

Ringwood Secondary College

Statement of Values and School Philosophy



Help for non-English speakers.

If you need help to understand the information in this policy, please contact Ringwood Secondary College on (03) 9870 2002.

Ringwood Secondary College is committed to creating and maintaining a child safe and child-friendly organisation. The Child Safe Standards are compulsory minimum standards for all Victorian schools to ensure they are well prepared to keep children and young people safe and protect them from abuse. [Ministerial Order 1359](#) provides the framework for child safety in schools.

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

Ringwood 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 Ringwood 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. This policy is available on our college website.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

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

PHILOSOPHY

Every member of the College community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

Ringwood Secondary College is proud to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

VISION

Ringwood Secondary College is a fully inclusive learning community that caters for the development of the whole person, allowing them to reach their full potential. Our aim is for every child to experience growth and success.

This vision is underpinned by the core values of Respect, Resilience and Achievement:

- Respect for yourself, others and our community
- Resilience in yourself and encouraged in others
- Achievement by doing your best and always looking to improve

MISSION

Ringwood Secondary College has a long and successful tradition of academic excellence and innovative learning practices. Our staff take great pride in providing a safe and secure learning environment, whilst at the same time providing a full range of dynamic and challenging academic and extracurricular programs.

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

RESPECT: <i>consideration of self and others</i>	
Self We show respect for ourselves by: <ul style="list-style-type: none">• Knowing ourselves and living by personal and school values and behaviours• Demonstrating care and regard for self, using inclusive and positive language, being responsible for our individual behaviour and learning	Others We show respect for others by: <ul style="list-style-type: none">• Being considerate to others and respecting diversity and valuing individual differences• Keeping the environment clean and cared for
RESILIENCE: <i>confidence to face challenges and solve problems</i>	
Self <ul style="list-style-type: none">• Using flexible thinking to adapt and grow in response to challenges• Open to support from others	Others <ul style="list-style-type: none">• Listening to others and providing support and/or tools to cope• Providing compassion in our attitude and actions to support others when faced with adversity
ACHIEVEMENT: <i>commitment to accomplishing our best</i>	
Self <ul style="list-style-type: none">• Setting and reflecting on learning behaviours, academic pursuits and	Others <ul style="list-style-type: none">• Supporting and celebrating others' achievements

<p>extra-curricular activities</p> <ul style="list-style-type: none"> • Endeavour to take ownership and always do the best we can 	<ul style="list-style-type: none"> • Sharing mutual success as part of a broader school community
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BEHAVIOURAL EXPECTATIONS

Ringwood 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's Code of Conduct](#).

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 and Bullying Prevention Policy.

Information about the expectations on parents and carers to ensure schools remain respectful and inclusive places is outlined in the Department's [Respectful Behaviours within the School Community Policy](#).

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:

- 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 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 way:

- Available publicly on our school's website
- Included in staff induction processes
- Included in staff handbook/manual
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Further Information and Resources

Department of Education and Training policies and resources

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

The following school policies are also relevant:

- Student Wellbeing and Engagement Policy
- Inclusion and Diversity Policy
- Bullying Prevention Policy
- Complaints Policy

Policy Review and Approval

Policy last reviewed	24 May 2023
Consultation	Policy and Education Committee – 22 March 2023 College Council – 24 May 2023
Approved by	School Council
Next review date	March 2026