

## Policy: Statement of values and school philosophy

### Policy Information

Policy Number:	HAL-GOV-05
Current Version:	1.0
Policy Category:	School Governance
Scope:	School Programs
PAL Link:	<a href="https://www2.education.vic.gov.au/pal/school-strategic-plan/policy">https://www2.education.vic.gov.au/pal/school-strategic-plan/policy</a> <a href="https://www2.education.vic.gov.au/pal/values-department-vps-school-employees/overview">https://www2.education.vic.gov.au/pal/values-department-vps-school-employees/overview</a> <a href="https://www2.education.vic.gov.au/pal/equal-opportunity-human-rights-students/policy">https://www2.education.vic.gov.au/pal/equal-opportunity-human-rights-students/policy</a> <a href="https://www2.education.vic.gov.au/pal/students-disability/policy">https://www2.education.vic.gov.au/pal/students-disability/policy</a> <a href="https://www2.education.vic.gov.au/pal/students-disability/policy">https://www2.education.vic.gov.au/pal/students-disability/policy</a> <a href="https://www2.education.vic.gov.au/pal/values-department-vps-school-employees/overview">https://www2.education.vic.gov.au/pal/values-department-vps-school-employees/overview</a> <a href="https://www2.education.vic.gov.au/pal/equal-opportunity-human-rights-students/policy">https://www2.education.vic.gov.au/pal/equal-opportunity-human-rights-students/policy</a> <a href="https://www2.education.vic.gov.au/pal/students-disability/policy">https://www2.education.vic.gov.au/pal/students-disability/policy</a> <a href="https://www2.education.vic.gov.au/pal/koorie-education/policy">https://www2.education.vic.gov.au/pal/koorie-education/policy</a> <a href="https://www.education.vic.gov.au/about/programs/Pages/safeschools.aspx?Redirect=2#link8">https://www.education.vic.gov.au/about/programs/Pages/safeschools.aspx?Redirect=2#link8</a> <a href="https://www.education.vic.gov.au/parents/additional-needs/Pages/autism-school-support.aspx?Redirect=1">https://www.education.vic.gov.au/parents/additional-needs/Pages/autism-school-support.aspx?Redirect=1</a> <a href="https://www2.education.vic.gov.au/pal/respectful-workplaces/policy-and-guidance">https://www2.education.vic.gov.au/pal/respectful-workplaces/policy-and-guidance</a>

### Revision History & Ratification

This policy needs to be reviewed by College Council annually or as required and ratified at the College Council meetings when changes are necessary. This policy will be published on the school's website for parents and students and will be distributed to staff via Compass.

Revision Date:	Council Ratification Date:	Summary of Changes	Prepared/Approved By:
08/10/2021	16/05/2022	Policy Creation	Jason Patten

## Summary

Hallam Senior 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 Hallam Senior 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, compass 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 your 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**

The College Values provide the foundations to shape opportunities for all students through the provision of high quality teaching and learning.

Our focus is linking learning to life's opportunities through quality teaching, high expectations and real and relevant experiences.

## **Mission**

Hallam Senior College's mission is to shape opportunities for all students through the provision of high quality teaching and learning. This is done by linking learning to life's opportunities through quality teaching, high expectations and real and relevant experiences. Students are at the centre of our practice.

## Philosophy

### **Philosophy No 1 “School For All”**

Success comes in a myriad of forms. To ensure success, students need to be well organised and develop a structured pathway. The small steps of learning lead to the completion of the larger picture. At Hallam Senior College each student is encouraged to dream of the larger picture of success but to develop a plan where the smaller steps are clearly identified.

### **Philosophy No 2 “Success Can Come in a Number of Forms”**

A multiple pathway approach provides opportunities for all students. Whatever the next step, students finishing at Hallam Senior College will have formed a clear sense of what they want to achieve and the pathway to this outcome. Students work closely with the staff, professional course advisors and experts from industry to shape their choices.

The focus on the next step is important to all students and staff. It soon becomes apparent when walking around the college that students are friendly and engaged in their studies and activities. Mutual respect between students and teachers is fundamental and this is returned in a professional manner. Staff relate well to students, and a clear educative purpose is achieved.

