



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

Abbotsford 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 Abbotsford 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. Relevant sections are quoted in our staff induction handbook, enrolment pack, and parent handbook.

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

- display posters and banners that promote our 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.

This policy 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 community.

VISION

All students of Abbotsford Primary School will be kind local citizens and caring global thinkers.

MISSION

Abbotsford Primary School's mission is to offer a world-class, holistic, Chinese/English bilingual education that is informed by global best practice and tailor-made for Abbotsford's local context.

OBJECTIVES

As a bilingual school with a multicultural makeup, Abbotsford Primary School endeavours to:

- Equip students with the capabilities to navigate seamlessly across linguistic and socio-cultural borders ("Learning about diversity")
- Empower students to be leaders of their own learning ("Diversity in learning")
- Inspire students to build and maintain global connections ("Globally informed")
- Instil a culture of empathy and mutual respect for all students to embrace their unique identity ("Locally rooted")

These objectives together form the two mottos that underpin the work we do:

- "Diversity in learning; Learning about diversity" “多元学习·学习多元”
- "Globally informed; locally rooted" “世界接轨·在地深根”

VALUES

Abbotsford Primary School's values are:

	"Learning about diversity" 学习多元	"Diversity in learning" 多元学习
"Globally informed" 世界接轨	Curiosity 好奇	Challenge 挑战
"Locally rooted" 在地深根	Connectedness 连结	Care 关怀

Why are these values important for achieving our vision and mission?

- **Curiosity** is the key driver of global citizenship, as it opens our mind and heart to the endless possibilities of this world.
- Seeing learning as an enjoyable **challenge** motivates us to step out of our own comfort zone and tackle difficult skills (like Chinese!)
- A strong sense of **connectedness** helps us to feel we belong and that we are all responsible for our school community.
- **Caring** for all members of the school community ensures that Abbotsford Primary School remains a vibrant, safe and inclusive environment for learning.

CORE EXPECTATIONS

Curiosity means:

- Regarding differences as opportunities to understand new perspectives
- Being open-minded and not making assumptions about how the world 'should' work

Challenge means:

- Embracing every opportunity to grow, even when it seems difficult
- Comparing yourself to who you were yesterday, not to who someone else is today

Connectedness means:

- Being inclusive of others in the school community, valuing each other's backgrounds, perspectives and experiences
- Showing responsibility for the school community and contributing in your own way

Care means:

- Treating others the way you want to be treated
- Going the extra mile to provide equitable access and giving a helping hand to those in need

BEHAVIOURAL EXPECTATIONS

Abbotsford 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 principal 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 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
- 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:

- 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* 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.

REVIEW PERIOD

This policy was last updated in April 2021 and is scheduled for review in April 2025.