

Vision, Philosophy and Values Statement

Approved by School Council August 2025

Purpose

The purpose of this policy is to outline the vision, philosophy and values of our school community.

Policy

Bentleigh Secondary College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We are a child safe school, our college takes a preventative, proactive and participatory approach to Child Safety to ensure the safety of students is promoted, child abuse is prevented and allegations of child abuse are responded to as required by mandatory reporting.

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 Bentleigh Secondary 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, objective and values of our school community. This policy is available on our school website, our staff induction handbook, in our student organisers and in enrolment/transition packs.

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

- display posters and banners that promote the 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

We believe our school must provide excellence in education by providing opportunities for the development of the whole student, including the skills and capabilities young people need to lead productive lives. A key educational priority is to ensure students have access to curriculum activities that broaden and deepen their learning experiences. We value personal effort, perseverance and excellence.

Bentleigh Secondary College's vision is to develop students who:

- engage in their learning and become lifelong learners who will develop resilience and optimism
- are independent learners, whose learning is extended by teachers who use high impact teaching strategies and best practice based on data to achieve on-going learning growth
- utilise 21st Century skills to enable them to enhance and develop their learning at school and provide them with the knowledge and skills to apply this learning ethically and effectively in further study, work and in their personal lives.

This is enacted through the use of a range of evidence based pedagogies and curriculum used by teachers in the classroom. Formative and summative assessment and feedback is provided to students, centred around their learning to set goals for future growth. We also value our partnerships in the development of programs such as Growth Mindset, Mindfulness and Meditation.



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Mission

Bentleigh Secondary College's mission is to recognise and build a culture of high expectations and excellence in education achieve our college motto of 1956 *Quaere Veritatem*, 'Seek the Truth' and current motto *Optimum Esse Vos Esse*, 'being the best you can be'. We aim to maximise student learning to enable students to become independent, creative, resilient and positive individuals; equipped with the personal, social, academic and 21st Century skills necessary in a changing world.

Objective

Using data, evidence and high impact teaching strategies, we identify student learning strengths and build on areas for improvement in order to allow students to grow and develop academically and successfully pursue future pathways.

We enact our Mission and Objective through:

- use of a range of evidence based pedagogies used by teachers in our classrooms
- collaboratively designed and innovative curriculum delivered in our classrooms
- feedback provided to students about their learning and where to go to develop next steps
- focus on Growth Mindset, Mindfulness and Meditation
- extra-curricular programs, such as House (Carnivals, Chorals, Debating and Bentleigh's Got Talent), Music, Performing Arts, Sports and Sports Academy
- the work within Bentleigh Secondary College's inclusive and diverse school community

Values

Bentleigh Secondary College's values are: respect for self and others; inclusiveness and the concern for the safety and wellbeing of self and others; harmonious relationships where differences are valued and where we support student voice and agency for students to take responsibility for their learning and enable the learning of others. Our programs and practices are designed to reflect these values.

We are a school where relationships are highly valued, allowing all to feel engaged and connected as a community of learners. Restorative practices are used to acknowledge conflict and to repair relationships.

We are a community committed to respectful relationships that achieve successful outcomes for all students in a safe, challenged and supportive school culture.

Bentleigh Secondary College's values are:

Excellence – excellence in education

Responsibility – the right to learn

Respect – the right to be treated with respect

Inclusiveness – the right to feel safe

Community – the right to feel included

Bentleigh Secondary College is a thriving, well-resourced school, proudly supported by its local community providing excellence in education.

This policy will be published on the school website and on Compass Resources.

Behavioural expectations

Bentleigh Secondary College acknowledges a shared responsibility to create a positive learning environment for the students 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 students achieves their personal and learning potential



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- work with parents and carers 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 and carers 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.

As teachers and non-teaching school staff, including all paid personnel onsite, 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.

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
- 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
- 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
- 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 that poses a danger whether perceived or actual 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



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- the use or threat of violence of any kind, including verbally / 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, vilifying, defaming, degrading or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.
- Inappropriate actions towards age, breastfeeding, gender, identity, impairment, industrial activity, sexual activity, marital status, parental status, physical features, political views, religious beliefs, sexual orientation or personal association

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 *Vision, Philosophy and Values Statement* 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
- legal action

Inappropriate student behaviour will be managed in accordance with our school's *Student Wellbeing and Engagement Policy*, *Child Safe policy* and *Bullying Prevention Policy*. This policy is published on the college website, the Staff Handbook and the staff resources page on Compass. This *Vision, Philosophy and Values Statement* 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. This policy is published on the college website, the Staff Handbook and the staff resources page on Compass.

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 handbook/manual
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Made available in hard copy from school administration upon request

RELATED POLICIES AND FURTHER INFORMATION

Student Wellbeing and Engagement Policy, Communication with School Staff Policy, Complaints Policy.

REVIEW CYCLE

This statement was last updated in 2025 and is scheduled for review in 2027.