



LE FEVRE HIGH SCHOOL

Philosophical Statement

Document control

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**Government
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Department for Education
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REVISION RECORD

Date	Revision Description
May 2011	First draft Issued
May 2012	Draft 5 adopted by school community
May 2014	Draft 6 adopted by school community
May 2017	Draft 7 reviewed and revised statement
June 2017	Revised statement approved by Governing Council 19 June 2017



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LE FEVRE
HIGH SCHOOL

Le Fevre High School is a comprehensive secondary school in which young people from a variety of different cultural and socio-economic backgrounds work with school personnel to find their place in the local, national and global community. The school aims to be a dynamic, creative place and also one where a fundamental awareness of the respect for the rights and freedom of every individual in our community is paramount.

The school aims to nurture and guide our students to respect learning, have compassion for others and to work diligently at achieving their best. We seek to equip students with the capacity to develop themselves, grow in confidence and self-esteem, and contribute toward a more caring community. The school values each student and fosters in them a strong sense of self-worth. An integrated pastoral care program promotes the social development of students. The IBO service to community strand is incorporated into this program underpinning the development of a community service disposition for our students.

The school strives to provide a safe, caring, supportive environment for all students and staff, which provides social, intellectual and extra/co-curricular challenges to foster a solid understanding of lifelong learning. Therefore, the school strives to be a happy, friendly place to work, welcoming staff, students and visitors to the school and ensuring the inclusion of the cultural practices of its community. We celebrate the cultural diversity of our student and staff cohorts and foster our intercultural awareness to enhance further understanding and appreciation of diversity. We strive to embed Aboriginal perspectives and Asian literacies into our curricula to underline the importance of these perspectives in the Australasian region. The school aims to provide students with directions in life, opportunities to learn and practise leadership and access to innovative curriculum methodology, which can be applied to life in the wider community.

A strong, productive student-teacher-family relationship fostered through the pastoral care program enables the school to build a strong sense of success amongst students, as we identify and develop a range of activities in response to our student needs. This approach values the uniqueness of our students and encourages them to contribute positively to their school and, later, the communities in which they will live.

Students are made aware of their responsibilities not only for themselves but also the community in which they live and work. The school encourages a willingness to understand, respect, appreciate and work toward preserving the environment in excellent condition for those who follow. At the same time, it is hoped that students will view with curiosity and excitement the richness and dynamism of the heritages, backgrounds and cultures of their peers and will reflect thoughtfully on the many aspects of their own. We encourage students to view the natural world as their inheritance and to exercise responsibility in protecting and preserving the environment.

The school encourages students to be excited about learning and to use their imaginative and intuitive capacities to be successful in a challenging curriculum. We highlight the holistic nature of our curriculum to our students to emphasise the links and purpose of the entire curriculum of the school. The social nature of schooling reflects respect, recognises differences and fosters a willingness to get along with other people. We support the growth from adolescence into adulthood by encouraging students to examine objectively statements, opinions and propositions and to ensure a good understanding of the dynamics of our society and the need for active citizenship.



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The school aims to produce graduates who are effective communicators with the ability to express ideas and opinions with confidence, thoughtfulness and flair. Students vigorously analyse social, economic and political issues and have the opportunity to present their ideas with precision and in a manner, which reflects their growing confidence in the use of communication techniques such as multi-media, public speaking, text, performance and displays.

The school is meeting the challenge to better address the diverse needs of a specific cohort of students, who despite their wishing to have access, have not always successfully addressed the school's educational programs. The school is seeking to provide a multitude of options to support them to complete secondary schooling, improve their self-esteem and find their place in the world.

This philosophy rests on the cornerstones of our Vision, Purpose and Mission, Values, Priorities and Graduannd Qualities, which are reviewed as a part of our three-year quality assurance processes.

Our Vision:

- *Le Fevre High School is an innovative, dynamic learning community, committed to providing effective quality teaching and learning that emphasises the achievement of personal bests, excellence, well-being and respect for all.*

Our Purpose and Mission:

Le Fevre High School's purpose:

- *To provide a quality, holistic education in a contemporary and caring environment in which students are challenged to develop their knowledge, skills and values, empowering them to be successful, active citizens in the local and global society.*

We Value:

- *Care*
 - *Commitment*
 - *Co-operation*
 - *Respect*
- as we achieve together.*



Our Priorities:

- *Relationships supporting quality learning and achievement*
- *Teaching and curriculum for quality learning and achievement*
- *Resources for quality learning and achievement.*

Graduate Qualities:

The Learner Profile of the IBMYP informs the desired Graduate Qualities of Le Fevre High School

- **Inquirer:** skills to conduct inquiry and research, independence in learning
- **Knowledgeable:** explore concepts, ideas and issues that have local and global significance
- **Thinker:** show initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions
- **Communicator:** understand and express ideas and information confidently and creatively, and in more than one language. Able to collaborate with others
- **Principled:** act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. Take responsibility for one's own actions
- **Open-minded:** capacity to critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience
- **Caring:** capacity to show empathy, compassion and respect -we have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us
- **Risk Taker:** ability to approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change
- **Balanced:** ability to understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live
- **Reflective:** ability to thoughtfully consider the world and our own ideas and experience - we work to understand our strengths and weaknesses in order to support our learning and personal development.

REVIEW

This philosophical statement shall be subject to review on a needs basis but no greater than a five year period and should be reviewed in line with the Site Improvement Plan cycles. A basis for review will generally arise from the priorities of the site informed by DECD or IBO requirements. The review team shall include the Executive Group and the Curriculum and Coordination Committee.