

VISION AND VALUES

John Fawkner College





Introduction

Our vision and values, together with the Fawkner Model, provide a roadmap for our future.

We asked the whole school community what we need to value in order to be successful and I am inspired by the contribution made by our students and staff. I was pleased to hear that our students, staff, families and other local schools share similar beliefs.

This booklet has been developed, using input from our community, to communicate our vision and provide clarity about what each value is and is not. Suggestions are also provided to help each of us get better at demonstrating each value. This booklet is intended for use by all members of the John Fawkner College community and those who would like to join it.

I look forward to working with you as we build a strong and vibrant school community.

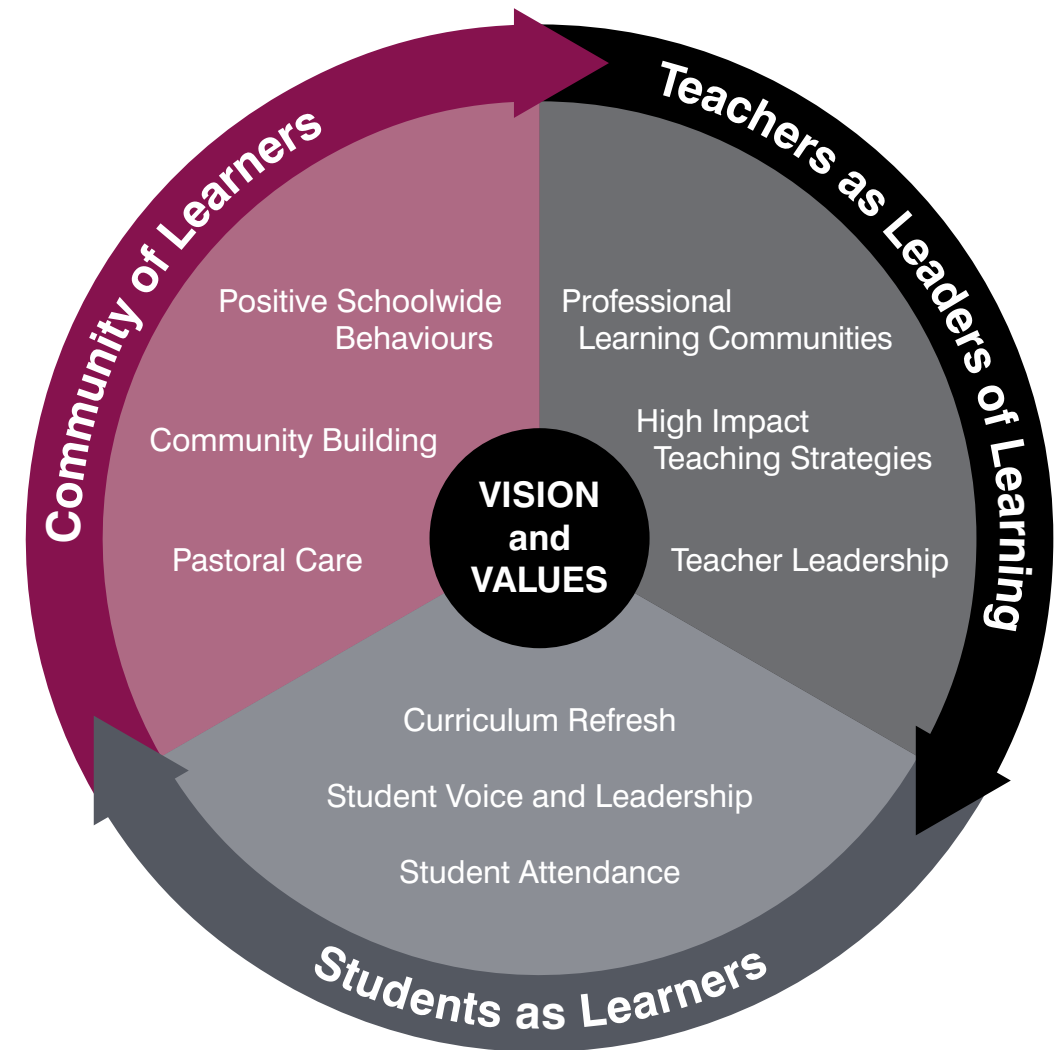
Mark Natoli, Principal

The Fawkner Model

John Fawkner College has seen many successes in student achievement, for which the College and its community should be very proud.

