

STATEMENT OF VALUES AND SCHOOL PHILOSOPHY



Help for non-English speakers:

If you need help to understand the information in this policy please contact: 9428 8955

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:

Melbourne Girls' 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 Melbourne Girls' 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, values and expectations of our school community. This policy is available on our school website, our staff induction handbook, student diary 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
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

VISION

Melbourne Girls' College is a leader in innovative education, providing opportunities for students who are taught and nurtured by staff, peers and families.

The College's vision is to focus on the development of:

- Personal, social and emotional wellbeing
- Creating global citizens, who are ethical leaders with a sense of stewardship for the future
- Academic growth, including in the areas of Science Technology Engineering Art and Mathematics (STEAM)
- Sporting endeavours, particularly in rowing and aerobics
- Artistic endeavours, particularly in performance, visual arts and music
- Social endeavours, particularly in the promotion of diversity, sustainability and philanthropy

MISSION

At Melbourne Girls' College, our mission is to empower young people to achieve their full potential in a supportive and inclusive environment. We are committed to fostering personal, social, and emotional well-being, nurturing ethical global citizens, and promoting academic excellence.

VALUES

Melbourne Girls' College is a leader in contemporary educational practice firmly grounded in values of excellence, teamwork and diversity.

Our values are:

Excellence

Excellence in our achievements and aspirations while always striving to give and be our best.

Teamwork

Together, we know we can achieve so much more. We strongly believe that effective communication and the celebration of individuality within the team are crucial elements to developing an effective team-based collaborative environment.

Diversity

We are a richer community when we consider all perspectives and recognise and celebrate the differences. We challenge our students to think critically about their own beliefs and examine the world in fresh ways to promote creativity and innovation in an authentic, inclusive environment.

BEHAVIOURAL EXPECTATIONS

Melbourne Girls' 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.

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.

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 staff training
- Included in staff handbook/manual
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Discussed at student forums
- Hard copy available from school administration upon request

RELATED POLICIES AND RESOURCES:

Department of Education and Training policies and resources:

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

Example school policies:

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

REVIEW PROCESS:

Policy last reviewed	October 2024
Approved by	Consultation with School Council October 2024 Approved by School Council and Principal 15 October 2024
Next scheduled review date	Every 3 – 4 years June 2027

WHO TO CONTACT

Who	Reason
Sub-School Officer – one per sub-school <ul style="list-style-type: none"> • Year 7/8 • Year 9/10 • Year 11/12 	<ul style="list-style-type: none"> • Support with Compass (e.g. approving absences, consent for year-level events) • Uniform passes
Wellbeing/Homegroup Teacher <ul style="list-style-type: none"> • Year 7 (10 homegroups) • Year 8 (10 homegroups) • Year 9 (10 homegroups) • Year 10 (10 homegroups) • Year 11 (9 homegroups) • Year 12 (9 homegroups) 	<ul style="list-style-type: none"> • Daily check-ins • General information about Wellbeing curriculum or Homegroup • General information about upcoming events (e.g. Swimming Carnival, Athletics Day etc)
Subject Teacher	<ul style="list-style-type: none"> • Concerns relating to subject-specific content • Concerns relating to your child's progress in a specific subject
Year Level Leaders – 2 per year level <ul style="list-style-type: none"> • Year 7 • Year 8 • Year 9 • Year 10 • Year 11 • Year 12 	<ul style="list-style-type: none"> • Subject Changes • Academic progress across a range of subjects • Wellbeing issues • Attendance concerns • Parent meetings
Student Engagement and Wellbeing leader – one per sub-school <ul style="list-style-type: none"> • Year 7/8 • Year 9/10 • Year 11/12 	<ul style="list-style-type: none"> • Parent meetings • Complex wellbeing issues, including school refusal
Assistant Principal – one per sub-school <ul style="list-style-type: none"> • Year 7/8 • Year 9/10 • Year 11/12 	<ul style="list-style-type: none"> • School policy • School management • Staff members • Very complex students' issues. <p>The Principal Team, which includes the College Principal, is fully informed of these issues.</p>