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

Victorian College for the Deaf 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 Victorian College for the Deaf 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

- provide awards and recognition for students who actively demonstrate the values
- display posters that promote the values in our school
- celebrate our values in our school newsletter
- discuss our values with students in the classroom, meetings and assemblies.

VISION

Victorian College for the Deaf graduates will have the choice to go where there is no path and leave their trail.

MISSION

Our mission is to provide deaf students with an education that empowers them with choices in life. We believe that effective communication, celebration of success and rigorous, quality teaching with high expectations for every child will enable our students to reach their full potential. We acknowledge we cannot do it alone. It is only in rich partnership with families and the wider community that our students will be supported socially, emotionally and academically.

OBJECTIVE

Victorian College for the Deaf's objective is to ensure students graduate from VCD literate, critical thinkers with choices for purposeful pathways.

VALUES

Victorian College for the Deaf's values are:

LEARNING | RESILIENCE | RESPECT | RESPONSIBILITY | PRIDE

To learn more about how we implement our school values, see the Student SWPB Behaviours Matrix and VCD Staff Matrix on page 5 and 6.

BEHAVIOURAL EXPECTATIONS

Victorian College for the Deaf 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 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:

- 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
- 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
- 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.

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.

FURTHER INFORMATION AND RESOURCES

- Student Wellbeing and Engagement Policy
- Bullying Prevention Policy
- Communication with School Staff Policy
- SWPB Booklet

COMMUNICATION

This policy will be communicated to the school community via:
- School website
- Staff induction and handbook

REVIEW CYCLE

This policy was last updated on 8th June 2021 and is scheduled for review in **June 2025.**

It was approved by School Council on: 10th August 2021

LEARNING | RESILIENCE | RESPECT | RESPONSIBILITY | PRIDE

VCD SWPB Behaviour Expectations Matrix; *displayed throughout the school*

	Learning *Classrooms, Library* *Computer room, Art Room, HOL* *centre, Hospitality*	**Outside Area** *Quadrangle* *Oval* *Toilets*	**Other Areas** *Office area, VDEI* *Blue Stone Building* *Tradeblock Café*	**Digital World** *Computers* *iPads, Smartphones* *Social media*	**Public Areas** *Taxi/bus* *Public Transport* *Excursions, Camps*
Respect	▪ Allow others to learn ▪ Follow teacher's instructions ▪ Take pride in my work ▪ Respect the opinions of others even if they are different to my own	▪ Respect the personal space of other people ▪ Keep our school clean ▪ Use positive talk at all times ▪ Be inclusive of others	▪ Use good manners with everyone ▪ Respect the spaces and only enter when I am invited ▪ Move quietly in shared spaces	▪ Return all devices correctly ▪ Put mobile phones away ▪ Respect other people's privacy ▪ Showing respect for all others in all aspects of electronic behaviour	▪ Be kind to others ▪ Follow the instructions of teachers, supervisors and drivers ▪ Use my manners ▪ Respect other's space and property
Responsibility	▪ Take care of my belongings and school property ▪ Bring the required materials to class ▪ Ask appropriate questions ▪ Arrive to class on time and ready to learn	▪ Be responsible with equipment and return it after borrowing ▪ Look after my belongings ▪ Play in a safe and responsible way ▪ Use toilets properly ▪ Care for others ▪ Return to class on time	▪ Use technology and equipment safely and carefully ▪ Follow OH &S guidelines ▪ Keep myself and other students safe	▪ Follow the ICT agreement ▪ Keep personal information private ▪ Use only our log in ▪ Only look or share things online that we would be comfortable to show our teacher or family	▪ Be safe at all times ▪ Behave responsibility ▪ Think before you do ▪ Follow road rules
Resilience	▪ Do my best at everything ▪ Try to solve problems using positive strategies ▪ Ask questions to clarify ▪ Have a go ▪ Celebrate my successes.	▪ Accept consequences of my actions and learn from my mistakes ▪ Be patient with others ▪ Accept that others may have different ideas and opinions to my own	▪ Be patient and wait my turn ▪ Remain calm and resolve issues appropriately ▪ Care for others.	▪ Challenge yourself when doing online tasks ▪ Be creative ▪ Saving all work in an organised manner	▪ Try new things ▪ Challenge myself ▪ Be the best I can be in all areas
Pride	▪ Take care of our classrooms, equipment and resources ▪ Be proud of my work and do the best I can ▪ Celebrate your success ▪ Share your ideas	▪ Keep our school clean ▪ Use areas appropriately ▪ Use appropriate manners and behaviour	▪ Represent the school in shared areas with pride and respectful behaviours	▪ Demonstrate your finished ICT work to students, teachers and families. ▪ Represent positively on social media for VCD	▪ Wear the VCD uniform with pride ▪ Be a positive role model for VCD
Learning	▪ Arrive to class on time, be organised and ready to learn ▪ Challenge myself ▪ Continue with all tasks. ▪ Ask for help ▪ Allow others to learn	▪ Try new activities ▪ Be a good sport ▪ Work on improving my skills.	▪ Watch and listen to what people have to say ▪ Learn about the history of our school and other areas.	▪ Use technology to complete and improve our learning ▪ Understand that others access devices for different needs	▪ Use my initiative ▪ Model appropriate behaviour ▪ Try new experiences ▪ Learn to travel safely ▪ I can be trusted

VCD Staff Matrix

Respect	Be fully present in meetings Value and respect all students equally regardless of ability, skills or personality Speak positively to and of others to staff, students and parents Trust others to make decisions when we have delegated them with the responsibility to do so Value all staff and students equally Welcome and support new staff Ensure inclusivity through always using Auslan when Deaf people are present Communicate with each other in a professional and respectful way Respect the privacy of staff, students and parents by using professional ethics and confidentiality
Responsibility	Seek help early and work preventatively, if anticipating problems Submit all required paper work on time Be punctual to school, classes, duties and meetings Have a consistent approach to discipline following the SWPB Do the job we are paid to do willingly and without complaint
Resilience	Never give up trying new ways to impart knowledge to challenge learners Resolve problems without complaint Speak directly and respectfully to staff about any concerns
Pride	Speak of VCD with pride Acknowledge others for a job well done Teach the students with pride and enthusiasm in all classes Help to keep shared areas clean
Learning	Work efficiently in supportive, collaborative teams Fully utalise human resources in all learning programs i.e. ES staff Share knowledge and resources Welcome new staff and prepare and support them Are open to new ideas and education and aware of current policy, trends and initiatives through DEECD Take advantage of opportunities for professional development