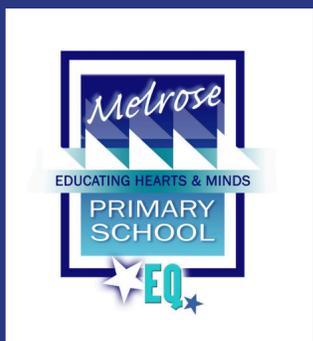


# STATEMENT OF VALUES AND SCHOOL PHILOSOPHY



For non-English speakers  
If you need help to understand the information in this policy please contact  
Melrose Primary School.

## **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**

Melrose 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 Melrose 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 vision, mission, values and expectations of our school community. This policy is available on our school website.

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**

Educating Hearts and Minds

## MISSION

At Melrose Primary School, Wodonga, we combine the values of Motivation, Thinking, Courage and Empathy to achieve Academic Excellence and Emotional Intelligence. We developed programs that foster the social and emotional growth of our students. Emotional Intelligence (EQ) along with trauma informed practices and instruction is an integral part of the school's curriculum and culture and is both a subject as well as a process woven into the daily fabric of school life and learning.

Understanding our own and others' emotions (to KNOW YOURSELF), making strong choices to be your best self (to CHOOSE YOURSELF) and helping to create a better world through kindness and empathy (to GIVE OF YOURSELF) are the pillars of emotional intelligence, and constitute the pathway to health, happiness and success.

The Emotional Intelligence (EQ) motto, Educating Hearts and Minds, is supported by vision statements:

**Excellence in Teaching and Learning** - Excellence in teaching and learning is based on the Victorian Curriculum, Melrose Primary School's EQ philosophy and current student data. Engaging, differentiated teaching is planned collaboratively based on individual student needs.

**Leadership** – Melrose Primary School leadership support and build relationships with all stakeholders in the school community. Leaders are curious, collaborative, respectful, visible, and organised. Leaders work to develop their own emotional intelligence and prioritise continuous learning and professional growth.

**Positive Climate for Learning** – A positive climate for learning promotes a safe, supportive and inclusive environment, driven by Melrose Primary School's EQ philosophy, trauma informed practices and behaviour education and built on positive relationships which foster high expectations for all.

**Engagement** - At Melrose Primary School, high expectations empower students to be their best selves. Students are encouraged to have voice and agency in their learning pathways. Positive relationships between all members of the school community encourage partnerships between all stakeholders.

Teaching and Learning - Melrose Primary School strives for excellence in teaching and learning through collaboratively developed instructional models. Weekly team collaborative planning is guided by researched best practice, the Victorian Curriculum, and assessment data.

**Assessment** - At Melrose Primary School, assessment is an ongoing process of gathering social and emotional and academic data to adjust instruction, set individual student and teacher goals, and collaborate around school wide improvement goals.

**Support and Resources** - Melrose Primary School is a supportive, collaborative, and inclusive environment. Effective use of resources and partnerships with families and services promotes the highest level of learning growth and responsive wellbeing support.

## 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

**Excellence** - striving for highest personal achievement in all pursuits

**Motivation** - being proactive, productive and persisting at personal goals

**Thinking** - showing the ability to reason, to reflect and to problem solve

**Empathy** - displaying concern for the wellbeing of others and acting with compassion

**Courage** - always willing to stand up for what is right and having the strength to make the right choices

## BEHAVIOURAL EXPECTATIONS

Melrose Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture.

Staff have a range of expectations around behaviour and must follow our school and Department policies and the Victorian Public Service Code of Conduct and Values. Teaching staff also adhere to the [Victorian Teaching Profession's Code of Conduct](#).

Students are supported by school staff to meet expected standards of behaviour as outlined in our Student Wellbeing and Engagement Policy, Inclusion and Diversity Policy and Bullying Prevention Policy.

Information about the expectations on parents and carers to ensure schools remain respectful and inclusive places is outlined in the Department's [Respectful Behaviours within the School Community Policy](#).

Melrose 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 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
- 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](#)

Melrose Primary School policies:

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