

STATEMENT OF VALUES AND SCHOOL PHILOSOPHY POLICY

Help for non-English speakers



If you need help to understand the information in this policy please contact Principal, Katrina Ellis

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

Tecoma 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 Tecoma 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 mission, vision, objective, values and expectations of our school community. This policy is available on our school website, our staff induction handbook and in our enrolment/transition packs.

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

- display posters, signage and our coloured giant pencils, that promote our values in our school
- celebrate our values in our school newsletter

- provide Student of the Week awards and recognition for students who actively demonstrate the values
- focus on one school Value per term, as part of our Social Emotional Learning (SEL) program
- discuss our values with students in the classroom, meetings and assemblies.

VISION

At Tecoma Primary School we strive to create a responsive, cooperative, innovative teaching and learning environment. We aim for development of the whole person as a committed life-long learner, who embraces self-development, achievement and contributes to their community.

MISSION

At Tecoma Primary School our mission is to ensure that your family's association with our school is a rich and rewarding one and that you take away many relationships and happy memories from your time here.

At Tecoma Primary School we have a code of conduct that establishes clear expectations for appropriate behaviour with children. This has been put into place to ensure appropriate behaviours with children are enforced in the school, to help protect children from abuse.

At Tecoma Primary School we have a commitment to zero tolerance of child abuse. Staff at our school have a responsibility to respond to the safety, care and welfare of students, in all school environments and outside of school hours. This is a commitment which is led by our School Council, School Leadership team, all staff and is shared openly and transparently with all members of our school community.

Tecoma Primary School prides itself on providing a caring and stimulating learning environment for all children. Developing the whole child is a major school focus; preparing our students to take their place successfully in further education and adult life; providing each child with the foundations for a confident future.

This is reflected in the vision and values statement which were created in 2007 and updated in 2021.

OBJECTIVE

Tecoma Primary School has the responsibility of providing a secure, supportive and positive teaching and learning environment. We aim for development of the whole person as a committed life-long learner, who embraces self-development, achievement and contributes to their community.

In providing for the physical, social and emotional needs of all students, the school seeks to develop the characteristics of good citizenship.

Here at Tecoma we:-

- Encourage students to develop self-discipline and a sense of self-worth, to respect the rights and feelings of others and to take responsibility for their own actions;
- Ensure that all students feel safe, secure and confident to seek support within the school environment;
- Encourage and acknowledge doing the right thing through the School Wide Positive Behaviours framework, incorporating tracking individual and whole school positive

behaviours through our whole school rewards. Clear signage and explicitly teaching the students how to demonstrate our school values (Respect, Personal Best, Resilience and Creativity) in all aspects of school life.

- Have in place a clear process of behaviour management that is school wide, with steps for managing minor and major behaviours, which has been created by and shared with our school community.
- Encourage students to be responsible for their personal appearance and cleanliness, the tidiness of the classroom, corridors and grounds, to care for school equipment and to be punctual in school routines.
- Teach social skills to enable the children to be accepted, resilient, valued, make friends and effectively solve interpersonal problems;
- Provide students, staff and parents with a clearly understood, accessible and consistent student welfare structure, based on the Assertive Discipline Model and Restorative Practices. The major focus of Assertive Discipline is encouraging and rewarding the most appropriate behaviour thereby, encouraging the child to choose this form of behaviour, while inappropriate behaviour is discouraged through the use of consequences set up at the beginning of each year in consultation between students and teachers. At the beginning of the school year the students and teachers work together to establish classroom 'norms of behaviour', which are explicitly taught, practiced, and consistently reinforced. Through this approach firm, fair, clear and concise acceptable behaviours are developed in the classroom; as well as an established set of principles for addressing any unacceptable student behaviour. Restorative Practice sees misconduct not necessarily as rule breaking, but as a violation against people and relationships. It focuses on modifying behaviours that undermine positive relationships. At Tecoma Primary School we use Restorative Practices when there has been a problem that needs resolving. It allows discussion in a way that gives everyone involved an opportunity to contribute and feel valued.

