



# *Macarthur Girls High School*

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## VALUES IN NSW PUBLIC SCHOOLS POLICY

### Rationale

NSW public schools have always taught the values that are the basis of law, customs and care for others in our society.

Values shape attitudes to the changing circumstances, events and issues encountered in daily life.

Schools in NSW share with families and the community the responsibility for teaching values. While values are learnt predominantly in the home and modified through relationships and life experiences, parents and the community have high expectations about commonly held values also being taught in schools.

The demonstration of these values in all areas of public education is both the aim and a measure of success for public schools.

The DoE policy statement on values in schools can be found at : <https://education.nsw.gov.au/policy-library/policies/values-in-nsw-public-schools>

### Policy

At Macarthur Girls High School, we support the community values through our everyday interactions with each other and the community at large. These values represented in the acronym **PRIDE**: participation, respect, integrity, diversity and excellence. These core or PRIDE values underpin every area of school life in our school. The PRIDE values are taught in all classrooms and across the learning community through a comprehensive and multifaceted approach.

The aim of our values platform – PRIDE - is to establish an educational foundation for all students at Macarthur GHS to believe and practise the values of participation, respect, integrity, diversity and excellence. The school believes that through modelling and instilling these values into everyday school life they will become central to enhancing each girl's sense of self-worth, character and self-mastery. The learning community at Macarthur Girls High School upholds these values by showing **pride** in ourselves, our achievements and our school, including its traditions and environment.

Macarthur Girls High School's core (PRIDE) values are:

**Participation:** Taking an active role in school and the broader community.

**Respect:** Respecting ourselves. We treat others and our environment with thoughtfulness and consideration.

**Integrity:** Being consistently honest, trustworthy and reliable. We show courage in standing up for ourselves, our beliefs and our community.

**Diversity:** Accepting and treating others with respect regardless of difference. We celebrate the diversity of our multicultural school.

**Excellence:** Striving to achieve our best. We have high expectations of ourselves and others. Our work and behaviour are of the highest quality and reflects our potential.

Our PRIDE program develops the whole person enabling students to take charge of their own learning and to make responsible choices. The program is designed to inform and motivate all students.

The program is designed to meet the intellectual, social and emotional developmental needs of all students. It covers issues such as identity, relationships, the importance of assisting others, making considered decisions, taking responsibility for one's actions and providing leadership based on honesty, integrity and optimism. An overview of the program is shown in appendix A

### **Outcomes (see also appendix B)**

As a result of the programs and strategies implemented at Macarthur Girls, students and staff demonstrate and express our core values through the way they think, speak and behave; including:

- love of learning
- high standards
- care and respect for self and others, family and community
- respect for work
- fairness and social justice
- pursuit of excellence
- being active citizens of Australia and the world
- appreciating Australia's history and multicultural society.

At a community level, students will contribute to a society that:

- values all people
- contributes to reconciliation between Indigenous and non-Indigenous Australians
- is comfortable with cultural and linguistic diversity
- is compassionate towards others in need
- is aware of its heritage
- develops social cohesion
- empowers individuals to become active participants in the democratic processes of Australian society
- rejects violence, harassment and negative forms of discrimination and
- supports peaceful resolution of conflict.

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**Date created: 11.10.2017**

**Review date: 2020**

## Values In NSW Public Schools Policy Implementation / Procedures

Public schools teach values, including the values that underpin learning. Public schools also provide students with opportunities to explore the values that lie behind diverse community attitudes to political issues and social concerns.

Values are taught explicitly in classrooms and through the activities and relationships of the school and its community. In schools, core values influence how people communicate, work together and make decisions. They are reflected in the policies and procedures of schools and the Department.

Values guide student welfare and discipline, how the school communicates with parents and the opportunities for staff, students and parents to participate in decision-making. They also guide the learning experiences that are provided for students and how they are provided. Values contribute to all individual and group decision-making in the school community.

This NSW approach to values education involves community consultation, statements of values, school programs and teaching and learning strategies that demonstrate how to make values explicit in a range of learning contexts. A national and international review of literature supports this approach.

