



# STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

DROMANA PRIMARY SCHOOL

## 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

Dromana 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 Dromana 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, objective, 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 Philosophy 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 the classroom, meetings and assemblies.

## VISION

A connected community inspiring individual excellence in every child.

## MISSION

We ignite curiosity in our children, with genuine care and support, to ensure they thrive.

## OBJECTIVE

Dromana Primary School's objective is to challenge students to be self-motivated, life-long learners so that they can attain their fullest potential.

## VALUES

Dromana Primary School's values are Respect, Resilience and Responsibility.

We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.

We are resilient by being brave when faced with challenges.

We are responsible by recognising our actions and can make a positive difference.

## BEHAVIOURAL EXPECTATIONS

Dromana 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.

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
- 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.
- strive to meet the School Wide Expectations under Respect, Resilience and Responsibility (see matrix).

# BEHAVIOUR EXPECTATIONS

## AT DROMANA PRIMARY SCHOOL:



### WE ARE RESPECTFUL

### WE ARE RESILIENT

### WE ARE RESPONSIBLE

ALL SETTINGS	WE ARE RESPECTFUL	WE ARE RESILIENT	WE ARE RESPONSIBLE
	<ul style="list-style-type: none"> <li>• We use please and thank you.</li> <li>• We listen when spoken to.</li> <li>• We answer when asked a question.</li> <li>• We follow instructions.</li> <li>• We use kind words.</li> </ul>	<ul style="list-style-type: none"> <li>• We accept our mistakes.</li> <li>• We accept that accidents happen.</li> <li>• We use self-regulation strategies.</li> <li>• We apologise when mistakes are made.</li> <li>• We accept that people make mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• We use school property as it was intended.</li> <li>• We put equipment away when we finish using it.</li> <li>• We ask for help when we need it.</li> <li>• We walk inside buildings.</li> <li>• We keep our hands and feet to ourselves.</li> <li>• We use a bin for our rubbish.</li> </ul>
LEARNING SPACES	<ul style="list-style-type: none"> <li>• We allow others to learn</li> <li>• We wait our turn to speak</li> <li>• We work quietly</li> <li>• We follow instructions given by teachers and learning assistants</li> </ul>	<ul style="list-style-type: none"> <li>• We make learning a priority.</li> <li>• We attempt challenging tasks and situations</li> </ul>	<ul style="list-style-type: none"> <li>• We make learning a priority.</li> <li>• We put our belongings away.</li> <li>• We wait for our teacher outside of our learning space.</li> <li>• We ask the teacher for permission to leave the learning space.</li> </ul>
MOVING AROUND THE SCHOOL	<ul style="list-style-type: none"> <li>• We walk quietly.</li> <li>• We keep our hands and feet to ourselves.</li> <li>• We walk inside buildings.</li> </ul>	<ul style="list-style-type: none"> <li>• We wait patiently when waiting to walk with our class.</li> </ul>	<ul style="list-style-type: none"> <li>• We walk with our class.</li> <li>• We stay in our line.</li> </ul>
RECESS, LUNCHTIME & OUTDOOR ACTIVITIES	<ul style="list-style-type: none"> <li>• We include others.</li> <li>• We follow the rules of the game.</li> <li>• We use the equipment as it was intended.</li> <li>• We give others their personal space.</li> <li>• We share the play spaces and games areas.</li> <li>• We care for plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>• We accept the rules of the game.</li> <li>• We work together as a team.</li> <li>• We walk away when someone has upset us.</li> <li>• We wait our turn.</li> <li>• We ask for help from a yard duty teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• We leave the sand and tan bark on the ground.</li> <li>• We play non-contact games.</li> <li>• We play on the correct play equipment.</li> <li>• We leave for our learning space when the music goes.</li> <li>• We wear a hat from September to April.</li> <li>• We keep our hands and feet to ourselves.</li> </ul>
TOILETS	<ul style="list-style-type: none"> <li>• We let everyone have their privacy.</li> <li>• We only use the toilet for its correct purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• We use the toilets during break times.</li> </ul>	<ul style="list-style-type: none"> <li>• We only use the soap for washing our hands.</li> <li>• We flush the toilet.</li> <li>• We wash our hands.</li> <li>• We leave when we have finished.</li> </ul>
OFFICE	<ul style="list-style-type: none"> <li>• We use excuse me, please, and thank you.</li> <li>• We wait until the office staff are ready to help us.</li> </ul>	<ul style="list-style-type: none"> <li>• We go back to our teacher if the office staff are busy.</li> <li>• We sit quietly whilst we are waiting.</li> </ul>	<ul style="list-style-type: none"> <li>• We ask a teacher in the yard or classroom before going to the office.</li> <li>• We speak quietly.</li> </ul>
CANTEEN	<ul style="list-style-type: none"> <li>• We go the end of the line and wait our turn.</li> <li>• We use please and thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• We accept that what we want may not be available.</li> </ul>	<ul style="list-style-type: none"> <li>• We eat in the eating area or with a teacher.</li> <li>• We spend our own money.</li> <li>• We use the rubbish bins in the playground.</li> </ul>
CAMPS & EXCURSIONS	<ul style="list-style-type: none"> <li>• We listen to all teachers, parents and activity leaders.</li> <li>• We follow instructions for all teachers and leaders.</li> <li>• We use please and thank you</li> </ul>	<ul style="list-style-type: none"> <li>• We accept the group we are placed in.</li> <li>• We try all activities.</li> </ul>	<ul style="list-style-type: none"> <li>• We follow instructions.</li> <li>• We stay with our group.</li> <li>• We wear our seatbelt on the bus.</li> <li>• We ask our teacher or leader to leave the group.</li> </ul>

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 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:

- Available publicly on our school's website
- Included in staff induction processes
- Included in staff handbook/manual
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

## FURTHER INFORMATION AND RESOURCES

- Student Wellbeing and Engagement

## REVIEW CYCLE

Policy last reviewed	11/09/2025
Approved by	School Council – 11/09/2025
Next scheduled review date	Before September, 2029