The thinking curriculum; that is getting our children to understand how they learn and to take responsibility for their learning, is a major focus of curriculum planning at Tecoma. Our staff have a day together in their level teams to plan their curriculum for the coming term. Our assessment and reporting is linked into our teaching programs with written reports twice a year and parent teacher meetings at the start and middle of the year.

Strategic Plan:

The goals, created from our review in 2023, support our school vision, mission and objectives as outlined below:

Goal 1 - To improve the learning growth of all students in Literacy

Key Improvement Strategies:

1. Building teacher capacity to assess and analyse data to differentiate the curriculum.
2. Implement a PLC approach to build consistent and collaborative practice.
3. Develop and document a whole school Literacy instructional model.

Goal 2 - To improve the learning growth of all students in Numeracy

Key Improvement Strategies:

1. Building teacher capacity to utilise data and a range of assessment strategies to identify and teach to student point of need.
2. Implement a PLC approach to build consistent and collaborative practice.
3. Develop and document a whole school Numeracy instructional model.

Goal 3 - To improve engagement in learning for all students

Key Improvement Strategies:

1. Build teacher capacity to understand and activate student voice and agency.
2. Build teachers' knowledge and understanding to develop student intellectual engagement and self-awareness.

We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

Over these four years our focus will be to:

- Maintain learning growth from grades 3 to grade 5 in NAPLAN.
- Ensure consistency of practice across all classrooms, which we will address through the Professional Learning Community (PLC) initiative, putting structures in place to streamline processes and accountability.
- Ensure students have voice and agency in their learning to maximise engagement.
- Further develop a shared understanding of what is the "Tecomá way".
- Establish teams to address the goals in the 4-year strategic plan, around literacy, numeracy and engagement through student voice.

VALUES

Our School Values are:

- Respect
- Resilience
- Creativity
- Personal Best



RESPECT

It is important to respect people, rules, things and your education.

You can do this by:

- treating people the way you would like to be treated
- listening actively to your teacher and fellow students
- looking after items belonging to yourself, others and the school
- following rules and expectations
- looking after our school grounds
- accepting difference and other people's opinions.

RESILIENCE

It is important to demonstrate resilience at school, as sometimes we are faced with obstacles both in our learning and socially.

We can show resilience by:

- bouncing back when things don't go our way
- showing a growth mindset in our learning
- being aware of the Zones we are in and knowing strategies to help us
- being positive.

CREATIVITY

When we demonstrate creativity we are thinking outside the box.

We can show creativity by:

- making things fun and using your imagination
- expressing yourself in different ways
- coming up with lots of different ideas
- creating bright and colourful work
- taking risks in your learning
- sharing your thoughts
- problem solving.

PERSONAL BEST

When we demonstrate personal best we are putting our learning first.

We can show personal best by:

- trying everything
- not giving up
- managing our learning by being organised
- using our time effectively
- reflecting on what worked and what didn't and setting new goals
- knowing it is okay to make mistakes.

The school community is actively involved in supporting the school and its programs; in turn the school works very closely with its community to develop programs of mutual support.

The strength of Tecoma Primary School comes from the strong, close links between each of us.

BEHAVIOURAL EXPECTATIONS

Tecoma 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 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 physical intimidating behaviour such as aggressive hand gestures or invading another person's personal space.
- speaking or behaving in a rude, manipulative, 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 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.

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
- Included in transition and enrolment packs
- 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](#)

Example school policies:

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

POLICY REVIEW AND APPROVAL

This policy has a mandatory review cycle of 3-4 years	This policy was approved by School Council on 21 st November, 2023 and is scheduled for review in November 2027, when the next SSP is created.
Reviewed by	Rohan Thompson, Di Double, Chelsey Robins, Stuart Mclean, Hannah Godlevsky, Helen Kesarios, Lisa Hoskins-Faul, Phil Darbyshire, Breeann Schafter
Approved by	Principal – Rohan Thompson School Council President – Lisa Dell