

CASTLEMAINE PRIMARY SCHOOL

Student Engagement & Well-Being Policy

2017



To be read in conjunction with SWPBS Booklet

TABLE OF CONTENTS

	PAGE
1. School Profile Statement	1
2. Whole-School Prevention Statement	1
● Programs and strategies implemented to promote student engagement	
● Goals and targets from school strategic and annual implementation plan	
3. Rights and Responsibilities	3
● Rights and Responsibilities of students	
● Rights and Responsibilities of parents/carers	
● Rights and Responsibilities of staff	
4. Shared Expectations	5
Diversity of the school community	
5. School actions and consequences	5
● Consequences	
● Whole school approach to student engagement and welfare	
● Restorative Practices	
Appendices	9
1. Rights and Responsibilities Guidelines	
2. References	
3. Values and expectations	
4. General procedure for dealing with problem behaviours	
References	12

1 School Profile Statement

Castlemaine Primary School is committed to ensuring all students have the opportunity to develop their academic, artistic, physical and social skills in a safe and caring environment. Castlemaine Primary School encourages children to strive for excellence and fosters a commitment to continuous learning. We believe these qualities will equip students with the necessary tools to enable them to reach their full potential and achieve their goals in an ever-changing society.

2 Whole-School Prevention Statement

Castlemaine Primary School's core purpose is to deliver the best possible learning outcomes for all children through the provision of common understandings within our school, quality curriculum and recognition of the individual needs of children. To achieve this, our school utilises the following strategies:

Core SWPBS values at Castlemaine Primary School that reflect a common understanding within our School Community are

- Respectful
- Responsible
- Learning and
- Community

The school shares high expectations with the whole community and accept that student well-being is everyone's responsibility. We have a belief that students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to support them. This interdependent relationship between student wellbeing and student learning is fundamental to our students' positive and successful engagement with their education. Our positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage in their learning. We acknowledge that when a child receives positive recognition of their behaviour and achievements, it not only provides them with confidence, but also a feeling of self-worth.

Programs and strategies being implemented by Castlemaine Primary School to promote student engagement, high attendance and positive behaviours are:

Curriculum

- Specialist areas: LOTE (French), Library, Art and Performing Arts (Choir, Ensemble, Marimba Club, Busker's Club, Private Music Tutoring, School Concert, Castlemaine State Festival performances, Cultural Performances)
- Physical education program including: class PE sessions, swimming programs, Cross Country, Jump Rope For Heart, AFL 9s, Cricket, Golf, Interschool and Division competitions
- Camps, whole school and local excursions involving all year levels
- ICT resourcing in all classrooms (high ratio of iPad and netbook devices to student numbers), Interactive Whiteboards in all classrooms, Coding Club)
- Reading Recovery program for Grade 1s
- Education support staff
- Cross age activities PITW afternoons, Sports afternoons, Better Buddies

Student leadership programs:

- School Wide Better Buddies Program (P-6)
- School Captains
- House Captains
- COIL (Challenging Opportunities and Inclusive Leadership)
- GRIP

Positive Behaviour Support

- School Wide Positive Behaviours common values

- Student of the Week Value Award
- Positive acknowledgment system (Gotcha, Postcard)
- Classroom and individual rewards systems
- School wide Better Buddies Program
- Cross age activities (whole school sport, PITW and JRFH afternoons, Better Buddies sessions)
- e-Smart
- Play Is The Way

School Environment

- Shaded playing areas
- Ample play equipment
- Multi-Purpose Room
- Outside seating
- Library
- Garden areas
- Sport Shed
- Two Sandpits
- 2 playing areas in addition to Tiger Turf Oval/Basketball/Netball Court

Outside agencies/community supports:-

- Guidance Officer/Psychologists
- Speech Pathologist
- School Nurse
- Education Support Staff
- Parent Involvement including hearing reading, Parents & Friends Club, fundraising, camps, excursions, open classroom displays, book covering, book club, garden club, concert and other incidental activities
- Active after school programs

Through the attitudes to school survey, staff survey and parent opinion survey, Castlemaine Primary School has direct feedback on expectations and understandings of all members of the community and uses this feedback to fine tune policy and process on an ongoing basis.

Engagement & Wellbeing Goals and Targets

The Castlemaine Primary School Strategic Plan 2014 – 2017 lists specific targets in the area of student engagement and wellbeing.

Engagement Goal

Establish a rich, relevant, challenging and stimulating learning environment that engenders consistently high levels of student engagement.

Targets

- To reduce the F-6 average absence rate to 14.5 days or less by 2018.
- To improve the following measures in the Student Attitude To School survey:
 - student motivation - 4.60 by 2018
- To improve the following measures in the Parent Opinion Survey:
 - reporting - 5.80 by 2018

Key Improvement Strategies

- Develop a whole school approach and implement strategies to improve attendance.
- Plan for challenging goals and effective feedback for students, parents and teachers as partners in learning.
- Develop a whole school positive behaviour support and implement strategies to improve attendance. (SWPBS, It's Not OK To Be Away)
- Plan for challenging, fluid goals and effective feedback for students, parents and teachers as partners in learning. (Inquiry, CAFE)

- Implement teaching systems and methods that provide student choice and ownership through self-directed learning, incorporating fluid learning goals (Cafe/Inquiry)
- Construct and run a Report Working Group to obtain parent feedback on reporting structures and make changes to current reporting practises

Wellbeing Goal

Develop students who are motivated, engaged, resilient and willing to contribute to the wellbeing of others.

