Foster Primary School aims to develop students who are confident, capable and creative lifelong learners. We believe that everyone can learn to learn. Resilience, resourcefulness and reflectiveness are promoted.

We build positive relationships and social responsibility in a safe and caring environment.

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. Foster Primary School has a zero tolerance of abuse.

English and Mathematics remain central to the curriculum, underpinned by an emphasis on Thinking Skills. Our school offers a range of specialist classes which appeal to different learning styles and organises an incursion each term addressing areas such as drama, science, writing, music or performance skills. Sport, Music, Art, Dance and Drama are popular in the wider school community and students are encouraged to participate both in and out of school hours. Participation in government initiatives such as “Active After School’s” and “Resource Smart Schools” has raised the profile of student health and wellbeing; and sustainability of the environment. The school is in the fifth year of being a Stephanie Alexander Kitchen Garden School. This programme is a timetabled part of the curriculum accessed by all students from Grades 3-6. Foster Primary School values its strong links with the wider community with Volunteers supporting school programs in areas such as LAP, classroom helpers, Camps & Excursions and the Kitchen Garden.

The programs of, and teaching in, the school will support and promote the principles and practices of Australian democracy including a commitment to:

- An 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.

Statements which affirm the school’s principles are found in the vision of the school and in documents such as prospectus, handbooks and school strategic plan.

**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.

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The process at our school can be represented as the vision, values and beliefs at the centre. In an outer ring there will be a set of principles. As a further outer ring will be a set of practices. A detailed list of school policies will sit within this framework.

In all work in the school, the question “Is this work or process in line with the school vision, values and beliefs?” This question will be a fundamental part of the practice of all leaders in the school.

Acceptable and Unacceptable Behaviours for any adults at Foster 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:

- 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 be alone with a child unless there is line of sight to other adults
- an adult should not initiate or seek physical contact or contact with children outside school.

Acceptable and unacceptable behaviours
The followings lists provide examples of statements about acceptable and unacceptable behaviours which could be included in a school’s code of conduct. The lists are not intended to be exhaustive, but may assist schools when customising their codes of conduct to the expectations and needs of their own communities.

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

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- 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 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 office 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

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- have inappropriate contact with a child or their family outside of school
- have any online contact with a child (including by social media, email, instant messaging etc) or their family (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
- 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 or drugs at school or at school events in the presence of children.

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