

STATEMENT OF VALUES AND SCHOOL PHILOSOPHY POLICY

KATANDRA SCHOOL

NOVEMBER 2020

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Vision - Mission - Values - Philosophy - Attributes

This information can also be found on the Parent and Staff Handbook, and also on the Katandra School Website

ABOUT KATANDRA SCHOOL

Katandra School, formally Ormond Special School, was established in 1959 in what was the old Kilvington Baptist Grammar School. Katandra School is part of the Government school sector. The school is located in the South Eastern Victorian Region and serves a wide geographical area that incorporates the cities of Glen Eira, Bayside, Port Philip and Monash.

Katandra School invites a community atmosphere, with an inclusive and positive learning environment. At Katandra we have proud tradition in providing excellence in special education for students with additional learning needs and maximise every learning opportunity to shape our students' future through high quality, values enriched through teaching and learning.

As a Victorian Government Specialist Primary School, Katandra School has a clear vision and purpose. The school is renowned for fostering student excellence with the support and involvement of our learning community.

At Katandra, the school community works together to ensure every child has a positive, happy and rewarding school experience. Parents and teachers are genuine partners in the learning process, ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, to be independent and to value the pursuit of knowledge.

The school attracts and retains an experienced, caring and innovative staff who work to provide a range of high-quality learning opportunities to stimulate and challenge the individual needs and talents of their students. This is done within a collaborative culture, creating a strong sense of community and team spirit.

Student enrolment is continuing to grow, with results across ABLES testing and growth against levels A- 3 of the Victorian Curriculum showing students achieving growth in all outcomes. This is testimony to the quality education provided.

At Katandra School, our challenge is to target key indicators which define what it is to be a truly successful learner, a learner who not only achieves their own individual potential, but who is deemed successful within the context of his/her area of talent. To achieve this we focus on providing our students with access to a broad range of learning opportunities that respond to the diversity of their individual needs and abilities. We believe these

opportunities will continue to evolve through the commitment of our dedicated staff.

We are confident our focus on individual needs and abilities will be achieved through maintaining strong partnerships with parents, allied health professionals and the wider community. This, in turn, provides a comprehensive approach to challenging our students to achieve their best and build self-confidence in their personal abilities. This holistic approach of building the foundations of academic, physical, social and emotional learning capabilities of our students, reflects our school's ethos.

Students are eligible to attend Katandra School if they meet the criteria for the Program for Students with Disabilities- Intellectual Disability. Once eligibility has been established, students who live within our designated zone have access to free bus travel to and from school.

KATANDRA SCHOOL'S VISION STATEMENT

Katandra School believes in providing an inclusive and engaging environment which enables students to embrace learning and achieve their full potential.

We do this by providing a specialised and challenging curriculum, building student's social, emotional and physical wellbeing; empowering students to become active and valued members of the community.

KATANDRA SCHOOL'S MISSION STATEMENT

Katandra School is a supportive learning community where everyone is encouraged to be responsible, safe, respectful and resilient. We are a unique learning environment that promotes **SUCCESS, FRIENDSHIP & A SENSE OF BELONGING** for all students, staff & the community.

We enable students to become active in their learning by promoting collaboration, creativity, curiosity, problem solving, teamwork, independence and fostering active participation in engaging programs that prepare them for the future. "Providing the best learning environment for your child"

KATANDRA VALUES STATEMENT

Katandra School makes a commitment to embed the following values across our school

community; **Respect, Responsibility, Resilience** and **Teamwork**. It is an expectation that our school values are continually at the forefront of everything we do.

KATANDRA SCHOOLS PHILOSOPHY

Katandra School inspires students to become learners that are creative and socially motivated to experience the joy of learning and achieve at high levels of success in what they do.

As students move through the school they consolidate their learning through engaging in age appropriate experiences in the school, and the wider community that promote independence, resilience and self-identity.

ENACTMENT OF SCHOOL PHILOSOPHY

Our school operates by asking a fundamental question, “Is this work or process in line with the school vision, mission values and beliefs?” This question guides and directs the practice of all staff in the school.

The vision of the school will sit at the centre of our focus and there will be expectations about all work aligning with the vision. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

All documentation will reflect the set of practices of the school. This includes organisational structures, teaching and learning practices and programs, internal and external interactions, School Council and community programs. A detailed list of school policies sit within this framework as part of VRQA quality assurance requirements.

The belief that all students can achieve high standards transform nearly everything about the way we approach schooling. An organised structure of attributes, principles and understandings expressed in the design of our curriculum amplifies the possibilities for long range planning, short term preparation and clear communication.

Our highly skilled staff provide programs based upon team curriculum design, evidence based research and theories, school priorities and most importantly offering differentiated learning and instruction for the individual student needs.

KATANDRA ATTRIBUTES

Katandra School embraces a set of special attributes that allows our students to create, discover and grow together as part of our Learning Community. The following set of attribute statements represent a summary of the culture of care along with the 'sense and feel' of the school.

Attribute #1- Our Environment

This means that we

- appreciate the 'welcoming and warm atmosphere' about our school;
- appreciate the benefits of a small sized school and community;
- are inspired by our heritage buildings and history of the school;
- work to maintain safe and healthy play areas;
- are proud of our school and care for our buildings, outdoor spaces and resources; and
- enjoy and take care of the school environment so that it is a beautiful and engaging environment for learning.

Attribute #2- Our School Community

This means that we

- work together as a team to achieve common goals;
- value the opinions and contributions of others;
- respect individual skills and differences;
- are adaptable to change;
- work co-operatively;
- communicate effectively;
- create a supportive and co-operative environment;
- have confidence, belief and trust in team members;
- demonstrate a personal contribution and commitment to educational improvement and excellence in teaching & learning; and
- understand and appreciate our own role and the role of others.

Attribute #3- Our School Values

This means that we

- care about and support each other;
- endeavour to do our best and be professional in everything we do;
- value and actively pursue excellence;
- behave honestly and ethically;
- appreciate and accept ourselves and others;
- respect the rights and property of others;
- accept that rules are necessary for the safety of everyone;
- encourage individual choice;

- develop a sense of collective responsibility; and
- Build self-resilience and looking after our own wellbeing.

Attribute #4- Our Learning Processes

This means that we

- nurture a love of learning;
- recognise learning is a life-long process;
- take responsibility for learning by encouraging risk taking;
- provide challenging learning experiences that develop self-esteem;
- acknowledge effort and achievement;
- encourage children and staff to reach their individual potential;
- value the opinions and contributions of others;
- cater for individual teaching and learning styles; and
- continually monitor progress and report on student achievement.

BEHAVIOURAL EXPECTATIONS

Katandra 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;
- 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; and
- 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; and
- 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; and
- 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; and
- 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; and
- 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; and
- 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; or
- 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.

FURTHER INFORMATION AND RESOURCES

Can be found by looking at our Student Wellbeing and Engagement, Communication with School Staff, Respect for School Staff.

REVIEW CYCLE

This policy was last updated on November 16th 2020 and is scheduled for review in November 2022

This Code of Conduct or Policy was endorsed/approved by the Katandra School Council on November 2020 for review if legislative or other changes require in the interim or no later than November 2022.

Date Implemented	November 2020
Author	Rhett Watts
Approved By	School Council
Approval Authority (Signature & Date)	School Council President: Kellie Easton Signature Date
Date to be Reviewed	November 2022
Responsible for Review	Rhett Watts, Thomas Cazaly
References	Victorian Government Schools Reference Guide