

**Help for non-English speakers**

If you need help to understand the information in this policy please contact the school office by phoning 03 9786 5197 or emailing Seaford.park.ps@education.vic.gov.au.

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

Seaford Park 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 teaching approaches at Seaford Park 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 in hard copy at the school office (on request), in our staff handbook and on our school website.

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

- display posters and banners that promote the 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

Our vision for contemporary learning at Seaford Park Primary School involves all members of the school community collaborating and learning together to achieve quality-learning outcomes for all students within a culture of high expectations.

Our students are articulate, independent, confident, and motivated learners who co-construct learning experiences with their teachers. They demonstrate curiosity and work actively to achieve personal goals. All student and teacher resources are respected, shared, and regularly updated to meet current and future learning requirements. Our students embrace change and the opportunities that it brings and use technology wisely to enrich and express their learning. They have multiple opportunities to be heard as active contributors and global citizens.

Teachers model and develop students' critical, creative, and higher order thinking skills. We encourage our students to explore and contribute their creative skills in a variety of co-curricular activities.

Every team member is clear about their role, has a deep understanding of their students, is committed to professional learning and values feedback and peer coaching. Student teachers are welcomed into our learning spaces and are encouraged to learn with us and share new insights into educational practice.

Teachers reflect on their teaching practices and use a variety of data to understand and plan for continuous improvement of learning outcomes for all students.

We maintain a strong learning focus through shared learning intentions and success criteria and our students learn how to monitor their learning journey, know the next learning steps required and celebrate their achievements.

Seaford Park students experience personalised, differentiated learning, and understand the interconnection of concepts, which are linked to their prior knowledge and life experiences. Through Inquiry based learning, students develop their understanding of the world through investigation and authentic action.

In our rich learning spaces, every teacher shares responsibility for our students and works with support staff who are part of our inclusive teams. The wellbeing of our children is nurtured through our use of evidence-based, supportive and collaborative practices that enable our children to be resilient learners in a digital age.

MISSION

Our mission at Seaford Park Primary School is to engage all of the stakeholders in the process to maximise the opportunities for our learners. This involves students, staff, parents and the wider community.

Students:

- Students are provided with autonomy for their learning through master classes and other targeted learning opportunities. Learning Intentions and Success Criteria are constructed by the teacher, or co-constructed between the teacher and the students, and reviewed at the end of the lesson.
- All students provide feedback to their teachers at least twice per year using the PIVOT survey. This feedback is unpacked in grades and goals are set to improve the experiences for the students.
- The students in Years 4-6 provide feedback on the school through the Student Attitudes to School Survey, which is conducted in Term 2 each year and helps to inform our work. Student voice is included in our Annual Implementation Plan.
- Students in Years 5 and 6 are invited to apply for a leadership position. The student leaders meet with the principal weekly to discuss their roles, upcoming events and how we can improve the school and the educational experience. Student Leaders attend our School Council meetings on rotation, providing updates to the councillors on the work that we are doing.

- Students attend fortnightly assemblies, the focus of which is on celebrating the successes through the presentation of a class item and awards for a range of activities and behaviours:
 - o Our values awards are presented by the staff to students who have demonstrated one of our values (Learner at the centre, Diversity, Social nature of learning) in the previous fortnight.
 - o Parker the Panda is presented to the grade who collected the highest number of tokens in the previous fortnight and House Points are announced in line with the Fascination Friday Rotations (see below).
 - o Attendance awards are presented to students who have achieved at least 95% attendance in the previous fortnight. We also present a termly award for at least 90% attendance in the previous term.
 - o Student Leaders present specific awards throughout the year.
- Opportunities for students to find their special interest or talent are built into the school week:
 - o Lunchtime clubs are held daily and include a wide range of activities including, Art & Crafts, Sport, Choir, Band, Dance, Mindfulness, Collaborative Construction, Gardening and Auslan.
 - o Breakfast Club is open to all students from 8:30am every Tuesday morning and provides the students with an opportunity to interact with the other students in the school and enjoy a tasty and nutritious breakfast.
 - o Shake and Wake is held between 8:45 and 8:55am every Wednesday morning and is designed to provide repetitive dances for students to help them settle into their day with predictable, rhythmic movements.
 - o Fascination Friday Rotations are held every second Friday and provide students with opportunities to work in vertical House groups, attending activities that they may not otherwise be exposed to. Activities are based on the needs and wishes of the students at the time but may include Gardening, Play is the Way®, Sport, Collaborative Construction and/or Mindfulness. Students select the activity they return to on the last session of every term, and the popularity of activities is monitored to ensure each student is provided with an opportunity to explore their 'fascination'.

- Our specialist program includes 100 minutes of Physical Education per week for every student and 50 minutes of Visual Arts, Performing Arts and Auslan. The program overview for each area is provided in our Curriculum Framework.
- Shake and Wake is held every Wednesday morning and involves the school community meeting on the yard to dance before school. All students are invited to join.
- Students frequently make requests to establish lunchtime clubs and resources are provided to support each request, where possible.
- The Wellbeing and Engagement Priority Team meet at least twice per term to ensure that every student is provided with the necessary supports to maximise their engagement at school.
- The school follows the Response to Intervention (RTI) model in all areas of the school:
 - Tier 1 involves school wide, consistent approaches that are evidence based and research driven. These include Multisensory Structured Language, Seven Steps to Writing Success, Big Ideas in Number, Respectful Relationships, High Impact Teaching Strategies, etc.
 - Tier 2 interventions are provided to students who need short-term support to address specific learning, social or emotional challenges. We run two Enhancement sessions per day (English and Maths). Each session is designed to target the teaching and skill development to the needs of the students and involves every teacher and integration aide in the school, including the principal, assistant principal, specialist teachers and intervention teachers. The Wellbeing and Engagement Priority Team provide short term support for students who require social and/or emotional support.
 - Tier 3 interventions are provided to students who require an additional level of support outside of what is possible within a small group or classroom environment. This involves the principal, assistant principal and learning specialists within the school, as well as the Student Supports Services, Assessments Australia, external allied health professionals and a mental health professional who visits the school fortnightly to work individually with students.
- Story Dogs® visit the school once per week to read with some of our students in the middle years who are beginning to grasp the concepts involved in becoming fluent readers.

