

CONCORD SCHOOL POLICY

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

Concord 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 Concord 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 vision, mission, objective, values and expectations of our school community. 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 vision of the Concord School community encompasses a commitment to excellence in education for all students. Our school recognises the strong link between home and school. This partnership is encouraged and valued. We aim to be a family friendly school that focuses on the whole child.

Student achievement, engagement and wellbeing are the fundamental pursuits of our school. We aspire to engage our students, with the support of the greater community, to develop the requisite skills and strategies to be able to encounter the world with independence, confidence and a positive mindset.

MISSION

Concord School's mission is to provide students with the best possible foundation in life through a well-rounded education. Student achievement and student wellbeing are the fundamental pursuits of our school. Given sufficient support and challenge, all students will learn and succeed regardless of their disability or personal circumstances. There are high expectations of both staff and students who value and enact the school motto – 'to be the best I can be'.

It is the quality of the teaching that makes the most significant difference to student learning. All teachers have a moral, ethical and professional responsibility to lift the achievement levels of our students. We maintain a relentless focus on improving the learning outcomes of 'every student' in 'every classroom' across the whole school.



As a school community we strive to do the best for the students in our care so they have every opportunity to succeed in life.

OBJECTIVE

Concord School's objective is to ensure all students leave our school with a practical understanding of the curriculum so that they can independently apply skills in real world situations.

VALUES

At Concord School we aspire to develop 21st Century learners utilising evidence-based practice. The following core values and positive behavior expectations underpin the management and teaching practices at our school.

Values	Expectations
• Personal best	• Be a learner
• Respect	• Be respectful
• Honesty	• Be responsible
• Cooperation	• Be Safe

As students, we strive for excellence and do our personal best as a learner, this means challenging ourselves and others to understand the complexities of the world around us, demonstrating learning ready behaviours and applying strategies such as whole body listening to help us understand.

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

We act responsibly and honestly by abiding by the school expectations and valuing the contribution of others.

We model and demonstrate cooperation and safety and take every opportunity to help others that may be in need by cooperating and working in teams.

We demonstrate happiness as we enjoy learning with our friends in various environments.

BEHAVIOURAL EXPECTATIONS

Concord 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
- 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 all students
- 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 and positive behaviour expectations
- 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.



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 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 available publicly on our school's website.

REVIEW CYCLE

This policy was last updated in December 2021 and is scheduled for review in December 2024.