In 2017, we implemented the Fawkner Model which will guide the improvement initiatives and enable our students to further improve their opportunities and outcomes at our College.

The Fawkner Model ensures that students are at the centre of all of our decision-making and that we, as a community, are prioritising the learning experiences of our young people. This model provides multiple pathway opportunities for all our students.



The Fawkner Model



**“Few, if any, forces in human affairs
are as powerful as a shared vision.”**

Peter Senge



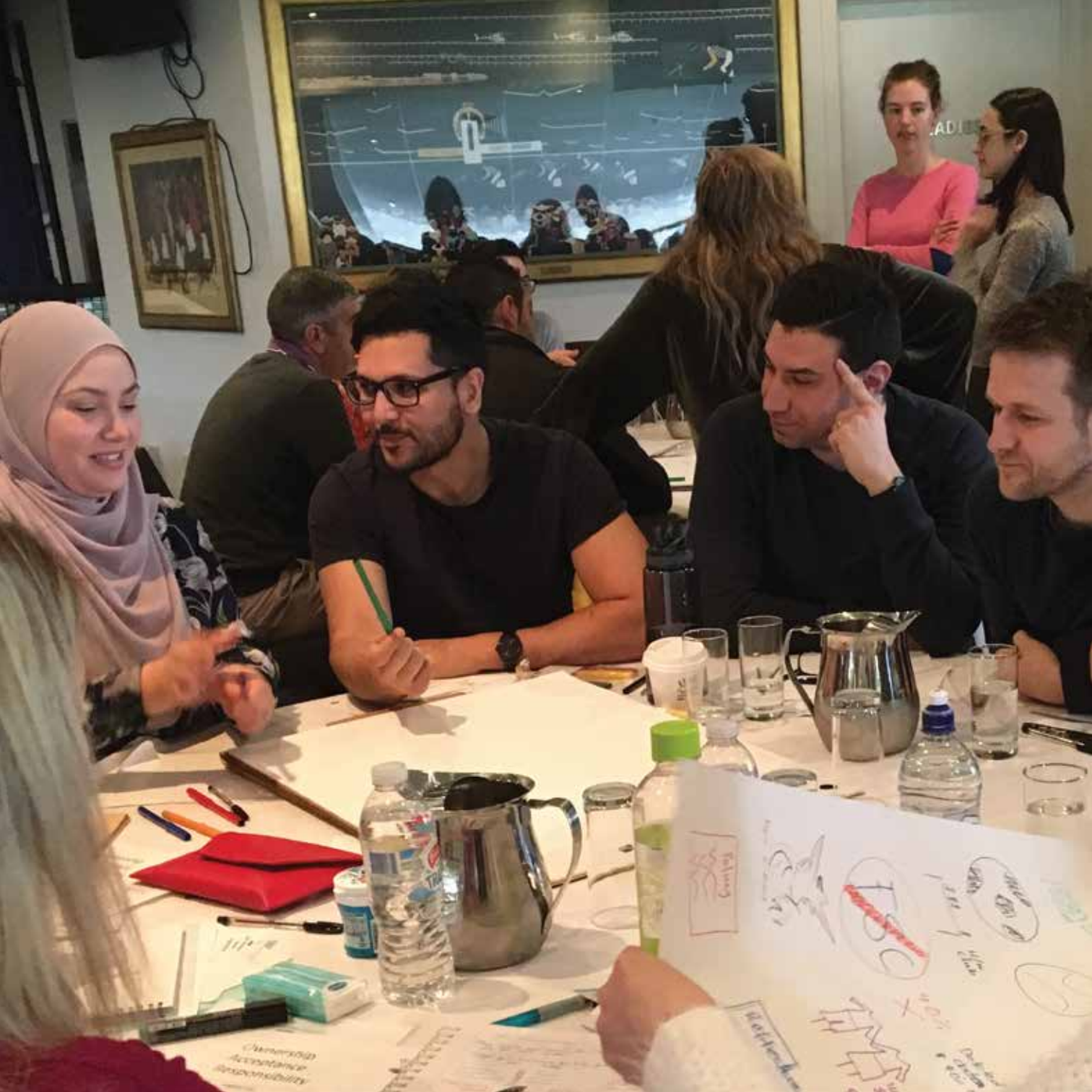
Vision

John Fawkner College takes pride in uniting learners from a diverse community within a respectful and adaptive environment that fosters enjoyment in learning and the motivation to achieve excellence.



