

Trafalgar High School

**Student Engagement
&
Well-Being Policy**

**Produced in consultation
with the school community**

**To be read in conjunction with
*Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines***

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1 School profile statement

At THS we provide a caring, supportive and challenging learning environment where all students have the opportunity to achieve and develop as lifelong learners who actively participate in their community.

Trafalgar is a small country town (pop. approximately 3000), located 120km east of Melbourne, on the Princes Highway, at the edge of the Latrobe Valley. Trafalgar High School, established in 1963, is a medium sized, Years 7 – 12 stand alone provider of secondary education in the LSG4 grouping. The school has a teaching staff of 45 EFT, with a current enrolment of approximately 648 and a predicted enrolment of 645 in 2010. The nearest Secondary College is 15 km away.

2 Whole-school prevention statement

Trafalgar High School provides a strong foundation for student learning with student engagement and wellbeing as a whole-school priority.

Student wellbeing is everyone's responsibility - social and emotional wellbeing underpin effective student learning and positive behaviour. Trafalgar High School recognises that we are preparing young people for their adult lives.

Trafalgar High School focuses on the development of student social values by embedding values based learning opportunities into our pedagogy, curriculum, behaviour management systems, expectations and structures.

A positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. Trafalgar High School provides a program that is engaging and inclusive, recognising and responding to the diverse needs of their students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

- **Behavioural engagement** refers to students’ participation in education, including academic, social and extracurricular activities of the school.
- **Emotional engagement** encompasses students’ emotional reactions in the classroom and in the school. It can be defined as students’ sense of belonging or connectedness to the school.
- **Cognitive engagement** relates to students’ investment in learning and their intrinsic motivation and self regulation.

The Trafalgar High School Student Engagement Policy will focus on:

- creating a positive school culture that is fair and respectful
- building a safe and supportive school environment
- expecting positive, supportive and respectful relationships that value diversity
- promoting pro-social values and behaviours (see THS Values Wheel Appendix A)
- encouraging student participation and student voice
- proactively engaging with parents/carers
- implementing preventative and early intervention approaches
- responding to individual students
- creating and maintaining effective links to the local community.

School Philosophy

Trafalgar High School has an approach to teaching and learning that recognises the critical connection between curriculum, pedagogy and relationships. It is within this framework that the school aims to develop and implement effective programs to improve student outcomes in each area of student engagement - behavioural, emotional and cognitive.

Programs and strategies	
Curriculum	<ul style="list-style-type: none"> • Review of elective programs Yr 8-10. • Participation in the Melbourne university Griffin/CARE program.
Pedagogy	<ul style="list-style-type: none"> • Performance and Development focus on teaching, coaching and instructional development of teaching practice
Whole-school strategies.	<p>As an effective school, Trafalgar High School will promote and maintain high levels of student attendance and participation through:</p> <ul style="list-style-type: none"> • articulating high expectations to all members of the school community • adopting consistent, rigorous procedures to monitor and record student absence • following up student absences promptly and consistently • implementing data-driven attendance improvement strategies

	<ul style="list-style-type: none"> • creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning • providing early identification of and supportive intervention for students at risk of non-attendance • linking with local community groups and agencies to maximise program and individual support • providing a staged response <p>A whole-school approach to attendance identifies the following effective prevention and early intervention strategies:</p> <ul style="list-style-type: none"> • Clear statements, written and verbal, made regularly to parents/carers and students about school and community attendance expectations. • promoting awareness at the individual and community level that student absences result in quantifiable lost learning time and opportunities. • Whole-school modelling of punctuality. • Delegation of responsibilities to all staff, with key members of staff leading attendance improvement initiatives. • Regular discussions on student attendance in staff meetings and in the staff performance and development review process. • Implementation of effective and supportive transition programs, including student transitions between different learning areas and levels within the school, and pathways and careers support programs. • Class and form group structures and environments that enable opportunities for increased connectedness to individual teachers and peers. • Individual Student Learning Plans, including attendance and punctuality goals.
<p>Engagement and wellbeing goals and targets</p>	<p>Goals</p> <ul style="list-style-type: none"> • Improve Student Connectedness <p>Targets</p> <ul style="list-style-type: none"> • Student connectedness to equal or better state mean. • Parent and staff survey variables regarding student behaviour to equal or better than state mean. • Local measures developed to monitor student suspensions and to show annual improvement. • Student attendance to equal or better state mean within two years.

