



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

Maffra 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/ 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 Maffra 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, 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.

VISION

Maffra Secondary College's vision is to create a community of life-long learners that are curious, empowered and engaged.

MISSION

Maffra Secondary College's mission is to improve the learning and achievement of every student every day by providing learning and leadership opportunities for all students both within the school and the wider community.

OBJECTIVE

Maffra Secondary College's objective is to provide learning environments that engage, instill knowledge, skills, attitudes and values, empowering our school community to strive to be life-long learners. Our students are encouraged to be actively involved in their learning and through student voice and agency, contribute to not only the development of the curriculum but also to improving the school environment and working with neighbouring cluster schools and the local community.

VALUES

Maffra Secondary College's values are **Learning, Community, Resilience, Respect.**

At Maffra Secondary College everything we do encompasses our values.

Learning is our key driver, and we strongly believe learning extends well beyond the four walls of a classroom. We strive to develop students who know how to learn, and are equipped with the skills to take on a lifetime of opportunities and challenges.

We instil a strong sense of community and compassion in our students, by means of connecting with our local primary schools, hospital and aged care facilities, our local business and our local community groups.

We work closely with our students to build resilience. This is done by explicitly teaching how to give, receive and use high quality written and verbal feedback. When feedback is received, students are encouraged to value their mistakes and learn from them.

Respect defines our relationships within the school, which is fundamental to everything we do. We believe this needs to be mutual between staff and students, and we pride ourselves on the positive and supportive culture we're able to create with each and every cohort of students.

BEHAVIOURAL EXPECTATIONS

Maffra 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:

- use respectful language, volume and tone
- support and encourage others
- be kind, thoughtful and inclusive of everyone
- give, receive and use feedback
- value mistakes by learning from them
- contribute to our inclusive and respectful environment
- take responsibility for our learning and actions
- listen actively to others
- challenge ourselves when completing tasks and setting goals
- support school staff to maintain a safe and inclusive learning environment for all students

- 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:

- use respectful language, volume and tone
- support and encourage others
- be kind, thoughtful and inclusive of everyone
- give, receive and use feedback
- value mistakes by learning from them
- contribute to our inclusive and respectful environment
- take responsibility for our learning and actions
- listen actively to others
- challenge ourselves when completing tasks and setting goals
- communicate 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

As parents and carers, we will:

- use respectful language, volume and tone
- support and encourage others
- be kind, thoughtful and inclusive of everyone
- give, receive and use feedback
- value mistakes by learning from them
- contribute to our inclusive and respectful environment
- take responsibility for our actions
- listen actively to others
- challenge ourselves when completing tasks and setting goals
- 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

As students, we will:

- use respectful language, volume and tone
- support and encourage others
- be kind, thoughtful and inclusive of everyone
- give, receive and use feedback
- value mistakes by learning from them
- wear the correct uniform
- contribute to our inclusive and respectful environment
- take responsibility for our learning and actions
- listen actively to others
- challenge ourselves when completing tasks and setting goals

As community members, we will:

- use respectful language, volume and tone
- support and encourage others
- be kind, thoughtful and inclusive of everyone
- give, receive and use feedback
- value mistakes by learning from them
- contribute to our inclusive and respectful environment
- take responsibility for our actions
- listen actively to others
- challenge ourselves when completing tasks and setting goals
- 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 transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

FURTHER INFORMATION AND RESOURCES

- [MSC Student Engagement and Wellbeing Policy](#)
- [MSC Bullying Prevention Policy](#)
- [MSC Visitors Policy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2021
Consultation	School council Sub-Committee
Approved by	School Council
Next scheduled review date	September 2025