Our Mission

To provide students in the Fawkner area with the education and skills needed to succeed in their current and future learning.



**“When your values are clear to you,
making decisions becomes easier.”**

Roy E. Disney

Our Values

The story behind our values

Our values were developed in collaboration with generous feedback from our students, staff and families through a survey and workshops. The survey results indicated that our community had very similar views about what we, as a college, need to value in order to be successful.

Each workshop helped us decide on the final four values that will guide us and enable our success. We worked on describing what each of our values looks like in action, specifically how we will treat one another regardless of a person's role in our community.



Respect



Commitment



Academic Excellence



Continuous Improvement

We Respect

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou

We respect

We accept others for who they are and value their opinions.

What it is

- Accepting others for who they are
- Being courteous, kind and caring for others
- Having the same chances at school
- Treating people as you want to be treated
- Communicating effectively, checking in to see if your message has been understood
- Being honest and behaving with integrity
- Providing others with support
- Respecting yourself and feeling proud of what you do
- Being with people who make you feel safe.

What it isn't

- Gossiping about others
- Not listening when others are speaking
- Bullying others using words or actions
- Being dishonest
- Being aggressive to anyone
- Ignoring bad behaviour such as swearing, elitism, sexism, racism, or homophobia.

“Everyone will be treated with respect and they would feel wanted.”

Student

“Respect is a lifelong value. It means being mindful of everyone, listening to each other and having an orderly classroom.”

Staff member

Three things you can do today

1. Ask another person what respect means to them and thank them for their contribution. Put into action what they say – do it today
2. In conversations, practice summarising what the other person says. Genuinely listening conveys respect
3. Be kind to someone today. Show them that you care about them and the work they do.

(See *FISH* on the Resources page at the end of this document.)

Commitment

“The quality of a person’s life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavour.”

Vince Lombardi

We commit

We are dedicated to our values, our school and our community.

What it is

- Colleagues helping each other
- Teachers committed to helping students achieve excellence
- Students committed to helping each other succeed
- Being at school every day
- Following procedures
- Being consistent with our teaching and learning practices
- Being punctual, prepared and accountable
- Having a growth mindset (trying new things, practicing, making mistakes, not giving up, using different approaches)
- Following through, following up and asking questions
- Making a commitment to each other.

What it isn't

- Not engaging, participating and responding
- Leaving others to do your work
- Arriving late or leaving early as a pattern
- Having an idle attitude and not bothering to try
- Being selfish, only looking after your own learning or work
- Being indifferent and negative
- Giving up, avoiding situations and having a fixed or closed mindset (For example, saying "I must have failed because I'm no good at this subject" rather than asking "What am I missing?", "Is this my best work?" or trying to understand by asking more questions)

“We work as a team, encourage each other and show we care.”

Student

“Makes everybody’s job better... gives you purpose.”

Staff member

Three things you can try today

1. Commit to your goals

- Make your goals achievable
- Make your goals specific
- Write them down on a piece of paper
- Tell other people about your goals
- List the actions you need to take
- Start work on your goals.

2. Maintain a growth mindset

- Any setbacks are most likely due to circumstance, not any inherent lack of ability
- You might need to practice more.

3. Keep a positive mindset

- Write down three things you are grateful for
- Journal about one happy event
- Exercise
- Meditate
- Make someone’s day with a random act of kindness.

(See the TED Talk on the Resources page at the end of this document)

Academic Excellence

**“We are what we repeatedly do.
Excellence then is not an act, but
a habit.”**

Aristotle

We Excel

We relentlessly pursue academic excellence.

What it is

- Having high expectations of yourself
- Having high expectations of one another - students and staff
- Ensuring increased attendance
- Increasing our students' literacy and numeracy skills
- Ensuring skilled and committed staff
- Engaging in professional development
- Enhancing our teaching methods
- Fostering interest from parents
- Helping parents help their children
- Seeking advice and feedback based on data
- Ensuring subjects are useful in our student's lives
- Striving for excellent results in NAPLAN, ATAR, VCE and other results.

