



Maffra Primary School

Learning is our Future

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'***

July, 2010

**Principal: Mr. Chet Dervish
School Council President: Mrs. Linda Cam**

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1 School profile statement

Maffra Primary School is located in the township of Maffra within the Macalister Irrigation District, renowned for its dairy industry. The original building was erected in 1867 and is of historical significance. There is a strong sense of community within the town and the school enjoys a good working relationship with Maffra Secondary College, kindergartens and the other schools in the district.

The enrolment at February Census Day in 2010 was 296 students. The school has high expectations of all its students and it aims to provide an opportunity for each of them to develop as learners— thus our motto *Learning Is Our Future*. We aim to provide a caring, challenging and vibrant learning environment that equips children to perform to the best of their ability in all areas, with the necessary skills and knowledge to become valued members of the community. The welfare of each student is of paramount importance.

In 2008, the Maffra Primary School community participated in a major school review leading to the formation of our School Strategic Plan (2009-2012). Through consultation, we also established our Values, which are seen as being central to the life of our school community:

- **Commitment to each other and to all we do**
- **Respect for individual differences, teaching and learning styles and respect for our environment**
- **Actively promote self esteem and confidence**
- **Integrity in all of our actions**
- **High expectations and the pursuit of excellence**
- **Courage to take risks**
- **Persistence**
- **Truthfulness and open communication**
- **Resilience**

These values are imbedded in the language and culture of our school.

The goals of our School Strategic Plan (2009-2012) are:

- To improve student learning in the Reading dimension of English and in the Measurement dimension of Mathematics across the school
- To continue to improve student engagement and wellbeing across the school
- To improve the transition of students as they move through the school

Currently we are able to offer specialist programs in Library/ICT/ Physical Education, Music and Art/Global Studies.

In addition, special activities operate which promote the individual child's skills, knowledge, health, well-being and self-esteem. These include the weekly Years 3-6 Instrumental Music tuition sessions, the Annual Student Musical Production, Inter-School Sport, comprehensive camping program at all levels from Year 4 through to

Year 6, major excursions for Year Prep to 3, a biennial visit from the Life Education Van and a whole school Social Skills Program.

Special assistance programs for children with additional needs include a one on one Reading Recovery Program and Literacy Tutors Program (LTP – Literacy Intervention), the Early Years Literacy Program, Middle Years Programs incorporating Wellington Assessment and Learning Program (WALP) and Numeracy Intervention. *Gifted and Talented* children are also effectively accommodated through programs designed to extend and challenge such as our Numeracy Intervention program for high achievers based on problem solving skills and through an emphasis in all classrooms on open-ended activities and the development of “*thinking skills*”.

The intensive, six week Prep- Year 4 Swimming Program operates at Kemp Aquatics heated swimming pool with qualified instructors. The grade 5/6 swimming program operates at the Maffra pool over a two week period in December and is supported by Aust Swim trained teachers and parents. An intensive gymnastics program operates for six weeks during second term for all classes, at the Maffra Gymnastics Centre, with qualified instructors

The school has a well established Program for Students With Disabilities. A range of special programs has been implemented for many students within this cohort, including cooking and other life skills with the assistance of skilled integration aides.

During 2009, the school undertook a major \$4.1 million building upgrade. This resulted in the refurbishment of the original building and the construction of three new buildings, consisting of nine classrooms and a gymnasium. The refurbishment of the original building meant a total upgrade of our administration area including staff facilities, purpose built reading recovery, art and music rooms and conference and counselling rooms. In 2004, a library/ICT centre and four classrooms were built in a \$1.5 million upgrade. The Maffra Primary School master plan is now complete. The school also has extensive sealed playing areas, football oval, soccer field, netball, volleyball and basketball courts, established playground equipment and attractively landscaped grounds.

In 2010, approximately 42% of our families are in receipt of the Education Maintenance Allowance. Our SFO (Student Family Occupation) density in 2009 was 0.53. We have one student with a Language Background Other Than English and we currently have 10 students who are of aboriginal or Torres Strait islander descent. Parent Opinion surveys indicate a high level of satisfaction. Our “Attitudes To School Survey” completed by our Year 5 and 6 students indicates a very high level of satisfaction particularly in areas of Teacher Effectiveness, Stimulating Learning, Learning Confidence, Connectedness to Peers and Classroom Behaviour.

The classes at Maffra Primary School are dynamic and interesting with a wide variety of educational possibilities for each child. Our teachers provide an exciting and engaging curriculum that caters for the individual needs of each child in their class.

