STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

Help for non-English speakers

If you need help to understand the information in this policy please contact [insert school contact details].

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

Balwyn High 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 Balwyn High 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 and values, mission, and expectations of our school community. This policy is available on our school website, in our staff induction handbook, in the student planner and included in all 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 Pillars of Learning and Shared Learning Norms and in our school and on our website
- celebrate our values in our fortnightly editions of our school newsletter
- present on the Pillars at our General Assemblies each term with Principal, student leaders and guest speaker reflections
- provide awards and recognition for students who actively demonstrate the values throughout the year and as Buchanan Awards at our annual Presentation Nights
- discuss our values with students in the classroom, meetings and assemblies

MISSION

Balwyn High School strives to stay at the forefront of education and to be the benchmark for educational excellence. Our objectives are considered as part of the Four Yearly Strategic Planning

Process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in the School Strategic Plan.

The focus of these improvement strategies is to transform learning and raise achievement levels for all students across all learning and wellbeing domains.

The learning community of Balwyn High School is committed to assisting young people to develop the skills, attributes, knowledge and personal qualities that they require to act as resilient, independent, lifelong learners. The skills, attributes, knowledge and personal qualities we nurture are encapsulated in our four Pillars of Learning, Learner Profile and Graduate Profile.

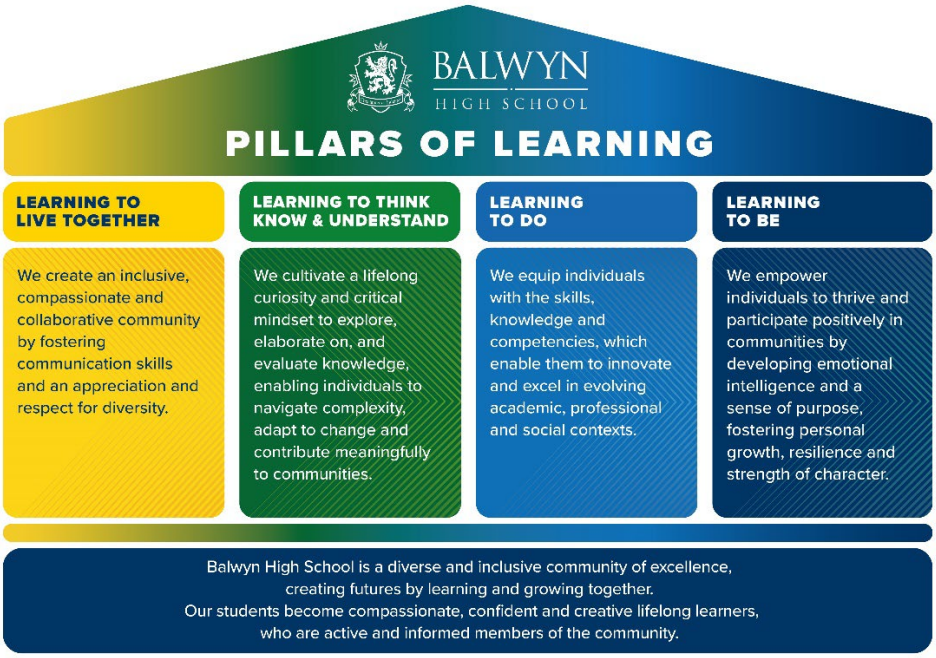
- The capacity to solve problems, to think creatively and to think critically
- A capacity to be flexible and adapt to change, derived from knowing how to learn
- A belief in lifelong learning and the capacity for learning to learn
- High self-esteem, optimism and a commitment to excellence
- An international perspective characterised by compassion and tolerance
- The capacity to work effectively as a member of a team and to demonstrate initiative

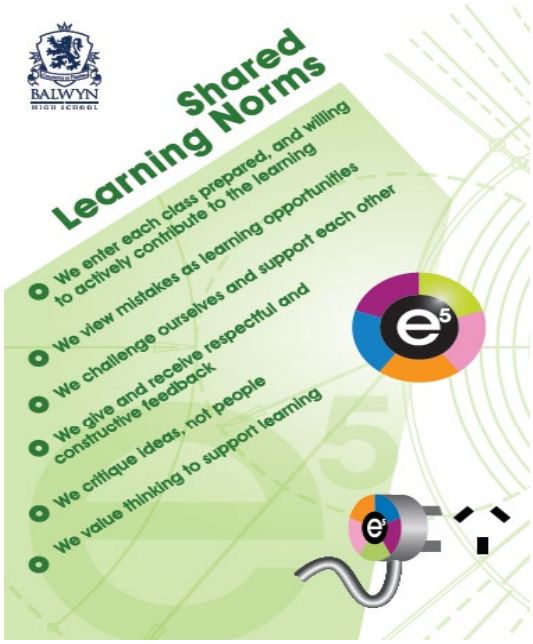
OBJECTIVE

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

VISION AND VALUES

Balwyn High School's values are enshrined in our four Pillars of Learning, Graduate Profile and our Shared Learning Norms and are based on respect, inclusion, kindness, compassion, curiousity and a commitment to excellence:





Students are given the opportunity to develop their capabilities and behaviours which are reflected in both the Learner and Graduate Profiles which are regularly reported to them and their families to monitor progress. Our Shared Learning Norms also form the protocols for all staff team collaborations.

BEHAVIOURAL EXPECTATIONS

Balwyn High School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture.

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's 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 and 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
- ensure all parents/carers are aware of the expectations outlined in the Department's Respectful Behaviours within the School Community Policy
- 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 young person achieves their personal and learning potential
- work with parents to understand their young person'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 young people
- 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 young people attend school on time, every day the school is open for instruction
- take an interest in our young people's school and learning
- work with the school to achieve the best outcomes for our young people
- 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, Bullying Prevention Policy and Inclusion and Diversity 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 the Balwyn High School website
- Included in staff induction processes
- Included in the BHS Staff Handbook
- Included in all enrolment and transition packs

- Included in the BHS Student Planner which is easily accessible to community members
- Included as an annual reference in the Lion newsletter
- Made available in hard copy from our 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

Balwyn High School polices:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2025
Consultation	Consultation School Council: February 2025 The Lion Newsletter: February 2025 Discussions in parent groups 'coffee and chat' - ongoing Reviewed and referred to in Parent Information Events and Student Forums
Approved by	School Council, February 2025
Next scheduled review date	February 2029