SURFSIDE PRIMARY SCHOOL
STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

1. **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.

2. **POLICY**

   Surfside 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 and teaching at Surfside Primary School supports and promotes 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, values and expectations of our school community. This policy is available on our school website, our staff induction handbook, student 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 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.

   VISION

   Surfside Primary School's vision is to inspire our students to be creative, innovative and emotionally equipped to thrive.

   MISSION

   Surfside Primary School's mission is that together we:
   - Cultivate a caring and inclusive environment in which students flourish
   - Provide diverse programs focussed on growing the whole child
   - Expect children to achieve individual academic success
   - Nurture strong relationships between students, staff, parents and the community
   - Encourage innovative and creative staff

- Take a collaborative approach to education

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

Surfside Primary School's values are Respect, Honesty, Teamwork and Achievement

- RESPECT - We respect ourselves, our school environment and each another, and understand that our attitudes and behaviours have an impact on the people around us.

- HONESTY - We model and demonstrate Honesty, and take every opportunity to be truthful

- TEAMWORK - We promote a collaborative learning environment and school community through teamwork

- ACHIEVEMENT - We have a collective focus on Achievement, which means being the best we can be each and every day

BEHAVIOURAL EXPECTATIONS

Surfside 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'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, 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 and our Respect for School Staff Policy.
Surfside Primary 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 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
- 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 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.

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
- Included in staff handbook/manual
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

RELATED POLICIES AND RESOURCES

Department of Education policies and resources:
- [Work-Related Violence in Schools Policy](#)
- [Respectful Behaviours within the School Community Policy](#)

Example school polices:
- Student Wellbeing and Engagement Policy
- Inclusion and Diversity Policy
- Bullying Prevention Policy
- Parent Complaints Policy

3. **REVIEW CYCLE AND EVALUATION**

Policy last reviewed	March 2025
Consultation	Recommended via School Council
Requirement	Minimum Standards
Child Safe Standards Requirement	No
Approved by	Principal and School Council
Next Review date	March 2028

APPENDIX 1

This table describes how schools manage students with anaphylaxis.

Strategy	Description
School Anaphylaxis Policy	This is a school-based policy that is required to be developed under s 4.3.1(6) of the Act because the school has at least one enrolled student who has been diagnosed as being at risk of anaphylaxis. This policy describes the school's management of the risk of anaphylaxis. MO706 prescribes the matters which the policy must contain.
Prevention Strategies	Under MO706, a School's Policy must include prevention strategies used by the school to minimise the risk of an anaphylactic reaction.
Communication Plan	A plan developed by the school which provides information to all school staff, students and parents about anaphylaxis and the School's Anaphylaxis Management Policy.
Emergency Response	Procedures which each school develops for emergency response to anaphylactic reactions for all in-school and out-of-school activities. The procedures, which are included in the School's Anaphylaxis Management Policy, differ from the instructions listed on the ASCIA Action Plan of 'how to administer the Adrenaline Auto injector'.
ASCIA Action Plans	An ASCIA Action Plan should be completed by the student's parents/guardians in consultation with the student's medical practitioner and a copy provided to the school. The plan must outline the student's known severe allergies and the emergency procedures to be taken in the event of an allergic reaction.
Individual Management Plans	An individual plan for each student at risk of anaphylaxis, developed in consultation with the student's parents. These plans include the ASCIA Action Plan which describes the student's allergies, symptoms, and the emergency response to administer the student's Adrenaline Auto injector should the student display symptoms of an anaphylactic reaction.
Annual Risk Management Checklist	Principals need to complete an annual Anaphylaxis Risk Management Checklist to monitor their compliance with their legal obligations and the

Strategy	Description
	Guidelines.
Purchase additional adrenaline auto-injection devices	Schools with students at risk of anaphylaxis must purchase a spare or 'backup' adrenaline auto-injection device(s) as part of school first aid kit(s), for general use. Schools can purchase an adrenaline auto-injection device at local chemists. (Schools must regularly check the expiry date of the backup device). Schools must determine the number of backup adrenaline auto injector devices to be purchased for general use, taking into account the number of diagnosed students attending the school and the likely availability of a backup device in various settings, including school excursions and camps.
Training	All school staff with a duty of care responsibility for the wellbeing of students at risk of anaphylaxis should receive training in how to recognise and respond to an anaphylactic reaction including administering an adrenaline auto injector (i.e. EpiPen®).
Encouraging camps and special event participation	Schools should ask the parents/guardians to complete the Department's Confidential Medical Information for School Council Approved School Excursions form. Note: Consideration should be given to the food provided. See: Related policies for: • Health Care Needs • Health Support Planning Forms
Communicating with parents	Regularly communicate