2 Whole-school prevention statement

Maffra Primary School endeavours at all times to provide programs, services, information and resources that engage students:

- a) By modelling and practising our school values
- b) By providing a safe and supportive environment in which students can learn and grow
- c) By encouraging punctual, regular attendance of all students at school; and
- d) By engaging students cognitively, behaviourally and emotionally.

A Student Welfare teacher is employed (0.8 time fraction in 2010) which covers a time allotment each day. Under her guidance a number of programs are offered to further engage our student and parent community:- Breakfast Club, Student Council, FAST (Families and Schools Together), self esteem groups and behaviour modification groups.

Success in all areas of life is linked to confidence and social competence. Students who have good social skills will be more successful. Our Whole School Approach to Social Skills endeavours to teach the life-long skills our students will need in order to get along with each other not just while they are at school but out in the community.

Students have the opportunity to engage in leadership development through Student Council, School Captains, House Sports Captains, Library and Art Assistants and Meals on Wheels.

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.

Maffra Primary School will achieve this by:

- Involving parents and the community in our school proceedings
- Encouraging supportive relationships based on mutual respect that encourages students to behave responsibly
- Teaching and fostering social skills necessary to learn and play together
- Developing an awareness of the consequences for choosing unacceptable behaviours
- Implementing a curriculum that engages all students
- Modelling our approach to student welfare on recent research and DEECD guidelines
- Encouraging an environment of community trust

Maffra Primary school will promote parental and community involvement by:

- Promoting a culture of open communication within the school and the community

- Supporting families through parenting skills programs
- Consulting parents and the community on issues that affect children's development and learning within the school

Supportive relationships based on mutual respect that encourages student to behave responsibly will be encouraged by:

- Accepting and valuing individual differences and beliefs
- Encouraging students to listen to others and show respect for the point of view of another
- Promoting co-operative behaviours that show respect for the rights of others
- Continuing a culture of acceptance and tolerance of new students

Skills necessary to learn and play together will be promoted by:

- Implementing a Whole School Social Skills Program
- Supporting our student leadership program which encourages responsibilities
- Encouraging positive peer modelling through the Prep/ Grade Five and Six buddy program and through our student leaders.

An awareness of consequences for choosing unacceptable behaviours will be fostered by:

- Developing individual classroom rules at the beginning of each school year. These rules have clearly defined positive rewards as well as clearly defined rights and responsibilities and consequences
- Sending home to each family a published list of rules and responsibilities with clearly defined consequences
- Encouraging children through discussion, explanation and counselling, to make decisions and choices with the understanding that unacceptable behaviour incurs consequences to self and others.

A curriculum that engages all students will be implemented by:

- Establishing learning environment that offers children opportunities to contribute to their classroom and school community through the development of co-operative skills and inquiry learning coupled with recognition for positive behaviours

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, and
- 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 a 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 Disability Discrimination Act 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.

Cyberbullying 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 cyberbullying behaviour are:

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

Cyberbullying 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 they witnessed the incident and advise them to report it to an appropriate person. However, if a 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

Cyberbullying

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.

A full copy of the Maffra Primary School Bullying Policy can be obtained from the school office.

Rights and Responsibilities of the School Community

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. • 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 learning and growth by setting goals and managing resources to achieve these goals.

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"> • send their child to school in clean uniform with adequate healthy food for the school day and ensuring they have had sufficient rest the night before • promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modeling

	<p>positive behaviours.</p> <ul style="list-style-type: none"> • 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.
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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

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

Act 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, 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, take care of the environment

Freedom

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and 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.

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.

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 behaviour 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).

5. School actions and consequences

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

- establishing predictable, fair and democratic classrooms and school environments, using Assertive Discipline and Restorative Practices principles
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs, based on individual learning improvement plans, for individual students where appropriate
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student welfare teacher
- tutoring/peer tutoring
- mentoring and/or counselling or referral to Student Services
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example camps/outdoor education/creative arts
- involving community support agencies.

Whole School Expectations

Where students are involved in minor conflict, teacher discretion is used to find a resolution. However, in situations of significant conflict, Restorative Practices provides a structure for ensuring all parties involved feel that they have been heard and that their varying points of view have been considered in finding a resolution to the conflict. This is usually achieved through a Restorative Chat where an independent party listens to all points of view and guides the participants towards a satisfactory outcome for all.

In the case of Assertive Discipline, all classroom participants have input into the formation of class rules and the consequences for breaking those rules (an Assertive Discipline Plan) so the principle of inclusion which is important to Restorative Practices is still in evidence. A Restorative Chat is required if conflict arises from some-one not adhering to the agreed upon rules and consequences in the Assertive Discipline Plan, or if a conflict has arisen outside of the classroom's plan.