Staff are committed to student success. The quality of our teaching and support staff is excellent, making a significant difference to student outcomes. Targeted micro credential courses which complement the Centres of Excellence programs assist students to reach their potential.

Hallam Senior College has a reputation for challenging students to be involved in a range of activities which help shape them as a learner and active community

member. We expect our students to work hard, be involved in the wide range of extra curricula activities and be active members of the local community.

### **Philosophy No 3 “Students as Learners”**

Students are constantly encouraged to have a passion for learning and see learning as a lifelong experience. As independent learners they will work in a supportive learning environment where formal and informal instruction is developed and excellence, aspirations, expectations and consistency of effort are encouraged and celebrated.

Students are supported to take up challenges and participate in a wide context of formal and informal learning.

### **Philosophy No 4 “Readiness for the 21<sup>st</sup> Century”**

Hallam Senior College is readying students for the challenges of the 21st Century. Students will need to be global citizens with a diverse set of transferable employability skills. Social competencies and attributes such as leadership, participation, tolerance, and understanding of diversity will be vitally important.

At Hallam Senior College students will be challenged through their individual and group participation in a range of curriculum and extra curricula programs to develop and extend these skills.

As students move through the college, the same learning goals are re-emphasised.

These include:

- achieving academic excellence
- each individual achieving success
- developing a clear learning pathway
- developing resilience
- participating in the whole school program
- working positively within the socially and culturally inclusive learning environment
- identifying themselves as global citizens.

## Values

In addition to the public sector values the school has implemented the following values for staff and students are the 5 R's:

Readiness	<ul style="list-style-type: none"> <li>• Strive for and valuing learning</li> <li>• Establishing and pursuing personal goals</li> <li>• Having high aspirations and meeting college expectations</li> <li>• Punctuality – to school and class</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Interactions which are positive</li> <li>• Demonstrating empathy towards others</li> <li>• Valuing and celebrating achievements</li> <li>• Building strong connections with teachers, students and the college community</li> </ul>
Respect	<ul style="list-style-type: none"> <li>• Exhibiting good manners to all members of the college community</li> <li>• Caring for ourselves and others</li> <li>• Caring for the college environment</li> <li>• Valuing diversity in our college and the wider community</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• A growth mindset, positive actions, behaviors, words and choices</li> <li>• Working hard each day and to the best of your ability</li> <li>• Meeting deadlines by completing all tasks on time including homework</li> <li>• Representing the college in a positive manner including the appropriate wearing of the uniform</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>• Active and positive participation</li> <li>• Where constructive feedback is expected as part of our growth</li> <li>• A college and individual confidence of never giving up</li> <li>• A college wide philosophy of “what we walk by is what we accept”</li> </ul>

## **Behavioural expectations**

Hallam Senior 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:

- demonstrate the schools values
- 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.

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
- 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 *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 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.

## Related policies

Includes but not limited to:

- Code of Conduct
- Ministerial Orders — Employment
- Victorian Public Sector Employment Principles and Standards

## Relevant legislation

Includes but not limited to:

- Public Administration Act 2004 (Vic)

## Guidance

As part of the school review and from time to time the school will review and update the school's values and philosophy.

## Communication

This policy will be communicated to our school community in the following ways:

- Located on school noticeboards and classrooms
- Available publicly on our school's website
- Included in staff induction processes
- Included in staff handbook/manual
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included in the school newsletter and compass
- Made available in hard copy from school administration upon request

## Resources

There are a variety of resources to support staff including but not limited to:

### Department Resources

- Understanding DET's Values – Schools e-learning module
- <https://www.education.vic.gov.au/hrweb/Documents/DET-School-Guide.docx>
- <https://www.education.vic.gov.au/hrweb/Documents/DET-QuickReferenceGuide.docx>
- <https://www.education.vic.gov.au/hrweb/Documents/DET-Values-School-Staff.docx>
- Student Wellbeing and Engagement

### School Resources

- School induction handbook
- School website
- Compass
- Prospectus
- AIP and Strategic Plan