The NSW approach recognises that the core values are taught in all classrooms and in school communities. Reflection, explicit teaching and discussion of the core values are essential for schools to communicate to the public the values being taught to students. The approach to values education in NSW underpins every area of school life in our public schools and avoids the containment of the teaching of values to one-off programs, often additional to the curriculum, or focusing on only one area of teaching or school activity.

The core values on which the Macarthur GHS PRIDE program is based are:

**INTEGRITY:** Being consistently honest and trustworthy.

**EXCELLENCE:** Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

**RESPECT:** Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

**RESPONSIBILITY:** Being accountable for your individual and community's actions towards yourself, others and the environment.

**COOPERATION:** Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

**PARTICIPATION:** Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

**CARE:** Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

**FAIRNESS:** Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

**DEMOCRACY:** Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

These core values represent the aspirations and beliefs of the Australian community as a whole, including its concern for equity, excellence and the promotion of a caring, civil and just society. They are common to a range of secular and religious world-views and are found in most cultures.

### Related policies and documents :






There are no related policies or documents

## Program

The aim of the PRIDE program is to establish an educational foundation for students to understand and to practise the values of participation, respect, integrity, diversity and excellence. We believe that modelling and instilling these values in everyday school life is central to forming each student's sense of self-direction, character and self-mastery. Our program aims to develop the whole person, enabling each student to take charge of their own learning and to make responsible choices. The program is designed to inform and motivate girls.

Each year focuses on themes appropriate to the student's intellectual, social and emotional development. These themes cover issues such as identity, relationships, the importance of assisting others, making considered decisions, taking responsibility for one's actions and providing leadership based on honesty, integrity and optimism.

We show pride in ourselves, our achievements and our school, including its traditions and environment, through: PRIDE: participation, respect, integrity, diversity and excellence (see also appendix B)

|   |   |   |
|---|---|---|
|    | <p>Taking an active role in school and the broader community.</p>   | <p>Participation also includes:<br/> <b>Inclusivity</b>- We feel valued and included. Everyone is given an opportunity to participate.<br/> <b>Co-operation</b>-We work together to achieve common goals in a harmonious way.</p>   |
|   | <p>Respecting ourselves. We treat others and our environment with thoughtfulness and consideration.</p>   | <p>Respect also includes:<br/> <b>Care</b> We care for ourselves and others. We show empathy and act with compassion.<br/> <b>Safety and Security</b> We behave in ways that promote a safe and secure environment. We resolve conflict in peaceful ways.</p>   |
|  | <p>Being consistently honest, trustworthy and reliable. We show courage in standing up for ourselves, our beliefs and our community.</p>                              | <p>Integrity also includes:<br/> <b>Responsibility</b> We are accountable for our actions. We are aware of the impact our actions have on ourselves and others. We recognise the need to be well-mannered, polite and courteous.</p>  |
|  | <p>Accepting and treating others with respect regardless of difference. We celebrate the diversity of our multicultural school.</p>                                   | <p>Diversity also includes:<br/> <b>Fairness</b> We expect and trust that people in our School will be treated fairly for the good of the individual and the common good of the group.<br/> <b>Citizenship</b> We strive to be good citizens. We believe in the rights, freedoms, values and responsibilities of living in our country.</p> |
|  | <p>Striving to achieve our best. We have high expectations of ourselves and others. Our work and behaviour are of the highest quality and reflects our potential.</p> |   |

## **People**

### Wellbeing Team

Develop teaching materials for delivery in PRIDE sessions  
Evaluate PRIDE program and adjust as required  
Provide PL to teaching staff delivering PRIDE sessions to classes  
Monitor individual students and delivering teachers for PRIDE delivery

### Roll call Teachers

Present PRIDE materials to groups under their care  
Model the PRIDE values for students in their roll groups  
Model PRIDE values in their classrooms

### Executive

Model PRIDE values in their dealings with students and families  
Model PRIDE values at assemblies and other gatherings  
Recognize and value the PRIDE values in their daily interactions across the school

### Students

Participate in PRIDE sessions in a positive manner  
Model PRIDE values when in the broader community  
Demonstrate PRIDE values in interactions with peers and staff

### All staff

Model PRIDE values in their workplace  
Support and encourage students in their upholding of the PRIDE values in everyday interactions with others in the school & community

## **Review and evaluation:**

The HT student wellbeing and the wellbeing team will lead an annual review of the PRIDE program, making adjustments as they are required. Individual staff are to have input into this review through their registration process when delivering the different components of the program. The PRIDE matrix (appendix A) should be updated as these adjustments are made

More substantial reviews, including undertaking of student and staff surveys \*via survey monkey) will be undertaken biannually, with the results being used to adjust content and delivery methodology.

