



STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

PURPOSE

The purpose of this policy is to communicate the Broadmeadows Valley Primary School values, philosophy and school objectives. 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.

At BVPS, we deliver a holistic approach to education underpinned by high expectations taking into account the individual, academic, emotional and social needs of our students. We provide our students with the technological, social and academic requirements to become life-long learners and productive adults in the community.

We share a common belief that all children can learn to a high standard and all children want to learn. We support the development, learning and achievement of every student in our school. Together, in collaboration with parents and the community, we undertake the actions necessary to support the development, learning and achievement of every child.

SCOPE

The Broadmeadows Primary School (BVPS) Statement of Values and Philosophy applies to all school community members. The programs and teachings at BVPS support and promote the principles and practices of Australian democracy including the rule of law, equal rights for all before the law, freedom of religion, speech and association.

POLICY

Education is a lifelong process of continually acquiring, applying and refining knowledge, skills and attitudes. At Broadmeadows Valley Primary School we believe that access to quality education is a fundamental right and that all children are capable of learning. Our purpose is to equip students for life and for them to become active and engaged citizens.

Success in an increasingly globalised society demands high performing individuals with sophisticated intercultural, technological, linguistic, metalinguistic and metacognitive skills. As a multicultural society, students will prosper if they are equipped with the foundations to exist in a world ready to navigate the future social, cultural, political and economic challenges with a confidence founded in entrepreneurialship, creativity and innovation.

The BVPS school philosophy will be central to all:

- school initiatives, policies and practices;
- teaching and learning programs;

- internal and external interactions;
- organisational structures and practices; and
- dealings with parents, the School Council and the broader community.

VALUES and PHILOSOPHY

Through our values program, BVPS aims to build a community that is safe, inclusive, collaborative and stimulating. We support and challenge our students to be the best they can be. Our aim is to develop learners who value the principles of active local and global citizenship. They are critical, creative thinkers who question and challenge the norms for the benefit of their own and others' learning. We support their intellectual risk-taking and empower them to face challenges with empathy and integrity.

BVPS embraces latest research to provide a holistic approach to learning where student achievement continually improves with a focus on social, emotional and mental wellbeing. By embracing this holistic approach, we aim to instil a love of learning in all students and equip them with the skills and knowledge that will enable them to flourish as healthy and engaged members of society. The following table illustrates the Broadmeadows Valley Primary School's values.

Model for Broadmeadows Valley Primary School Whole School Values

Responsibility	Making good decisions	Responsibility means: <ul style="list-style-type: none"> • Being punctual and organized at school, following instructions and directions • Accepting consequences, decisions and actions
Respect	An attitude of admiration or esteem	Respect means: <ul style="list-style-type: none"> • Being valued as an individual • Being a proactive listener, being considerate, preserving dignity
Cooperation	Working with others as part of a team	Cooperation means: <ul style="list-style-type: none"> • Sharing endeavours and working together to achieve great things • Encouraging others, negotiating and compromising as part of a team
Caring	Looking after yourself and showing consideration to others	Caring means: <ul style="list-style-type: none"> • Supporting and helping others, showing appreciation

		<ul style="list-style-type: none"> • Considering other people’s feelings and safety
Honesty	Being truthful	<p>Honesty means:</p> <ul style="list-style-type: none"> • Telling the truth, owning up to decisions, behaviours, actions and mistakes • Sharing thoughts and feelings with trusted people

The staff and students at BVPS have developed a common language to discuss how we might demonstrate our school values in our Learning Neighbourhoods, classrooms and in the playground. This chart illustrates how our values “come to life” in our everyday life at school.

Model for Broadmeadows Valley Primary School Learning Values

GUS & GIRT “Team and Work”	Collaborative Learning	<ul style="list-style-type: none"> • Gus and Girt know that the best ways to get things done is to work together. • They share ideas and listen well • They are excellent problem solvers and love offering their expertise to others
RAFID “For the Greater Good”	Community Learning	<ul style="list-style-type: none"> • Rafid loves to involve others in activities and discussions. • He has found the best use for his many hands is to reach out to others, bringing them together and helping them find their place.
PABLO “Glow with Imagination”	Creative Learning	<ul style="list-style-type: none"> • Pablo was born with a paintbrush in his tail and a twinkle in his eye. • He has a wild imagination and isn’t afraid to use it. • He naturally thinks outside of the triangle and is eager to try new things.
MATILDA “Guidance”	Leadership Learning	<ul style="list-style-type: none"> • Matilda is strong and kind. • She leads others through love and grace. • She is a natural leader who always steps up as a role model when the going gets tough.
NATIA “Hidden Treasure”		<ul style="list-style-type: none"> • Natia loves to express her own style and to encourage others to do the same.

