



Saint Ignatius College Geelong

School Governance Standards

Saint Ignatius College Geelong supports and promotes the principles and practice of Australian democracy.

Support for Democratic Principles

The *Education and Training Reform Act 2006* requires all education providers to operate in a manner consistent with this set of Australian democratic principles. The Act requires that all providers of education, both government and non-government owned, deliver their programs and teaching in a manner that supports and promotes the principles and practice of Australian democracy.

This includes 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.

The Australian democratic principles, enshrined in the Act, will not constrain the operation of religious schools, nor will any other provision in the Act, subject to schools complying with minimum education standards.

Faith-based schools have a well established place in Victorian education and these schools will continue to be registered by the appropriate statutory authority.

Reference: http://www.education.vic.gov.au/about/directions/reviewleg_democracy.htm

Values for Australian Schooling

Nine Values for Australian Schooling have emerged from Australian school communities and from the *National Goals for Schooling in Australia in the Twenty-First Century*. They are presented below in alphabetical order and not in any rank order of importance.



Saint Ignatius College Geelong

Nine Values for Australian Schooling

1. **Care and Compassion.** Care for self and others.
2. **Doing Your Best.** Seek to accomplish something worthy and admirable, try hard, pursue excellence.
3. **Fair Go.** Pursue and protect the common good where all people are treated fairly for a just society.
4. **Freedom.** Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.
5. **Honesty and Trustworthiness.** Be honest, sincere and seek the truth.
6. **Integrity.** Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
7. **Respect.** Treat others with consideration and regard, respect another person's point of view.
8. **Responsibility.** Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.
9. **Understanding, Tolerance and Inclusion.** Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

From *National Framework for Values Education in Australian Schools*, Commonwealth of Australia, 2005, page 4



Saint Ignatius College Geelong

Australian Student Wellbeing Framework

Introduction

The Australian Student Wellbeing Framework supports Australian schools to provide each and every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The Framework is based on evidence that demonstrates the strong association between safety, wellbeing and learning.

The wellbeing of children and young people is enhanced and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Educators who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

The Australian Student Wellbeing Framework supports Australian schools to promote positive relationships and the wellbeing of students and educators within safe, inclusive and connected learning communities.

Vision

Australian Schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential.

The Framework

- affirms children's rights to education, safety and wellbeing under the United Nations Convention of the Rights of the Child
- is informed by relevant national, state and territory policies, initiatives and legislative frameworks
- aligns to the Australian Curriculum, the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals
- emphasises the important of students having authentic opportunities to contribute their voices to decision-making over matters that affect them
- focuses on all students and their families, including those from vulnerable groups, and actively seeks to help realise the aspirations, education and wellbeing of Aboriginal and Torres Strait Islander students.

Table 1 below provides an overview of the Framework. The Australian Student Wellbeing Framework underpins our Saint Ignatius College Geelong's "Student Wellbeing Framework.



Saint Ignatius College Geelong

Table 1: The Framework Elements & Principles

The five elements provide the foundation for the whole school community to promote student wellbeing, safety and learning outcomes.

| <i>ELEMENTS</i> | LEADERSHIP | INCLUSION | STUDENT VOICE | PARTNERSHIPS | SUPPORT |
|--------------------------|---|---|--|---|---|
| | Visible leadership to inspire positive school communities | Inclusive and connected school culture | Authentic student participation | Effective family and community partnerships | Wellbeing and support for positive behaviour |
| <i>PRINCIPLES</i> | Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected. | All members of the school community are active participants in building a welcoming school culture that values, diversity, and fosters positive and respectful relationships. | Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe. | Families and communities collaborate as partners with the school to support student learning, safety and wellbeing. | School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning. |

Reference:

<https://www.studentwellbeinghub.edu.au/educators/australian-student-wellbeing-framework#/>