



STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

Rationale

The purpose of this policy is to outline the values of our school community and explain the vision, mission and objectives of our school.

Aims

Ceres 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 Ceres 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, objective, values and expectations of our school community. This policy is available on our school website and our staff policy handbook

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

- 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.
- display posters that promote our values
- display our positive behaviour matrix around the school grounds

Implementation

VISION:

Ceres Primary School aims to provide a safe and caring learning environment where all students are respected as individuals and where teachers and families work together to promote a love of learning.

We strive towards the healthy development of every child so that each has the knowledge, skills and resilience to be successful in a rapidly changing world.

VALUES:

The Ceres Primary School community values the extension of each student's individual potential by encouraging, recognising and rewarding effort and achievement.

The provision of a cooperative and friendly environment where students share the responsibility for their own learning behaviour and health.

The cooperative and mutual working partnership with parents in the education of each individual.

The provision of a safe and secure environment which has a community and family atmosphere.

A welcoming and comfortable atmosphere where students are confident in becoming risk takers in their learning and where they develop their learning based on the Super 7 Values of our school.

School Values - The Super 7:

Bucket Filling

- Being kind to others





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- Being a good friend
- Staying positive inside the classroom and out in the yard

Respect & Tolerance

- Being honest
- Using manners when speaking to teachers and peers
- Showing respect to our school grounds and equipment
- Putting your hand up in class
- Respecting our furniture and technology
- Being patient and showing tolerance to others. By doing this we become role models
- No blurting
- Giving 5 in the classroom (legs crossed, eyes on the speaker, listening ears on, hands in laps and no blurting)

Safety

- Playing safely in the playground
- Moving safely in the classroom
- Knowing what to do when we have strangers enter our school grounds
- Safe play when playing with friends
- I can tell an adult if I feel unsafe
- Knowing to stay in my own personal bubble
- Be a proactive bystander

Organisation

- Being organised with our property
- Having our desks ready for work
- Handing in our diaries daily, recording our reading and handing in homework

Best Effort

- Always working towards our personal best
- Always have a go at being challenged and practicing

Resilience (Bounce Back)

- Keep working through hard things even when they are challenging
- When having troubles, begin to manage your emotions

Risk Taking

- Being brave enough to try new things
- Learning from our mistakes
- Thinking harder and for longer
- Stretching our thinking
- Having a go
- Making good choices

Behavioural expectations:

Ceres 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





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- 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.
- follow the expectations on the positive behaviour matrix

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.
- follow the expectations on the positive behaviour matrix

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.
- follow the expectations on the positive behaviour matrix





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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
- follow the expectations on the positive behaviour matrix

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 and Volunteers 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*.

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 policy handbook
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request





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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](#)

School Policies

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

Policy Review and Approval

Policy last reviewed	September 2024
Approved by	School Council
Next scheduled review date	September 2028

