

STATEMENT OF VALUES & SCHOOL PHILOSOPHY POLICY

Policy No: ES11		Version No: 1.1	
Ratified: June 2020	Review Cycle: 4 year	Last Review: June 20	
Policy Owner: Principal		Approver: School Council	

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

Fairhills High 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. Our vision, mission statement and values will guide the school in meeting these commitments.

OUR VISION

Fairhills High School's vision is "empowering our community to be curious, creative and confident learners".

OUR MISSION

Fairhills High School's mission is Inspiring and empowering members of our school community to achieve their full potential in an inclusive and supportive environment

OUR OBJECTIVE

Fairhills High School's objective is to achieve excellence with our staff and students through our Teaching and Learning Practices which embody our school values and enable our students to achieve their potential and become responsible citizens.

OUR VALUES

Fairhills High School's values are:

Showing Respect – by providing learning opportunities that encourage cooperation, cohesion and compassion among students and staff we aim to develop kindness, mutual respect and thoughtfulness.

Acting Responsibly – by providing opportunities for students to take responsibility for their learning and behaviour we aim to develop life-long learners.

Building Relationships – by focusing on positive, empathetic interactions and genuine communication we aim to develop supportive relationships that allow students to be engaged in their school and education.

IMPLEMENTATION GUIDELINES

Detailed implementation guidelines are developed by the staff through the established consultative committee process. These are developed within the parameters of the Council

policy and can be changed as circumstances or strategies change without further reference to Council.

OUR FAIRHILLS HIGH SCHOOL IDENTITY

Educational Goals of Young Australians (Alice Springs Declaration 2020)

- The Australian education system promotes equity and excellence
- All young Australians become:
 - confident and creative individuals
 - successful lifelong learners
 - active and informed members of the community

At Fairhills High School these goals are being achieved through our:

Moral Purpose

Achieving Excellence with our staff and students through our Teaching and Learning Practices which embody our school values and enable our students to achieve their potential and become responsible citizens

Values

Showing Respect – Acting Responsibly – Building Relationships

Mission

'Building a culture of respect for teaching, learning and each other'

Vision

'Achievement for all through diverse and challenging learning experiences'

School Motto

'Achieving Excellence'

Community Profile

'Fairhills: A School for Aspiring Families'

Learning Environment

'A safe, attractive and cooperative environment that encourages respect for learning, people and property'

Curriculum

Based on the VCE, VCAL, Victorian Baccalaureate and Victorian Curriculum, we provide a modular structure arranged into a vertically blocked timetable that provides a comprehensive and flexible range of courses, arranged into a number of interconnected alternative learning pathways to cater for differing student abilities, interests, learning styles and career aspirations

Pedagogy

Fairhills Teachers are working collaboratively to implement the Victorian T&L Model (VTLM), our Fairhills Instructional Model, the Principles of Learning and Teaching (PoLT), 21st Century Skills and High Impact Teaching Strategies (HITS) so that each student experiences an increasingly personalised and engaging education.

Distinctive Features

SEAL/Enhanced Accelerated learning	STEAM Academy
Extensive co-curricular program	Basketball Academy
Japanese and Other Languages	International Program



STATEMENT OF VALUES & SCHOOL PHILOSOPHY GUIDELINES & COMMITMENT

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GUIDELINES

This policy outlines our school’s vision, mission, objective, values and expectations of our school community. This policy is available on our school website and in Compass School documentation.

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, house group meetings and assemblies.

OUR COMMITMENT

Fairhills High School is committed to the goals outlined in the Alice Springs (Mparntwe) Education Declaration (December 2019). The Declaration has two distinct but interconnected goals:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians will become:

Confident and creative individuals who...

- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, cultural, spiritual and physical wellbeing
- develop personal values and attributes such as honesty, empathy, loyalty, responsibility and respect for others
- are resilient and develop the skills and strategies they need to tackle current and future challenges
- are able to recognise, adapt to, and manage change
- have a sense of optimism about their lives and the future
- show initiative, use their creative abilities and are enterprising
- have the imagination, knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- understand their responsibilities as global citizens and know how to affect positive change
- have the confidence and capability to pursue learning throughout life, leading to enjoyable, fulfilling and productive employment

- relate well to others and form and maintain healthy relationships
- are well prepared for their potential life roles as friends, family, community and workforce members
- embrace opportunities, make informed decisions about their own lives and accept responsibility for their own actions
- have a sense of belonging, purpose and meaning that enable them to thrive in their learning environment.

Successful lifelong learners who...

- develop their ability and motivation to learn and play an active role in their own learning
- have the essential skills in literacy and numeracy as the foundation for learning
- engage in respectful debate on a diverse range of views
- are productive and informed users of technology as a vehicle for information gathering and sharing, and are able to adapt to emerging technologies into the future
- are able to think deeply and logically, and obtain and evaluate evidence as the result of studying fundamental disciplines
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines and deep content knowledge
- are inquisitive and experimental, and have the ability to test different sources and types of knowledge
- are responsive and adaptive to new ways of thinking and learning
- are able to plan activities independently, collaborate, work in teams and communicate ideas
- continue to improve through formal and informal learning in further education, and training or employment, and acquire the skills to make informed decisions throughout their lives
- are able to make sense of their world and think about how things have become the way they are
- are confident and motivated to reach their full potential.

Active and informed members of the community who...

- act with moral and ethical integrity
- have empathy for the circumstances of others and work for the common good, in particular sustaining and improving natural and social environments
- appreciate and respect Australia's rich social, cultural, religious and linguistic diversity and embrace opportunities to communicate and share knowledge and experiences
- have an understanding of Australia's system of government, its histories, religions and culture
- are committed to national values of democracy, equity and justice, and participate in Australia's civic life by connecting with their community and contributing to local and national conversations
- understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures
- possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians

- are informed and responsible global and local members of the community who value and celebrate cultural and linguistic differences, and engage in the global community, particularly with our neighbours in the Indo-Pacific regions.

BEHAVIOURAL EXPECTATIONS

Fairhills High 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 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
- work collaboratively with colleagues to plan and develop high quality curriculum programs based on High Impact Teaching Strategies (HITS) and focused on developing 21st Century skills
- proactively develop our professional skills to deliver effective classroom learning which include
- proactively engage with parents about student outcomes through the use of email, phone calls and the Compass system
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly, and by differentiating learning activities
- 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 all our 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.
- Visitors Policy.
- Complaints Policy.

REVIEW CYCLE

This document was last updated on 12 Jan 2025 and is scheduled for review in Jan 2029

VERSION CONTROL TABLE

Version	Author	Date	Change Made
1.1	Toni Kirk	18 April 2023	updated title panel, added version and date to footer and added version control table
1.1	Toni Kirk	12 Jan 2025	Updated vision statement

