



Kiewa Valley Primary School

Statement of Values & School Philosophy



Help for non-English speakers

If you need help to understand the information in this policy please contact the Front Office 0260273275.

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

Kiewa Valley 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 Kiewa Valley 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, purpose, values and expectations of our school community. [This policy is available on our school website, in our staff handbook, enrolment pack and on Compass via parent log in.](#)

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display 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.

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

Our community grows together through kindness as empowered, creative learners who believe we can all make a difference.

VALUES

At KVPS we believe in ‘Being our Best’ through: Kindness, Respect, Integrity & Inclusion.

	Respect	Kindness	Integrity	Inclusion
All Areas	Follow the Golden Rule	Follow the Golden Rule	Follow the Golden Rule	Follow the Golden Rule
	Be an active listener Use preferred names and greet others Use manners Help others in need Compromise to solve problems Work together	Be in control of your emotions and reactions Encourage others Apologize for mistakes Being helpful to others Demonstrate random acts of kindness Smile at each other Checking in with others - Are you ok? Be friendly	Be a team player Pursuing your personal best Treating others fairly Be your best self Be your own boss Act independently - do the right thing even when no one is watching Being honest about your actions	Letting others join in inviting others to take part Accepting people for who they are Make people feel comfortable to be themselves.
Classroom	Allow others the chance to speak Allow others to learn Ask before borrowing and take care when using others things Pick up after yourself	Share equipment and ideas Use kind words and positive language Listening to others Give compliments Celebrate others successes and hard work	Encouraging others Helping other with their learning Allowing everyone the chance to be successful	Invite others to work with you Show people where things are Listen to all ideas Allow others to have what they need to learn and be their best Allow others to be part of the group

Play ground	<p>Speak calmly to others</p> <p>Respect school equipment and return items when borrowed</p> <p>Use equipment for what it is intended for</p> <p>Place rubbish in bins</p>	<p>Play together - invite people to join in</p> <p>Taking turns</p> <p>Playing fairly</p> <p>Shaking hands and giving high fives</p>	<p>Stand up for others even if they are not your friend</p> <p>Follow the rules of the game and accept outcomes</p> <p>Sorting out problems</p> <p>Making safe choices</p> <p>Being brave to speak out when you see others making unsafe choices.</p>	<p>Invite people to play</p> <p>invite others to sit with you</p> <p>Introduce yourself</p> <p>Treat everyone equally</p> <p>Make games fair</p> <p>Listen to everyone's ideas</p>
Whole School Environment/Assemblies	<p>Wait patiently for your turn</p> <p>Respect personal space</p> <p>Care for the school environment around you</p> <p>Work as a team</p>	<p>Cheer each other on</p> <p>Celebrate others achievements</p> <p>Welcoming others</p>	<p>Being trustworthy</p> <p>Making positive/strong choices</p> <p>Give your full attention</p>	<p>Listening and acknowledging the speaker.</p> <p>Sit where there is space</p> <p>Make room for others to sit</p>
Community	<p>Work together</p> <p>Greeting community members and using manners</p> <p>Care for the environment around you</p>	<p>Demonstrate random acts of kindness</p> <p>Using your manners</p> <p>Offering to help</p>	<p>Caring for and contributing to your environment</p> <p>Displaying integrity when wearing school uniform</p>	<p>Acknowledge visitors and welcome them to school</p> <p>Make people feel welcome - smile, say hi, introduce yourself.</p> <p>Accepting people for who they are.</p>

KVPS SCHOOL MOTTO

Believe, Belong, Become, Be Kind

MISSION

The following grid outlines the core beliefs and understandings that the school and school staff will consider when designing and implementing the curriculum for students at Kiewa Valley Primary School. These beliefs directly link with the schools vision and values are guidelines for how we will work in order to provide the highest quality education for all students.

Beliefs and Understandings	Therefore we will:	Therefore we will not:
<p>To create empowered learners student's need to be an active participant in their learning.</p>	<ul style="list-style-type: none"> -Use age appropriate scaffolding and encourage independence -Plan for and provide opportunities for student choice in learning tasks. -Allow for student voice in all aspects of school life e.g. classroom and whole school events/decisions -Encourage self-reflection and peer feedback -Create clear LI & SC that are meaningful -Include students in the deconstruction of LI and co-construction of SC -Use the 5 essential questions to raise student awareness of their learning; What am I learning, Why am I learning it? How am I doing? How do I know? What is my next step? Where do I go for help? -Encourage students to share their thinking and ideas -Seek input from students in areas of interest as well as next steps on learning -Use wall space/displays effectively to support student learning and reflect the 5 questions. -Have students involved in setting goals - Give students a purpose for their learning -Allow for students to provide feedback on the teaching & learning process -Ensure LI & SC have a learning focus rather than a task focus. <p>Be ok with not being in charge all the time and work in partnership with our students to develop the learning together</p>	<ul style="list-style-type: none"> -Control and direct all activities & learning -Be rigid in our teaching practices -Be unprepared and wing it -Assume that students know where to go for help and what they should do in independent time -Be the only voice in the classroom -Rely on worksheets -Pre determine and control all LI & SC -Use only teacher feedback -Give 'busy' work Teach before we know what they know (assessment) not what we believe they know. Take the no 1 role in the classroom all the time.
<p>Students need a supportive environment which develops the individual.</p>	<ul style="list-style-type: none"> -Use praise linked to specific achievements e.g. You have worked hard to record all the sounds in that word. That's an effective spelling strategy you used. -Provide differentiated learning tasks -Give feedback at student's point of need. -Believe every child can learn given the right support -Use data and student assessment to effectively inform teaching -Give timely feedback to students on their learning -Use peer and self-reflective feedback -Co-author anchor charts and create learning walls/ displays to support student learning e.g bump it up walls, worked examples, and annotated work samples. -Encourage and show different approaches to learning -Use open ended learning tasks -Use a range of different teaching approaches to cater for different learning styles -Use the workshop model approach and the gradual release model to support student learning -Provide rigorous learning opportunities -Acknowledge the efforts of all students 	<ul style="list-style-type: none"> -Give general praise e.g. well done, you are fantastic -Give only numeric feedback e.g. you got 75/100 -Teach to the middle - Keep progression secret -Pigeon hole kids and have a limited view of their abilities -Mark work and hand it back without the student -Be too prescriptive -Assess for the sake of assessment

