STATEMENT OF VALUES AND SCHOOL PHILOSOPHY POLICY

1. PURPOSE

The purpose of this policy is to outline the values of the Mount Alexander College (the School) community and explain the vision, mission, and objectives of the School.

2. DEFINITIONS

- **Values** – principles or standards of behaviour, and expectations of what is important.

3. SCOPE

This policy applies to all staff, students, Parents/Carers and community members who engage with the School.

4. POLICY

The School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. The School recognises the importance of the partnership between the School and Parents/Carers to support student learning, engagement and wellbeing. The School shares a commitment to, and a responsibility for, creating an inclusive and safe environment for students.

The programs and teaching at the 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, and
- the values of openness and tolerance.

This policy outlines the School's vision, mission, objective, values and expectations of the School community. The link to this policy is available on the School's website, digital versions of the staff induction handbook and in student enrolment/transition packs.

To celebrate and embed our Statement of Values and Philosophy in the School community, the School can:

- display posters and banners that promote the values;
- celebrate the values in our school newsletter;
- provide awards and recognition for students who actively demonstrate the values; and
- discuss the values with students in the classroom, meetings and at assemblies.

Vision

The Mount Alexander College vision is to foster an inclusive and supportive learning environment that empowers students to direct their own learning. The School endeavours to create an environment that remains connected and engaged with the community and caters for all kinds of success. Finally, the School aims to help students reach their full potential as global citizens who, with integrity, can positively contribute to the world.

Mission

Mount Alexander College mission is to *empower students* to take control of their learning.

Objective

Mount Alexander College objective is to empower students to make decisions about their learning that focuses on their personal and individual growth and maximises engagement.

Values

Mount Alexander College values are:

- **Community**
  The provision of a safe inclusive learning environment in which all members of the school community feel a sense of belonging and are valued for their contributions to the school. A sense of community is encouraged through inclusive practices that reflect a respect for individual differences and a celebration of diversity.

- **Engagement**
  The implementation of a meaningful, relevant and appropriately challenging curriculum and the provision of co-curricular programs that encourage participation, citizenship and student leadership.

- **Excellence**
  The development of a passion to learn and high aspirations through the pursuit of excellence in teaching and learning. The celebration of personal achievement and success.

- **Integrity**
  The promotion and modelling of consistently honest, transparent, responsible and ethical behaviour that upholds these core values and principles.

- **Respect**
  The respect of oneself, others and our environment is a fundamental value. Being courteous and valuing the dignity of everyone is an essential pillar of our learning community.

Behavioural expectations

The School acknowledges that the behaviour of staff, Parents/Carers and students has an impact on the School community and culture. It acknowledges a shared responsibility to create a positive learning environment for the students at the 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/Carers 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/Carers of the School's communication and complaints procedures; and
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the School's grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of the profession;
- communicate politely and respectfully with all members of the School's community;
- proactively engage with Parent/Carers about student outcomes;
- work with Parent/Carers to understand the needs of each student and, where necessary, adapt the learning environment accordingly;
- work collaboratively with Parent/Carers 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 Parent/Carers; and
- treat all members of the school community with respect.

As Parents/Carers, we will:

- model positive behaviour to our child/children;
- communicate politely and respectfully with all members of the School's community;
- ensure our child/children attends school on time, every day the School is open for instruction;
- take an interest in our child/children's school and learning;
- work with the School to achieve the best outcomes for our child/children;
- 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 policies and processes for communication with staff and making complaints; and
- treat all school leaders, staff, students and other members of the School's community with respect.

As students, we will:

- model positive behaviour to other students;
- communicate politely and respectfully with all members of the School's community;
- comply with and model the School's values;
- behave in a safe and responsible manner;
- respect ourselves, other members of the School's community and environment;
- actively participate in school; and
- 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's community;
- treat other members of the School's community with respect;
- support school staff to maintain a safe and inclusive learning environment for all students; and
- 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 the School's grounds (for more information, see the School's Visitors Policy).

Unreasonable behaviour that is demonstrated by school staff, Parents/Carers, students or members of our School's 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; and
- 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 the 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; and/or
- legal action.

Inappropriate student behaviour will be managed in according with the School's Student Wellbeing and Engagement Policy and Bullying Prevention Policy.

The School's *Statement of Values and School Philosophy* ensures that everyone in the School community will be treated with fairness and respect. In turn, the School will strive to create an environment that is inclusive and safe, where everyone is empowered to participate and learn.

5. FURTHER INFORMATION AND RESOURCES

- Bullying Prevention Policy
- Visitors Policy
- Student Wellbeing and Engagement Policy
- Student Code of Conduct
- Student Engagement Policy
- Student Code of Conduct Behaviour Policy
- Child Safe Standards Policy

6. REVIEW CYCLE

This policy is based on the DET Statement of Values and Philosophy Policy Template April 2018. It was last approved by School Council on September 14th, 2021 and is scheduled for review in 2024.