



Burwood East Special Developmental School

Statement of Values and School Philosophy

At Burwood East Special Developmental School (BESDS), we consider the health, safety and wellbeing of all children and young people to be our highest priority. We strive to ensure the safety and wellbeing of children and young people at our school at all times. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated seriously and consistently. We are committed to creating a safe, respectful and inclusive school environment where all students can be happy, confident and resilient, regardless of their sexual or gender identity, cultural background, disability or other circumstances. We take account of the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children.

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

Burwood East Special Developmental School (BESDS), 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 BESDS 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
- gender equality and respectful relationships.

This policy outlines our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website, or a hard copy can be requested from the front office.

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
- explicitly teach our values to students

VISION

Burwood East Special Developmental School is a school where students progress in learning and social development. Our vision is to promote independence through active learning.

MISSION

BESDS' mission is to provide students with additional learning needs with a challenging and enjoyable curriculum, using evidence based pedagogical approaches.

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.

We intend to create a learning environment that enables each student to participate fully in an environment designed for all students. We want our school to be appropriate for the student's age and respect individual learning styles, needs and strengths.

It is vital that we undertake this as inclusive education practices are not only necessary for all students to develop and prosper, but also critical to building a society that is inclusive of all people and their fundamental legal, civil and human rights.

To improve student learning outcomes in Literacy:

- Develop, implement and embed a whole school approach to formative and summative assessment for English.
- Build teacher capabilities to use assessment data to inform planning for teaching and learning in English
- Implement a whole school approach to moderation and assessment of student learning in English

To improve student learning outcomes in Numeracy

- Build teacher knowledge and understanding of the Mathematics Victorian Curriculum with a particular focus on Levels A and B
- Research and embed a whole school approach to Numeracy
- Develop, implement and embed a whole school approach to formative and summative assessment for Mathematics

Strengthen students' agency and engagement with school and in learning

- Build teacher understanding of student voice, agency and leadership

- Develop and embed whole school opportunities for student voice, agency and leadership.
- Improve parent/carers participation as active partners in their child's learning

VALUES

At Burwood East Special Developmental School the academic and social growth of all students is the basis of our collective decision-making.

Together, we have high expectations for students and ourselves. Teachers collaborate to deliver data-informed learning pathways for students. We work positively with students to model, encourage and teach positive behavioural expectations across the school.

We align our collective professional team expectations with the values we encourage in our students.

The everyday school values devised for students to understand are as follows:

Be a communicator

Be a learner

Be safe

At Burwood East SDS we take responsibility for our learning; strive for a safe and positive school environment for all; and, treat each other with respect. The School promotes a learning environment where students and staff are respected and self-worth and dignity are strongly advocated. The promotion of positive student behaviour, self-esteem, emotional well-being, tolerance and respect is encouraged. Positive Behaviour Support (PBS) and Prevent – Teach -Reinforce ,The School - Based Model of Individualized Positive Behaviour Support, helps us to plan and implement practices across the whole school, to improve educational and behaviour outcomes for all students. These values are displayed in all learning spaces in the school.

BEHAVIOURAL EXPECTATIONS

BESDS 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:

- Work collaboratively to create a school environment where respectful, responsible and safe conduct is expected of everyone
- Model positive behaviour and effective leadership
- Communicate politely and respectfully with all members of the school community

- 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 inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- 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 inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions
- Inform parents of the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly 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.
- 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 complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

As students, with support we will:

- Model positive behaviour to other students.
- Communicate politely and respectfully with all members of the school community
- 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.

- Make the most of our educational opportunities.
- 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 orderly learning environment for all students.
- Utilise the school's process 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, manipulative, aggressive or threatening way, either in person, via electronic communication or 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 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 accordance 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
- Made available in a hard copy from the front office upon request

RELATED POLICIES AND RESOURCES

Department of Education and Training policies and resources:

- [Work-Related Violence in Schools Policy](#)
- [Respectful Behaviours within the School Community Policy](#)

Relevant school policies:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2022
Approved by School Council	
Next scheduled review date	October 2026