



PHILOSOPHY STATEMENT

SCHOOL VISION

At Meeniyan PS students, staff and parents are part of a learning community which values academic, physical, emotional and social learning. Our students are encouraged and supported to be learners who continue to learn and transfer their knowledge and skills to different situations throughout their life on a local and global level.

The school endeavours to provide contemporary and effective approaches to teaching and learning in a purposeful learning environment by ongoing and collaborative staff learning.

Our community is integral to the wellbeing and growth of Meeniyan PS as a place of learning. All members of the school community work in a partnership to foster the growth of each other.

Students are enthused and responsible learners who achieve their individual best by valuing challenge, effort and achievement.

- *We are responsible for how we affect our learning, achievements and interactions with others*
- *We care for each other through understanding, acceptance and support*
- *We think of others and treat them with respect.*
- *We actively engage in learning to develop and achieve.*

SCHOOL VALUES

The school values of Responsibility, Respect, Care and Compassion, Doing Your Best and Understanding, Tolerance and Inclusion underpin our decisions and actions

Our school values high expectations of students and the wider school community, respect for self and empathy for others and fairness and honesty ensuring child safety at all times, with clear expectations around adult behaviour, protecting children from abuse. Meeniyan PS has a zero tolerance of abuse.

ENACTMENT OF SCHOOL PHILOSOPHY

In all documents, in all practice by students and teachers, in work with the School Council and the community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions, in all organisational structures and practices the vision of the school will sit at the centre and there will be expectations about all work aligning with the school 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.

EDUCATIONAL PHILOSOPHY

Our school strongly believes in and provides a differentiated and developmental learning program that provides for individual needs and allows all students to develop their knowledge and skills further. Precise and timely formative assessment, macro and micro-scaffolding and effective teaching practices are major drivers for improved student outcomes.

The school curriculum is designed to provide for each child's individual seven year journey at primary school.

Our school recognises and supports the importance of mental health and wellbeing of our students in student learning and interactions now and in the future lives. We work in partnership with parents to develop mental health knowledge and strategies to support members of our school community.

MAJOR THEMES

- Transfer of knowledge and skills

- Work Ethic
- Student Voice
- Community Contribution
- Student Leadership
- Visible Learning

ACCEPTABLE AND UNACCEPTABLE BEHAVIOURS FOR ANY ADULTS AT TARWIN VALLEY PRIMARY SCHOOL

Principles for adult's behaviour in undertaking child-connected work:

Some simple principles should guide an adult's behaviour when undertaking child-connected work such as:

- a Working with Children's Check is required if working directly with students or independently onsite for a prolonged period of time.
- the adult/child relationship should be professional at all times
- an adult's response to a child's behaviour or circumstance should be commensurate with the child's age and vulnerability and the adult's responsibility for the care, safety and welfare of the child
- an adult should not initiate or seek physical contact or contact with children in or outside school
- retain student privacy and confidentiality

Acceptable behaviours

All staff, volunteers and board/school council members are responsible for supporting the safety of children by:

- adhering to the school's child safe policy and upholding the school's statement of commitment to child safety at all times
- taking all reasonable steps to protect children from abuse
- treating everyone in the school community with respect
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children (for example, by never questioning an Aboriginal and Torres Strait Islander child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults without a WWCC are not alone with a child
- reporting any allegations of child abuse to the school's leadership (or child safety officer if the school has appointed someone to this role)

- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the *Crimes Act 1958*
- reporting any child safety concerns to the school's leadership (or child safety officer if the school has appointed someone to this role)
- if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe
- reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or certain allegations or concerns about a registered teacher.

Unacceptable behaviours

Staff and volunteers must not:

- ignore or disregard any suspected or disclosed child abuse
- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps)
- put children at risk of abuse (for example, by locking doors)
- initiate unnecessary physical contact which children or do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race or sexuality in the presence of children
- discriminate against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- have contact with a child or their family outside of school without the parents knowledge and/or school's leadership or child safety officer's (if the school has appointed someone to this role) knowledge and/or consent or the school governing authority's approval (for example, unauthorised after hours tutoring, private instrumental/other lessons or sport coaching). Accidental contact, such as seeing people in the street, is appropriate
- have any online contact with a child (including by social media, email, instant messaging etc) or their family without the knowledge of the parents and/or school's leadership (unless necessary eg by providing families with e-newsletters or assisting students with their school work)
- use any personal communication channels/device such as a personal email account with a child
- exchange personal contact details such as phone number, social networking sites or email addresses
- photograph or video a child without the consent of the parent or guardians
- work with children whilst under the influence of alcohol or illegal drugs
- consume alcohol, tobacco or drugs at school or at school events in the presence of children.