Targets

- To improve the following measures in the Students Attitude To School survey:
 - school motivation – 4.6 by 2018
 - learning confidence – increase girls scores to achieve similar results to those of boys.
- To improve the following measures in the Parent Opinion Survey:
 - student motivation – 5.8 by 2018

Key Improvement Strategies

- Develop a school wide approach to wellbeing within a safe, respectful, informed and involved community.
- Strengthen communication and partnerships with parents and the wider community.
- A Wellbeing Student Learning Team to drive wellbeing initiatives to support motivation, engagement, willingness and contribution in students
- Implement school wide positive behaviour support structure to wellbeing within a safe, respectful, informed and involved community.
- Strengthen communication and partnerships with parents and the wider community through the obtainment of parental feedback, open classroom structures, parent volunteer structures and parent programs

3 Rights and Responsibilities

Rights and Responsibilities of the School Community

When developing Rights and Responsibilities Castlemaine Primary School has considered their legal responsibilities under relevant legislations:

Equal opportunity Act 1995 -

At Castlemaine PS all members of the school community will be treated equally regardless of age; gender identity; impairment; physical features; race or religious belief.

Charter of Human Rights and Responsibilities Act 2006 –

At Castlemaine primary school corporal punishment is prohibited and we affirm that all people are born free and equal in dignity and rights.

Disability Discrimination Act 1992 under Disability Standards for Education 2005-

The standards cover enrolment, participation, curriculum development, student support services and harassment & victimisation.

Education and Training Reform Act 2006 –

Castlemaine Primary School provides for a high standard of education and training for all students.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Be treated with respect and fairness • Learn and play without interference or intimidation in a safe and secure environment • Participate fully in the school's educational program with appropriate access to all facilities and equipment 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Be on time for class and be prepared to learn • Be friendly and treat their peers, teachers and all other members of the school community with respect • Work and play safely observing the school rules • Participate fully in the school's educational program and attend regularly • 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 • Respect the school environment and property • Use information technology appropriately, inform their teacher of inappropriate use

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p>Parents/carers have a right to:-</p> <ul style="list-style-type: none"> • Be treated equitably with common courtesy and good manners • Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • Be kept informed of their child's learning progress and behaviour at school 	<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 regularly attends school and is on time for school each day • Engage in regular and constructive communication with school staff regarding their child's learning • Ensure contact details for their child are correct and up to date • Ensure their child wears school uniform and all clothing items are clearly named • Support the school in maintaining a safe and respectful learning environment for all students • Promote respectful relationships

Rights and Responsibilities of Staff

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> • Be treated fairly with common courtesy and good manners • 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 and wellbeing policy • Maintain accurate attendance records • Know how students learn and how to teach them effectively • Know the content they teach and work co-operatively and implement quality curriculum • Be aware of their students' strengths and their challenges • Plan and assess for effective learning and provide a differentiated curriculum • Create and maintain a safe and challenging learning environment using a range of teaching strategies and resources to engage students • Teach students how to be cyber safe when using technology (eSmart program)

4 Shared Expectations

At Castlemaine Primary School, the Principal, teachers and school support staff have a responsibility to provide an environment that ensures that all students are valued and cared for, feel part of the school, and can engage effectively in their learning and experience success.

School staff at Castlemaine Primary School have shared expectations to:

- Provide inclusive teaching practices
- Accessible educational provision for all students
- Maintain positive parent/carer partnerships and liaison
- Support community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student services
- Provide appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning
- Maintain a high level of confidentiality relating to staff, students and parent information
- Address and celebrate diversity within the school community

Students at Castlemaine Primary School have shared expectations to:

- Attend school regularly
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- Participate in the school's educational program to the best of their ability

Parents/carers at Castlemaine Primary School have shared expectations to:

- Promote positive educational outcomes for their child/ren by taking an active interest in their child's educational program
- Support the school in maintaining a safe and respectful environment for all students
- Maintain a high level of confidentiality relating to staff, students and parent information

Diversity in the school community

Castlemaine Primary School celebrates diversity by:

- maintaining a highly skilled, diverse, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- increasing the range of knowledge, skills and experiences of staff through continual professional development including the regular scheduled Wellbeing SLT (Student Learning Team) meetings each term dedicated to student engagement and welfare
- Ensuring a whole school approach to student engagement and welfare is implemented (SWPBS & eSmart)
- Creating more effective decision making due to increased participation levels and an increased capacity to solve problems by valuing the opinions of all staff

5 School Actions and Consequences

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

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- 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 wellbeing team, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- 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.