3 Rights and responsibilities

3.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- Personal association (with a person who is identified by reference to any of the above attributes).

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter

- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- Any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- Any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 Bullying and harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyber bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may

involve text or images (photos, drawings)
Examples of cyber bullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- Defamation.

Cyber bullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include

- Poor health – anxiety, depression
- Lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- Grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- Publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Information about cyber bullying can be found at

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm> and in Working with the Web: A Guide to Ethical and Safe Use of the Internet in Victorian Schools at <http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm>

Cyberbullying SEE INTERNET AGREEMENT /ICT POLICY

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- Visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- Being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • Ensure that they do not interrupt the learning of other students • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own

	<p>learning and growth by setting goals and managing resources to achieve these goals.</p> <ul style="list-style-type: none"> Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
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Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. Ensure their child's regular attendance Engage in regular and constructive communication with school staff regarding their child's learning. Support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> expect that they will be able to teach in an orderly and cooperative environment be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> Fairly, reasonably and consistently, implement the engagement policy. Know how students learn and how to teach them effectively. Know the content they teach. Know their students. Plan and assess for effective learning. Create and maintain safe and challenging learning environments. Use a range of teaching strategies and resources to engage students in effective learning.

4. Shared expectations

4.1 Shared Expectations	
Suggested inclusions	Individual School input
Characteristics of shared expectations in Effective schools.	<p>The factors Trafalgar High School identifies as expectations of an effective school are:</p> <ul style="list-style-type: none"> (a) strong leadership of the principal and leadership team (b) emphasis on mastery of basic skills (c) a productive and orderly school environment (d) high teacher expectations of pupil performance (e) frequent monitoring of students to assess their progress (f) provide diverse educational and student engagement experiences/programs (g) Provide appropriate and effective pathways, programs and counselling.
Schools – principals, teachers and school staff	<ul style="list-style-type: none"> • Shared expectations of teachers, reference: Victorian Teaching Profession Code of Conduct at: http://www.vit.vic.edu.au/content.asp?Document_ID=25. • Trafalgar High School is an inspirational learning environment built on mutual respect and committed to success in a student centered, safe atmosphere. High educational standards are expected and encouraged as is respect for diversity, self and others. The provision of broad educational opportunities allows all students a pathway to success as responsible members of the global community. • Trafalgar High School expects inclusive teaching practices, accessible educational provision for all students, opportunities for parent/carer partnerships and liaison, community partnerships and the provision of appropriate student services. • Curriculum development and provision is designed to be appropriate, relevant and challenging to give students the opportunity to experience success in their learning. • Trafalgar High School endeavours to build community through recognition of common values, acknowledging cultural diversity, establishing broad community links and identifying opportunities that meet our student’s needs.
Students	<ul style="list-style-type: none"> • As students progress through school they are encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing our students as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • Students are expected to uphold the behaviours, attitudes and core

	<p>values of Trafalgar High School.</p> <ul style="list-style-type: none"> • Demonstration of respect for the rights of others, including the right to learn, contributes to an engaging educational experience for themselves and other students. • Trafalgar High School actively encourages students whole school engagement, attendance and behavioural expectations through the participation in whole school and cross year level events such as sport, performance productions and camps; this creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other. • To seek parental and peer-group support and co-operation at all times.
<p>Parents/carers</p>	<ul style="list-style-type: none"> • Parents are expected to be supportive of the behaviours, attitudes and core values of Trafalgar High School. • Parents/carers can be expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress. • Parental cooperation with the school, including regular and constructive communication with school staff regarding their child's learning and wellbeing, will actively support their child's engagement in the school environment. • Parents/carers can also be expected to support the school in maintaining a safe and respectful learning environment for all students.

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

- **Care and Compassion** – care for self and others
- **Integrity** – acting in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
- **Doing Your Best** – seek to accomplish something worthy and admirable, try hard and pursue excellence.
- **Respect** – treat others with consideration and regard, respect another person's point of view.
- **Fair Go** – pursue and protect the common good where all people are treated fairly for a just society

- **Responsibility** – be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways; contribute to society and to civic life and take care of the environment
- **Freedom** – enjoy all the rights and privileges of Australian citizenship, free from unnecessary interference and control; stand up for the rights of others.
- **Understanding, Tolerance and Inclusion** – be aware of others and their cultures, accept diversity within a democratic society, being included and including others.
- **Honesty and Trustworthiness** - be honest, sincere and seek the truth

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices

The school is committed to the use of restorative practices with students.

Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behavior management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Diversity in the school community

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

5. School actions and consequences

Trafalgar High School, through its Student Engagement Policy aims to promote a harmonious, safe environment where students, staff and parents work co-operatively to ensure the school's educational goals can be successfully met

5.1

Student engagement, regular attendance and appropriate behaviours will be supported through relationship based whole-school and classroom practices, including:

- The provision of a challenging and purposeful education program in an environment which provides individual students with the opportunity to succeed.
- Providing personalised learning programs where appropriate for individual students.
- Ensuring student participation in the development of classroom and whole school expectations.
- Empowering students by creating multiple opportunities for them to take responsibility for their school life and involvement in student leadership.
- A recognition that self discipline is an integral part of the learning process.
- The provision of positive approaches to teaching and learning that develop and increase personal self esteem.
- Logical consequences that are applied fairly and consistently for inappropriate behaviour or irregular attendance.
- An expectation of mutual courtesy and consideration for others.
- Collaborative decision making between students, parents and staff on matters that affect students' well being.
- Providing physical environments conducive to appropriate behaviours, effective engagement and successful achievement.

Students should:

- Comply with all reasonable instructions given by teachers and staff of THS.
- Be courteous and respectful of others
- Take care of school property and respect the property of all members of the school community
- Take responsibility for the care and use of their Student Locker
- Place all litter into bins
- Behave appropriately and respectfully when representing the school on excursions, camps, sporting or other official events
- Wear school uniform appropriately and wear approved sports uniform when representing the school
- Arrive at school and all classes on time

- Resolve conflicts appropriately and seek the assistance of staff members when required
- Be aware that behaviour travelling to and from school can have implications and consequences at school
- Follow the THS Internet Users Agreement.
- Bring all books, student diary and necessary equipment to each class
- Enter classrooms in a quiet and orderly manner
- Ask permission to leave the room and have their student diary signed accordingly

Students should not:

- Leave the school grounds without permission
- Bring cigarettes to school or smoke while in school uniform
- “skip” classes
- Use offensive language
- Participate in, promote or provoke physical violence
- Spit, squirt or throw water
- Climb onto the roof of the school or any other school structures
- Ride bicycles, skateboards or scooters inside the school grounds
- Use the toilets for social gatherings
- Behave offensively
- Breach the THS Mobile Phone Policy (refer related THS policies and Student Handbook)
- Play ball games in areas not designated for the purpose
- Enter “out of bounds” areas
- Run or push while moving through the school buildings and corridors
- Bring any prohibited items to school, including alcohol, illicit/illegal drugs, weapons or other dangerous items
- Touch any fire extinguishers or other safety equipment in the school
- Threaten or demand money or food from any student
- Submit work considered offensive or degrading
- Graffiti any part of the school or school property
- Wear caps or jackets in the classroom
- Bring food or drink into the classroom without express permission from the classroom teacher.

5.2

Breach of General and Classroom Rules

In the event where a student has behaved in a manner that does not meet the *Values and Expectations for students at THS*, and is in breach of a School rule or classroom rule the following procedures apply within the context of a **staged approach** to student wellbeing.

The teacher should:

- Speak to the student about the behaviour and advise them of consequences that may arise if the student does not cease or modify the behaviour.
- Apply the procedures outlined in the *THS Structure for Behaviour Management* (refer Appendix B)
- Consider the scale of the behaviour breach and determine whether
 - Classroom exit is appropriate (refer Appendix C Exit Procedures)
 - Referral to YLC is appropriate
 - Parental/Carer contact is appropriate
 - An Incident Referral form is to be completed (refer Appendix D)
 - Restorative Practice is applicable

All incidents need to be dealt with in an appropriate, consistent and systematic way. It is important that all members of the school community have confidence in our value system. Trafalgar High School is a complex teaching and learning environment and failure to meet THS values will lead to a process that ensures

- Responsibility
- Accountability
- Restoration of Relationships
- Personal Growth
- Personal Achievement

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures. This includes being explicit about the way work is provided to students.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be

temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess or lunch break may be used for this work.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf