Values Education Forum

Introduction
The analysis of how well Our Lady’s College is implementing the Values of Australian Schooling was a process that involved staff, student and community consultation. Staff audited the curriculum and Pastoral Care offerings, students provided their perspective and members of the parent body and community were also consulted. The Forum consisted of members of staff from administration, teaching and ancillary; parents and the community including past parents and members of the College Board. Representatives from the staff and the student body presented information to the forum.

Curriculum Analysis
Staff analysed curriculum offerings of the college to determine where the units of work articulated the values clearly. It was discovered that the following areas significantly contribute to values education through the College curriculum:

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<tr>
<th>Subject</th>
<th>Discovery</th>
<th>Values</th>
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<tr>
<td>Religious Education</td>
<td>Syllabus documents require study of gospel values or religious values and how these impact on/are carried out in and effect society and the individual. The strand Morality in 8-10 and ethical questions in 11-12 provide a focus study on values.</td>
<td>Integrity; Care and Compassion; freedom; honesty and trustworthiness; respect; responsibility and understanding, tolerance and inclusion.</td>
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<td>Health and Physical Education</td>
<td>Encourages students to learn and develop skills in situations that may be unfamiliar. They are required to examine themselves and their behaviour and addresses how this impacts on others and themselves and develop plans to assist them to make changes and evaluate these. Values are seen most strongly in the strands of Physical Activity and Personal Development</td>
<td>Integrity; honesty and trustworthiness; respect; responsibility; understanding, tolerance and inclusion; doing your best; fair go</td>
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<td>English</td>
<td>Through the examination of different text types, genres and medium students are challenged by the content of the piece being examined.</td>
<td>Integrity; honesty and trustworthiness; respect; responsibility; understanding, tolerance and inclusion; doing your best; fair go, freedom; care and compassion</td>
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<td>Home Economics</td>
<td>Through the examination of the wellbeing of individuals’ families and society students are constantly examining practices, trends,</td>
<td>Integrity; honesty and trustworthiness; respect; responsibility; understanding, tolerance and inclusion.</td>
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beliefs and policies to determine if they meet the desired values of society.

and inclusion; doing your best; fair go, freedom; care and compassion

Health

Through the examination of the Ottawa Charter and Social View of Health students are constantly analysing how government policies and social beliefs or values impact on different members of our society.

Integrity; honesty and trustworthiness; respect; responsibility; understanding, tolerance and inclusion; doing your best; fair go, freedom; care and compassion

Pastoral Care or Life Skills

Programs developing the skills and values required by students to function appropriately in school and society. They are developmental in nature, age and gender specific to the students. They are developed internally and delivered to students once per week.

Integrity; honesty and trustworthiness; respect; responsibility; understanding, tolerance and inclusion; doing your best; fair go, freedom; care and compassion

Student Feedback

Student responses were positive and they felt that the College does promote the Values of Australian Schooling. Examples that were provided were:

- Participation in community service projects at all year levels and individuals in Social Justice groups such as Social Justice, Benenson, SVDP
- Encouragement of staff and students during lessons and on assessment tasks
- Reporting practices that report academic achievement as well as effort and application
- Term and Annual recognition of effort and academic achievement
- Willingness of staff to volunteer for co and extra curricular activities so that all students can have the ability to succeed in some aspect of schooling
- Encouragement of positive behaviour and action amongst students by students and staff
- Promotion of responsibility for self and one’s action (linked to mission statement)
- Mission statement
- Student Representative Council as the students voice to College Administration for changes or suggestions
- Support from significant adults in developing the skills required to have respect/tolerance/responsibility
- Mary MacKillop Award that recognises students who are doing their best or demonstrating care/compassion in what they do.
- Encouragement of tolerance and inclusion through the celebration special days and events such as The Apology, Sorry Day. Harmony Day, World Day of Peace, Naidoc week, Refugee Week.
- Encouragement of students to learn about others culture through the cultural Dance and Singing groups.
Students feel values are taught through the curriculum particularly in Religious Education, Health and Physical Education and Pastoral Care.

Some students also believe that we promote Values Education in the College through the Virtues Program which is the fortnights theme for prayer, reflection and action.

Students felt challenged at times by the value of Understanding, Tolerance and Inclusion as some cultures choose to segregate themselves and this can be difficult and challenge at times. Accepting diversity of the College’s multicultural population can be difficult for some students who do not come from feeder schools where this is a reality. They also acknowledged that most students displayed these values most of the time but some did not and at times they all did not. They also acknowledged that they have slightly different interpretations of the meaning of some of the values than their families or teachers did eg Respect.

Parent/Community Feedback
Parents were requested to complete prompting questions and were provided with the Values of Schooling and College Mission Statement prior to the meeting (see attachment). Parents believed that generally the College promoted the values well. Those that the College addresses extremely well were:

- care and compassion
- doing one’s best
- fair go, freedom
- honesty and trustworthiness
- responsibility.

Reasons for this included the practice of living out the Mission Statement of the College; which promotes Tradition, Excellence and Community. This is demonstrated through Diligence Awards, Awards Night, Best and Fairest awards, Contribution to awards. Clubs and activities at the college such as Benenson or Social Justice or Amnesty and the traditions of the Josephite Sisters promoting fairness, honesty compassion and courage also live out the mission statement.

Aspects were parents felt students often needed prompting or reminding were Integrity, Respect Understanding, tolerance and inclusion. Parents struggled with the perceived lack of respect for authority, poor use of manners and segregation of cultural groups in break times. Some parents voiced concerns over the students who may not fit in completely and have few strategies to do so. Parents would like to increase the interactions between different types and years of students with in the College to increase tolerance and also a medium where students can speak with older students about issues to gain strategies that would assist them rather than always seeking out adults.

Proposals
To promote the values of Integrity, Respect Understanding tolerance and Inclusion in the school community. Examples of how to do this include

- Communication to parents visit the Newsletter on the values through the virtues every fortnight so that parents knew what value/virtue was the focus at the College
• Promote membership of committees across all year levels. Year 12 leaders to
develop strategies and succession plans to encourage this.
• The creation of new lunch time activities such as sport - currently
implemented as the “Where is your 30”.
• More active promotion of Lunch time groups and invitations via Student
Notices and segments on College and Year Level Assemblies
• Communicate list of clubs and activities and meeting times to parents eg via
the web site.
• Continue with cultural dance and singing groups
• Promote understanding, tolerance and inclusion through specific events, units
of work, assessment, year level activities, enhancing PC programs and
providing alternative programs to meet the needs of some students eg
relaxation, conflict resolution, career advise, peer mediation, peer support
systems.
• Investigate role Peer Support Committee can play in providing strategies for
and listening to younger student concerns
• Investigate extending the Big Sister Program to 1st Semester year 8 or for the
entire year.
• Provision of manners and etiquette training for particularly situations.
Currently occurring in Week of Excellence.

Conclusion
In all Our Lady’s College through the implementation of its Mission Statement,
Curriculum and Pastoral structures is implementing the Values for Australian
Schooling, however we acknowledge that this is a continuous journey and there
always areas for improvement.