



# 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

Lynbrook 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 Lynbrook 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 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 our values
- 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

Lynbrook Primary School's vision is to ensure every child experiences success every day and develops core values to assist them on their learning journey.

## MISSION

At Lynbrook Primary School there is an expectation that the students, staff and community nurture a positive, supportive and respectful environment that values diversity and the adherence to the values below. Our school underpins this philosophy and the programs and strategies put in place.

## VALUES

Lynbrook Primary School has developed a set of values that underpin school life and reflect the curriculum capabilities that encourage effective learning:

- |                  |                       |                      |                  |
|------------------|-----------------------|----------------------|------------------|
| ● Growth Mindset | Think Positive        | Think about Thinking |                  |
| ● Respect        | Celebrate kindness    | Celebrate diversity  |                  |
| ● Empathy        | Connect with yourself | Connect with others  |                  |
| ● Attitude       | Be open to challenges | Be resilient         |                  |
| ● Teamwork       | Let's collaborate     | Let's communicate    | Let's compromise |

## BEHAVIOURAL EXPECTATIONS

Lynbrook Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

### Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Lynbrook Primary School use a framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Lynbrook Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's vision and values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings and class meetings. Students are also encouraged to speak with their teachers, Year Level Team Manager, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through buddy programs, athletics and cross country days, music programs and peer support programs-lunchtime clubs.

- all students are welcome to self-refer to the Student Wellbeing Coordinator, School First Aid Officer, Year Team Managers, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Breaking the Silence in Schools program- White Ribbon
  - Friendship Finders
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs). Eg. Brainstorm Productions and ThinkUKnow
- opportunities for student inclusion (i.e. sports teams, clubs and lunchtime clubs)
- buddy programs, peers support programs- Friendship Finders, Breakfast Club program

### Targeted

- each year group has a Learning Specialist and Team Manager, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support. They, in turn, notify the Welfare Co-ordinator of any issues.
- all students in Out of Home Care will have a Welfare support person, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

### Individual

Lynbrook Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or Child First

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing

- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

## 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 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.

## **FURTHER INFORMATION AND RESOURCES**

This statement and all related policies can be viewed on the school website.  
[www.lynbroomps.vic.edu.au](http://www.lynbroomps.vic.edu.au).

## **REVIEW CYCLE**

- This policy was last updated on 24 February 2021 and is scheduled for review in February 2024.