


<b><i>Policy: Statement of Values and School Philosophy</i></b>		
<p><b>Date of next Review:</b> 2028</p> <p><b>Responsible for review:</b> <i>Principal</i></p>	<p><b>Bright P-12 College Policy</b></p> 	<p><b>Date Approved:</b> 19th March 2025</p> <p><b>Approving Authority:</b> College Council</p>

**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**

Bright P-12 College 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 Bright P-12 College 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 induction handbook, 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 and assemblies
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

**MISSION**

At Bright P-12 College, we place equal importance on Wellbeing and Learning.

These two areas are interconnected and reciprocal: success in teaching and learning leading to accomplishment enhances wellbeing, and a flourishing sense of wellbeing boosts achievement and mastery.

### **Learning is the pursuit of knowledge, skills and capabilities and personal growth.**

- It's **not just about memorising content**—especially in a world where AI sits beside us, providing instant access to facts.
- Instead, learning is about **understanding, thinking critically, and using information effectively.**
- Learning is **active**—it involves problem-solving, creativity, challenging yourself, and continuously seeking new perspectives.
- It's also about **self-awareness**—knowing how you learn best, reflecting on your progress, and developing the skills to adapt and grow.
- It is about **acquiring the knowledge** essential to understanding, developing skills and capabilities

Learning isn't just about what we know—it's about how we think, engage, understand and then act.

### **Wellbeing is the development of the capabilities necessary to thrive**

- Wellbeing is **more than just doing things that make you feel good** in the moment; it's about building **resilience and strategies** to support yourself during challenges.
- It is **active and intentional**—finding daily practices that work for you, whether that's exercise, meditation, journaling, engaging in creative flow, or other mindful activities.
- Wellbeing encompasses both **body and mind**—nourishing yourself with healthy food, staying active and mobile, and fostering kindness toward yourself and others.
- Wellbeing is about **balance and sustainability**, equipping yourself with the tools to navigate life's ups and downs while maintaining a strong sense of self and purpose.
- Wellbeing isn't static—it's a lifelong practice of using your strategies, self-care, self-awareness, meaning and purpose.

Our Mission of excellence and equity through developing the learning and wellbeing of every student connects to the Framework for Improving Student Outcomes (FISO 2.0.)

## **VISION**

Our Instructional Model is our vision to be successful in our mission.

*Our Bright P-12 College Instructional Model is a shared understanding of effective teaching and learning. Using our collective teaching philosophies and school values of respect, effort and collaboration, we will be guided by the following three priorities:*

*Developing **connections** with our learners through strong, effective relationships.*

*Creating safe, **engaging** and dynamic learning environments.*

## *Nurturing a culture of growth.*

Our Instructional Model connects to the Victorian Teaching & Learning Model (VTLM 2.0)

### **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**

Bright P-12 College's values are Respect, Effort and Collaboration.

#### **Behavioural expectations**

Bright P-12 College 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 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.

#### **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 parent
- 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**

## 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 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
- Included in staff induction processes and annual staff training
- Included in volunteer induction processes and training for relevant volunteers
- Discussed at annual staff briefings or meetings
- Included in staff handbook or manual
- Hard copy available from school administration upon request

## FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

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