

**POLICY TITLE:** Statement of Values and School Philosophy

**DATE RATIFIED:** September 2022

**REVIEW DATE:** September 2026

ENPS MISSION: We maximise the potential of all; empowering independence, excellence, innovation and engagement with the world.

Critical Engagement  
with the World

Academic Excellence

Inclusive Learning  
Environment

Personal and Social  
Wellbeing

### 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

Essendon North 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, learning and teaching at Essendon North 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 Guiding Statements including our vision, mission, objectives, values and expectations of our school community. The information in this policy is available on our school website, our staff induction handbook, student diary and enrolment/transition packs.

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
- discuss our values with students in the classroom, meetings and assemblies.

### VISION

Our vision at Essendon North Primary School is that we are all '*Global learners and leaders, exceeding expectations*'.

## MISSION

Essendon North Primary School's mission is that *'We maximise the potential of all; empowering independence, excellence, innovation and engagement with the world'*.

## OBJECTIVE

Our school's objectives are considered as part of our four yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan (AIP) to operationalise the goals and key improvement strategies contained in our SSP. The strategic planning documentation and outlined school wide objectives are available on the [Strategic Intentions](#) page of our School Website.

## TAG LINE

At Essendon North Primary School we are *Brave, Bold and Connected*.

## GUIDING STATEMENTS:

# Essendon North Primary School Guiding Statements

Vision			
Global learners and leaders, exceeding expectations.			
<b>Mission</b> We maximise the potential of all; empowering independence, excellence, innovation and engagement with the world.		BRAVE BOLD CONNECTED	
Critical Engagement with the World	Academic Excellence	Inclusive Learning Environment	Personal and Social Wellbeing

**GUIDING PRINCIPLES:**

Personal and Social Wellbeing	Academic Excellence
<ul style="list-style-type: none"> <li>Develop the whole person; socially, emotionally, academically and physically</li> <li>All members of the community demonstrate values of respect and social responsibility</li> <li>Promote student voice to encourage ownership and motivation</li> <li>Implement restorative practices to build and enhance relationships in the school community</li> <li>Demonstrate resilience to persevere and solve problems</li> <li>Promote the right to be happy and safe at school</li> <li>Adaptable to change</li> </ul>	<ul style="list-style-type: none"> <li>Clear and explicit focus on the learning essentials to be literate and numerate</li> <li>Innovation through inquiry</li> <li>Rigour and challenge for academic engagement and success</li> <li>Future technologies embedded in learning and teaching</li> <li>Evidenced based practice designed to add value and maximise the potential of the individual</li> <li>Accountability to self and others as learners</li> <li>Opportunities for individual curricular and and extra curricular pursuits</li> <li>A guaranteed and viable curriculum based on the International Baccalaureate Primary Years Programme and the Victorian Curriculum</li> </ul>

**Vision:** Global learners and leavers, exceeding expectations.  
**Mission:** We maximise the potential of all; empowering independence, excellence, innovation and engagement with the world.

Inclusive Learning Environment	Critical Engagement with the World
<ul style="list-style-type: none"> <li>A positive and orderly learning environment that promotes safety and a sense of belonging</li> <li>A collaborative culture that nurtures and supports learning</li> <li>Demonstrate pride and respect for our community</li> <li>Promote a productive and challenging environment that inspires excellence and maximises potential through personalised learning</li> <li>Promote independence, interdependence and self-motivation</li> </ul>	<ul style="list-style-type: none"> <li>Development of a disposition of 'self' and personal identity</li> <li>Respectfully engaging with other cultures and perspectives through intercultural awareness and understanding</li> <li>Create a depth of learning that inspires active and compassionate global citizens</li> <li>Opportunities to learn and experience language and cultures other than our own</li> <li>Adaptable to change</li> </ul>

**VALUES**

At Essendon North Primary School our values align with the International Baccalaureate Primary Years Programme Learner Profile. The ten Learner Profile attributes can support individuals within our school community to be responsible members of local, national and global communities.

## IB learner profile

**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**As IB learners we strive to be:**

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**INQUIRERS**  
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**OPEN-MINDED**  
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**KNOWLEDGEABLE**  
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**CARING**  
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**THINKERS**  
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**RISK-TAKERS**  
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**COMMUNICATORS**  
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**BALANCED**  
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**PRINCIPLED**  
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**REFLECTIVE**  
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**

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## BEHAVIOURAL EXPECTATIONS

Essendon North Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture.

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 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 our Bullying Prevention Policy. All documentation relating to [Child Safety](#) and [expected standards](#) of behaviour can be found on our school website.

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](#) and our [Respect for School Staff Policy](#).

To further clarify our behavioural expectations at Essendon North Primary 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.

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, 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, as detailed in the [Complaints and Concerns Policy](#).
- 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 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, which are both available on the [Policies Page](#) of our school website.

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 and staff training
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Discussed at student forums
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

## RELATED POLICIES AND RESOURCES

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

Department of Education and Training policies and resources:

- [Equal Opportunity and Anti-Discrimination Policy](#)
- [Respectful Behaviours within the School Community Policy](#)
- [School Community Safety Orders](#)
- [Sexual Harassment Policy](#)
- [Workplace Bullying Policy](#)
- [Work-Related Violence in Schools Policy](#)

## HELP FOR NON-ENGLISH SPEAKERS



If you need help to understand the information in this policy please contact Essendon North Primary School on (03) 9379 3979.

## POLICY REVIEW AND APPROVAL

Policy Last Reviewed	September 2022
Approved By	School Council
Next Scheduled Review Date	September 2026 – <i>noting that the recommended minimum review cycle for this policy is 3 to 4 years</i>