	Student Centred Learning	<ul style="list-style-type: none"> • She knows she is one of a kind and oozes self-confidence. • She hopes to be an inspiration to others trying to find their own path.
DJINDA “Bright Star”	Achievement Learning	<ul style="list-style-type: none"> • Djinda is bright and bubbly and is always looking for the next challenge • She enjoys setting lofty goals and working hard to achieve them. • She is unstoppable.
AVA “Loud and Proud”	Active Voice and Agency	<ul style="list-style-type: none"> • Ava is a voice we can hear and take notice of, she is confident. • Ava recognises she has the capacity to take responsibility for her own learning. She contributes her ideas without fear. • Ava encourages others to embrace their confidence and participate as she does. Ava is an inspiration for all students. She represents the power to create, change and lead her own learning. You too can be AVA!

Broadmeadows Valley Primary School Values, Philosophy and Vision

At Broadmeadows Valley Primary School, we hold high expectations for our students. Each student is encouraged and expected to achieve their personal best in a caring and secure learning environment. The school’s values: **responsibility, respect, cooperation, caring, and honesty** form the guiding principles to:

- Prepare students for their future
- Ensure that all students achieve success in their learning and achieve their personal best
- Encourage students to become independent learners, learn how to think and how to learn and to use information and learning technology as a tool to enhance learning
- Students achieving high academic standards and taking pride in their achievements
- Provide a learning environment that is safe, inclusive, supportive and friendly
- Encourage an awareness of individual rights including the rights of others
- Encourage recognition and respect for individual and cultural differences
- Encourage and provide open communication channels within the school and the wider community
- Work cooperatively and collaboratively as a staff to share ideas and resources as well as providing mutual support for each other
- Encourage a vibrant culture of continuous development and growth

The school offers a seven-year developmental program based on a framework comprising the following interrelated components: -

- Core knowledge, ideas and skills drawn from broad disciplines-such as language, mathematics, science, and the arts
- Other essential skills that apply across the curriculum-such as communication and critical thinking skills
- Personal and social skills- such as values education, organisational and citizenship skills and physical development

The school philosophy centres on the social, emotional and physical wellbeing of students. We believe that these factors have a direct, positive impact on student learning outcomes, and will provide safety and support to students through a proactive and preventative approach.

The school vision aims for its students to develop as responsible, resilient and caring citizens. It pursues these objectives through presenting carefully planned and targeted programs that are designed to meet the needs of all students. We provide social skills programs such as Rock and Water, Resilience Rights and Responsibilities and Mindfulness/Meditation. BVPS values positive citizenship through industry and holds positive behavioural expectations of all community members.

BVPS 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. To ensure consistency the BVPS behavioural expectations apply to all members of the school community. The following statements outline our behavioural objectives as they apply to different community members.

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
- work relentlessly 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 and modify the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for all students and provide supplementary, targeted support 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
- 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.

Broadmeadows Valley Primary School Neighbourhood Management Plan

The primary focus of this management plan is to create a positive learning environment. Staff use consistent approaches based on “whole neighbourhood”, well researched preventative behaviour management approaches. The student wellbeing leader provides support to students and staff. In the event of serious student misbehaviour breaches the wellbeing leader will activate and monitor individual behaviour management plans.

The Neighbourhood Management Plan Relies on the Following Implementation Strategies and Guidelines:

➤ In a Positive Learning Environment

The teacher demonstrates genuine caring and respect for students by:

- Listening and talking to them
- Being sensitive and responsive to their needs and recognising any clues of distress
- Investigating and following up any situations or concerns
- Seeking assistance as needed to remedy problems

The teacher establishes positive relationships with students by:

- Expending every effort to make lessons interesting, activities enjoyable and students engaged
- Using humour and anecdotes to develop a rapport
- Enabling students to feel their opinions are respected
- Giving personal attention to all students both inside and outside the neighbourhood
- Make purposeful efforts to observe and give recognition to students acting competently

The teacher creates a warm and nurturing environment by:

- Making students feel welcome and at home
- Creating open lines of communication
- Creating an exciting and stimulating physical setting
- Making learning attractive and fun

➤ Use of Preventative Behaviour Management strategies

The teacher must be willing to invest the energy required to earn a student's trust by: "Maintaining a pile of goodwill"

Direct quote from The Developmental Approach to Classroom Behaviour, Ramon Lewis P.37-40. To build up a pile of goodwill on which to draw you need to spend positive time with students. This time is spent teaching them, listening to them and encouraging them. It also means recognising their strengths, helping them, accepting their help and putting yourself out for them.

Teaching and teaching support staff use the following questions as a guide to making positive connections with students:

- When was the last time I did something nice for or to that child?
- When was the last time I spoke to the child in a friendly supportive manner?
- How often have that student and I spent time together talking about something that is important to him or her?
- What is that student's favourite film, music, school activity, football team, sport etc?
- Who are the student's best friends, worst enemies or casual acquaintances?
- What does the student think about his or her schoolwork and other teachers?
- What does the student feel he or she is really good at?
- What is the student really interested in?
- Does the student know I am aware of his or her competencies?
- How often have I had the student help me in a meaningful way?

