

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 General 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.

CONTEXT STATEMENT

Located in the Wyndham growth corridor of Tarneit, Brinbeal Secondary College provides students from the Tarneit community a wide range of diverse and outstanding opportunities in an orderly and inclusive learning environment that promotes and fosters educational attainment and academic excellence for all.

Brinbeal Secondary College is a Supported Inclusion School (SIS). A SIS is a local government school with additional professional capabilities and facilities designed to cater to a higher proportion of students with disability (up to 10%). Students with a disability will be provided with enhanced support to receive high-quality, evidence-based educational provision alongside their peers without disability in a safe, accessible and supportive environment.

Brinbeal Secondary College can enrol 1,300 students, including 100 places for students with disability.

POLICY

Brinbeal 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.

As a Supported Inclusion School (SIS), we share a commitment to, and a responsibility for, creating an inclusive and safe school environment for all our students.

At Brinbeal Secondary College, students with disabilities are provided enhanced support to receive high quality, evidence-based educational provision alongside mainstream students to the greatest extent possible in a safe, accessible and supportive environment.

As a SIS, Brinbeal Secondary College provides all students equal access to the same learning environments, curriculum and programs as their peers. Flexible design (combination of larger and smaller spaces) provides additional flexibility to utilise all spaces in more purposeful ways for targeted teaching, interventions and therapies as needed.

As a Supported inclusion School, Brinbeal Secondary College engages quality inclusive education practices, including the provision of assessment, curriculum and pedagogy that is rigorous and accessible for all students, free of discrimination. This includes the careful consideration and selection of the following features:

1. the design and physical structures

2. the teaching methods selected and implemented
3. the curriculum framework
4. the culture
5. policies and practices

The programs and teaching at Brinbeal 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.

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
- 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.

To celebrate and embed our school's inclusive culture, we:

- acknowledge that every student can and has the right to learn
- focus on collaboration amongst staff, with support services and families
- focus on professional growth and risk-taking to help staff build skills in inclusive practice
- expect that inclusion is everybody's business
- acknowledge the individual needs of all students
- celebrate the strengths of every student
- identify and eliminate barriers to exclusion
- foster a culture where students with and without disability learn and grow side-by-side

VISION

Brinbeal Secondary College's fosters a love of learning. We respect inclusion, diversity and indigenous heritage. We aspire for continuous improvement in all our students as they grow into adulthood. We live by our motto, "Respecting diversity through inclusion", and look forward to our students emerging as empowered young adults who are resilient, highly productive and successful global citizens

MISSION

Our mission at Brinbeal Secondary College is to provide a rich, inclusive and diverse learning experience with strong held school values for all students and for all students to be resilient, confident and respectful global citizens with a desire for learning and tolerance and acceptance towards all members of our community.

OBJECTIVE

Our objective at Brinbeal Secondary College is for our students and community to achieve their desired post school destinations, becoming active participants in a global society with a strong sense of self and of others.

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

Brinbeal Secondary College's values are:

Respect – Have honour or regard for the worth of oneself, others and the school environment.

Aspiration & Achievement – Set ambitious goals and strive to achieve them.

Acceptance – Value all members of the community as they present themselves and wish to be seen.

BEHAVIOURAL EXPECTATIONS

Brinbeal 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.

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
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.
- adhere to College policies and procedure.

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

- model positive behaviour to students consistent with the standards of our profession
- commit to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe
- 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.
- adhere to College policies and procedure.

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.
- adhere to College policies and procedure.

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.
- adhere to College policies and procedure.

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.
- adhere to College policies and procedure.

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 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.

SUPPORTED INCLUSION AT BRINBEAL SECONDARY COLLEGE

The point of difference for Supported Inclusion Schools from other Victorian government schools is their unique objective to support a higher number of students with disabilities.

At Brinbeal Secondary College we offer extra emphasis on services and features that support the student's journey from enrolment; for the duration of enrolment; and finally, as students transition to new learning settings or employment. The enablers that make this happen include a focus on:

1. resources, equipment and technology
2. physical environment
3. curriculum and pedagogy.

The overarching objective of SIS is to provide assessment, curriculum and pedagogy that is rigorous and accessible for all students. The four main areas of focus for SIS include:

1. relationship building
2. strengths-based practice
3. differentiation
4. a developmental approach to assessment.

Four guiding principles support the objectives of Brinbeal Secondary College as a SIS are:

1. Focus on inclusive practice at whole-of-school and in-class level
2. Value specialist expertise
3. Set a strong inclusive school culture through strong leadership
4. Collaborate and engage parents, families and the community.

We have School-wide systems and structures for identifying students in need, and selecting interventions matched to need, may look different from other schools We adopt the Multi-Tiered System of Supports (MTSS) framework to deliver a range of evidence-based teaching practices.

Our instruction will be evidence-based, decisions will be data-informed, and school wide systems will support the day-to-day operation of teaching students and ensuring their ongoing needs are met.

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
- made available in hard copy from school administration upon request
- displayed in public facing collateral like posters/banners displayed throughout high traffic areas in the school.

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](#)
 - [Parent Complaints Policy](#)
- Related Policies:
 - Student Wellbeing and Engagement Policy
 - Inclusion and Diversity Policy
 - Bullying Prevention Policy
 - Child Safety and Wellbeing Policy
 - Complaints Policy
 - Duty of Care Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2024
Approved by	Principal & School Council
Next scheduled review date	July 2027. To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3-4 years thereafter. The review will include input from students, parents/carers and the school community.