	-Consider programs like 'social enterprise' or 'Citizen science' as a way of engaging learners	
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Student's need opportunities to develop creative thinking in order to become creative learners.	<ul style="list-style-type: none"> -Allow space for free play and choice in learning -Vary tasks and expectations of output/products from students -Respect children's difference and teach them to do the same -Give ample opportunities for creative arts and creative thinking in the learning program -Praise and encourage critical thinking -Regularly plan for open ended tasks that require problem solving and creative thinking -Communicate the importance of creative thinking with students and parents of the school. -Be open to different ideas -Provide opportunity for deeper thinking & metacognition -Provide rigorous learning opportunities Provide opportunities for students to make choices -Draw on new research to inform our teaching whilst working in a PLC process 	<ul style="list-style-type: none"> -Shame and insult students -Expect the same form everyone -See only in black and white with regard to student learning -Focus on the end product alone -Avoid technology -Squash creativity -Assess for the sake of assessment
Emotional intelligence is important for building positive social connections	<ul style="list-style-type: none"> -Be knowledgeable about our own and others wellbeing/emotional intelligence -Offer whole school life raft sessions for EQ development -Explicitly plan for the teaching of EQ Link the issues to the school values. 	<ul style="list-style-type: none"> -Forget EQ & SEL (Planning of and implementation) -Focus purely on curriculum when social issues can make a difference and take priority
Students need strategies that support them to show integrity and be inclusive of others.	<ul style="list-style-type: none"> -Use restorative practices for conflict resolutions -Use circle time practiced to discuss issues and concerns and promote inclusion of all - Explicitly teach from the respectful relationships curriculum -Lead discussions and create charts with students to reflect the school values. -Model the language/understanding of our values -Live the values as staff -Acknowledge students demonstrating our school values -Use drama and other creative arts to support the learning of others. Access external/internal school supports to ensure the happiness of the students e.g KESSO & TA as appropriate -Teach students to be 'positive & Powerful bystanders' -Utilise a wide variety of text/resources to promote an understanding of difference e.g. multicultural readers and stories. 	<ul style="list-style-type: none"> -Show bias toward particular students, genders, cultural groups in the classroom, materials and in the school. -Ignore students and not giving the enough time
Students need to feel a sense of belonging to our community.	<ul style="list-style-type: none"> -Participate in wider community events e.g. senior citizens lunch, lions club speeches, local radio station programs, choir performances at community events etc. -Plan for cross age events to promote the school community between classes. 	<ul style="list-style-type: none"> -Limit learning to the classroom -Shut down or dismiss student ideas.

	<ul style="list-style-type: none"> -Create/ take up suitable opportunities for students to connect to the world around them -Listen and act on student ideas for how they want to make a difference. -Seek out organisations that support students to help engage in the wider community and assist in a range of ways e.g. meals on wheels, care van etc - allow students to plan, lead and organise community and whole school events e.g. assembly & special days 	
Everyone should show kindness and respect to others	<ul style="list-style-type: none"> -Use social and emotional programs e.g. EQ to teach the values of kindness, respect -Recognise and acknowledge students showing the school values regularly -Unpack and teach the school values to all students each year -Refer to the values/positive behaviour matrix in both lessons and the yard - display visuals in all classrooms - Explicitly teach from the respectful relationships curriculum -Explicitly teach 'Fair' v's 'Equal' to both students and families. 	<ul style="list-style-type: none"> -Follow up on non-desired student behaviours -Expect values to be learn by students through osmosis -
Learners should believe they can make a difference for themselves, others, their community and the world.	<ul style="list-style-type: none"> -Encourage empathy and kindness -Provide inspirational examples role models to students -Be respectful of students opinions -Create ways for students to share their voice e.g. circle time, SCR, Junior SRC, Class meetings -Provide opportunities to allow students to show they can make a difference at a school, local, global level -Model life and school values -Show enthusiasm and passion -Explain "I'm doing this to help..." -Explore wider global issues -Promote the idea with students that having voice means of making a different for not only myself, but others as well. -Build a belief that 'we can do that' -Support students to act on their ideas. 	<ul style="list-style-type: none"> -Disregard student ideas and voice.

BEHAVIOURAL EXPECTATIONS

Kiewa Valley Primary 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 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](#).

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 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, in line with the Department's [Respectful Behaviours within the School Community Policy](#).
- 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:

- 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 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.

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 in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from 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](#)

Kiewa Valley Primary School policies:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2022
Approved by	School Council
Next scheduled review date	July 2025