The teacher positively assesses, clarifies and communicates neighbourhood needs and expectations by:

- Establishing a shared plan of neighbourhood rights and responsibilities with the students
- Using clear and consistent language to regularly articulate these rights and responsibilities to the students
- Prominently displaying rights and responsibilities for all to see
- Constantly evaluating and reviewing the neighbourhood rights and responsibilities
- Being consistent in implementing all behaviour management strategies

Staff at BVPS have participated in extensive professional learning and development in the area of engaging students and ensuring a consistent approach to behaviour management and prevention strategies are implemented. The philosophy and values underpinning these strategies are based on the "Ramon Lewis" approach.

Ramon Lewis' strategies for preventing student misbehaviour include the following:

Recognise the responsible behaviour of individual students and the group as a whole.

- Very specific verbal praise -
"I appreciated the way you shared your pencils today."
- Non-verbal praise such as a smile, wink or nod.
- Communication to others such as good notes and stickers.
- The provision of special privileges, like free time, access to the computer or being a monitor. (Personal or Communal)
- Remember that it is the effort required to act responsibly that is rewarded not the behaviour. All students have an obligation to behave responsibly to protect the rights of others.
"We appreciate the effort you've made. I know it's not always easy to do the right thing."

Consistently ignore low level, negative, attention seeking behaviour.

- Any acknowledgement even body language is giving the student attention.
- Treat the student initially as if he/she is not there

Look for any attempt to work within the neighbourhood rules.

- Acknowledge –
"I can see you're working on this now – well done."
"How are you going with that problem now?"
"That's it; you did that part well..."
- Reward positive behaviour with praise, ticks and privileges.

Use inclusive diversionary strategies.

- Strategies which make a student feel a member of the group
- Strategies which may distract a student from misbehaving. For example: allowing a student to give out books, get equipment, and assist in routines.

Hinting – Non-verbal communication *Extremely Important Strategy*

- It is important that the teacher is aware enough to be able to anticipate or recognise when misbehaviour may occur and to use non-verbal messages to prevent escalation
- Body language, facial expressions, gestures and eye contact can be effective in promoting self-control
- Strategies also include pausing, moving closer to the student and checking their work

Hinting – Verbal communication

- Before teachers give verbal hints, it is assumed that they would have used non-verbal hinting strategies as they are less disruptive to the group
- Can be directed at Personal or Communal responsibility
- General hint - describes the situation in a general way
"Some students are acting very responsibly."
- Specific hint – addresses specific behaviour but is still descriptive and doesn't present any demand

"It looks like most students have opened their books."

Hinting – Restatement of expectations

- Re-emphasising the understanding shared between the class about what behaviour is responsible

"We said students should talk positively to each other didn't we".

It is possible that a verbal reminder of classroom responsibilities and consequences will be all that is necessary to stop student misbehaviour.

I-messages

- Indicate the nature of the problem
- Indicate the behaviour that's causing the problem
- Indicate how the teacher is feeling about it

"I'm pleased to see that some students are waiting quietly to begin."

Direct Statement

- Any attention seeking behaviour that markedly infringes on the rights of others can be addressed by a direct statement
- Use firm eye contact
- Speak briefly (don't labour the point) without sarcasm
- Remain calm

"David, put those scissors down now."

Rule Restatement

If the previous two steps (direct statement or questioning) do not work:

- Clearly restate the rule and the consequence
- **Assume co-operation** and give your attention to the class as soon as possible
- Immediately the student has been directed back to the task, move on. Do not labour the point or engage in discussion.

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 BVPS *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 BVPS. 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 and/or implementing legal action

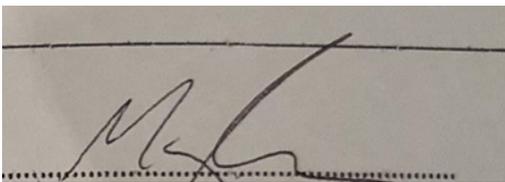
FURTHER INFORMATION AND RESOURCES

Victorian Registration and Qualifications Authority
 Guidelines to the Minimum Standards and Other Requirements for Registration of Schools 2017
<http://www.vrqa.vic.gov.au/registration/Pages/schminsdards.aspx>

BVPS Student Engagement, Visitors, Child Safe Standards, Neighbourhood Learning Policies

EVALUATION AND RATIFICATION

The BVPS Statement of Values and School Philosophy will be reviewed as part of the school's three-year review cycle or before in line with DET requirements or mandates. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

Policy	Statement of Values and School Philosophy
BVPS Council President	 Signed:
BVPS Principal	Signed: <i>C. Fianco</i>
Reviewed	August 2021
Ratified	16 / 11 /2021

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