What it isn't

- Having a poor attitude and lack of work ethic
- Having poor attendance
- Not believing in yourself and having poor self-esteem
- Lacking support from parents
- Teachers lacking interest in students
- Lacking motivation to understand or ask questions
- Lacking engagement with the subject, learning or the school as a whole
- Little improvement in student data.

“We are expanding knowledge, asking questions, being curious to find out more.”

Student

“We want everyone to achieve excellence, to be the best they can be, in and out of school.”

Staff member

Three things you can do today

1. Think about one thing you really enjoy. How does it work? Who discovered/invented it? What is it related to? How could it be used or applied in school?
2. Ask an older person about an activity that is important to them. Ask questions and discuss the activity with them. Conversation helps develop curiosity.
3. Get involved in your own data. What specific steps can you take to improve your results? Whatever your current level, write down three things you can try to help you improve. Try one of them today.

Continuous Improvement

"It's not about being the best. It's about being better than you were yesterday."

Anonymous

We improve

We never stop finding ways to stretch and grow.

What it is

- Making an effort to grow and develop as a person, wanting to learn, set goals and improve
- Staff and students using data to focus their work
- Students and parents both getting involved in learning
- Students having conversations and asking their teachers' questions
- Staff being supportive and trying different ways to help
- Using data to work out where improvements are needed
- Using evidence to decide what to work on first
- Teachers truly differentiating their teaching to the needs of each student
- Checking if what you tried worked.

What it isn't

- Becoming disengaged from the subject or material being taught
- Avoiding asking questions and giving in to the fear of not knowing
- Arguing instead of asking what steps are needed to improve and not listening to guidance that will help
- Behaving poorly and not concentrating or doing homework
- Ignoring teachers and peers, and resisting feedback blaming others for a lack of progress
- Making little or no effort.

“We set high goals to achieve within specific timeframes.”

Student

“Promotes self-confidence and growth.”

Staff member

Three things you can do today

1. Consider one aspect of your work that is very important to you and that you could improve upon. What goal would you set yourself? What measure would you use to know you achieved your goal?
2. Make a plan. Your chances of achieving your goal with a plan are much better than without one.
3. Check your progress using evidence. Knowing that you have made progress toward achieving your goal is highly motivating.



Leading Our Values

“Example is not the main thing in influencing others. It is the only thing.”

Albert Schweitzer

Leading our values

The Leadership Team values a consultative, evidence-based approach to achieving continuous improvement, growth and innovation of its organisational and human potential. Our values guide the school’s strategic direction, planning, monitoring and evaluation to advance student learning opportunities and outcomes.

Leading values implementation

To implement our values, the Leadership Team will:

- Talk with one another about our understanding of respect, academic excellence, commitment and continuous improvement and what they mean for the Leadership Team's work; each leader will do this for the team/s they lead
- Behave and communicate in a way that demonstrates our values each day
- Link decisions, communications and behaviour (where appropriate) to our values
- Incorporate our values as a conscious and deliberate part of our decision-making and share our rationale with each other and with our teams
- Be consistent in modelling our values
- Consider how each of our leadership styles may come across to others to role model our values effectively

- Invite each other to provide feedback, especially when we aren't role modelling the values
- Be accountable for demonstrating the values effectively
- Hold the team, and other members of the school community, to account for demonstrating our values
- Check in with students and teams about how they are progressing with demonstrating our values
- Demonstrate our values confidently so that our teams will feel more confident to do the same
- Discuss how we can continue to have a shared understanding of what our values mean
- Implement a consistent mechanism to ensure that our processes, policies, decisions and curriculum are updated and align with our values.

Leading implementation progress

We will know the implementation is progressing well when:

- The values are used as part of the school's vernacular
- We see one another reflecting on and modifying our behaviour
- The tone of the school has become even more positive and energetic
- We are better connected through our respect and commitment to one another
- We see staff and students using *FISH* and activities to enhance the way we work together
- We see people using this booklet as a guide to our Vision and Values.



