

Statement of Values and School Philosophy

Ratified by School Council on 27 May 2025



[Help for non-English speakers](#)

[If you need help to understand the information in this policy please contact the school office.](#)

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.

Definitions

Essential Agreement – a set of negotiated expected behaviours and attitudes that link to each of the Whole School Values which promotes positive behaviours.

IB-PYP - International Baccalaureate - Primary Years Programme

Whole School Values: Achievement, Cooperation, Harmony, Respect and Responsibility

Policy

Coatesville Primary School 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/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.

We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning.

The programs and teaching at Coatesville Primary School 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, tolerance, inclusivity and equality.

This policy outlines our school's vision, mission, values and expectations of our school community.

To celebrate and embed our Statement of Values and Philosophy in our school community, we:

- display the IB-PYP mission statement in each learning space, on our website and in our staff and parent handbooks,
- co create, display and refer to our whole school Essential Agreements with the students,
- co create, display and refer to our grade level Essential Agreements with the students
- share our Essential Agreements with our parents/carers,
- celebrate our School Values in our school newsletter and at the weekly assemblies,

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Purpose Statement

Our school's purpose statement is:

"To nurture the educational journey of all within the school community, so that we aspire higher, through an engaging and relevant, inquiry-based curriculum, that empowers us to be internationally minded, life-long learners."

To this end, we support students to reach their personal best and fully equip them to contribute positively to society as happy, healthy and educated young adults.

IB mission

As an IB-PYP school we underpin our teaching using the PYP framework. Our school's vision is also underpinned by the IB mission statement:

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment."

"These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

Values

The Coatesville Primary School's Whole School Values of Achievement, Cooperation, Harmony, Respect and Responsibility are incorporated into our pedagogy and promoted to and by the staff, students and parents/carers so that they are shared and celebrated as the foundation of our school community.

Behavioural Expectations

Coatesville Primary 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 students at our school.

Principals and school leaders 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;

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- 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.

CPS staff will:

- model positive behaviour to students and parents 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 collaboratively with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly, including for those 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.

Parents and carers will:

- model positive behaviour;
- communicate politely and respectfully with all members of the school community;
- ensure their child attends school on time, every day they are well enough to attend and that the school is open for instruction;
- take an interest in their child's school and their learning;
- work with the school to achieve the best outcomes for their child;
- communicate respectfully and constructively with the school and use the appropriate processes and protocols when raising concerns - speaking with the classroom teacher, then the Teaching and Learning Leader prior to speaking with school leadership;
- support school staff to maintain a safe learning environment for all students;
- follow the school's processes for communication with staff and making complaints (see CPS [Complaints Policy](#)); and
- treat all school leaders, staff, students, and other members of the school community with respect.

Students will:

- model positive behaviour to other students both face-to-face and while online;
- communicate politely and respectfully with all members of the school community;
- comply with and model the Whole School Values;
- comply with and model the grade level Essential Agreement;
- behave in a safe and responsible manner both in face-to-face and online situations;
- respect ourselves, other members of the school community and the school environment;
- actively participate in school; and
- support the learning of others and make the most of our educational opportunities.

Members of the community 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 (see CPS [Complaints Policy](#))

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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 in Schools 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, discriminatory or derogatory comments; and
- the use of social media and social media posts 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; and
- legal action

Inappropriate student behaviour will be managed in accordance with our school's Student Wellbeing and Engagement Policy and Bullying and Harassment 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.

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Further Information and Resources

- [Bullying Prevention and Response Policy](#)
- [Child Safe Policy](#)
- [Child Safety - Code of Conduct](#)
- [Complaints and Grievances Policy](#)
- [Inclusion and Diversity Policy](#)
- [Digital Technologies Policy](#)
- [Student Engagement, well-being and inclusion policy](#)
- [Visitors in Schools Policy](#)

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 staff training
- Hard copy available from school administration upon request

Evaluation

Policy last reviewed	May 2025
Consultation	Community Policy Committee School Council
Approved by	School Council (27.05.25) Principal (27.05.25)
Next scheduled review date	2028 [the recommended minimum review cycle for this policy is 3 to 4 years]