Staff:

- All staff elect at least one Priority Team to join each year. The teams include the Consultative Committee as well as School Council subcommittees (Curriculum: English and Maths and Wellbeing). Priority Teams meet at least twice per term to discuss their focus and plan of action.
- Staff are invited to nominate for the Consultative Committee and School Council annually.
- Teachers work in Professional Learning Communities (PLCs) and meet regularly (weekly for generalist classroom teachers and fortnightly for specialists). The Principal attends all PLC meetings, the focus of which is on targeting our teaching to the needs of the students in the classrooms.
- Teachers attend weekly professional learning sessions. Some of these sessions are designed to increase the capacity of everyone in order to build competence and confidence in the team. Others are focused on meeting the compliance expectations of the school (OH&S inspections, assessment and reporting, etc.). Involvement in these activities provides ownership for our school and builds pride.
- Every teacher is believed to be a teacher of literacy and numeracy, regardless of their specific role in the school. Weekly planning sessions are held to ensure that our teaching is targeted to the needs of the students during our daily English and Maths Enhancement sessions.
- Education Support Personnel meet with the Principal in teams every week to discuss important matters impacting on their roles and to improve the processes across the school.
- All staff provide feedback on the school through the School Staff Survey, which is conducted in Term 3 every year. The feedback from staff is used to inform our work and is included in our Annual Implementation Plan.
- All staff meet with the Principal at least once per semester to provide open and honest feedback on their experiences and to set individual goals for their professional learning. Our annual Statements of Expectations are discussed as well as school wide and individual expectations and responsibilities.
- The meeting schedule includes opportunities for staff to celebrate their impact and the individual successes.
- Our school wide documentation is reviewed by the teaching staff at the end of each term to ensure efficiency and consistency across the school.
- As well as regular local professional learning, staff at Seaford Park Primary School are encouraged to engage in high quality external professional learning, in line with our School

Strategic Plan and Annual Implementation Plan. As well as professional learning run by the Department of Education and/or the Victorian Academy of Teaching and Leadership, some of the supported approaches are

- Multisensory Structured Language
- Orton-Gillingham
- Probe
- Big Ideas in Number
- Play is the Way

Parents/Carers:

- Parents and Carers are invited to provide feedback regularly through snapshot surveys and the annual Parent/Guardian/Caregiver Opinion Survey, which is conducted in Term 3 every year.
- Parents and Carers are invited to volunteer at the school to support the wide range of activities that we run (fruit cutting, event organisation, hot food days, etc.). Opportunities to attend excursions, incursions and camps are offered, when possible.
- We have an active School Council and elections are held in Term 1 every year and parents are invited to nominate.
- Our Communication Report and Strategy outlines how teachers communicate with the parents on a regular basis to ensure they are fully informed of their child's progress.
- Whole school communication involves regular Compass and Facebook posts (including video messages), fortnightly assemblies and monthly newsletters. Our digital sign at the front of the school is used to communicate current events.
- Parents and Carers contribute generously to our fundraising efforts and are informed of our targets and progress through our monthly newsletter. The focus of our fundraising efforts is on improving the experience of the students through the provision of resources, equipment and an environment that is welcoming and conducive to their learning and development.

Wider Community:

- The wider community is engaged at our school through accessibility to information via our school website and our Facebook Page.
- We organise at least one community event per year, to which the wider community is invited and welcomed.

- Partnerships and links have been developed with a range of community organisations including RSL, Ardoch, local kindergartens and the other schools in the area.
- Many of our students are supported by external Allied Health Professionals who visit the school and provide reports, updates and recommendations to school staff to ensure the consistency and focus on relevant skills for the students.
- Staff are often involved in professional networks including the Principals' Network, Graduates' Network and Learning Specialists' Network.
- Seaford Park is proud to welcome external visitors to our school on a regular basis. We regularly receive requests from schools and Department of Education staff to observe our Enhancement sessions and hear about our PLC structure.
- Members of staff have been invited to address professional networks at network and area level. The focus of the work has been on the improvement processes in place.

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.

VALUES

Our learners are at the centre of our actions, decisions and interactions at Seaford Park Primary School. We celebrate diversity and embrace the social nature of learning within a culture of high expectations.

1. Learner at the Centre
2. Diversity
3. Social Nature of Learning



BEHAVIOURAL EXPECTATIONS

Seaford Park 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](#), [Bullying Prevention Policy](#) and [Digital Learning Policy](#). Behaviour Expectation Matrices are developed to address specific behaviours as necessary and are presented to the students as lessons in how students at Seaford Park Primary School are expected to behave, in line with [Schoolwide Positive Behaviour Support Framework](#).
- 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](#).

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
- 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](#)

Seaford Park 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	Term 3, 2023
Consultation	Junior School Council Parent Community School Improvement Team School Council
Approved by	School Council
Next scheduled review date	Term 1, 2027