



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

Portland 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. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Portland Secondary College is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Portland Secondary College has zero tolerance for child abuse.

Portland Secondary College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Portland Secondary College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations Portland Secondary College will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers."



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Creating the Opportunities...

The programs and teaching at Portland 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, stickers 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 the classroom, meetings and assemblies
- share our values with the wider school community.

VISION

Portland Secondary College's vision is to develop a student-centred learning community that offers exciting and extensive pathways to facilitate 21st Century learning.

MISSION

Portland Secondary College's Mission Statement is to *Develop creative, articulate, respectful and resourceful young people able to contribute positively to the global community.*

The mission of Portland Secondary College is to excel in the provision of broad, flexible and inclusive educational pathways for our students that highlight our strong sense of community and our continued tradition of excellence. This is achieved through a stimulating, comprehensive and challenging academic focus and is supported by specialist activities in sport, performing arts, debating, public speaking, student leadership, music and the arts. There is an emphasis on developing optimistic, resourceful and resilient global citizens for the future.

OBJECTIVE

Portland Secondary College is committed to a school improvement focus that extends and transforms teaching and learning to promote high levels of academic achievement. Our teachers provide an inclusive and personalised program to meet the diverse range of student learning needs. A differentiating curriculum approach supports students in their learning growth.

We are dedicated to building students' potential for success and wellbeing through strong mentoring partnerships that emphasise all aspects of life that relate to the holistic development of a students' talents, interests and goals. We pride ourselves in providing an environment that is conducive to each child achieving their personalised potential.



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Creating the Opportunities...

Student wellbeing is seen as critical in empowering students with social and emotional competencies to experience success and happiness in their lives. A comprehensive student wellbeing structure is in place throughout the College that focuses on student care. These teams coordinate a series of inclusive programs that build student self-worth, personal identity and relationships of mutual respect. We effectively monitor and compassionately support students at all levels of the College in regard to their individual and collective wellbeing needs.

VALUES

Portland Secondary College's values are Respect, Success, Resilience and Creativity.

We treat ourselves and others with consideration, being courteous at all times and acknowledging diversity and rights of others.

We strive to do our best, being dedicated to learning and reaching our goals.

We take ownership of our behaviour and actions, persistently contributing in a positive way across all parts of the school.

We work together with a focus on positive outcomes, communicating effectively to inspire and support each other.

BEHAVIOURAL EXPECTATIONS

Portland 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 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:

- provide a supportive framework focused on mentoring and the promotion of success
- foster opportunities for student voice and the development of a range of leadership capabilities
- create a belief in the learning capacity of all students
- establish a broad, challenging, dynamic and authentic learning setting
- maintain a safe learning environment based on the College values
- develop an innovative ICT rich learning space, which is supported by research based best teaching practice
- model positive behaviour to students consistent with the standards of our profession



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- 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.
- become innovative, adaptive and resilient learners who are curious about the environment around us
- work collaboratively to solve problems with a positive growth mindset
- become literate, numerate and technologically capable, able to adapt to a rapidly changing world
- 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 and strive to reach our full potential
- 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:



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- 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 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.

RELATED POLICIES AND RESOURCES

Child Safe Policy

Student Engagement and Wellbeing Policy

REVIEW CYCLE

DATE	VERSION	APPROVED BY	NEXT REVIEW
July 2024	3	Portland Secondary College School Council	June 2026