each student as an individual
- Encourage students to develop interests both inside and outside the classroom
- Provide students with a safe, secure and supportive environment

MISSION

Gisborne Secondary College's mission is committed to valuing:

- The right of every child to achieve full potential
- The development of self-confidence, self-esteem and a sense of pride and direction
- The development of respect for self and others, property and the environment

- Honesty integrity and tolerance of individual differences

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

Gisborne Secondary College's values are Respect, Achievement, Innovation and Diversity.

- We respect ourselves, our school and each other and understand that our attitudes and behaviours have an impact on the people around us
- We strive for achievement excellence, which means having high expectations of ourselves and others, and showing determination and persistence
- We are creative and innovative, always looking for new ideas and approaches
- We value honesty, integrity, diversity and individual differences; we affirm the right of every child to achieve full potential through the development of self-confidence, self-esteem and a sense of pride and direction

BEHAVIOURAL EXPECTATIONS

Gisborne Secondary 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 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, acknowledged and celebrated
- 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 and staff at school
- identify and support students and staff who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents/carers to understand their child's needs and, where necessary, adapt the learning and environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated by all school community members and implement appropriate interventions and sanctions when required
- inform parents/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.

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/carers about student outcomes

- work with parents/carers and leadership to understand the needs of each student and, where necessary, adapt the learning and environment accordingly
- work collaboratively with parents/carers 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/carers
- treat all members of the school community with respect
- acknowledge and reinforce positive student behaviours

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 and that their child is ready to learn
- inform the school when our child is not able to attend in advance or on the day of non-attendance
- take an interest in our child's school, learning and achievements
- 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 and staff
- follow and respect 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 the whole school community in line with the school values and school wide positive behaviours
- communicate politely and respectfully with all members of the school community
- comply all reasonable instructions given by staff and model school values in line with the school's behaviour matrix
- behave in a safe and responsible manner in all environments
- respect ourselves, other members of the school community and the school environment
- actively participate in school and attend all classes, ready to learn
- not disrupt the learning of others
- not disrupt the right of the teacher to teach
- make the most of our educational opportunities
- uphold the right of every member of the school community to feel safe
- collaborate and proactively communicate with teachers regarding learning goal, requirements and concerns
- adhere to all school policies [e.g Mobile Phone, Bullying Prevention]

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
- follow and respect 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:

- 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 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 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](#)

Gisborne Secondary College policies:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2022
Approved by	School Council
Next scheduled review date	October 2026