



STATEMENT OF VALUES AND BELIEFS

If you need help to understand the information in this policy, please contact the school on 9547 1224



PURPOSE

The purpose of this Statement of Values and Beliefs is to outline the values and beliefs relevant to our school community and explain the vision, mission and objectives of our school.

GUIDELINES

Athol Road 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 Athol Road 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, values and expectations of our school community. This policy is available on our school website, our staff induction handbook and enrolment/transition packs.

To celebrate and embed our Statement of Values and Beliefs 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 learning spaces, meetings and assemblies

VISION

Athol Road Primary School's vision is to 'create a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible'.

MISSION

Athol Road Primary School: A Vibrant Learning Community Setting High Expectations for All

VALUES

Athol Road Primary School is a unique, diverse community of learners whose focus on building **Respect**, encouraging **Innovation**, valuing **Community**, setting **High Expectations** fosters a **RICH** learning environment in which each individual is challenged to grow emotionally, intellectually and socially to achieve their personal best. The belief that every child can learn is inherent in every decision the school makes.

The building of supportive, caring relationships is the school's priority and central to every aspect of school life. Every person involved in the school has a responsibility to understand the specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of every decision made with particular attention paid to the cultural safety of Aboriginal children, children from culturally and linguistically diverse backgrounds and children with a disability. The school has zero tolerance for child abuse and is committed to providing a child safe environment where children and young people feel safe and their voices are heard about decisions that affect their lives. This commitment applies across all school environments (eg. camps, online) and Outside School Hours Care.

Students are taught to work cooperatively with others, think laterally, make their own decisions and be responsible for their own learning and behaviour.

The school's richly diverse multicultural community works together to create a well-resourced, orderly learning environment which caters for the needs of each individual and acknowledges and celebrates achievements. Cultural diversity flavours all school programs and provides a background for teaching tolerance and respect.

Multi-skilled teachers, supported by strong leadership and a dedicated team of non-teaching staff, are committed to implementing a forward thinking, student focused curriculum which is engaging, challenging and sustainable in order to equip students for the demands and opportunities of a changing society.

What teachers think, what teachers do and what teachers are, at the learning space level, drives the school focus for continuous improvement. The school operates a model of sharing that builds capacity, within levels and across the school, to improve teacher knowledge, understandings, skills and practices to transform teaching through:

- collecting relevant data to explicitly drive teaching and personalise learning
- building teacher professional learning on an individual and whole school level
- implementing a curriculum that is integrated and scaffolded to support student learning with a particular focus on oral language development to build strong literacy and numeracy skills
- sharing and transferring knowledge and good practice

The school strives to foster the potential of our students by enriching their bodies, minds and creativity through a diverse range of extension experiences that enhance the formal curriculum and challenge students to achieve excellence in a wide range of cultural and sporting activities.

The school recognises the importance of the home/school relationship and encourages parent participation. In cooperation with parents and the community, staff members establish high expectations for all students as the standard and provide a safe, supportive environment where students have the opportunity to become productive, knowledgeable and responsible citizens. Multicultural aides and interpreters are used extensively to maximise participation.

An enthusiastic School Council and wider parent network are encouraged to participate in the decision-making process and facilitate effective communication throughout the community.

BEHAVIOURAL EXPECTATIONS

Athol Road 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 students 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
- 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 in line with the Department's [Respectful Behaviours within the School Community Policy](#).
- 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:

- being violent or threatening violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory 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 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:

- School website
- Induction processes
- Staff handbook/manual
- Staff briefings/meetings as required
- Parent Information sessions
- Newsletters

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2025
----------------------	--------------

Approved by	School Council
Next scheduled review date	October 2028