



# Craigieburn Secondary College

RESPECT RESPONSIBILITY and ACHIEVEMENT in our learning COMMUNITY

## Statement of Values and School Philosophy

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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

Craigieburn 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 Craigieburn 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, and 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
- explicitly refer to our values in our conversations with students, staff and parents
- provide opportunities for our students to reflect on each of the values regularly through specialised lessons
- discuss our values with students in the classroom, meetings and assemblies.

### VISION

Craigieburn Secondary College's vision is to an environment where every student achieves their highest potential

### MISSION

We are a community where there are high expectations of students, teachers and parents and there are structures and processes that work purposefully to engage students in learning.

- Build a culture of inclusivity
- Build a culture of high expectations for learning and interactions across the College
- Build student agency in learning and develop students as partners in school improvement

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- Deliver a seamless and aligned learning program that meets the needs and aspirations of students and their families
- Develop capacity for distributed instructional leadership to enhance teacher practice
- Ensure rigorous, consistent and differentiated teaching and learning practices occur so that we can plan for, monitor and evaluate student learning and teacher impact

### OBJECTIVE

Craigieburn Secondary College's objective is centred around the instructional core with a foundation of high expectations, orderly environment and strong leadership. We are committed to the development of:

- Students who are self-managed learners, who actively and effectively contribute to their communities as individuals at the local and global level
- Professionals who employ best practice teaching strategies within a culture of continuous improvement, and who are responsive to the changing educational needs of wider society, the local community and their students
- A broad based curriculum that suits the specific needs of students and develops them as thinkers, problem solvers and creators

### VALUES

Craigieburn Secondary College's values are Respect, Responsibility, Achievement and Community

*We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.*

*We are responsible for ourselves as learners and for the learning environment and opportunities that we create.*

*We strive to achieve our best.*

*We are members and representatives of our learning community in our classrooms, on school grounds, in the wider community and in our homes.*

### BEHAVIOURAL EXPECTATIONS

Craigieburn 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
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments



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- 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
- 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 of respect, responsibility, achievement and community
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.
- actively participate in school



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- 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.

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*.



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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.

### FURTHER INFORMATION AND RESOURCES

*Student Wellbeing and Engagement,  
Communication with School Staff,  
Respect for School Staff.*

### REVIEW CYCLE

This policy was last updated on 14/10/2020 and is scheduled for review in October 2024.



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