



# *Statement of Values and School Philosophy*



If you need help to understand this policy, please contact Roberts McCubbin Primary School via email [roberts.mccubbin.ps@education.vic.gov.au](mailto:roberts.mccubbin.ps@education.vic.gov.au) or phone 9890 2372

## 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

Roberts McCubbin 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 Roberts McCubbin 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 our 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, meetings and assemblies
- Are celebrated in our school song
- We display them through our actions

## VISION

Roberts McCubbin's vision is that every child is unique, every child can succeed, and every child deserves to thrive. We are a learning community that embeds excellence in teaching and learning, with high expectations, inclusive practices, and strong wellbeing supports for all learners. We believe that inclusion and wellbeing are pivotal in enhancing learning outcomes, when students feel safe, valued, and supported, they are empowered to engage deeply, take risks in their learning, and reach their full potential.

## MISSION

Roberts McCubbin Primary School's mission is to embed a culture around child safety which is supported by a happy and engaging environment for everyone. The school is committed to the principles of a developmental approach to learning and has established a culture, which reflects a shared vision about how children learn:

- designing teaching and learning strategies to match children's developmental learning requirements
- class structures providing an inclusive, integrated and comprehensive curriculum that maximizes the opportunity for every child to reach his/her potential
- developing a meaningful partnership with parents to create a positive and caring school community
- focusing on the whole child; the educational, social, emotional, physical and creative development

## 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.

At Roberts McCubbin Primary School, we believe that every child deserves to feel safe, valued and supported to reach their full potential. We are committed to responsive and evidence-based teaching that meets students where they are and helps them grow through purposeful, engaging learning experiences.

Learning is most effective when children:

- are supported through explicit instruction and clear learning intentions that build confidence, independence and success
- experience individualised support, where adjustments and modifications enable every learner to access the curriculum and demonstrate their strengths
- are actively engaged in meaningful and challenging learning that connects to their interests and prior knowledge
- are encouraged to take risks, solve problems and persist through challenges, developing resilience and a growth mindset
- learn in a safe, inclusive and stimulating environment that promotes respect, collaboration and curiosity
- benefit from strong partnerships between teachers, students and families, where communication, trust and shared responsibility support every child's learning journey

## VALUES

Robert's McCubbin values are:

- *Creativity & Endeavour*
- *Respect*
- *Inclusion*
- *Resilience*

At Roberts McCubbin Primary, our values guide the way we learn, play and connect with others every day. They reflect our strong sense of community and the pride we take in being respectful, inclusive, and resilient learners who strive to do our best.

Our original school values of Creativity and Endeavour remain an important part of our heritage, reminding us of the generations of learners who came before us and inspiring us to continue creating, exploring and striving for excellence.

### **Respect**

We respect ourselves, others, and our environment. Respect is shown through our words, actions and choices. We use our manners, speak kindly and care for others, our environment, and ourselves. We listen to teachers and classmates, treat equipment and spaces responsibly, and celebrate the achievements of others.

### **Resilience**

We know that learning can be challenging, and we value persistence and a positive mindset. We keep trying, even when things feel hard, and learn from mistakes. We are patient with ourselves and others, show gratitude, and support each other's success. We are "rubber band kids" who bounce back from challenges and keep moving forward.

### **Inclusion**

We believe everyone belongs at RMPS. We accept and celebrate people for who they are, include everyone in games and learning, and ensure all voices are heard. We help each other, recognise different learning needs, and work together so everyone can thrive.

### **Creativity and Endeavour**

Our heritage values of creativity and endeavour remind us to be curious, imaginative and courageous learners. We explore new ideas, take risks, and challenge ourselves to do our best — in the classroom, on the playground, and in the community.

## BEHAVIOURAL EXPECTATIONS

At Roberts McCubbin Primary School we believe that positive relationships and clear, consistent expectations are essential to creating a safe, inclusive and supportive learning environment.

Our approach to behaviour is guided by the School-Wide Positive Behaviour Support (SWPBS) framework. This framework focuses on explicitly teaching, modelling and reinforcing expected behaviours across all school settings. Through SWPBS, we promote our school values of Respect, Resilience, Inclusion, Creativity and Endeavour in every classroom, playground and community interaction.

When students display repeated or significant behaviours of concern, we work collaboratively with families, staff and, where appropriate, allied professionals to develop individual Behaviour Support

Plans (BSPs). These plans provide tailored strategies and adjustments to support the student's regulation, engagement and success at school.

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

We acknowledge that the behaviour of staff, students, parents, carers and community members has an impact on our school culture and shared sense of safety and belonging. We each have a responsibility to model respectful, responsible and inclusive behaviour.

As 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.
- lead the implementation of School-Wide Positive Behaviour Support (SWPBS) and ensure expectations are clearly taught, reinforced and celebrated
- oversee the development and review of individual Behaviour Support Plans (BSPs) for students requiring additional or ongoing behavioural support
- use data and collaborative problem-solving to promote early intervention and consistent responses across the school

**Staff** 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's Code of Conduct](#).

As 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.
- explicitly teach, model and reinforce the expected behaviours as outlined in our SWPBS matrix
- recognise and celebrate positive behaviour through consistent acknowledgment systems
- support students with individual BSPs, using targeted strategies and adjustments to promote engagement and self-regulation
- work collaboratively with the wellbeing and leadership teams to ensure responses to behaviour are fair, consistent and restorative

**Parents and carers** play a vital role in helping their child understand and meet shared behaviour expectations. Additionally, information about the expectations of 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. Schools can share these expectations through use of [posters](#) available in over [30 translated languages](#).

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.
- support the school's SWPBS expectations and reinforce these values at home
- engage positively in meetings to support the development and implementation of BSPs when required
- work in partnership with the school to promote positive social and emotional growth

As students, we will:

- model positive behaviour to other students and are humble with our victories and respectful of others
- communicate politely and respectfully with all members of the school community
- comply with and model school values that includes others and respects school resources
- we value honesty and always telling the truth so that we behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment
- actively participate in school and display our values by trying our hardest and don't give up
- not disrupt the learning of others and make the most of our educational opportunities and respectfully listening to others perspectives.
- follow our SWPBS expectations across all school settings
- accept support to learn self-regulation and problem-solving strategies
- participate in the development of personal goals and Behaviour Support Plans (BSPs) where needed

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.
- support the school's SWPBS framework and uphold a shared responsibility for fostering respect and inclusion within our community

## 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 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*.

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## 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
- Included in staff onboarding
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

## RELATED POLICIES AND RESOURCES

Department of Education policies and resources:

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



Roberts McCubbin policies:

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

## POLICY REVIEW AND APPROVAL

Policy last reviewed	2025
Approved by	School Council Student Voice Team Staff Consultation
Next scheduled review date	2030