



“We flourish as engaged bilingual global citizens who can face challenges as critical, creative thinkers. Our exemplary holistic education promotes a lifelong love of learning.”

## 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

Education is a lifelong process of continually acquiring, applying and refining knowledge, skills and attitudes. At Camberwell Primary School we believe that access to quality education is a fundamental right and that all children are capable of learning. Our purpose is to equip students for life and for them to become active and engaged citizens.

Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

### *Bilingual philosophy:*

Success in an increasingly globalised society demands high performing individuals with sophisticated inter-cultural, technological, linguistic, metalinguistic and metacognitive skills. Inter-culturally proficient global citizens who, as polyglots, are required to navigate the future social, political and economic challenges with a confidence founded in entrepreneurial-ship, creativity and innovation.

The programs and teaching at Camberwell 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 school philosophy 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

Our learning community is safe, inclusive, collaborative and stimulating. We support and challenge our students to be the best they can be. Our students are excited, engaged learners who value the principles of active local and global citizenship. They are critical, creative thinkers who question and challenge the norms for the benefit of their own and others' learning. We support their intellectual risk-taking and empower them to face challenges with empathy and integrity.

We embrace the latest research to provide a holistic approach to learning where student achievement continually improves with a focus on social, emotional and mental wellbeing.

We provide an innovative, bilingual education which is internationally recognised as a model of language learning excellence.



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## MISSION

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## OBJECTIVE

To provide each child with a love of learning and equip them with the skills and knowledge to enable them to flourish as healthy and engaged members of society.

## VALUES

Camberwell Primary School's values are:

Respect: we consider the needs, feelings, wishes, and rights of others and the environment

Kindness: we are kind and generous to each other

Collaboration: we work together using our individual strengths

Perseverance: we do our best and keep trying even when things are challenging.

## BEHAVIOURAL EXPECTATIONS

Camberwell 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. To ensure a consistent approach, CPS uses a Positive Behaviour matrix and a Behaviour Management Flow Chart with our community.

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



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- 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



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- 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 accordance with the *CPS Behaviour Matrix, the CPS Behaviour Flow Chart, the Student Engagement and Inclusion Policy, the Bullying and Harassment Policy and Procedure, a Reporting and Acting Upon Bullying Incidents Procedure*.

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.

#### FURTHER INFORMATION AND RESOURCES

[Insert links to related policies i.e. *Student Wellbeing and Engagement, Communication with School Staff, Respect for School Staff*].

#### REVIEW CYCLE

This policy will be reviewed annually.

This policy will be published on the CPS website, newsletter, handbook, strategic plan

#### REFERENCES

Victorian Registration and Qualifications Authority  
Guidelines to the Minimum Standards and Other Requirements for Registration of Schools 2017  
<http://www.vrqa.vic.gov.au/registration/Pages/schminsdards.aspx>