Level of Behaviour	Behaviour Exhibited	Examples of Consequences
1	Attending school regularly. Attending school on time. Obeying the school rules. Respect the rights of others. Cooperative behaviour. Consistent effort. Leadership qualities. Displaying school values.	<i>Positive Reinforcement (Tier 1)</i> Receive praise – compliment on behaviour. Receive GOTCHA’s, postcards & certificates. Participate in awards.
2	Inappropriate behaviour in the classroom or playground – minor offence e.g. talking out of turn.	<i>Initial Consequences for ‘Minor’ Inappropriate Behaviour (Tier 2)</i> Teach Like A Champion Techniques – No Warnings, Do It Again, etc. Mark on board or spoken to by the teacher as a reminder to improve behaviour. Temporary removal from regular classroom or playground activities. Restorative practices discussions.
3	Persistent inappropriate behaviour in the classroom or playground – major offence. <ul style="list-style-type: none"> ● Teasing including cyber issues ● Stealing ● Swearing ● Disobeying school rules ● Showing disrespect ● Causing others to feel unsafe ● Disruption to student learning ● Property damage 	<i>Initial Consequences for ‘Major’ Inappropriate Behaviour (Tier 2)</i> Documented in Conduct Record Book (CRB). Notification to Wellbeing SLT and or Principal. Removal from class or playground for a specified period of time. Withdrawal of privileges e.g. Computer. Recess or lunch detention – no more than half the allocated time for the break. Restorative practices discussions.
	Persistent inappropriate behaviour in the classroom or playground with no improvement over time.	<i>Consequences for ‘Major’ Repetitive Inappropriate Behaviour (Tier 3)</i>

4	<ul style="list-style-type: none"> ● Bullying including cyber bullying ● Persistent or serious breaking of school rules. ● Showing disrespect. ● Causing others to feel unsafe ● Disruption to student learning ● Property damage 	<p>Documented in Conduct Record Book (CRB). Notification to Wellbeing SLT and or Principal. Contact parents. Removal from class or playground immediately. Recess and or lunchtime Detention – no more than half the allocated time for the break. Referral to SSSO – student support if deemed necessary. Targeted intervention strategies – Parent conference & development of behaviour plan. Restorative practices discussions.</p>
5	<p>Deterioration of behaviour over time.</p> <p>Serious or persistent bullying including cyber bullying.</p> <p>Persistent or serious breaking of school rules causing staff and students to feel unsafe or injured.</p> <p>Continued disruption to student learning or property damage.</p>	<p><i>Suspension Process (Tier 3)</i></p> <p>Principal’s responsibility to follow procedures listed in section 4.3 of the DEECD guidelines.</p> <p>Documented in Conduct Record Book (CRB).</p> <p>Parent Conference.</p> <p>Targeted intervention strategies including an Individual Student Behaviour Contract.</p>
6	<p>Serious breaking of school rules causing disrespect and making staff and or students to feel unsafe.</p> <p>Serious disruption to student learning or serious property damage.</p>	<p><i>Expulsion Process (Tier 3)</i></p> <p>Principal’s responsibility to follow procedures listed in section 4.3 of the DEECD guidelines.</p> <p>Expelled from school.</p>

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.

Suspension

If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the student’s parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

Appropriate and meaningful school work must be provided to the suspended student. This work must be consistent with work provided in the student’s classes. While completion of the work is not a requirement for re-entry to school, parents/carers can assist the process by ensuring that the work is completed.

At any time during a suspension, parents/carers can request that a student support group meeting be convened.

Expulsion

Expulsion from a school is the most serious consequence open to the Principal. When expulsion is unavoidable, Principals have a responsibility to demonstrate that expulsion is the only appropriate measure and that all

other measures consistent with a staged response and the Student Engagement Policy have been implemented in good faith by the school without success.

Schools should work in partnership at a network level to ensure that expelled students are guaranteed an educational placement at another school or registered training organisation or alternative education setting in their network.

Whole school approach to student engagement and welfare

Restorative Practices

Restorative Approaches puts repairing harm done to the relationships and people over and above the need for assigning blame and dispensing punishment. The restorative approach is based on the belief that the people are best placed to resolve a conflict or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honoured.

Restorative Practices:

- Are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- Promote awareness of others, responsibility and empathy
- Involve direct and voluntary participation of those affected by misconduct in its resolution
- Promote relationship management rather than behaviour management
- Separate the deed from the doer
- Are systematic, not situational
- 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

Key Questions

1. What has happened?
2. Who has been affected?
3. How can we involve everyone who has been affected in finding a way forward?
4. How can everyone do things in the future?

Anti-bullying

Fosters a committed social responsibility within the school community and empowers students and teachers with strategies that enable them to build a safe and supportive environment for all.

Students

- Engage in responsible reporting when witnessing or experiencing injustice
- Identify bullying behaviour
- Build resilience to free oneself of thinking like a victim
- Feel empathy for targeted members of the community and therefore take sensible actions as a bystander

Teachers

- Acknowledge that reduced bullying is a shared responsibility
- Implement whole school prevention and intervention strategies

- Create opportunities for students to develop a social conscience

Appendices

4.1 Guiding principles

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

4.2 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).

4.3 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.

4.4 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.

4.5 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 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

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.

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/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eoo/eeoact.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