



STATEMENT OF VALUES AND SCHOOL PHILOSOPHY



Help for non-English speakers

If you need help to understand the information in this policy, please call 9309 6258

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

Jacana School for Autism 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 Jacana School for Autism 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 vision, mission, objective, values and expectations of our school community. This policy is available on our school website, our staff and 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 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 and assemblies.

VISION

Jacana School for Autism fosters resilience and independence, enabling students to be engaged participants in community life.

MISSION

The school continually implements highly customised teaching and learning programs to ensure all students access an inclusive curriculum using evidence informed practice in a safe and supportive environment. Students are supported by a committed professional multi-disciplinary team, focussed on recognising and developing individual personal and educational potential.

OBJECTIVE

Jacana School for Autism's objective is to ensure all students leave our school with a practical understanding of the curriculum.

VALUES

Jacana School for Autism values are empathy respect and inclusion.

Jacana School for Autism actively encourages a student-centered approach by building a positive relationship between students, parents/carers and the staff.

We all have the right to be treated fairly and courteously, even under difficult situations. This includes demonstrating **empathy** towards one another. Everyone should feel valued and be treated with **respect** and has a collective responsibility to build positive relationships and promote **inclusion** and to feel included.

PEDAGOGICAL PHILOSOPHY

Jacana School for Autism believes that to succeed in the world, students need to develop the capacity to:

- Manage themselves as individuals and in their relations to others.
- Understand the world in which they live and act effectively in their wider community.

Jacana School for Autism provides:

- A curriculum that supports the individual needs of students, using specific teaching strategies that cater to students on the Autism Spectrum.
- Personalised Learning Plans to cater for specific learning needs and styles, focusing on communication, social /interpersonal skills, personal learning and academic skills.
- A safe and secure environment that enhances students' self-esteem and respects students' dignity.
- School wide implementation of the Positive Behaviour Support program.
- Regular participation in the wider community.

Jacana School for Autism includes:

- Individual and small group instruction.
- Speech therapy consultation
- Occupational therapy consultation
- Psychology consultation
- Ongoing professional development for staff
- Programs that are informed by current research and evidence based practice

BEHAVIOURAL EXPECTATIONS

Jacana School for Autism 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.

[Note: please amend and adapt the behavioural expectations outlined below to ensure that they are relevant and tailored to your school community].

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
- 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 and empathy and ensure their inclusion

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 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 and facilitate opportunities for others by allowing others to learn uninterrupted

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.

COMMUNICATION

[Under the Minimum Standards for School Registration, schools are required to publish a statement of their philosophy and be able to produce evidence of an outline of where the statement is published. One way of producing this evidence is to include this Communication section in the policy. An alternative or additional method is to list all your school's policies in a spreadsheet and outline the communication method your school uses next to each policy. You can adapt our consolidated spreadsheet of all policies for this purpose – refer to [Communicating our Policies](#).

This policy will be communicated to our school community in the following:

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

FURTHER INFORMATION AND RESOURCES

[Insert links to related policies i.e. *Student Wellbeing and Engagement, Communication with School Staff, Respect for School Staff*].

POLICY REVIEW AND APPROVAL

Policy last reviewed	24 th FEB 2022
Approved by	School Council 24 th FEB 2022
Next scheduled review date	Term 1, 2026