

HELP FOR NON-ENGLISH SPEAKERS



If you need help to understand the information in this policy please contact the General Office on 5447 7722.

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

Crusoe College 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 Crusoe College 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, student diary 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 your 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.

VISION

Crusoe College's vision is for all students to develop the capacity to identify and select from multiple pathways for their preferred future.

MISSION

Crusoe College's mission is to support students to develop skills and knowledge to enable their successful transition to education, the workforce and active citizenship.

VALUES

Crusoe College's values are:

RESPECT: For self, others and our environment

Respect is the foundation of all communities. All members of the community must have a positive regard for themselves, other members and the contributions to be made. We need a commitment to behave with honesty and show empathy in the development of relationships based on fairness and care for each other and our resources. Respect as a foundational value is common to other communities and societies in which students will become members and is demonstrated in all interactions and within the school curriculum through programs in intercultural, ethical and personal/social capability.

ENDEAVOUR: Persistence, resilience, hope, work ethic

Our ability to see positive outcomes in all situations and our willingness to persist in using and developing our own abilities and skills over a sustained period gives us the resilience we need to be successful learners and ultimately members of society. Our work ethic is based on an optimistic and hopeful view of the challenges we face which is vital to setting goals that move us toward our desired future. There is recognition that all people have different capacities but that everyone is capable of progression and development by receiving support and maintaining their effort over time.

ASPIRATION: High expectations, personal excellence, contributions

Achievement happens when community members set high standards and aspire to new and challenging roles and pathways. Our willingness to set and pursue challenging goals is fundamental to individual and collective improvement. A community with high expectations of its members supports them to achieve excellence in their roles, ultimately improving the capacity of everyone to make positive contributions to the achievement of their own and others' goals.

LEARNING: Continuous, deep and applied knowledge, passions

Learning is the core business of the College community. All members have the responsibility to learn and continually build their capacities. Learning through the curriculum cycle of the College is broad and then becomes more specialised as students' skills develop and their passions are revealed. It is incumbent on all members of the community to participate in opportunities to develop deep understandings of real world contexts and apply their skills and knowledge to enhance themselves and other members of the community.

BEHAVIOURAL EXPECTATIONS

Crusoe College 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.

Staff have a range of expectations around behaviour and must follow our school and Department policies and the Victorian Public Service Code of Conduct and Values. Teaching staff also adhere to the [Victorian Teaching Profession Code of Conduct](#).

Students are supported by school staff to meet expected standards of behaviour as outlined in our Student Wellbeing and Engagement Policy, Inclusion and Diversity Policy, Bullying Prevention Policy.

Information about the expectations on parents and carers to ensure schools remain respectful and inclusive places is outlined in the Department's [Respectful Behaviours within the School Community Policy](#) and our Respect for School Staff Policy.

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 to understand their child's needs and, where necessary, make reasonable adjustments to the learning environment
- 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
- comply with and model school values
- 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, make reasonable adjustments to the learning environment
- 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.
- Refer to VIT or AITSL documentation

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
- comply with and model school values
- 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
- comply with school values
- 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
- the use of tobacco, alcohol, drugs or illicit substances while engaged in any school related activity
- refusing to follow reasonable, clearly communication, time bound instructions
- 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.

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 handbook/manual
- Included in transition and enrolment packs
- Made available in hard copy from school administration upon request

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](#)

Crusoe College policies:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	21 st February, 2022
Approved by	School Council
Next scheduled review date	February 2025