



CRANBOURNE WEST
SECONDARY COLLEGE

POLICY

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

Cranbourne West Secondary 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. As a Supported Inclusion School, we share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Cranbourne Secondary College is a mainstream school with a physical design and an integrated specialist provision that provides additional support to a higher proportion of students with disabilities (up to 10%). Students with disabilities are provided enhanced support to receive high quality, evidence-based educational provision alongside mainstream students to the greatest extent possible in a safe, accessible and supportive environment.

The overarching objective of Supported inclusion School' (SIS) is to operate as exemplar mainstream schools that practice quality inclusive education practices, including the provision of assessment, curriculum and pedagogy that is rigorous and accessible for all students, free of discrimination. This includes the careful consideration and selection of the following features:

- the design and physical structures
- the teaching methods selected and implemented
- the curriculum framework
- the culture
- policies and practices.

The ethos of SIS is genuine academic and social participation of students with disabilities alongside their peers without disabilities.

In order to achieve this, SISs are resourced to recruit, and build the capability of, specially qualified staff who are adept at identifying students' achievement in relation to the Victorian curriculum. Teachers require the skills to cater for all learners and the multiple entry points and pathways for individuals and groups of students, including making adjustments for students with disabilities and additional learning needs.

The programs and teaching at Cranbourne West Secondary 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.

To celebrate and embed our school's inclusive culture, we will

- Acknowledge that every student can and has the right to learn
- Focus on collaboration amongst staff, with support services and families
- Focus on professional growth and risk-taking to help staff build skills in inclusive practice
- Expect that inclusion is everybody's business
- Acknowledge the individual needs of all students
- Celebrate the strengths of every student
- Identify and eliminate barriers to exclusion
- Foster a culture where students with and without disability learn and grow side-by-side

VISION

Cranbourne West Secondary College fosters a love of learning. We respect inclusion, diversity and indigenous heritage. We aspire for continuous improvement in all our students as they grow into adulthood. We live by our motto, "strength through diversity", and look forward to our students emerging as resilient, productive and cooperative members of the community.

MISSION

Our mission at Cranbourne West Secondary College is to provide a rich, inclusive and diverse learning experience with strong held school values for all students and for all students to be resilient, confident and respectful global citizens with a desire for learning and tolerance and acceptance towards all members of our community.

OBJECTIVE

Our objective at Cranbourne West Secondary College is for our students and community to 'ASPIRE' to outstanding post school destinations, becoming active participants in a global society with a strong sense of self and of others.

VALUES

Cranbourne West Secondary College's motto is 'Strength through Diversity' (Diversis Viribus); our values are intrinsically linked to this motto as we ASPIRE every day:

- **A**cceptance
- **S**incerity
- **P**erseverance
- **I**nclusion
- **R**espect
- **E**xcellence

Acceptance- to accept someone is to acknowledge them, to recognize how they are different, and to say that it is okay. Acceptance is good!

Sincerity- the quality of being open and truthful

Perseverance- is not giving up. It is persistence and tenacity, the effort required to do something and keep doing it till the end, even if it's hard.

Inclusion- a group that's particularly welcoming to all kinds of people. To include someone is to intentionally pursue ways to make them feel welcomed, heard, and valued.

Respect- respecting myself, others and the school environment.

Excellence- the quality of excelling; possessing good qualities in high degree and continually striving to improve.

BEHAVIOURAL EXPECTATIONS

Cranbourne West Secondary 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.

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 and acknowledged
- 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 and carers 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 and carers 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 accordance 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.

EMBEDDING OUR STATEMENT OF VALUES AND PHILOSOPHY

The point of difference for Supported Inclusion Schools from other Victorian government schools is their unique objective to support a higher number of students with disabilities.

SIS offer extra emphasis on services and features that support the student's journey from enrolment; for the duration of enrolment; and finally, as students transition to new learning settings.

The enablers that make this happen include a focus on:

- resources, equipment and technology
- physical environment

- curriculum and pedagogy.

The overarching objective of SIS is to provide assessment, curriculum and pedagogy that is rigorous and accessible for all students. The four main areas of focus for SIS include:

- relationship building
- strengths-based practice
- differentiation
- a developmental approach to assessment.

Four guiding principles support the objectives of SIS:

1. Focus on inclusive practice at whole-of-school and in-class level
2. Value specialist expertise
3. Set a strong inclusive school culture through strong leadership
4. Collaborate and engage parents, families and the community.

School-wide systems and structures for identifying students in need, and selecting interventions matched to need, may look different from other schools. Cranbourne West Secondary College will adopt the Multi-Tiered System of Supports (MTSS) framework to deliver a range of evidence-based teaching practices.

Instruction will be evidence-based, decisions will be data-informed and school-wide systems will support the day-to-day operation of teaching students and ensuring their ongoing needs are met.

FURTHER INFORMATION AND RESOURCES

Related school policies are:

- Inclusion and Diversity
- Bullying Prevention
- Duty of Care
- Child safety
- Student Wellbeing and Engagement
- Communications Schedule
- Communication with School Staff
- Respect for School Staff

REVIEW CYCLE AND EVALUATION

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