

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

Riverbend 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 Riverbend 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, our staff induction handbook, staff google drive and enrolment/transition packs.

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

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

To celebrate and embed our school's inclusive culture, we will

- acknowledge that every student can and has the right to learn
- focus on collaboration amongst staff, with support services and families
- focus on professional growth and risk-taking to help staff build skills in inclusive practice
- expect that inclusion is everybody's business
- acknowledge the individual needs of all students
- celebrate the strengths of every student



- identify and eliminate barriers to exclusion
- foster a culture where students with and without disability learn and grow side-by-side

Riverbend Primary School is a mainstream school with a physical design and an integrated specialist provision that provides additional support to a higher proportion of students with disabilities (up to 10%). Students with disabilities are provided enhanced support to receive high quality, evidence-based educational provision alongside mainstream students to the greatest extent possible in a safe, accessible and supportive environment.

The overarching objective of Riverbend Primary School is to operate as an exemplar mainstream school that practices quality inclusive education practices, including the provision of assessment, curriculum and pedagogy that is rigorous and accessible for all students, free of discrimination. This includes the careful consideration and selection of the following features:

- the design and physical structures
- the teaching methods selected and implemented
- the curriculum framework
- the culture
- policies and practices.

The ethos of Riverbend Primary School is genuine academic and social participation of students with disabilities alongside their peers without disabilities.

In order to achieve this, Riverbend Primary School are resourced to recruit, and build the capability of, specially qualified staff who are adept at identifying students' achievement in relation to the Victorian curriculum. Teachers require the skills to cater for all learners and the multiple entry points and pathways for individuals and groups of students, including adjusting for students with disabilities and additional learning needs.

VISION

Riverbend Primary School's vision is to ensure that our students are at the centre of everything that we do. We will create a learning community that values diversity, inclusion and high expectations for all students.

MISSION

Riverbend Primary School's mission is to provide all students with high quality learning experiences that results in excellence for everyone.

OBJECTIVE

Riverbend Primary School's objective is to ensure that our students leave our school as well-rounded, critical and creative thinkers who value lifelong learning and who are resilient, respectful and kind citizens.

VALUES

Riverbend Primary School's values are Positivity, Excellence, Resilience, Respect and Inclusion (PERRI)

We demonstrate positivity by having a growth mindset with our learning, which in turn, helps us to achieve excellence.

We value excellence for everyone and encourage others to do their personal best.

We show resilience by being able to bounce back and embrace challenges.

We respect ourselves, our school and each other.

We value inclusion by actively engaging, including and challenging all students and always being kind.

BEHAVIOURAL EXPECTATIONS

Riverbend 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.

At Riverbend Primary School, we follow and promote the School Wide Positive Behaviour Support program.

As principals and school leaders, we will:

- model positive behaviour and respectful and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful, safe and inclusive behaviour is expected and acknowledged
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- maintain confidentiality at all times

- plan, implement and review our work to ensure the care, safety, security and wellbeing of all students at our school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal best
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe, respectful and inclusive behaviour is not demonstrated and implement appropriate interventions when required
- inform parents of the school's communication and complaints procedures
- follow up issues or concerns in a timely manner.

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

- model positive behaviour to students consistent with the standards of our profession and our

school wide positive behaviour support program

- communicate politely and respectfully with all members of the school community
- proactively engage with parents and carers about student outcomes
- work with parents and carers to understand the individual needs of each student and 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/children
- communicate politely and respectfully with all members of the school community
- ensure our child/children 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/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 processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.
- respect and value diversity and inclusion.

As students, we will:

- follow the school wide positive behaviour support program and model positive behaviours to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model our school values
- behave in a safe and responsible manner at all times
- respect ourselves, other members of the school community and the school environment.
- actively participate in school events
- not disrupt the learning of others and make the most of our educational opportunities.
- do our best and set high expectations for ourselves in order to achieve our personal best.

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:

- 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 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.

EMBEDDING OUR STATEMENT OF VALUES AND PHILOSOPHY

The point of difference for Riverbend Primary School (as an SIS school) from other Victorian government schools is their unique objective to support a higher number of students with disabilities.

Supported Inclusion Schools offer extra emphasis on services and features that support the student's journey from enrolment; for the duration of enrolment; and finally, as students transition to new learning settings. The enablers that make this happen include a focus on:

- resources, equipment and technology
- physical environment
- curriculum and pedagogy.

The overarching objective of Riverbend Primary School is to provide assessment, curriculum and pedagogy that is rigorous and accessible for all students. The four main areas of focus for Supported Inclusion Schools include:

- relationship building
- strengths-based practice
- differentiation
- a developmental approach to assessment.

Four guiding principles support the objectives of Supported Inclusion Schools:

1. Focus on inclusive practice at whole-of-school and in-class level
2. Value specialist expertise
3. Set a strong inclusive school culture through strong leadership
4. Collaborate and engage parents, families and the community.

School-wide systems and structures for identifying students in need, and selecting interventions matched to need, may look different from other schools. Riverbend Primary School will adopt the Multi-Tiered System of Supports (MTSS) framework to deliver a range of evidence-based teaching practices. Instruction will be evidence-based, decisions will be data-informed and school-wide systems will support the day-to-day operation of teaching students and ensuring their ongoing needs are met.

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
- Made available in hard copy from school office upon request.

FURTHER INFORMATION AND RESOURCES

Related school policies are:

- Inclusion and Diversity
- Duty of Care
- Student Wellbeing and Engagement Policy
- Communication with School Staff
- Bullying Prevention Policy
- Visitors Policy
- School Wide Positive Behaviour Support (SWPBS) Behaviour Matrix



RIVERBEND
Primary School
WYNDHAM VALE

REVIEW CYCLE

Policy last reviewed	January 2021
Approved by	Principal
Ratified by school council	May 2021
Next scheduled review date	Before June 2023