



# Craigieburn Secondary College

RESPECT BELONGING GROWTH and UNDERSTANDING

## Statement of Values and School Philosophy



### Help for non-English speakers

If you need help to understand the information in this policy, please contact the College on 9308 1144.

### 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

Craigieburn 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 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 Craigieburn 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, and 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
- explicitly refer to our values in our conversations with students, staff and parents
- provide opportunities for our students to reflect on each of the values regularly through specialised lessons
- discuss our values with students in the classroom, meetings and assemblies.



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### Vision

Craigieburn Secondary College's vision is to an environment where every student achieves their highest potential.

### Mission

We are a community where there are high expectations of students, teachers and parents and there are structures and processes that work purposefully to engage students in learning.

- Build a culture of inclusivity
- Build a culture of high expectations for learning and interactions across the College
- Build student agency in learning and develop students as partners in school improvement
- Deliver a seamless and aligned learning program that meets the needs and aspirations of students and their families
- Develop capacity for distributed instructional leadership to enhance teacher practice
- Ensure rigorous, consistent and differentiated teaching and learning practices occur so that we can plan for, monitor and evaluate student learning and teacher impact

### 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.

Craigieburn Secondary College's objective is centred around the instructional core with a foundation of high expectations, orderly environment and strong leadership. We are committed to the development of:

- Students who are self-managed learners, who actively and effectively contribute to their communities as individuals at the local and global level
- Professionals who employ best practice teaching strategies within a culture of continuous improvement, and who are responsive to the changing educational needs of wider society, the local community and their students
- A broad based curriculum that suits the specific needs of students and develops them as thinkers, problem solvers and creators

### Values

Craigieburn Secondary College's values are Belonging, Understanding, Respect and Growth



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*Belonging: We foster genuine connections and celebrate individuality, ensuring every member of our diverse community feels embraced, accepted, and cherished.*

*Understanding: We create opportunities for our students to grasp concepts and ideas and empower them to apply these in real life situations.*

*Respect is the foundation of our community, fostering an inclusive and supportive environment where every individual is celebrated, heard, and valued.*

*Growth: We inspire and support our students to reach their full potential and constantly evolve as lifelong learners.*

### Behavioural expectations

Craigieburn 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.

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](#).

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



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- 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 of Belonging, Understanding, Respect and Growth
- 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



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- 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 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.



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### 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 in student diaries so that it is easily accessible to parents, carers and students
- Included in annual reference in school newsletter
- Made available in hard copy from school administration upon request

### FURTHER INFORMATION and resources

This policy should be read in conjunction with the following policies on the Department’s Policy and Advisory Library (PAL):

- [Respectful Behaviours within the School Community](#)
- [Respectful Workplaces](#)
- [Parent Complaints](#)
- [Work-Related Violence in Schools](#)

### Policy REVIEW and Approval

Policy last reviewed	February 2025
Approved by	School Council – [February 2025]
Next scheduled review date	Before February 2029



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