

STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

August 2030



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office.

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

Mirniyan 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 Mirniyan 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, our staff induction handbook, parent information booklet, enrolment pack and available as a hard copy from the school office.

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
- invite the award winners to a morning tea with the Principal
- discuss our values with students in the classroom, meetings and assemblies.

VISION

Mirniyan Primary School vision is to develop confident and curious learners who respect and care for themselves, others and our environment and always strive for growth.

MISSION

Mirniyan Primary School mission is to develop the skills, attitudes, abilities, and dispositions of students to achieve their full academic, creative and emotional and social potential to enable them to be confident and responsible global citizens who can make positive lifelong contributions to society and the world.

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

Mirniyan Primary School values are respect, care, and growth.

*We **respect** ourselves, others and our environment and understand that our attitudes and behaviours have an impact on us, the people and world around us. We embrace and celebrate differences and diversity and are inclusive of all people.*

*We **care** for ourselves, others and our environment by modelling and demonstrating kindness and thinking about the intention and impact of our behaviours and actions.*

*We strive for **growth**, by working hard, having self- determination and perseverance when we are challenged, and we welcome mistakes as valuable learning.*

BEHAVIOURAL EXPECTATIONS

Mirniyan 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.

Shared expectations of staff, parents, carers and students to support positive student behaviour are set out in the [Respectful, safe, engaged: shared expectations to support student behaviour statement](#).

Students are also supported by school staff to meet expected standards of behaviour as outlined in our Student Wellbeing and Engagement Policy, Inclusion and Diversity Policy, and Bullying Prevention Policy

As students, we will:

- Commit to developing positive beliefs about ourselves as learners:

Beliefs as a learner: What is a learner? Growth mindset and self-control expectations, mistakes and failures are valuable in learning as feedback thrives on errors. Self-determination is an asset.

Belief in coping skills: Successfully managing frustration, anxiety and stress in learning to be able to stretch when learning. Productive struggle is where growth and development thrive.

Belief as a team player in learning: Skills to contribute to others, confidence to participate in the group. Learning is social in nature.

Belief in the teacher: The teacher is seen as a partner in their learning who guides and assists the achievement of learning goals.

- Commit to developing positive beliefs about learning:

Gaining Information: Learning is absorbing facts and information and applying learning to current knowledge and real-life situations.

Continuous: I am sure I will keep on learning.

Learning as a personal and social development: Learning makes me more independent and self-confident.

Duty to get qualifications- I learn so I can get qualifications I need for my future.

Duty to learn for others: I learn to reach my full potential and to be a confident and responsible citizen who contributes for the betterment of all.

Duty to work hard: When I am learning, I feel I have a duty to work hard

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- comply 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.

Staff 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's Code of Conduct](#).

As teachers and non-teaching school staff, we will:

- provide a safe, inclusive and challenging learning environment.
- develop our students as holistic learners who will contribute positively to our society as they grow and develop.
- continue to develop our 'learner agency' as a continuous process and commit to the pursuit of continuous improvement as inherent within our learning environment.
- hold a strong belief that all students can achieve success in learning and academic results, given adequate time and support.
- hold high expectations and standards for staff, student and parents' interactions and behaviour.
- 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.
- model and create a child safe culture

As Principals and school leaders, we will:

- provide a safe, inclusive and challenging learning environment.
- develop our students as holistic learners who will contribute positively to our society as they grow and develop.
- continue to develop our 'learner agency' as a continuous process and commit to the pursuit of continuous improvement as inherent within our learning environment.
- hold a strong belief that all students can achieve success in learning and academic results, given adequate time and support.
- hold high expectations and standards for staff, student and parents' interactions and behaviour.
- 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
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.
- nurture a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- model and create a child safe culture

Parents and carers play a vital role in helping their child understand and meet shared behaviour expectations. Additionally, information about the expectations of parents and carers to ensure schools

remain respectful and inclusive places is outlined in the department's [Respectful Behaviours within the School Community Policy](#), and our Respect for School Staff Policy.

As parents and carers, we will:

- have high aspirations for our children and in partnership with the school develop a language of learning.
- support the school in providing a safe, inclusive and challenging learning environment.
- support the school in developing our children as holistic learners who will contribute positively to our society as they grow and develop.
- support the school in developing our children's 'learner agency' as a continuous process and support the pursuit of continuous improvement as inherent within our learning environment.
- believe that our children can achieve success in learning and academic results, given adequate time and support.
- hold high expectations for interactions and behaviours of all school community members
- 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.

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

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.

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
- included in enrolment packs
- included as annual reference in school newsletter
- made available in hard copy from school administration upon request.

RELATED POLICIES AND RESOURCES

- The Department's Policy and Advisory Library (PAL) and resources:
 - [Work-Related Violence in Schools Policy](#)
 - [Respectful Behaviours within the School Community Policy](#)
 - [Respectful, safe, engaged: shared expectations to support student behaviour](#)
- Related Policies:
 - Student Wellbeing and Engagement Policy

- Inclusion and Diversity Policy
- Bullying Prevention Policy
- Parent Complaints Policy
- Child Safety and Wellbeing Policy
- Complaints Policy
- Duty of Care Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2026
Approved by	Principal
Next scheduled review date	August 2030The recommended minimum review cycle for this policy is 3 to 4 years