



INCLUSIVE
INNOVATIVE
INSPIRED

Statement of Values and School Philosophy Policy

Purpose

The purpose of this policy is to outline the values of our school community and explain the vision, mission and philosophy of our school.

Scope

Text here

Policy

Spensley Street 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 school staff 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.

This policy outlines our school's vision, mission, philosophy, environment, pedagogical approach and expectations of our school community. This policy is available on our school website, our staff handbook and our 'New Families' enrolment/transition handbooks.

Vision

Spensley Street Primary School's vision is to develop highly-skilled, knowledgeable and caring young people. We want our students to be inclusive, innovative & inspired lifelong learners, who will become active, engaged and thoughtful citizens.

Mission

Spensley Street Primary School's mission is to provide students with the best possible educational, social and emotional foundations that empower and support them to be successful learners.

Philosophy

At Spensley Street Primary School we promote and sustain an inclusive, inspirational and robust community of students, staff, parents and carers. We take a whole-school approach to ensuring the wellbeing of our community.

We provide diverse, challenging and child-centred learning programs to develop successful, lifelong learners.

The educational, social, emotional and physical needs of the whole child are of primary importance and we are committed to an assessment program that values progress and achievement in all these areas.

Our vision of a successful learner is one who is:

- An open-minded and creative thinker
- A resilient and reflective self-manager
- An empathetic and reliable collaborator
- A responsive and respectful communicator
- A curious and persistent researcher
- A courageous and responsible contributor

We value and promote student voice and agency to provide students with authentic experiences of self-advocacy and leadership. We want our students to develop a strong sense of social justice, and to acquire the knowledge, skills and confidence to think critically about their world.

Environment

Our multi-aged environment groups students of different ages together for learning, giving them opportunities to experience a range of social and working relationships. Multi-ageing provides a flexible learning environment that is responsive to the students' skills, abilities, stages of development, interests and personalities - not just their age.

We provide our students with stimulating, targeted and challenging learning opportunities to ensure they become successful, confident learners with a strong sense of self.

We foster a strong, supportive community for our families. We value our staff and recognise their importance, in partnership with families, in supporting students to fully realise their learning potential.

We are committed to open, democratic governance that recognises the rights of everyone in our community to participate in decision-making at Spensley Street.

Pedagogical Approach

Spensley Street Primary School's pedagogical approach follows the principles of a child-centred, developmentally appropriate and inquiry based approach. Teaching and learning at Spensley Street is based on a philosophy that values a multi-aged learning environment.

Spensley Street recognises that the first learning in a child's life takes place within the family and understands that successful learning is a shared responsibility that requires active participation and commitment. This understanding underpins the organisation and operation of the school - the way we learn and the way we interact.

Multi-age Education

Multi-age education is the intentional placing of students of a range of ages and abilities in the same learning space. To enhance continuity of learning and the development of relationships, where possible, students spend more than one year with the same teacher/s.

Child-Centred Learning

Child-centred learning takes account of students' needs and interests, and acknowledges student voice in the learning experience. Child-centred learning gives students opportunities to be active, responsible participants in their own learning.

Developmentally Appropriate Curriculum

A developmentally appropriate curriculum views the child as a whole and takes account of each student's personality, social, emotional, cognitive and physical development, their learning preferences, interests, gender identity, family, ethnicity and culture.

Inquiry Learning

Inquiry learning is a student centred, active learning approach that takes as its starting point the natural process of inquiry, building on this to develop information processing and problem-solving skills. Students are actively involved in the construction of their knowledge.

Behavioural Expectations

Spensley Street 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/carers 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/carers 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. Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

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/carers about student outcomes
- 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/carers to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents/carers 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/carers
- 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
- follow 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.

The learning and teaching at Spensley Street 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 and the values of openness and tolerance.

Policy Renew and Approval

<i>Policy last reviewed</i>	<i>July 2021</i>
<i>Approved by</i>	<i>Principal, School Council</i>
<i>Next scheduled review date</i>	<i>July 2025</i>