The program will be reported through the Annual School Report : Student Wellbeing report, where the HT wellbeing will report on the overall program and modifications being made for future incorporation to the values program of the school. Evidence of achievement of SMP milestones will also be provided and reported on annually.

Activities connected to the delivery of the PRIDE program should be reported on through the Social; Media connections through the school's Facebook account and other apps used to keep parents and caregivers up to date on school events.

| Year    | Term 1             | Term 2                           | Term3           | Term 4               |
|---------|--------------------|----------------------------------|-----------------|----------------------|
|         | Participation      | Respect                          | Integrity       | Diversity Excellence |
| Year 7  | ATTITUDE           | BELIEVE                          | CONFIDENCE      | DIVERSITY            |
| Year 8  | EXPLORE and EVOLVE | FRIENDSHIP AND FAMILY            | GOALS           | HARMONY / HOPE       |
| Year 9  | IDENTITY           | JUSTICE (Adolescents)<br>JOURNEY | KINDLE KINDNESS | LIFE- LOVE, LAUGHTER |
| Year 10 | MOTIVATION         | NAVIGATION /<br>NETWORKING       | OPPORTUNITY     | POWER                |
| Year 11 | RELATIONSHIPS      | SAFETY                           | TRUST           | UNITY                |
| Year 12 | VISION             | WISDOM                           | ZEAL            |                      |



## A Macarthur Girl...

...every day, every week, every term puts our **PRIDE** values into practice.

| Pride  | Participation   |
|--|---|
| <p><b>A Macarthur girl:</b></p> <ul style="list-style-type: none"> <li>• takes pride in our school</li> <li>• wears the school uniform correctly</li> <li>• takes pride in her work</li> <li>• enjoys being recognised for academic, performing arts, sporting and community achievements</li> <li>• respects the school environment by keeping it clean and attractive</li> </ul>   | <p><b>A Macarthur girl:</b></p> <ul style="list-style-type: none"> <li>• participates in class activities / discussions</li> <li>• joins in social activities around the school</li> <li>• participates in concerts, camps, carnivals and other extra-curricular activities.</li> <li>• joins school teams or groups (e.g. sport, choir, debating)</li> <li>• becomes involved with activities that support the community</li> </ul>                              |
| Respect  | Integrity   |
| <p><b>A Macarthur girl:</b></p> <ul style="list-style-type: none"> <li>• treats everyone as she would like to be treated herself</li> <li>• models respect in her dealings with others</li> <li>• is considerate of others and accepting that everyone has different strengths and abilities</li> <li>• does not bully others</li> <li>• obeys school rules</li> <li>• recognises that teachers have the right to tell students to follow instructions that support school values</li> </ul> | <p><b>A Macarthur girl:</b></p> <ul style="list-style-type: none"> <li>• acts with honesty, truth and honour</li> <li>• displays actions that match her words (does what she says she will do)</li> <li>• follows school values and rules</li> <li>• has trust in others</li> <li>• returns property to its rightful owner</li> <li>• understands and accepts consequences for inappropriate actions</li> <li>• acknowledges sources of published work</li> </ul> |
| Diversity  | Excellence  |
| <p><b>A Macarthur girl:</b></p> <ul style="list-style-type: none"> <li>• celebrates multiculturalism</li> <li>• acts in ways that are not racist</li> <li>• learns about and respects other cultures</li> <li>• has empathy for the different beliefs of others</li> <li>• acknowledges and accepts individual differences</li> </ul>  | <p><b>A Macarthur girl:</b></p> <ul style="list-style-type: none"> <li>• tries to achieve her absolute best in everything she does</li> <li>• takes advantage of high quality teaching and well prepared lessons to reach her potential</li> <li>• takes pride in the way she presents herself</li> <li>• is considerate and supportive of others while she is learning</li> </ul>  |