Leading Respect

“Respect is fundamental to everything we do.” School Leader

What it is

- Demonstrating good manners; being polite and courteous (e.g. acknowledging others, saying hello, please and thank you)
- Listening genuinely; listening for meaning and emotional tone
- Listen and allow for a pause rather than planning what you’re going to say next and for your chance to speak
- Remaining aware of body language and what that may convey
- Valuing what each person brings to the Leadership Team
- Being on time, prepared, present and alert during meetings
- Being inclusive of others and encouraging their ideas
- Being confident in taking risks and owning any mistakes
- Being mindful of how our natural style may appear to others
- Developing and demonstrating an authentic presence to have a lasting impact
- Showing genuine interest and curiosity about other people’s work and lives
- Offering praise for specific actions and their impact.

What it isn’t

- Strained relationships
- Communication breakdown
- Ineffective teamwork
- Arguing over resources
- Holding grudges
- Being thoughtless about our own impact on others
- People nitpicking
- Having a negative attitude
- Lacking generosity, being inauthentic, insulting others
- Lacking consideration and care.

Leading Commitment

**“Commitment keeps us working together to achieve our goals.”
School Leader**

What it is

- Persisting when there are speed bumps ahead exemplifying a drive to learn
- Demonstrate motivation to make things work
- Showing personal ownership of the work
- Following through and making it happen
- Operating as a shared partnership
- Demonstrating a strong belief in our vision for students and the school
- Using appropriate language around our ideals
- Consistently demonstrating a strong work ethic to set the standard
- Being unwavering for upcoming goals.

What it isn't

- Leaders and staff working in silos being all talk and no action
- Collegial atrophy
- A lack of ownership
- Losing momentum
- Apathy
- Not doing what you said you would do.

Leading Academic Excellence

“This is our bread and butter, we are all focused on doing what is needed to enable student success.” School Leader

What it is

- Demonstrating belief in our success
- Believing that achievement is possible for all students
- Getting involved, participating and being persistent
- Working to increase growth and progression in student learning rather than focusing solely on grades
- Being open to being observed teaching and asking/acting on feedback to improve
- Demonstrating how enjoyable and fun it is to learn
- Having high expectations of students
- Having high expectations of yourself and others
- Ensuring clear curriculum progression
- Using moderation and benchmarks
- Staff actively engaging in professional learning.

What it isn't

- Poor results and a decrease in attendance
- Disengaged staff and students
- Declining staff survey measures (e.g. staff safety and wellbeing, and views of school leadership)
- Silence and no smiling
- Focusing on the needs of leaders and staff rather than the needs of students
- Plateau or reversal of progression; stagnation in learning
- Behavioural issues
- Loss of clarity or focus.

Leading Continuous Improvement

“Common goals for improvement are contagious!” School Leader

What it is

- Regularly reviewing what works and what doesn't
- Being patient and understanding, staying focused on the end goal
- Agreeing and accepting that we may make mistakes as we implement our values
- Continually discussing opportunities for improvement across all aspects of the school
- Seeking and using evidence to inform decisions and actions
- Tracking, reporting, examining and discussing results and modifications
- Identifying trends in the data
- Delegating and providing opportunities for others to grow
- Recognising good work in identifying and bringing about improvement
- Reviewing our processes and principles/policies
- Involving others and getting feedback.

What it isn't

- Lacking clarity about what to improve and why
- Failing to plan
- Inconsistent improvement
- Accepting the status quo; settling for how things are rather than constantly pursuing something better
- Lacking focus on making things better
- Turning on or blaming one another when things don't go well.



“From quiet reflection comes even more effective action.”

Peter Drucker

Date ___/___/___ First Self-Assessment

At the start of your John Fawcner journey

Using the rating scale below and thinking about JFC's values today, please rate each statement

1	2	3	4	5	6
Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree

I use our values to guide my behaviour.	
I believe our schools values will help us achieve our vision for the school.	
I always behave in line with our values.	
I use our values when making decisions.	
I am proud of our schools values.	
I believe our schools values will help our success	
I see teachers demonstrating our values.	
I see students demonstrating our values.	
I see the Leadership Team demonstrating our values.	
To improve in the value _____, I plan to:	

Date ___/___/___ Second Self-Assessment

Three months after the start

Using the rating scale below and thinking about JFC's values today, please rate each statement