Classroom Expectations.

We have high expectations in student behaviour in our school and have a consistent whole school approach of classroom expectations and consequences. All teachers will develop an Assertive Discipline Plan with their students and these are sent home to parents for their signature. Assertive Discipline is about choices and consequences. If a student chooses to disregard a class (or school) rule, then there is a set of clear consequences. Usually this involves a warning, time out, time out in another classroom and ultimately sent to the Principal or Assistant Principal and parents notified. Our rules are designed to maximise children's learning. Children learn best in an environment which is safe and nurturing. Assertive Discipline also involves lots of rewards and praise for positive behaviour.

Playground Expectations

Our aim is to make the play-ground at Maffra Primary School a safe and happy place for all members of the school community. All teaching staff are assigned yard duty times, which ensures that there is supervision in the school grounds between 8.30am and 3.50 pm each school day. There are a range of procedures which help to maintain the level of student behaviour expected.

YARD DUTY PROCEDURES

Yellow Cards are awarded for:

- Playing fairly
- Encouraging others to join in
- Assisting others
- Using Conflict Resolution to solve problems
- Playing safely
- Following school rules

The yellow card holder is entitled to choose a prize from the 'prize' box.

10 minute supervision with yard duty teacher – The child is to walk with the teacher on duty for ten minutes and if incomplete before teacher changeover, to continue with the second teacher.

- Unacceptable behaviour – negative behaviours which may include:
 - Name calling
 - Swearing
 - Running around corners
 - Using mild force
 - Deliberately interfering with the games/rights of other children
 - Not following instructions
- Playing in gardens or out of bound areas.
- Littering

Red Card Offences *20 minute supervised detention* – The child to begin detention with Principal/Assistant Principal/Student Welfare teacher immediately, if appropriate, or at the next available recess/lunch time:

- Fighting
- Bullying/Teasing
- Dangerous Play
 - Leaving school grounds without permission
- Damaging school property
- Refusing to follow directions

Orange Card—Serious Incident

This card is used for a serious incident requiring additional adult assistance such as a badly injured person or a volatile situation with one or more children. Send the card to the staffroom/office with a responsible child—additional staff will attend immediately.

ALL playground incidents of a negative nature are to be recorded in the Yard Duty folder and then transferred to the Behaviour Management register. Information is shared with teachers at staff meetings and students are rewarded with an extra ‘play’ at the end of the term if they have not had their name recorded within that term.

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.

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

Attendance

To maximise student learning opportunities and performance we need to ensure that children attend school regularly, punctually and without unnecessary absences.

Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find “catching up” difficult. Absenteeism contributes significantly to student failure at school. All enrolled students are required to attend school unless reasonable and valid reasons exist for them to be absent.

Parents have a responsibility to ensure that their children attend school regularly and punctually and are only absent if ill or if absolutely necessary. Parents have a further responsibility to provide a written note explaining why an absence has occurred.

The Principal has a responsibility to ensure that attendance records are maintained and monitored at school. The principal has a further responsibility to ensure that unexplained absences are investigated. Unresolved attendance issues may be reported by the principal to the Department of Human Services.

All student absences are recorded in the both the morning and the afternoon by teachers, are aggregated on our CASES database and communicated to DEECD. The Department of Education and Early Childhood Development may seek student attendance records.

Student attendance and absence figures will appear on student half year and end of year reports. Aggregated student attendance data is reported to DEECD and the wider community each year as part of the Annual Report.

Strategies used to encourage regular attendance will include:

- Provision of a school program in which students are full engaged and therefore keen to attend school
- Phone calls or visits to home to investigate concerns of lengthy or unexplained absences
- Student Welfare teacher to offer support and strategies to parents
- Reinforcement of the “It’s Not OK To Be Away” message

Excursions

To ensure the safety and well being of all students, it will be an expectation that parents attending school excursions and camps, have a current Working With Children Check card. Any exceptions to this will be at the discretion of the principal.

The application for this card is readily available from Australia Post. There is no cost for volunteers. A passport size photo is required.

Evaluation

The Student Welfare component of the Integrated Studies Committee will review strategies and report to Consultation Committee on student engagement issues.

Evaluation sources include:

- A record of student playground and student classroom behaviour
- School based student surveys on bullying
- CASES information and Annual Report data
- Student absence information

Resources

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/elearningsupportservice

	es/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.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

Ratified by school council on

Reviewed biennially.