

# STATEMENT OF VALUES and SCHOOL PHILOSOPHY

Help for non-English speakers  
If you need help to understand the information in this policy, please contact Endeavour Hills Specialist School on 9113 4100



## 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

Endeavour Hills Specialist School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We recognise the importance of the partnership between our school and parents/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 Endeavour Hills Specialist 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 the vision, mission, objective, values and expectations of our school community.

To embed our Statement of Values and Philosophy and ensure they are enacted in our school community, we

- explicitly teach our values and always model our values.
- create and display posters that promote our values.
- celebrate achievement in relation to our values.
- reward and recognise members of the community who actively demonstrate our values.
- acknowledge, explain and demonstrate our values and philosophy in newsletters, on our website, at assemblies and in meetings.

## VISION

### *How we see the future*

The vision of the Endeavour Hills Specialist School's community is to inspire students to achieve their personal best and become active and independent members of their community.

## MISSION

### *Why we are here*

Endeavour Hills Specialist School's mission is to provide a blended curriculum of academic learning, high-interest programs and therapeutic supports within a positive behaviours

framework that will cater for each student at their point of need and encourage personal growth, independent learning, and sound social-emotional behaviours.

## OBJECTIVE

### *What we will achieve*

Endeavour Hills Specialist School's objective is to produce lifelong learners who are aware of their skills and strengths and have a positive attitude to challenges and opportunities.

## VALUES

Our values form the foundation of our School-Wide Positive Behaviour Supports framework and reflect the school community's intention to empower students to be the best person they can be. Students discuss, agree and enact ways in which the values can be applied in all aspects of the school community:

- in the classroom;
- in the playground;
- on excursions;
- in office areas, corridors and toilets;
- when we have visitors.

## BEHAVIOURAL EXPECTATIONS

Endeavour Hills Specialist 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.

As principals and 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/carers 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 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/carers to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- work collaboratively with parents/carers to improve learning and wellbeing outcomes for all students.

- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents/carers.
- treat all members of the school community with respect.

As parents/carers, we will:

- model positive behaviour to our child and others in the school community.
- 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.
- respect that everyone has the right to learn 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.
- comply with and model school values.
- 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.

As a whole school, we will implement strategies and programs to promote student engagement, high attendance and positive behaviours, including:

- Individual Learning Plans (ILPs) for each student.
- Student Support Group meetings at least twice a year, with further meetings available on request.
- Values influence the development of the Expectations Matrix and are embedded in school language and activities.
- Ongoing staff professional development on welfare issues, mental health issues, and student engagement and support.
- Specialist training and refreshers for all staff in School-Wide Positive Behaviour Supports, Restorative Practices and Team Teach.
- Work experience programs linking with community programs (purposeful learning), such as volunteering services.
- Positive learning programs, such as the Five Finger Rule and You Can Do It.
- Clear classroom and specialist rules and expectations, clear sub-school rules and expectations, organised lunchtime programs, sub-school and whole school assemblies.
- Health and Wellbeing Group

- Allied health team including psychologist, physiotherapist, speech pathologist, occupational therapist and nurse.
- Education Support staff allocation as needed across classrooms and specialist programs.
- Early identification of vulnerable students and those at risk of disengagement through sub-school, leadership and family meetings.
- Access to DET specialist services including psychologist, speech pathologist, hearing impairment visiting teacher and occupational therapist.
- Clear and direct liaison with support agencies such as OzChild, Anglicare, Menzies, Brotherhood of St Laurence, Berry St, Salvation Army.
- Strong links with local and state government departments, such as City of Casey, DHHS, ELMHS.
- Links with networks and pathway providers e.g. Early Years Transition, Local LLEN, Youth Connections and Job Focus.
- Well planned and prepared transition programs.
- Strong liaison with parents and local community to focus on consistent attendance and positive behaviour.
- Student personal needs supports including breakfast program, spare uniforms, self-care programs.

#### Rights and Responsibilities for all

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

All students are treated fairly and with due consideration of their circumstances.

All members of the Endeavour Hills Specialist School community have the right to:

- Fully participate in an educational environment that is safe, supportive, inclusive and welcoming, free from discriminating behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion.
- Be treated with dignity and respect at all times.
- Feel valued, safe and supported in an environment that encourages freedom of thought and expression.

All members of the Endeavour Hills Specialist School community have a responsibility to:

- Participate and contribute to a learning environment that supports the learning of self and others.
- Ensure their actions and views do not impact on the health and wellbeing of other members of the school community.

The Endeavour Hills Specialist School endorses the findings of the following legislations and at all times adheres to the findings in them:

- The Equal Opportunity Act of 1995: grounds of discrimination that are unlawful and aim to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.
- The Charter of Human Rights and Responsibilities Act, 2006. The charter demands equality for all, but it also emphasises the value of difference.
- Disability Discrimination Act 1992: the standards cover enrolment, participation, curriculum development, student support services and harassment and victimisation.
- The Education and Training Reform Act 2006
- Disability Standards for Education 2005

### School-Wide Positive Behaviour Supports

School-wide Positive Behaviour Supports (S-WPBS) is an evidence-based framework for preventing and responding to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members.

We are committed to implementing the S-WPBS approach to the teaching and management of student behaviour. This means that we use:

- DATA to track progress and identify areas for intervention;
- Expectations Matrix, which outlines EXPECTATIONS and VALUES in specific settings, to explicitly teach appropriate behaviour;
- POSITIVE INCENTIVE programs to encourage appropriate behaviour;
- EFFECTIVE CONSEQUENCES to discourage inappropriate behaviour.

A team oversees the various S-WPBS activities within classrooms and across the school. Ideas are discussed and shared with all staff in staff meeting and on the intranet on a dedicated page.

For further information on the S-WPBS approach please see the Student Wellbeing and Engagement Policy.

### 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 other 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.

As per our School-Wide Positive Behaviour Support (S-WPBS) framework, student conduct is managed by consistent, clear and visible expectations of behaviour which are modelled by staff and explicitly taught to students.

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*.

This *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 *Statement of Values and School Philosophy* 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 student enrolment packs.
- referred to in school communications.
- provided in hard copy on request.

## FURTHER INFORMATION AND RESOURCES

The school website includes these related policies: *Student Wellbeing and Engagement Bullying Prevention Visitors to the School Site*

## POLICY REVIEW AND APPROVAL

Policy last reviewed	February/March 2026
Approved by	School Council
Date approved	25 <sup>th</sup> March 2026
Next scheduled review date	February/March 2030