1	2	3	4	5	6
Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree

I use our values to guide my behaviour.	
I believe our schools values will help us achieve our vision for the school.	
I always behave in line with our values.	
I use our values when making decisions.	
I am proud of our schools values.	
I believe our schools values will help our success	
I see teachers demonstrating our values.	
I see students demonstrating our values.	
I see the Leadership Team demonstrating our values.	
I have used the suggestions in this booklet to help me get better at our values	
I have implemented change to improve the way I demonstrate our values	
To improve in the value _____, I plan to:	

Date ___/___/___ Third Self-Assessment

Six months after the start

Using the rating scale below and thinking about JFC's values today, please rate each statement

1	2	3	4	5	6
Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree

I use our values to guide my behaviour.	
I believe our schools values will help us achieve our vision for the school.	
I always behave in line with our values.	
I use our values when making decisions.	
I am proud of our <u>schools</u> values.	
I believe our schools values will help our success	
I see teachers demonstrating our values.	
I see students demonstrating our values.	
I see the Leadership Team demonstrating our values.	
I have used the suggestions in this booklet to help me get better at our values	
I have implemented change to improve the way I demonstrate our values	
To improve in the value _____, I plan to:	

Date ___/___/___ Fourth Self-Assessment

Twelve months after the start

Using the rating scale below and thinking about JFC's values today, please rate each statement

1	2	3	4	5	6
Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree

I use our values to guide my behaviour.	
I believe our schools values will help us achieve our vision for the school.	
I always behave in line with our values.	
I use our values when making decisions.	
I am proud of our <u>schools</u> values.	
I believe our schools values will help our success	
I see teachers demonstrating our values.	
I see students demonstrating our values.	
I see the Leadership Team demonstrating our values.	
I have used the suggestions in this booklet to help me get better at our values	
I have implemented change to improve the way I demonstrate our values	
To improve in the value _____, I plan to:	

Date ___/___/___ Fifth Self-Assessment

Eighteen months after the start

Using the rating scale below and thinking about JFC's values today, please rate each statement

1	2	3	4	5	6
Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree

I use our values to guide my behaviour.	
I believe our schools values will help us achieve our vision for the school.	
I always behave in line with our values.	
I use our values when making decisions.	
I am proud of our schools values.	
I believe our schools values will help our success	
I see teachers demonstrating our values.	
I see students demonstrating our values.	
I see the Leadership Team demonstrating our values.	
I have used the suggestions in this booklet to help me get better at our values	
I have implemented change to improve the way I demonstrate our values	
To improve in the value _____, I plan to:	

Date ___/___/___ Sixth Self-Assessment

Two years after the start

Using the rating scale below and thinking about JFC's values today, please rate each statement

1	2	3	4	5	6
Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree

I use our values to guide my behaviour.	
I believe our schools values will help us achieve our vision for the school.	
I always behave in line with our values.	
I use our values when making decisions.	
I am proud of our schools values.	
I believe our schools values will help our success	
I see teachers demonstrating our values.	
I see students demonstrating our values.	
I see the Leadership Team demonstrating our values.	
I have used the suggestions in this booklet to help me get better at our values	
I have implemented change to improve the way I demonstrate our values	
To improve in the value _____, I plan to:	

Resources

FISH: a proven way to boost morale and improve results

I highly recommend a regular read of *FISH* by Stephen C. Lundin, Harry Paul, John Christensen and Ken Blanchard.

I say *regular*, because the book contains a wealth of ideas and practical activities that will boost the positive feelings experienced by the people around you. I find something new each time I read it!

All of our staff receive a copy of *FISH* to continue this journey using the ideas presented in the book, their own thinking and the creativity our students bring, to make this a truly great school.

Working alongside our staff, students and their families, John Fawcner College will be a more productive and enjoyable place to study and work, and our College will continue to be respected and held in high esteem by our community.

Mark Natoli, Principal

Resources

The Happiness Advantage

It is now well established that a brain in a positive state performs significantly better than when it is in a negative, neutral or stressed state. This is called the Happiness Advantage. (Shawn Achor, Harvard University).

When your brain is in a positive state, your intelligence, energy and creativity increase and you are 31% more productive.

In Shawn's book, *The Happiness Advantage*, he talks about daily gratitude, random acts of kindness, meditation, exercise and journaling as effective ways to bring the mind into a positive state.

I recommend you check out his fantastic TED Talk:

https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work

Notes

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